

English

We will be finishing off our work on the information booklets about our school that we started last term. We will then move on to explore the film ‘Song of the sea’ and will use this to create descriptive writing as well as consolidate our use of punctuation when writing. 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

(Place value, fluency with numbers)

- Count to and across 100, forward and backwards, beginning with 0 or 1, or from any given number
- Count, read and write numbers to 100 in numerals
- Given a number, identify one more and one less
- Identify and represent numbers using objects and pictorial representations including the number line and use the vocabulary of: equal to; more than; less than (fewer); most; least
- Read and write numbers from 1 to 20 in numerals and words
- Count in multiples of 2, 5 and 10
- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs accurately
- Represent and use number bonds and related subtraction facts within 20
- Add and subtract 1-digit and 2-digit numbers to 20 (9 + 9, 18 - 9), including zero
- Solve one step problems that involve addition and subtraction using concrete objects and pictorial representations and missing number problems e.g. 7 = ___ - 9

Maths - Year 2

(Efficient calculation strategies, statistics)

- Count in steps of 2, 3 and 5 from 0 and in 10s from any number forward or backward
- 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.
- Rapidly recall and use addition and subtraction facts to 20 and derive and use related facts to 100 e.g. 4 + 2 = 6, therefore 40+20 = 60
- Add and subtract numbers with up to two 2-digits
- Add and subtract numbers using concrete objects, pictorial representations and mentally including:
 - a 2-digit number and ones, a 2-digit number and tens, two 2-digit numbers and three 1 digit numbers
- Interpret and construct pictograms, simple tables, tally charts and block diagrams.
- Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
- Ask and answer questions about totalling and comparing categorical data.

Design and Technology

The children will be designing and making seaside themed finger puppets using textiles. They will try out different joining methods, including stitching

National Curriculum references

- Design
- 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

Make

- 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

Evaluate

- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria

History

The children will be finding out about seaside holidays in Victorian times. They will find out where people went, how they got there and what they did once they were there. They will look for similarities and differences between these holidays and their own experiences of holidays.

National Curriculum references

- *Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life*
- *Events beyond living memory that are significant nationally or globally*

Subjects which are not directly related to the topic

<p align="center"><u>P.E.</u></p> <p>In P.E. the children will be taking part in net and wall games, developing their sending and receiving skills. They will understand how to place themselves in a game. They will also explore different racket skills.</p> <p align="center"><i><u>National Curriculum references</u></i> <i>- 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</i> <i>- Participate in team games, developing simple tactics for attacking and defending</i></p>	<p align="center"><u>R.E.</u></p> <p>The children will be exploring what it means to care for others from a Christian, Jewish and non-religious perspective. They will find out about Dr Barnado and Mother Teresa and their influence over society today. They will be involved in the promotion of our fundraising event for the Philippines. They will find out about the Jewish act of Tzedekah and the festival of Tu B'shevat.</p> <p align="center"><i><u>Agreed Syllabus outcomes</u></i></p> <p><i><u>Pupils will</u></i></p> <ul style="list-style-type: none"> - give examples of how to show care towards others and to the world. - be able to recall stories from the Bible which demonstrate this. - know key people and organisations that demonstrate this care towards others - know about the Jewish act of Tzedekah and the festival of Tu B'shevat. - make links between their actions and the impact on others. 	<p align="center"><u>P.S.H.E.</u></p> <p>The children will be exploring healthy lifestyles finding out how they can stay healthy, what it feels like to be healthy and the importance of physical activity. They will discuss the concept of healthy eating and choices they can make.</p> <p align="center"><i><u>National Curriculum references</u></i> <i><u>Developing a healthy, safer lifestyle</u></i> <i>3a Know how to make simple choices that improve their health and wellbeing</i></p>
<p align="center"><u>French</u></p> <p>The children will be learning continuing to learn the names of seaside items in French. They will learn associated vocabulary and practice this through games and songs.</p> <p align="center"><i><u>National Curriculum references</u></i> <i>There are no National Curriculum References as French is not part of the Key Stage One curriculum.</i></p>	<p align="center"><u>Music</u></p> <p>The children will be exploring the key features of Film music, The Beatles and Modern Bhangra. They will select at least one key feature from each genre as a basis for their own 20th Century-style composition.</p> <p align="center"><i><u>National Curriculum references</u></i></p> <ul style="list-style-type: none"> - 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 	<p align="center"><u>Computing</u></p> <p>The children will be using Chrome Music Lab to create music linked to technology. This will follow on really well from our work with Incredibox last term.</p> <p align="center"><i><u>National Curriculum references</u></i> <i>- Use technology purposefully to create, organise, store, manipulate and retrieve digital content</i></p>