

English

This term, we will be exploring the features of recount texts and will then use our school trip to the Botanical Gardens to apply our knowledge of this. We will also be reading the book ‘Grandad’s Island’ with a focus on using adjectives and conjunctions to further improve our writing, developing vocabulary and sentence structure.

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 capital letter to start a sentence and a full stop to end a sentence, form letters correctly and increasingly with consistent positioning on the line, begin to use ‘and’ to join 2 sentences

Year 2 – consistent use of a full stop and capital letter and appropriate use of an exclamation and question mark, evidence of consistent letter size including taller letters (ascenders) and letters hanging under the line (descenders), use a variety of conjunctions (but, so, because, when) to extend sentences.

Maths - Year 1

(Fractions, position and direction, time)

- Recognise, find and name $\frac{1}{2}$ as one of two equal parts of an object, shape or quantity
- Recognise, find and name $\frac{1}{4}$ and $\frac{3}{4}$ as parts of an object, shape or quantity
- Describe position, directions and movements including whole, half, quarter+three quarter turns.
- Sequence events in chronological order using common terms such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening
- Recognise+use the language of dates, including days of the week, weeks, months and years.
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show this time.

Maths - Year 2

(Fractions and Time)

- Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity
- Write simple fractions e.g. $\frac{1}{2}$ of 6 = 3
- Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$
- Compare and sequence intervals of time
- Tell and write the time to 5 minutes including 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.

Science

The children will be exploring plants this half term. They will name a variety of plants and trees, name the parts of a plant and understand the purpose of each part of a plant. They will take part in a growing plants investigations to explore conditions of growth.

National Curriculum references

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
- Gather and record data to help in answering questions.

Plants

Y1 - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees

Y1 - Identify + describe the basic structure of a variety of common flowering plants, including trees.

Y2 - Observe and describe how seeds and bulbs grow into mature plants

Y2 - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Geography

The children will be focusing on the Philippines for a country study. They will find out about what life is like there and how houses, food, transport and weather are the same or different to the U.K.

National Curriculum references

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

Art

The children will be exploring art in the natural world, creating a sculpture with clay and other natural materials.

National Curriculum references

- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- 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

<u>P.E.</u>	<u>R.E.</u>	<u>P.S.H.E.</u>
<p>In P.E. the children will be focusing on developing their throwing and catching skills and will explore invasions sports which focus on attacking and defending.</p> <p><u>National Curriculum references</u></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>The children will be continuing their learning around Judaism, following on from our work on this in the Autumn term. They will recap some of their prior learning about the Jewish faith and the celebration of Hanukkah. The children will find out about Shabbat and why and how it is celebrated. They will also hear some Jewish stories used as part of celebrations.</p> <p align="center"><u>Agreed Syllabus outcomes</u></p> <p><u>Pupils will</u></p> <ul style="list-style-type: none"> - Know why Jewish people celebrate Shabbat - Know how Jewish people welcome Shabbat on a Friday night and how they rest and play at Shabbat - Give examples of how the stories used in celebrations remind Jews about what God is like. - Retell some stories used in celebrations. - Make links between Jewish ideas of God found in the stories and how people live. 	<p>The children will be thinking about their bodies and how they have changed since they were a baby. They will understand that babies grow inside a human and that they need food from the mother to support their growth. They will talk about what babies and children need from a family and how family members demonstrate this. The children will talk about ways that they can be more responsible at home now that they are growing up.</p> <p align="center"><u>National Curriculum references</u></p> <p><u>Preparing to play an active role as citizens</u></p> <p>2c Recognise choices they can make, and recognise the difference between right and wrong</p> <p>2e Realise that people and other living things have needs, and that they have responsibilities to meet them</p> <p>2f Know they belong to various groups and communities, such as family and school</p> <p><u>Developing a healthy, safer lifestyle</u></p> <p>3a Know how to make simple choices that improve their health and wellbeing</p> <p>3d Know about the process of growing from young to old and how people's needs change</p> <p><u>Breadth of opportunities</u></p> <p>5d Make real choices [for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly]</p>
<p><u>French</u></p> <p>The children will be learning the names of key classroom objects in French. They will learn associated vocabulary and practice this through games and songs.</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><u>Music</u></p> <p>The children will be focusing on pitch, exploring how to sing within a small range of notes. They will compose music using different pitches as a focus, recognising the shape of the music. They will perform to each other, beginning to show awareness of dynamics such as faster, slower, louder and quietly.</p> <p align="center"><u>National Curriculum references</u></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 	
<p align="center"><u>Computing</u></p> <p>The children will be developing their understanding of what information technology (IT) is and will begin to identify examples. They will discuss where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries. They will then investigate how IT improves our world and will learn about the importance of using IT responsibly.</p> <p align="center"><u>National Curriculum references</u></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 		