



English	<p>Writing</p> <ul style="list-style-type: none"> ▪ To continue to write in complete sentences, using capital letters and full stops correctly ▪ To find examples, in fiction and non fiction, of words and phrases that link sentences e.g. after, meanwhile, during, before, then, next, after a while. ▪ Plot events on a story planner. ▪ To identify and compare basic story elements e.g. beginnings and endings in different stories. ▪ Add adjectives to create new version of the poem write some new actions or new verse ▪ Write a new version of poem on different theme <p>Reading</p> <ul style="list-style-type: none"> ▪ To reinforce and apply their word-level skills through shared and guided reading; ▪ To blend phonemes in words with clusters for reading; <p>Speaking and Listening</p> <ul style="list-style-type: none"> ▪ To listen carefully and express an opinion ▪ To learn and recite simple poems and rhymes with actions, and to re-read them from the text. <p>Spelling</p> <ul style="list-style-type: none"> ▪ To secure identification, spelling and reading of initial, final and medial letter sounds in words. To discriminate, read and spell words with initial consonant clusters and with final consonant clusters ▪ To segment clusters into phonemes for spelling. <p>Handwriting</p> <ul style="list-style-type: none"> ▪ To practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, and to continue joining.
Mathematics	<ul style="list-style-type: none"> ▪ To partition larger 2 digit numbers into multiples of 10 and 1 ▪ Understand the operations of + and – and related vocabulary ▪ Identify near doubles using doubles already known ▪ Choose and use the appropriate number operation and mental strategy to solve problems. ▪ Understand and use the vocabulary related to mass and time ▪ Use everyday language to describe the features familiar 2-d shapes and 3-d shapes. ▪ Use everyday language to describe position, direction, and movement ▪ Talk about things that turn ▪ Understand the vocabulary of estimating by giving sensible estimates up to 30 objects ▪ Work out how to pay an amount by giving smaller coins ▪ Count in twos from and back to zero ▪ Solve a problem by sorting classifying and organising simple information on a table
Science	<p>Topics: Light and Dark, and Sound.</p> <ul style="list-style-type: none"> ▪ To identify different light sources including the sun ▪ That darkness is the absence of light ▪ That there are many kinds of sounds and sources of sound ▪ That sounds travel away from sources getting fainter as they do so and that they are heard when they enter the ear
Geography	<p>Topics: Toys around the world, and the effects of Transport on the environment</p> <ul style="list-style-type: none"> ▪ To learn that toys are different in other cultures. ▪ To be able to point out similarities and differences between their own toys with that of other countries ▪ To express views about making an area safer ▪ To express their own views about people, places and environments. ▪ To use globes, maps and plans at a range of scales
History	<p>Topics: Toys and Transport</p>

	<ul style="list-style-type: none"> ▪ To describe an artefact ▪ To understand that oral sources and museums can be used as a resource to find out about the past ▪ To identify similarities and differences between the past and the present ▪ To sort objects in different ways ▪ To recall information from their past about how they have travelled ▪ To use time-related vocabulary ▪ To recognise that some things change and others stay the same
RS	<p>Topics: What happens in Church, and how Christians worship</p> <ul style="list-style-type: none"> • To know that Christians meet together in Church for many reasons and for different services or events. • To know that Church services include Bible readings, singing, praying and preaching/teaching. • To learn about who the key people are in a church, and what their jobs entail. • To know how Christians worship. • To recognize the features of worship including the Lord's prayer.
DT	<p>Topics: Making Toys and Playgrounds</p> <ul style="list-style-type: none"> ▪ To create a toy using a range of materials ▪ To assemble, join and combine materials and components using temporary methods ▪ To make structures more stable ▪ To look at how playground equipment is made and to create own moving model ▪ To recognise shapes and their applications in simple structures ▪ To relate the way things work to their intended purpose
PE	<p>Gymnastics – refine core skills and continue to link them together to create sequences. Focus on balance and jumping. Experience working with large pieces of equipment.</p> <p>Games – continue to develop gross motor skills and apply them to small sided games</p> <p>Dance – Animal topic – continues to explore different types of animals, how they move, dynamics and relationships.</p> <p>Swimming – Further develop their stroke technique.</p>
Art	<ul style="list-style-type: none"> ▪ To use shading to develop shades of light and dark by using a variety of pencils to develop ideas. ▪ To use shades of colour and different tools to create effects/shadow paintings ▪ To make shadow puppets. ▪ To use different types of paper i.e.; opaque to create effects of light/dark. ▪ To identify colours, textures, smells and sounds. ▪ To paint still life ▪ To create 3d food stuffs.
ICT	Keyboard & desktop publishing skills
PSHCE	<p>Theme: Lifestyle</p> <ul style="list-style-type: none"> ▪ To consider what we should eat, as part of a healthy, balanced lifestyle ▪ To make choices about how to be cleaner, and to develop our understanding of sickness and disease ▪ To realise the importance of exercise ▪ To learn about medicines ▪ Thinking of safety in a variety of situations
French	Bon Anniversaire. Talking about presents. Saying what you like and dislike. Saying what you need for a birthday party. Asking what someone wants. Asking how much something costs. Items of clothing and parts of the body.
Music	To continue to develop listening, pitch and concentration skills. Basic rhythms. Singing and improvisation on percussion instruments



English	<ul style="list-style-type: none"> • To continue to develop reading fluency from the schemes used in class. • To continue to develop comprehension skills through answering a number of questions relating to a specific text. • To continue to secure spellings in class using the code-breakers scheme and to revise words at home in preparation for weekly spelling test. • To complete a number of activities relating to text level work about stories and poems from other cultures, stories with predictable and patterned language. • To identify and discuss favourite poems, poets and language used, using appropriate terms. • To use dictionaries and glossaries to locate words and to understand their purpose.
Mathematics	<ul style="list-style-type: none"> • To describe and extend simple number sequences - count on or back in ones and tens starting from any 2-digit number. • To recognise the place value of digits in a 2-digit number and partition a number into tens and units. • To solve 'real life' problems involving addition and explain how the problem was solved. • To describe and extend simple number sequences - count on in steps of 3, 4 or 5 to at least 30, from and back to zero, then from and back to any given small number. • To subtract 10 and multiples of 10 from a 2-digit number and subtract 9 or 11 by subtracting 10 and adjusting by one. • Subtract multiples of 10p from amounts up to £1 • To recognise when to add and when to subtract in the context of money problems.
Science	<ul style="list-style-type: none"> • To notice the variation between different humans and plants. • To recognise some characteristics of humans, animals and plants. • To observe and recognise some simple characteristics of animals and plants. • To understand that the group of living things called animals includes humans. • To treat animals with care. • Chose own format for recording data and to use first hand experience to answer questions.
Geography	<ul style="list-style-type: none"> • To become aware of how to save water and that we mustn't waste it. • To become aware of how people in different parts of the world need to be more aware of saving water and not wasting it. • To note that the climate affects how much water different countries have. • To realise that the weather effects water and hot countries can be prone to droughts that cause water shortages.
History	<ul style="list-style-type: none"> • To begin to understand the timing of the Great Fire of London in History – both by date and events. • To gain an understanding of the life of Samuel Pepys. • To understand that the fire affected different people in different ways. • To show their understanding of the events of the Great Fire of London – empathy, imagination etc. • To recognise why people did things, why events happened and what happened as a result.
RS	<ul style="list-style-type: none"> • To re-tell a familiar story with a message. • To be able to identify characters, what they are like, what they did , what happened as a result and what they learned. • Articulate the meaning of a story and what people can learn from it. • To express their expectations about the feelings of the characters in the story. • Discuss what the story conveyed about those feelings and the contrast

	between the events and their own expectations.
DT	<ul style="list-style-type: none"> • To design and make a variety of different types of puppets. • To look at different techniques used to make the puppets. • To follow instructions and work from a design in order to create a finished product. • To use a number of different joining methods in order to make the puppets move.
PE	<p>Gymnastics – refine core skills and extend sequence work. Apply skills to large apparatus.</p> <p>Games – focus on the basic concepts of invasion games – space, possession and applying their existing skills</p> <p>Dance – Link moves together, encourage more definite movements and poise when performing.</p> <p>Swimming – further develop their stroke technique.</p>
Art	<ul style="list-style-type: none"> • To discuss and present work of other artists who have used nature as inspiration, e.g. O’Keefe, Tiffany, Morris. • To make reference to use of tone and subtle colour changes to create an overall effect. • To observe and record aspects of nature from first hand experiences. • To identify differences in natural forms, using appropriate description and vocabulary.
ICT	<p>Questions and answers – graphs and sorting</p> <p>Routes – programmable robots</p>
PSHE	<ul style="list-style-type: none"> • To share opinions on things that matter to them and explain their views. • Take part in discussions with one other person and the whole class. • Understand how rules help them. • Realise that people have needs and that they have responsibilities to meet them. • Understand rules for ways of keeping safe and about people who can help them stay safe. • Understand the process of growing from young to old and how people’s needs change.
French	Describing people and things. Animals. Saying where you live. Asking where someone lives. Items of food. Saying which type of food you would like. Asking if you can leave the table. All items of cutlery and crockery. Shops.
Music	Voices Foundation repertoire. Identification of pulse and rhythm. Singing in rounds and using percussion accompaniment. Recorders: Consolidate BAG fingerwork and recognition on stave, continue onto FED.