

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

Plants

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- Identify and describe the basic structure of a variety of common flowering plants, including trees

Activity:

- *Label parts of a tree
- *Plant beans

Working Scientifically

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

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

Data Handling

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

Activity:

- *Make a pictogram of favourite toys

Computer Science

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Recognise common uses of information technology beyond school

Activity:

- *Compare a range of moving vehicles, identifying those that use modern technology
- *Use remote control toys
- *Program a BeeBot to move around a given route

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:

- *Create abstract sculptures using clay
- *Focus artist – Henry Moore

Design and Technology

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria
- Build structures, exploring how they can be made stronger, stiffer and more stable
- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products

Activity:

- *Explore simple mechanisms
- *Apply learnt techniques to make playground equipment

Religious Education**How do religions welcome new members?**

- *Discuss how our school welcomes new members
- *Identify key features of a Muslim Aqiqah
- *Identify key features of a Christian baptism

Deep Question:**Can you always identify someone who is religious?**

- Identify special places, days and objects related to the questions studied / aspects covered
- Recount some religious stories and recognise some religious objects
- Ask questions and give opinions about religious and non-religious worldviews

English**Reading/ Comprehension**

- Read other words of more than one syllable that contain taught GPCs
- Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)

- 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
- Add prefixes and suffixes:
 - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
 - apply simple spelling rules and guidance
 - using the prefix un–
 - using –ing, –ed, –er and –est where no change is needed in the spelling of root words
 - apply simple spelling rules and guidance
- 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

- Begin to form lower case letters in the correct direction, starting and finishing in the right place
- Understand which letters belong to which handwriting 'families' (i.e. Letters that are formed in similar ways) and to practise these

Grammar and punctuation

- Leaving spaces between words
- Joining words and joining clauses using and
- 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
- 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
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Select and use appropriate registers for effective communication

**History and Geography****History**

- Events beyond living memory that are significant nationally and globally
- 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:

- *Compare old and new toys
- *Create a questionnaire to ask grandparents about what they played with as children

Geography

- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

Activity:

- *Create a map for programmable cars to move around

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:

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

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 - Inspire Book 1D, Unit 17

- 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

Number – addition and subtraction - Inspire Book 1D, Unit 17

- 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

Multiplication and Division - Inspire Book 1C, Unit 14, 1D Unit 15

- Solve one-step problems involve multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher

Measurement

- Recognise and use language relating to dates, days of the week, weeks, months and years

Music

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes

Activity:

- *Perform a range of poems and rhymes

Wellbeing

- Understand that playing games and spending time with our family and friends can improve our wellbeing
- Identifying ways that we like to relax

PSHE**Health and Wellbeing**

- H5 Understand and deal with loss or change
- H6/7 Understand the importance of basic personal hygiene

Relationships

- R5 Value differences of others
- R11 Identify different feelings

Living in the Wider World

- L3 Understanding how to respect our own and the needs of others

British Values**Democracy**

- Why is it important to have rules when playing games?

Rule of Law

- Why do some toys have age restrictions or recommendations?

Individual liberty

- What are my strengths and areas for improvement?

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

- How can we show that we value the opinions of others when working as a group?

