



| English | Maths | Science |
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| <p>Fiction.</p> <ul style="list-style-type: none"> We will be reading stories around the theme of Familiar settings. <p>Non-fiction</p> <ul style="list-style-type: none"> The children will be exploring texts about animals, The Great Fire of London and Bonfire Night. <p>Diary</p> <ul style="list-style-type: none"> Write a recount retelling an event from History. <p>Phonics</p> <ul style="list-style-type: none"> To follow the Read Write Inc Phonics program which teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step. <p>Handwriting</p> <ul style="list-style-type: none"> To follow the Read Write Inc handwriting scheme to form each letter correctly. | <p>Place Value</p> <p>Identify and represent numbers using objects and pictorial representations and number lines.</p> <p>Use language of equal to, more than, greater, less than, fewer, most, least. Use symbols +, -, =</p> <p>Numbers to 100</p> <ul style="list-style-type: none"> Practise and develop the oral skill of counting in sequences, place value of 2 and 3 digit numbers, comparing and ordering numbers, number bonds and number patterns, counting forwards and backwards from a given number. <p>Addition and subtraction</p> <ul style="list-style-type: none"> Practise the skill of addition and subtraction with and without renaming and addition of three numbers. <p>Multiplication and Division</p> <ul style="list-style-type: none"> Multiplication as equal groups including the 2, 5 and 10 times table. Grouping, sharing and dividing by 2, 5 and 10. Solving word problems to decide when it is appropriate to multiply and/or divide to explain their reasoning for decisions. <p>Measurement</p> <p>Use language long/short, longer/shorter, double/half, heavy/light, heavier/lighter than, full/empty, quicker/slower, earlier/later.</p> | <p>Living Things and Their Habitats</p> <ul style="list-style-type: none"> Explore the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <p>Animals including humans</p> <ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>Scientific enquiry</p> <ul style="list-style-type: none"> When working scientifically the children will learn to ask simple questions whilst making close observations of what is happening. They will learn to use simple equipment to carry out investigations. |
| <p align="center">Targets:</p> <ol style="list-style-type: none"> To read regularly at home. To learn to read and write at least 20 common words from the list on Seesaw. To use full stops and capital letters and apply phonics accurately in writing. | <p align="center">Targets:</p> <ol style="list-style-type: none"> To know number bonds to 5/10/20. To know 2, 5 and 10 times tables. To partition numbers into tens and ones. | <p align="center">Targets:</p> <ol style="list-style-type: none"> To use scientific vocabulary when talking about and recording science. To use simple tables when recording observations. |
| History, Geography & RE | Computing, D&T and Art | Music, PE & PHSE |
| <p>History</p> <p>Bonfire Night and the Great Fire of London</p> <ul style="list-style-type: none"> Investigate the events of the Gunpowder Plot which lead to Bonfire Night being introduced into the UK Calendar. Study and decide if the Great Fire of London improved London for those living there. Children will learn to interpret evidence from the time and afterwards, examining whether sources are reliable. <p>Geography</p> <p>What are Seasons?</p> <ul style="list-style-type: none"> To make sense of our changing world by observing, spotting seasonal patterns and talk about changes in the weather and local environment. <p>RE</p> <p>Christmas Celebrations:</p> <ul style="list-style-type: none"> Learn about, and recount the story of Christmas. To explore how Christians around the world celebrate Christmas. | <p>Computing</p> <ul style="list-style-type: none"> We are treasurer hunters – solving problems using programmable toys. We are painters – creating work inspired by great artists. <p>D&T</p> <p>Moving Vehicles</p> <ul style="list-style-type: none"> To investigate a variety of vehicles – their uses and features. To design, make and evaluate a vehicle based on a specific design. <p>Art</p> <p>Explore and Draw</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share ideas, experiences and imagination. To develop a wide range of art and design techniques using colour, line, shape, form and space. To know about the work of a range of artists, craft makers and designers, describing the similarities and differences between different practices and disciplines and making links to their own work. | <p>Music</p> <p>Experiment with, create, select and combine sounds by tapping rhythms and playing instruments.</p> <p>Friendship Song</p> <ul style="list-style-type: none"> To learn about friendship through music and how to be kind to one another. <p>Ho Ho Ho</p> <ul style="list-style-type: none"> Historical context of music styles and Christmas. <p>PE</p> <ul style="list-style-type: none"> Dance. Dances using simple movement patterns. Fundamental Skills – Athletics. Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination. <p>PSHE</p> <ul style="list-style-type: none"> School behaviour code and class promises. Relationships and appropriate behaviour. Skills for Learning. To follow the Second Step and One decision programme. |