

English

We will be exploring the text 'Goldilocks and the 3 bears' as well as other similar versions of this story. They will be creating their own version of the story using a similar structure. They will also be looking at a non-chronological report about Big Cats, learning about the features of reports and creating their own.

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 fluency and progress with reading.

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

(Place value to 20, addition and subtraction to 20 and shape)

National Curriculum References

- Count to and across 100, forward and backwards, beginning with 0 or 1, or from any given number
- 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. $7 = \underline{\quad} - 9$
- 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

(Addition and subtraction, money, shape, measuring time)

National Curriculum References

- 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 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.
- 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+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.
- Compare and sequence intervals of time

Science

In this unit, the children will learn all about animals and the similarities and differences between them. They will sort animals into simple groups, including groups based on animal diets, describe animal bodies using relevant vocabulary and understand the difference between carnivores, herbivores and omnivores. Through exploring the question 'Is everything on Earth alive?', they will learn to tell the difference between things that are living, dead and things that have never been alive, and apply this in a range of contexts.

National Curriculum References

Animals

- Identify & name a variety of common animals including fish, amphibians, reptiles, birds & 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, incl. pets) .

Living things and their habitats

- Explore and compare the differences between things that are living, dead, and things that have never been alive

Working scientifically

- Ask simple questions and recognise that they can be answered in different ways
- Identify and classify
- Use their observations and ideas to suggest answers to questions

Geography

The children will be finding out about the continents and oceans of the world and will then focus on the country of Kenya in Africa. They will find out about the climate and weather there, the landscapes and animals, the people and culture and the Maasai tribe. They will compare and contrast life in Kenya with life in the UK.

National Curriculum references

Locational knowledge

- Name and locate the world's seven continents and five oceans

Place knowledge

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- 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

Design and Technology

The children will be exploring different types of puppets on the market and will be evaluating each. They will design and make their own African animal puppet with a moving part and evaluate this based on design criteria.

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

Subjects which are not directly related to the topic

<u>P.E.</u>	<u>R.E.</u>	<u>P.S.H.E.</u>
<p>In P.E. the children will be learning basic movements in gymnastics to move in different ways both on and off apparatus. They will explore how to create movements into sequences. They will also be taking part in circuit training type activities to boost their health and wellbeing.</p> <p><u>National Curriculum references</u> - 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</p>	<p>The children will be learning about the Christian story of Jesus' birth, recognising that stories of Jesus' life come from the gospels. They will consider how this story is used in church and what they can learn from this story. They will decide what they have to be thankful for at Christmas time and will understand key events in the Christmas Story. They will also explore the Hindu celebration of Diwali, the story behind this and key features of the festival. They will hear first-hand experiences from their friends in class.</p> <p><u>Agreed Syllabus outcomes</u></p> <p><u>Pupils will</u></p> <ul style="list-style-type: none"> - Recognise that stories of Jesus' life come from the Gospels - Give examples of the ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. - Tell the story of the birth of Jesus and recognize the link with incarnation (Jesus is God on Earth) - Give at least two examples of the ways in which Christians use the nativity story in churches and homes e.g. nativity scenes and carols. - Think, talk and ask questions about the Christmas story and the lessons we might learn from it e.g. kindness and generosity 	<p>In these two units 'My emotions and anti-bullying', we will be exploring our emotions by recognising how we feel at different times and being able to name our range of emotions. We will think about how our behaviour can affect others and spend time working and listening to others. We will find out what bullying is and think of ways to make sure we can all stay safe and happy.</p> <p><u>National Curriculum references</u> <u>Developing confidence and responsibility and making the most of their abilities</u> 1a Recognise what they like and dislike, what is fair and unfair, and what is right and wrong 1b Share their opinions on things that matter to them and explain their views 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 <u>Developing good relationships and respecting the differences between people</u> 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 4e Know that there are different types of teasing and bullying, that bullying is wrong, and how to get help <u>Breadth of opportunities</u> 5b Feel positive about themselves 5f Develop relationships through work and play 5g Consider social and moral dilemmas that they come across in everyday life 5h Ask for help</p>
<p><u>French</u></p> <p>The children will be consolidating their learning of simple French greetings and learning words to describe their family in French.</p> <p><u>National Curriculum references</u> There are no National Curriculum References as French is not part of the Key Stage One curriculum.</p>	<p><u>Music</u></p> <p>The children will be exploring their voices to sing, learning to start and stop as instructed by the conductor and grasp the pitch of the starting note accurately. They will learn to sing in a round and with an ostinato. They will prepare for the Christmas play.</p> <p><u>National Curriculum references</u></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 	<p><u>Computing</u></p> <p>This unit introduces learners to early programming concepts. The children will explore using individual commands, both with others and as part of a computer program. They will identify what each floor robot command does and use that knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming and builds knowledge in a structured manner. The children will also be introduced to the early stages of program design through the introduction of algorithms.</p> <p><u>National Curriculum references</u></p> <ul style="list-style-type: none"> - Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions - Create and debug simple programs - Use logical reasoning to predict the behaviour of simple programs - Recognise common uses of information technology beyond school