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| LiteracyInstructions* 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.

  | NumeracyNumber – 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
 | TopicSpace* 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

PSHELiving 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
 | ScienceGrowing 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.
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| PEGames 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.
 | MusicYourImagination* 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.
 | REWhat 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.
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