

English

One of the texts that the children will be exploring this half term is ‘Little Red Riding Hood’ by Lari Don. The children will also explore the story ‘the day the crayons quit’. Through these texts, we will be exploring adjectives, extended sentences and using punctuation for purpose. We will also be looking at the layout of an instructional text and how to write instructions. 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 - use a full stop to end a sentence and a capital letter to start a sentence, form letters correctly, begin to show that some letters are taller than others and that some hang under the line, use phonics to spell.

Year 2 – regular use of a full stop and capital letter and appropriate use of a question mark and an exclamation mark, use of capital letters for proper nouns, use a variety of conjunctions to join sentences e.g. ‘and’ ‘but’ ‘because’ ‘so’ ‘when’, understand the terms ‘adjective’, ‘verb’, ‘noun’ and give examples of these.

Maths - Year 1

(addition and subtraction, place value within 50 and multiplication and division)

- 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
- 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
- Solve one step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Maths - Year 2

(Time, position and direction, multiplication and division)

- Compare and sequence intervals of time
- Tell and write the time to o'clock, half past, quarter past/to the hour and draw hands on a clock face to show these times
- Know the number of minutes in an hour and the number of hours in a day.
- Use mathematical vocabulary to describe position, direction and movement, including in a straight line.
- Distinguish between rotation as a turn and in terms of right angles for quarter, half and three quarter turns (clock-wise and anti-clockwise)
- Recall and use multiplication and division facts for the 2, 5 +10 multiplication tables including recognising odd and even numbers.
- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs
- Show that multiplication can be done in any order (commutative) and division cannot
- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts including problems in context

Science

The children will be exploring the season of Winter, building on their learning about Autumn last term. They will consider differences between Autumn and Winter in terms of weather, clothing, day length and activities they can do. They will take part in investigations with ice.

National Curriculum references

Seasonal Changes: Winter

- Observe changes across the four seasons
- Observe and describe weather associated with the seasons and how day length varies.

Working Scientifically

- Ask simple questions and recognising that they can be answered in different ways
- Observe closely, using simple equipment
- Perform simple tests
- Use their observations and ideas to suggest answers to questions
- Gather and record data to help in answering questions.

Geography

The children will learn about the continents and oceans that make up our world. They will find out about their location and size as well as the climate.

National Curriculum references

Human and physical geography

- Identify seasonal and daily weather patterns in the United Kingdom

Locational knowledge

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

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

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

<p style="text-align: center;"><u>Computing</u></p> <p>The children will be developing their word processing skills this term, exploring the keyboard and the use of the space bar, shift and caps lock keys. They will make growing use of capital letters when typing and will begin to understand how to use the 'undo' button to undo the last thing they did. They will experiment with the bold, italics and underline keys, learning how to select text to use these.</p> <p style="text-align: center;"><i>National Curriculum references</i></p> <ul style="list-style-type: none"> - Use technology purposefully to create, organise, store, manipulate, and retrieve digital content - 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. 	<p style="text-align: center;"><u>Design and Technology (D.T)</u></p> <p>The children will be designing and making a moving picture using mechanisms such as levers and sliders.</p> <p style="text-align: center;"><i>National Curriculum references</i></p> <p><i>Technical knowledge</i></p> <ul style="list-style-type: none"> - Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <p><i>Design</i></p> <ul style="list-style-type: none"> - 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 <p><i>Make</i></p> <ul style="list-style-type: none"> - Select from and use a range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing] - Select from and use a wide range of materials and components according to their characteristics <p><i>Evaluate</i></p> <ul style="list-style-type: none"> - Explore and evaluate a range of existing products - Evaluate their ideas and products against design criteria 	
<p><u>Subjects which are not directly related to the topic</u></p>		
<p style="text-align: center;"><u>P.E.</u></p> <p>In P.E. the children will be focusing on high and low movements in gymnastics. They will also be taking part in fitness based activities, involving fundamental movement skills.</p> <p style="text-align: center;"><i>National Curriculum references</i></p> <ul style="list-style-type: none"> - 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 style="text-align: center;"><u>R.E.</u></p> <p>The children will be learning about the Parable of the Lost Son and the story of Jonah and the Whale. They will consider the concept of forgiveness and situation when you might need to forgive someone. They will think about why and how Christians pray. The children will consider the big questions of 'what do Christians think God is like and why?'</p> <p style="text-align: center;"><i>Agreed Syllabus outcomes</i></p> <p><i>Pupils will</i></p> <ul style="list-style-type: none"> - Identify what a parable is. - Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. - Give clear, simple accounts of what the story means to Christians. - Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. - Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. - Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas. 	<p style="text-align: center;"><u>P.S.H.E.</u></p> <p>The children will be considering what they are good at and what their friends are good at. They will think about what new skills they would like to develop and how they can listen and work well with others. They will discuss how to take turns, negotiate to sort out disagreements and work effectively as part of a group.</p> <p>They will also learn about where money comes from and where it goes when we 'use' it. They will consider how we can get money and different ways of paying for things. They will learn about what a charity is.</p> <p style="text-align: center;"><i>National Curriculum references</i></p> <ul style="list-style-type: none"> 1d Think about themselves, learn from their experiences and recognise what they are good at 1e How to set simple goals. 2a Take part in discussions with one other person and the whole class 2b Take part in a simple debate about topical issues 2e Realise that people and other living things have needs, and that they have responsibilities to meet them 2i Realise that money comes from different sources and can be used for different purposes. 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 5b Feel positive about themselves 5c Take part in discussions 5d Make real choices 5f Develop relationships through work and play 5g Consider social and moral dilemmas that they come across in everyday life [for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues]
<p style="text-align: center;"><u>French</u></p> <p>The children will be learning how to describe the weather. They will learn associated vocabulary and practice this through games and songs.</p> <p style="text-align: center;"><i>National Curriculum references</i></p> <p>There are no National Curriculum References as French is not part of the Key Stage One curriculum.</p>	<p style="text-align: center;"><u>Music</u></p> <p>The children will be focusing on rhythm. They will begin to recognise rhythmic patterns found in speech, demonstrate the differences between pulse and rhythm through physical movement, playing and singing and perform with a good sense of pulse and rhythm. They will begin to use graphic notation to record rhythms</p> <p style="text-align: center;"><i>National Curriculum references</i></p> <ul style="list-style-type: none"> - Use their voices expressively and creatively by singing songs and speaking chants & rhymes - 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 	