

English

One of the texts that the children will be exploring this half term is 'Last Stop on Market Street'. We will also be looking at a non-fiction text about seasons.

Please continue to read daily with your child and record this in their reading diary. Each week, the children will continue to read once individually to an adult and once as part of a group.

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

Year 1 – They will sound out words when writing, use finger spaces between words, use a full stop to end a sentence, form letters correctly.

Year 2 – They will make regular use of a full stop and capital letter in a sentence, use 'and' and other conjunctions such as 'so' and 'because' to extend sentences, use a ? and ! appropriately for a question or exclamation.

Maths - Year 1

- 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
- 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.  $7 = \underline{\hspace{1cm}} - 9$
- Recognise and name common 3-D and 2-D shapes, including:
- 2-D shapes (e.g. square, rectangle, circle and triangle)
- 3-D shapes (e.g. cube, cuboid, square/triangular based pyramid and sphere).

Maths - Year 2

- Recognise + use symbols for pounds and pence
- Combine amounts to make a particular value
- Find different combinations of coins to equal the same amounts of money
- Solve simple problems involving addition and subtraction of money of the same unit, including giving change.
- Name a wider variety of 2D and 3D shapes e.g. quadrilateral, polygon and prism.
- Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.
- Identify and describe the properties of 3-D shapes including the number of edges, vertices and faces
- Identify 2-D shapes on the surface of 3-D shapes, for example rectangle and square on a cuboid, circle on a cylinder, triangle on a pyramid
- Compare and sort common 2-D and 3-D shapes and everyday objects.

Science

The children will be exploring the 4 seasons and associated weather. They will look at changes in the trees during Autumn and will understand words such as 'evergreen' and 'deciduous'. They will make rain gauges and wind socks to measure rainfall and wind direction. The children will look at plants and animals in different microhabitats in our school garden and will find out about animals that hibernate and how they prepare for this.

National Curriculum references

Seasonal Changes: Autumn

Observe changes across the four seasons

Observe and describe weather associated with the seasons and how day length varies.

Living things and their habitats (garden)

Identify that most living things live in habitats to which they are suited & describe how different habitats provide for basic needs of different kinds of animals/plants & how they depend on each other

Identify and name a variety of plants and animals in their habitats, including micro-habitats

Geography

The children will learn about the symbols on weather maps and how weather is forecast. They will create their own weather maps using their knowledge of the countries in the U.K.

National Curriculum referencesHuman and physical geography

- Identify seasonal and daily weather patterns in the United Kingdom

History

The children will learn about the Gunpowder plot and who Guy Fawkes was. They will also learn about Remembrance day and why it is important today.

National Curriculum references

- Events beyond living memory that are significant nationally or globally

Computing

The children will be using drawing software to create artwork in the style of Mondrian, using the line tools and their knowledge of primary colours. They will also use a variety of pen and spray tools to create artwork in the style of Seurat. They will compare artwork produced with technology to art work with a pencil or paint.

National Curriculum references

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

<p><b>Art</b></p> <p>The children will be recapping their learning about primary and secondary colours and will experiment with colour mixing. They will also explore how different tones of a colour are made by adding white or black. They will use their knowledge of colour mixing to create a piece of art work in the style of Kandinsky.</p> <p><u>National Curriculum references</u></p> <ul style="list-style-type: none"> <li>- Use a range of materials creatively to design and make products</li> <li>- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>- Know about 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.</li> </ul>	<p><b>Design and Technology (D.T)</b></p> <p>The children will be thinking about the kinds of food that might be eaten in different seasons and why we might make these choices. They will then be using their knife skills to cut vegetables to create a winter soup and will be exploring the process of making bread.</p> <p><u>National Curriculum references</u></p> <p><u>Cooking and nutrition</u></p> <ul style="list-style-type: none"> <li>- Use the basic principles of a healthy and varied diet to prepare dishes</li> <li>- Understand where food comes from.</li> </ul>	
<b>Subjects which are not directly related to the topic</b>		
<p><b>P.E.</b></p> <p>In P.E. the children will be exploring skills associated with gymnastics. They will be improving their health and wellbeing through circuit training style activities.</p> <p><u>National Curriculum references</u></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- Participate in team games, developing simple tactics for attacking and defending</li> </ul>	<p><b>R.E.</b></p> <p>The children will be beginning to learn about Judaism and will continue this learning later in the Spring term. They will find out about the Shema and Mezuzah and will explore artefacts that are important to the Jewish faith. They will find out how and why Jewish people celebrate Hanukkah.</p> <p><u>Agreed Syllabus outcomes</u></p> <p><u>Pupils will</u></p> <ul style="list-style-type: none"> <li>- Recognise the words of the Shema as a Jewish prayer</li> <li>- Re-tell simply some stories used in Jewish celebrations (e.g. Hanukkah)</li> <li>- Give examples of how Jewish people celebrate special times (e.g. Hanukkah)</li> </ul>	<p><b>P.S.H.E.</b></p> <p>The children will be considering why we might fall out with friends and what we can do when this happens. They will recognise their strengths. They will learn to recognise and describe a variety of feelings and know what makes them feel like that. The children will learn that our feelings may sometimes be shown through our behaviour and will learn about more appropriate ways to express feelings. They will recognise who they can share their feelings with and the need to relax and do things they enjoy. They will understand what the term 'bullying' means, why it is never acceptable and how the school takes action to avoid these situations occurring.</p> <p><u>National Curriculum references</u></p> <p><u>Developing confidence and responsibility and making the most of their abilities</u></p> <ul style="list-style-type: none"> <li>1a Recognise what they like and dislike, what is fair and unfair, and what is right and wrong</li> <li>1c Recognise, name and deal with their feelings in a positive way</li> <li>1d Think about themselves, learn from their experiences and recognise what they are good at.</li> </ul> <p><u>Preparing to play an active role as citizens</u></p> <ul style="list-style-type: none"> <li>2c Recognise choices they can make, and recognise the difference between right and wrong</li> </ul> <p><u>Developing good relationships and respecting the differences between people</u></p> <ul style="list-style-type: none"> <li>4a Recognise how their behaviour affects other people</li> <li>4b Listen to other people, and play and work cooperatively</li> <li>4c Identify and respect the differences and similarities between people</li> <li>4d Know that family and friends should care for each other</li> <li>4e Know that there are different types of teasing and bullying, that bullying is wrong, and how to get help</li> </ul>
<p><b>French</b></p> <p>The children will be learning basic numbers and colours in French. They will begin to be able to count from 1-5 (Year 2 may manage 1-10 as we covered some numbers last year). They will sing songs and play games which reinforce this vocabulary.</p> <p><u>National Curriculum references</u></p> <p>There are no National Curriculum References as French is not part of the Key Stage One curriculum.</p>	<p><b>Music</b></p> <p>The children will learn to sing a variety of songs with accuracy, within a range of notes. They will develop their understanding of following and using performance instructions. They will have the opportunity to record and represent melodies of songs they have learnt in graphic notation so that they develop an awareness of the link between pitch and shape. The children will also perform two songs, record them and comment on their own performance.</p> <p><u>National Curriculum references</u></p> <ul style="list-style-type: none"> <li>- Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>- Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>	