

Science**Spoken Language**

- Developing their scientific vocabulary
- Articulating scientific concepts clearly and precisely
- Making their thinking clear, both to themselves and others
- Build secure foundations by using discussion to probe and remedy their misconceptions

Seasonal change

- Observe changes across the four seasons
- Observe and describe weather associated with the seasons and how day length varies

Activity:

- Research the four seasons
- Identify types of weather
- Identify and name basic clouds
- Record the temperature
- Create a bar graph of monthly daylight hours

Working Scientifically

- Observing closely, using simple equipment
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions

Music

- Listen with concentration and understanding to a range of high-quality live and recorded music

Activity:

- Listen to music from other countries and make comparisons

Computing**Online safety**

- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Information Literacy

- Use technology purposefully to source and manipulate digital content

Activity:

- Learn how to use Chrome Books and Google Classroom
- Research different countries

Media

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content

Activity:

- Create self-portraits on the iPad

Art and Design / Design and Technology**Art and Design**

- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Look at the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Activity:

- Self portraits
- Create an African collar using collage materials
- Focus artist – William Morris

Design and Technology

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Explore and evaluate a range of existing products

Activity:

- Work as a small group to make a seasonal diorama
- Identify the skills used to make carrot cake through watching a video demonstration

Religious Education**What is important to you?**

CIRCLE OF LIFE
SPECIALNESS
IDENTITY

Deep Question:

Does everyone have to believe in something or someone?

- Recount some religious stories and recognise some religious objects
- Reflect on their own identity and experiences
- Ask questions and give opinions about religious and non-religious worldviews

English**Word reading**

- Apply phonic knowledge and skills as the route to decode words
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- Re-read these books to build up their fluency and confidence in word reading

Reading/ Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known

Writing

Write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher

Spelling

-Name the letters of the alphabet:

- naming the letters of the alphabet in order

-Days of the week

-Common exception words Year 1 and 2

- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Handwriting

- Sit correctly at a table, holding a pencil comfortably and correctly
- Begin to form lower case letters in the correct direction, starting and finishing in the right place
- Form capital letters
- Form digits 0-9

Grammar and punctuation

- Leaving spaces between words
- Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

Speaking and Listening

- Listen and respond appropriately to adults and peers
- Use relevant strategies to build their vocabulary
- Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English

History and Geography**History**

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

Activity:

- Identify changes in ourselves
- Create a timeline
- Great Fire of London

Geography

- Name and locate the world's seven continents and five oceans
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

Activity:

- Research places Barnaby and Bushra have travelled to: Kenya, Iceland
- Write about the features found in Kenya
- Write a postcard identifying the features found in Iceland

Physical education

-Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

Activity:

- Ball skills – large ball skills, such as dribbling, passing and aiming at a target, small ball skills, such as throwing and catching
- Multiskills – spatial awareness, movement, direction, balance

Intrahouse competition New Age kurling

Mathematics**Spoken language**

- Developing their mathematical vocabulary
- Presenting a mathematical justification, argument or proof.
- Making their thinking clear to themselves as well as others
- Build secure foundations by using discussion to probe and remedy their misconceptions

Number and place value

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- Given a number, identify one more or less
- Identify and represent numbers using objects and pictorial representations including the numberline, and using the language of: equal to, more than, less than (fewer), most, least
- Read and write numbers from 1 to 20 in numerals and words
- Learn doubles and halves up to 10
- Learn number bonds of 10

Number – addition and subtraction

- Read, write and interpret mathematical statements involving addition, subtraction and equals signs
- Represent and use number bonds and related subtraction facts within 20
- Add and subtract one-digit and two-digit numbers to 20, including zero
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems

Measurement

- Sequence events in chronological order using language
- Recognise and use language relating to dates, including days of the week, weeks, months and years

PHSE**Health and Wellbeing**

- H1 Understand the things that keep our body healthy
- H8/9 Understand about growth, changes and developing independence
- H16 Understand about respecting privacy

Relationships

- R2/4/12 Understand different types of behaviour and how it affects others
- R6/7 Understand how to listen and play cooperatively

Living in the Wider World

- L1/2 Discuss school rules and why they are important and create a class mission statement
- L4 Identify the groups and communities we belong to
- L8 Understand that everybody is unique

British Values**Democracy**

Why is it important to settle in a new class and how can this be achieved?

Rule of Law

What laws are in place when travelling to other countries?

Individual liberty

How can you show that you are an independent learner?

Mutual Respect for and tolerance of those with different faiths and beliefs and for those without faith

What groups do people belong to and what are the similar values that these groups share?