



<p>English</p>	<p>Writing</p> <ul style="list-style-type: none"> <li>To add question marks to questions</li> <li>To write using simple settings based on previous reading.</li> <li>To compose own poetic sentences, using repetitive patterns, carefully selected sentences and imagery.</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>To read with sufficient concentration to complete a text, and to identify preferences and give reasons.</li> <li>To read aloud with pace and expression; pausing for full-stops, and raising voice for questions.</li> <li>To use titles, cover pages, pictures and ‘blurbs’ to predict the content of unfamiliar stories.</li> <li>To compare and contrast preferences and common themes in stories and poems.</li> </ul> <p>Speaking &amp; Listening</p> <ul style="list-style-type: none"> <li>To listen carefully and express an opinion</li> <li>To learn and recite simple poems and rhymes with actions, and to re-read them from the text.</li> </ul> <p>Spelling</p> <ul style="list-style-type: none"> <li>To recognise words by common spelling patterns</li> <li>To spell common irregular words.</li> <li>To segment words into phonemes for spelling.</li> </ul> <p>Handwriting</p> <ul style="list-style-type: none"> <li>To practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation, and proportion, continuing to join.</li> </ul>
<p>Mathematics</p>	<p>Recognise 10 more/less than a multiple of ten</p> <ul style="list-style-type: none"> <li>Add 9 to a 1 digit number</li> <li>Add 9 to single-digit numbers by adding 10 then subtracting 1</li> <li>Add 11 to single-digit numbers by adding ten and then adding 1</li> <li>Add 10 to a 1 digit number</li> <li>Add pairs of numbers which are near doubles</li> <li>Begin counting in 3’s</li> <li>Subtract 10 from teen numbers and from 2 digit numbers</li> <li>Use mental strategies to solve simple problems set in ‘real life’, money or measurement contexts, using counting, addition, subtraction, doubling and halving, explaining methods and reasoning orally.</li> <li>Classifying and organising information in simple ways such as in tables, or bar charts.</li> <li>Estimating and measuring length, mass, or capacity.</li> </ul>
<p>Science</p>	<p>Topics: Pushes and Pulls &amp; Growing Plants</p> <ul style="list-style-type: none"> <li>To show an understanding of The effects of different sized pushes and pulls .</li> <li>Appreciate that machines, wind, waves and so on can exert pushes and pulls. .</li> <li>To show an understanding of the basic conditions plants need to survive.</li> <li>To know the life cycle of a plant.</li> <li>To name and label the parts of a plant.</li> <li>To conduct an investigation as to what the best conditions are for a plant to grow.</li> </ul>
<p>Geography</p>	<p>Topics: The Seaside &amp; Barnaby Bear</p> <ul style="list-style-type: none"> <li>Make a visit to the seaside</li> <li>Discuss the differences between seaside and inland town</li> <li>Discuss environmental issues that affect beaches in Britain</li> <li>Discuss their likes and dislikes about their environment and make decisions as to how they could change/improve</li> <li>Look at Where Barnaby has travelled to.</li> </ul>

	<ul style="list-style-type: none"> <li>• Locate these places on a map.</li> <li>• Reproduce a passport and understand its significance.</li> <li>• Create own packing lists for contrasting localities.</li> </ul>
History	<p>Topics: Seaside Holidays &amp; Famous Landmarks</p> <ul style="list-style-type: none"> <li>• To know the main features of the seaside</li> <li>• How did people travel there?</li> <li>• Sequence photographs of a journey in the 1900's</li> <li>• Sequence and compare photographs of a beach</li> <li>• Clothes for the beach - how changed and why.</li> <li>• To look at where in the world famous landmarks are.</li> <li>• How were they built? Who built them? Why?</li> <li>• Examples:</li> <li>• Eiffel Tower, Big Ben, Taj Mahal, Statue of Liberty, Great Wall of China, St Basil's Cathedral</li> </ul>
RS	<p>Topics: Investigating the Torah &amp; Introduction to Judaism</p> <ul style="list-style-type: none"> <li>▪ To understand the importance of the Torah to Jewish people.</li> <li>▪ To recognise the main Jewish artefacts and how these are important to Jewish people.</li> <li>▪ To realise that Jewish people have significant customs, clothing and places of worship.</li> <li>• To recall and understand the Nativity story, learning why it is important in the Christian faith.</li> </ul>
DT	<p>Topics: Moving Pictures &amp; Moving Objects</p> <ul style="list-style-type: none"> <li>• Use moving picture book/card to show how levers and sliders bringing it to life</li> <li>• Use levers and sliders made from card/ construction kits to discuss how mechanisms work</li> <li>• Make sliding and lever mechanisms using card strips and paper fasteners</li> <li>• Practise joining wheels and axles to allow movement</li> <li>• Try out different ways of making axle holders e.g. Using pegs, punched holes or straws</li> <li>• Try out different finishing techniques</li> </ul>
PE	<p>Continue Physical Develop and physical literacy</p> <ul style="list-style-type: none"> <li>• Balls skills – sending, receiving; using a variety of size ball and equipment as well as all their limbs</li> <li>• Introduction to Athletic events – short sprints and relays through the use of an Athletic track.</li> <li>• Striking and Fielding skills using modified equipment for differentiation.</li> <li>• Exploring the apparatus and creating simple Gymnastic routines.</li> </ul>
Art	<p>Investigating a range of materials.</p> <ul style="list-style-type: none"> <li>• Painting: different shades of blue/sea- scapes/ variety of brush sizes.</li> <li>• Sculpture : to create and design puppet theatre using a variety of materials.</li> <li>• Collage: paper and materials to create 'living,' picture.</li> </ul> <p>Recording from first hand observation.</p> <ul style="list-style-type: none"> <li>• Drawing: exploring types of pencils to draw flowers/trees/living things in natural environment.</li> <li>• Painting: to use a variety of techniques to paint natural things.</li> <li>• Printing: repeating patterns.</li> </ul>
ICT	The information around us - <i>Internet, CD-ROMS -Link to Seaside project</i>
PSHCE	<p>Theme: Lifestyle &amp; Relationships:</p> <ul style="list-style-type: none"> <li>• To encourage safe behaviour in different environments.</li> <li>• To recognise the choices they can make and the difference between right and wrong.</li> <li>• That bullying is wrong, and how to get help to deal with bullying</li> <li>• To listen to other people and work and play cooperatively, and that family and friends should care for one another</li> </ul>
French	Toys, Transport, Seaside, famous monuments
Music	Internalising sounds; developing listening skills and aural memory through singing

	and playing instruments
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<p>English</p>	<p>Writing</p> <ul style="list-style-type: none"> <li>To write simple evaluations of books read and discussed giving reasons.</li> <li>To make simple notes from non-fiction texts, e.g. key words and phrases, page references, headings, to use in subsequent writing.</li> <li>To write non-fiction texts, using texts read as models for own writing, e.g. use of headings, sub-headings, captions.</li> <li>To write sustained stories using their knowledge of story elements: narrative, settings, characterisation, dialogue and the language of story.</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>To reinforce and apply their word-level skills through shared and guided reading.</li> <li>To use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read.</li> <li>To notice the difference between spoken and written forms through re-telling known stories; compare oral versions with the written text.</li> <li>To compare books by same author: settings, characters, themes; to evaluate and form preferences, giving reasons.</li> </ul> <p>Spelling</p> <ul style="list-style-type: none"> <li>To investigate words which have same spelling patterns but different sounds.</li> <li>To split familiar oral and written compound words into their component parts.</li> </ul> <p>Handwriting</p> <ul style="list-style-type: none"> <li>To continue to build on joins from last term, keeping writing even in size, well spaced and on the lines.</li> <li>To practise handwriting in conjunction with the phonic and spelling patterns above.</li> <li>To consistently join writing and keep it the same size.</li> </ul>
<p>Mathematics</p>	<p>Ongoing topics:</p> <ul style="list-style-type: none"> <li>Number bonds to 20, extending to 50, counting on or back in 1's, 2's and 10's from any given number, odd and even numbers to 100, near doubles to 30, x2, x3, x4, x5 and x10 tables, adding and subtracting single digits and multiples of 10 in their heads.</li> </ul> <p>Topics:</p> <ul style="list-style-type: none"> <li>To classify and describe common 2D and 3D shapes.</li> <li>To make models, shapes and patterns and describe their features.</li> <li>To begin to recognise halves and quarters of shapes.</li> <li>To recognise fraction notation.</li> <li>To use units of time and know the relationship between them: hours, minutes and seconds.</li> <li>Read the time to quarter hour on analogue and 12-hour clocks.</li> <li>State the subtraction corresponding to a given addition, and vice versa.</li> <li>Begin to read a simple capacity scale to the nearest labelled and unlabelled division.</li> <li>Estimate, measure and compare capacities using standard units: litres and millilitres.</li> <li>Read a simple capacity scale to the nearest labelled and unlabelled division.</li> <li>Add and begin to subtract a 1-digit number to and from a multiple of 100.</li> <li>Organise and interpret information from a table.</li> <li>Begin to understand division as the inverse of multiplication.</li> </ul>
<p>Science</p>	<p>Topics: Electricity and Forces</p> <ul style="list-style-type: none"> <li>To realise that everyday appliances use electricity; these include things that light up, heat up, produce sounds and move.</li> <li>To realise that many things use electricity and that we must be able to use</li> </ul>

	<p>them safely.</p> <ul style="list-style-type: none"> <li>• To understand that there are two kinds of electricity – mains and battery.</li> <li>• To make a complete circuit using a battery, bulb and wires (or buzzer)</li> <li>• To understand the term conduct and insulate.</li> <li>• To show understanding of circuits – working and non-working.</li> <li>• That pushes and pulls change the shape of objects.</li> <li>• To learn how to suggest a questions to be put to the test.</li> <li>• To make measurements and record them in a pre-made table.</li> </ul>
Geography	<p>Topics: Mapping Cobham – A local study and An Island Home</p> <ul style="list-style-type: none"> <li>• To use geographical vocabulary and fieldwork skills.</li> <li>• To use globes and plans at a range of scales</li> <li>• To build on their understanding of the wider world, finding similarities and differences and how these influence the activities that happen in the particular continent.</li> <li>• To ask geographical questions and to express their own views about people, places and environments.</li> <li>• To identify and describe where places are and what they are like.</li> <li>• To make observations where things are located and about other features in the environment, recognising human and physical features.</li> <li>• Where to locate Scotland and the Western Isles in relation to their own locality.</li> <li>• To identify physical and human features of a place.</li> <li>• How an island is different from the mainland.</li> </ul>
History	<p>Topics: Cobham – A local study and The Georgians</p> <ul style="list-style-type: none"> <li>• To place events and objects in chronological order.</li> <li>• To recognise why people did things, why events happened and what happened as a result.</li> <li>• To gain an understanding of what a place used to be like.</li> <li>• Use secondary sources to find out about a place.</li> <li>• Ask questions and try to find the answer.</li> <li>• To recognise famous people from the past.</li> <li>• To recognise how the Georgians had an effect on landscapes and the environment.</li> <li>• To become familiar with clothing worn in that period.</li> </ul>
RS	<ul style="list-style-type: none"> <li>▪ To understand the importance of the Torah to Jewish people.</li> <li>▪ To recognise the main Jewish artefacts and how these are important to Jewish people.</li> <li>▪ To realise that Jewish people have significant customs, clothing and places of worship.</li> <li>▪ To recall and understand the Nativity story, learning why it is important in the Christian faith.</li> </ul>
DT	<p>Topics: Flower press and box and Joseph's Coat</p> <ul style="list-style-type: none"> <li>• To use a template to construct and design a box.</li> <li>• To follow instructions and work independently to complete the design.</li> <li>• To make a flower press and decorate the box.</li> <li>• To work with fabric and follow a pattern.</li> <li>• To design a coat and use different stitching techniques to complete it.</li> </ul>
PE	<p>Continue Physical Develop and physical literacy</p> <ul style="list-style-type: none"> <li>• Balls skills – sending, receiving; using a variety of size ball and equipment as well as all their limbs</li> <li>• Introduction to Athletic events – short sprints and relays through the use of an Athletic track.</li> <li>• Striking and Fielding skills using modified equipment for differentiation.</li> <li>• Introduction to Cricket for Boys</li> <li>• Introduction to Rounders for Girls</li> </ul>
Art	<p>Topics: Summer scenes, patterns, can buildings speak?</p> <ul style="list-style-type: none"> <li>• To record from first hand experience or observation.</li> <li>• To represent observations and ideas.</li> </ul>

	<ul style="list-style-type: none"> <li>• To learn about visual and tactile elements of art, including colour pattern, texture, line, tone, shape, form and space.</li> <li>• To explore a range of starting points for practical work.</li> </ul>
ICT	Finding information - <i>Internet, CD-ROMS - Link to Geography "Katie Morag's Island"</i>
PSHCE	<p>Topics: The environment and its resources.</p> <ul style="list-style-type: none"> <li>• To develop an understanding that the environment can mean small scale close surroundings as well as large extended surroundings.</li> <li>• To develop the children's understandings of the ways in which their actions can have a good or bad effect on their home, classroom and school environments.</li> <li>• To encourage the children to take appropriate responsibility for the school environment.</li> <li>• To encourage the children to develop a sense of pride in their surroundings.</li> <li>• To prepare children to become more independent and think about their move over to Year 3.</li> </ul>
French	Weather, Seasons, months, Birthdays, Numbers 1-31, Presents
Music	Singing; recorder playing – notes BAGCD; duple time; concert preparation