

English

We will be exploring the text 'The Train Ride' as the basis for our English work this half term. This will involve us looking at/recapping what a sentence is and the use of a capital letter and a full stop. We will explore what an adjective is and how to use this to describe a noun. We will also look at the function of a question mark and will be identifying sentences that are questions.

Please continue to read daily with your child and record this in their reading diary. A few pages every day makes a big difference to both a child's confidence and their progress with reading.

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

Year 1 - sound out words to spell, use a full stop to end a sentence and form letters correctly starting in the right place and not taking their pencil off the paper.

Year 2 – regular use of a full stop and capital letter in a sentence, careful letter formation with letter size distinguished, ensuring hanging letters such as 'p' 'y' and 'g' hang under the line, beginning to use 'and' to join sentences.

Maths - Year 1

(Place value and addition and subtraction)

National Curriculum References

- Count to and across 100, forward and backwards, beginning with 0 or 1, or from any given number
- Read and write numbers to 20 in numerals and words,
- 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, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs accurately
- Represent and use number bonds and related subtraction facts within 10
- Add and subtract 1-digit numbers to 9 (9 + 9, 8 - 5), including zero
- Solve one step problems that involve addition and subtraction using concrete objects and pictorial representations and missing number problems e.g. $7 = \underline{\quad} - 9$

Maths - Year 2

(Place value and addition and subtraction)

National Curriculum References

- Count in steps of 2, 5 and 10 from zero
- Recognise the place value of each digit in a 2-digit number (tens, ones)
- Identify, represent and estimate numbers using different representations including the number line.
- Use place value and number facts to solve problems.
- Compare and order numbers from 0 up to 100
- Read and write numbers to at least 100 in numerals and in words
- Use greater than, less than and = signs
- Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.
- 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 including using column addition without carrying and column subtraction without borrowing
- 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
- Use subtraction in 'take away' and 'find the difference' problems
- Show that addition can be done in any order (commutative) and subtraction cannot
- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Science

Everyday materials are materials that are used to make common and easily available objects. Examples include paper, wood, plastic, fabric, glass, metal, rock, ceramics, and any of these materials combined in a composite. In this unit, the children will learn about and explore everyday materials, as this helps broaden their wider understanding about how the world works. The children will explore the question 'Are all materials the same?'. They will compare a variety of materials, deciding which are hard, soft, strong, weak, rough, smooth, etc. They will also practically test whether materials have a certain property through touching, weighing etc.

National Curriculum References

Everyday Materials / Use of everyday materials

- Distinguish between an object and the material from which it is made
- Identify & name a variety of everyday materials, including wood, plastic, glass, metal, water & rock
- Describe the simple physical properties of a variety of everyday materials
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.
- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

Working scientifically

- Ask simple questions and recognising that they can be answered in different ways
- Observe closely, using simple equipment
- Perform simple tests
- Identify and classify
- Use their observations and ideas to suggest answers to questions

Geography

The children will be exploring the following enquiry questions as part of their geography work - Where do I live?, What type of house do I live in?, What types of buildings will we find in Thrussington?, What types of buildings are actually in Thrussington? (through fieldwork), What does a map of Thrussington look like? What features are on it? They will then create their own map of Thrussington using all their learning from the unit.

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 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

Art

The children will be exploring objects that are woven and how weaving is created. They will experiment with weaving in a variety of ways before creating a mini rag rug using weaving.

National Curriculum references

- Use a range of materials creatively to design and make products
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

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 developing their skills with a ball, both throwing and catching, using underarm and overarm throws. They will learn to aim with more accuracy at a target of varying size and distance. They will understand what it means to attack and defend in a game.</p> <p align="center"><i><u>National Curriculum references</u></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 - Participate in team games, developing simple tactics for attacking and defending</p>	<p align="center"><u>R.E.</u></p> <p>The children will be finding out what it means to be a Muslim. They will learn about the 99 names for Allah and the importance of Muhammad for Muslims. They will find out about some important Muslim stories and make links between the meaning of these stories and the meaning of stories in other religions.</p> <p align="center"><i><u>Agreed Syllabus outcomes</u></i></p> <p><u>Pupils will</u></p> <ul style="list-style-type: none"> - Know that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad - Recognise that Muslims do not draw Allah or Muhammad - Talk about some simple ideas about Muslim beliefs about God - Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah. - Give a simple description of what some of the 99 names mean - Retell a story about the life of Prophet Muhammad - Give examples of how stories about the Prophet show what Muslims believe about Muhammad. - Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) - Think, talk about and ask questions about Muslim beliefs and ways of living 	<p align="center"><u>P.S.H.E.</u></p> <p>In this unit of 'Rights, Rules and Responsibilities', children will have the opportunity to identify their own responsibilities in familiar settings, both in and out of school. They will also discuss the areas of their lives for which adults are responsible and consider how this might change as they grow up. They will reflect on existing classroom rules and talk about why they have been made and what they mean in practice. They will begin to develop an understanding of democratic decisions and how these affect their everyday lives, including experiencing voting and its outcomes in the classroom.</p> <p align="center"><i><u>National Curriculum references</u></i></p> <ul style="list-style-type: none"> 1c Recognise, name and deal with their feelings in a positive way 1d Think about themselves, learn from their experiences and recognise what they are good at 2c Recognise choices they can make, and recognise the difference between right and wrong 2d Agree and follow rules for their group and classroom, and understand how rules help them 2e Realise that people and other living things have needs, and that they have responsibilities to meet them 2f Know they belong to various groups and communities, such as family and school 2h Contribute to the life of the class and school 4a Recognise how their behaviour affects other people 4b Listen to other people, and play and work cooperatively 4c Identify and respect the differences and similarities between people 4d Know that family and friends should care for each other 5a Take and share responsibility 5b Feel positive about themselves 5f Develop relationships through work and play
<p align="center"><u>French</u></p> <p>The children will be learning how to say 'my name is..' and to answer when asked how they are. They will learn the names of part of a house and will practise this through games and songs.</p> <p align="center"><i><u>National Curriculum references</u></i> There are no National Curriculum References as French is not part of the Key Stage One curriculum.</p>	<p align="center"><u>Music</u></p> <p>The children will create, explore, respond and identify long and short sounds. They will follow and create simple musical directions for faster, slower, stopping and starting. They will learn to keep a steady pulse with some accuracy (e.g. clapping, marching, tapping and playing instruments). They will comment on their own and other people's performances.</p> <p align="center"><i><u>National Curriculum references</u></i></p> <ul style="list-style-type: none"> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - Play tuned and untuned instruments musically - Experiment with, create, select and combine sounds using the inter related dimensions of music 	<p align="center"><u>Computing</u></p> <p>This unit, 'Data and Information- Grouping Data', introduces the children to data and information. They will begin by using labels to put objects into groups, and labelling these groups. The children will demonstrate that they can count a small number of objects, before and after the objects are grouped. They will then begin to demonstrate their ability to sort objects into different groups, based on the properties they choose. Finally, pupils will use their ability to sort objects into different groups to answer questions about data.</p> <p align="center"><i><u>National Curriculum references</u></i></p> <ul style="list-style-type: none"> - Use technology purposefully to create, organise, store, manipulate and retrieve digital content - Recognise common uses of information technology beyond school - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.