

English

We will be finishing off work on our book from the end of last term called ‘Grandad’s Island’ with a focus on using adjectives and conjunctions to further improve our writing, developing vocabulary and sentence structure. We then explore humorous poetry, looking at its layout and word choices, before creating our own using given structures.

Please continue to read daily with your child and record this in their reading diary.

The focus of writing skills for each year group will be..

Year 1 - consistent use of a full stop to end a sentence and increasingly use a capital letter to start a sentence including capital letters for names of people and places, form all letters correctly and begin to show greater evidence of letter size, use ‘and’ to join 2 sentences, begin to use ! and ?

Year 2 – consistent use of a full stop and capital letter including for names, appropriate use of an exclamation and question mark and apostrophes for contraction (e.g. it’s, don’t, isn’t), evidence of consistent letter size and positioning, use of adjectives to add interest to writing, use of a variety of conjunctions to join sentences, not just ‘and’.

Maths - Year 1

(Mass and volume, length and height, money)

- Compare, describe and solve practical problems for:
- lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half)
- mass or weight (e.g. heavy/light, heavier/lighter than)
- capacity and volume (full/empty, more than, less than, quarter, three quarters full or empty)

Measure and begin to record the following using standard units for:

- lengths and heights (metres, centimetres)
- mass/weight (grams, kilograms)
- capacity and volume (litres)

Recognise and know the value of different denominations of money, including coins and notes

Maths - Year 2

(Mass, capacity, temperature, length and height)

- Choose and use appropriate standard units to estimate and measure to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels
- length/height in any direction (m/cm/mm); - mass (kg/g); - temperature (°C);
- capacity (litres/ml)
- = Compare and order lengths, mass, volume/capacity and record the results using greater than, less than and equal to
- Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.
- Apply their increasing knowledge of mental and written methods.
- Use subtraction in ‘take away’ and ‘find the difference’ problems
- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts including problems in context

Art

The children will be learning about printmaking, pattern and texture. They will explore printmaking with found objects, make their own stamps for printmaking and create a collograph print.

National Curriculum references

- 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

Science

The children will be finding out about animals that live at the seaside. They will be learning how to classify them using knowledge of features that define different animal groups. They will find out about seaside habitat and different microhabitats within it and will look at food chains at the seaside.

National Curriculum references

Working scientifically

- Ask simple questions and recognising that they can be answered in different ways
- Identify and classify
- Use their observations and ideas to suggest answers to questions
- Gather and record data to help in answering questions.

Animals including humans

Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
Identify and name a variety of common animals that are carnivores, herbivores and omnivores
Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals)

Living things and their habitats

Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
Identify and name a variety of plants and animals in their habitats, including micro-habitats
Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Geography

The children will be finding out about key features of a seaside town, learning the vocabulary of physical features and human features. They will identify the purpose of each of these features and why they are important at the seaside. The children will study the coastal town of St Ives in Cornwall as a focus for this work. They will create maps of a seaside town, identifying some of these features on their map and within the key. They will begin to be able to describe where features are located using the compass points of north, south, east and west.

National Curriculum references

Human and physical geography

- 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
- Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- 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
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- 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
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Subjects which are not directly related to the topic

P.E.

In P.E. the children will be focusing on developing their athletics skills with a focus on running and jumping. They will also be developing their sending and receiving skills with a variety of equipment and will learn to implement these skills into games.

National Curriculum references

- 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
- Participate in team games, developing simple tactics for attacking and defending

R.E.

The children will be finding out what it means to belong to a community and then will further explore this by linking the concept to different faith communities. This will bring together some of our learning about different faiths from throughout this year. We will recall objects that are special to Christians and Jewish people and how Christians and Muslims welcome a baby into the world. We will look at the similarities and differences between a Christian and Jewish wedding. The children will recognise that the concept of loving and valuing others is evident across many different faiths.

Agreed Syllabus outcomes

Pupils will

- Talk about what is special about belonging to a group that is important to them.
- Recognise and consider the importance of symbols of belonging for Christians, Muslims and Jewish people.
- Know how people might show love and explain what Jesus says about loving other people
- Identify similarities and differences between Christian baptism and welcoming a baby into Islam.
- Identify ways that people show that they belong to each other when they get married.
- Know key features of a Christian and Jewish wedding and identify similarities and differences between them.

P.S.H.E.

The children will be considering risky situations and the associated feelings. They will know who to seek help from in an emergency and will be able to state their name, address and phone number in case of an emergency. They will consider road safety and sun safety and will consider how to avoid accidents in the home.

National Curriculum references

Developing a healthy, safer lifestyle

- 3a Know how to make simple choices that improve their health and wellbeing
- 3g Know ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

Breadth of opportunities

- 5c Take part in discussions
- 5d Make real choices
- 5h Ask for help

French

The children will be learning continuing to learn the names of key classroom objects in French. They will learn associated vocabulary and practice this through games and songs.

National Curriculum references

- There are no National Curriculum References as French is not part of the Key Stage One curriculum.

Music

The children will exploring music through technology, using the Incredibox and Sampulator software to create sections and rhythms with layers and percussion rhythms. They will also combine the software with composed body percussion rhythms, counting beats and bars accurately to perform pieces with clear structure.

National Curriculum references

- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music

Computing

The children will be learning how to take photographs in landscape and portrait form, framing the image and then checking the photograph and retaking it if necessary. They will learn how to use image editing software to make changes to a photograph.

National Curriculum references

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of I.T. beyond school
- Use technology safely and respectfully.