|  |  |  |  |
| --- | --- | --- | --- |
| Literacy  Instructions   * To understand what instructions are and why they are important. * Children complete small challenges and together write a set of instructions. * Children write a sequence of instructions. * Children consider what they will need to make ice sea biscuits (from the story *The Lighthouse Keepers Lunch*). * Write instructions and follow them to make ice sea biscuits. | Numeracy  Number – number and place value   * Read and write numerals from 0 to 50, then beyond * Use knowledge of place value to position numbers (0 – 50) on a number line * Describe a puzzle or problem using numbers, practical materials and diagrams.   Number – addition and subtraction   * Tens and units to 50 * Understand subtraction as 'take away' * Find a 'difference' by counting up. * Relate addition to counting on; recognise that addition can be done in any order. * Solve problems involving counting, adding, subtracting, doubling or halving   Number – fractions   * Use the vocabulary of halves and quarters in context * Solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.   Number – multiplication and division   * Count on or back in ones, twos, fives and tens * Use this knowledge to derive the multiples of 2, 5 and 10 * Know this as times tables   Geometry – properties of shapes   * Visualise and name common 2D and 3-D shapes * Describe their features. * Use them to make patterns, pictures and models | Topic  Space   * To begin to find out about the space race and significant events in space exploration. * To find out about the life of Neil Armstrong * To role play the moon landing focusing on the actions of Neil Armstrong * To recount the main events in the life of Neil Armstrong   PSHE  Living in the Wider World   * Learn about respect for self and others and the importance of responsible behaviours and actions * To learn about rights and responsibilities as members of families, other groups and ultimately as citizens * To know about different groups and communities * To respect diversity and equality and how to be a productive member of a diverse community | Science  Growing Plants   * To explore plants in the immediate environment. * To be able to identify a variety of common wild and garden plants including deciduous and evergreen trees. * To be able to identify and describe the basic structure of a variety of common flowering plants including trees. * To know that plants need water and sunlight in order to grow. * To make careful observations of the plants, trees and flowers in the immediate environment. |
| PE  Games Activities   * Use basic skills and actions * Be able to perform with control * Make use of the rules for games * Be able to travel with, send a ball or other equipment in various ways * To develop skills for simple games * To engage in simple competitive team games. | Music  YourImagination   * To listen to and appraise the song in various styles * To experience and learn how to apply key musical concepts/elements, e.g. finding a pulse, clapping a rhythm, use of pitch * To work together in a band/ensemble. * To develop creativity through improvising and composing within the song. * To understand and use the first C, E and G in C Major scale while improvising and composing. * To play instruments to the music with/without notation * To recognise the style of the music and to understand its main style indicators. * To understand and use general musical vocabulary and specific vocabulary linked to the song | Computing  Coding 2   * Simple inputs * Building on the learning from the previous coding activity, children will make objects move or disappear when they are either clicked or pressed, depending on the platform – also learning the differences between laptops and tablets. * They will then create an app, where objects move or disappear when clicked or pressed. | RE  What is it like to live as a Jew?   * To explore and find out about objects that are important in the Jewish faith, showing care and respect. * To recognise and describe some Jewish artefacts and symbols and identify symbols that are important in their own lives. * To know that the Torah is a special book for Jews, that it is kept in the Synagogue and is handled in a certain way. * To know why and when Jewish people celebrate Shabbat and what it means and to identify special practices they take part in with their family. * To identify features of the Synagogue; what Jews do there and ask questions about how Jews worship there. |