

Literacy

Phonics – Reception: begin phase 2 focusing on learning letter sounds, blending and segmenting. Year 1: consolidate previous knowledge and begin work on phase 5.

Familiar stories: read and write family based stories based on Mog the Forgetful Cat and the Tiger Who Came to Tea; develop skills of presentation and reading aloud; read Little Rabbit Foo Foo by Michael Rosen, Dangerous by Tim Warner and Knock Knock Who's There by Anthony Browne.

Non-fiction: research facts, make notes, create own labels; create their own page for a group non-fiction book including all the relevant features.

Rhymes: listen, read, recite and write simple verses; read a range of well-known nursery rhymes, recite them with expression and create rhymes of their own; using Poems for the Very Young they will explore pattern and rhyme; begin to write sentences and understand poetry punctuation.

Grammar: use capital letters for proper nouns; start sentence with capital letter ending with full stop and using finger spaces; use exclamation and question marks; join two sentences using 'and' and use 'because' in simple explanations.

Numeracy

Number: Recognise, count, estimate, compare and order numbers to 10, 20 and 30; recognise arrays without counting; find pairs to 10; find missing numbers in number sentences and solve word problems; double numbers 1 to 5; find 1 and 2 more; count back 1 and begin to find 1 less; Year 1 will read and write numbers and number-names to 20; compare and order numbers to 20; understand and make teen numbers; understand and use ordinal numbers; subtract and add 1, 2 and 3 or more by counting on and back; begin to add 3 small numbers by spotting bonds to 10 or doubles.

Shape: recognise, name and describe squares, rectangles, circles and triangles; recognise basic line symmetry; sort 2D shapes according to their properties, using Venn diagrams and Carroll diagrams.

Measure: describe position and direction using common words (including half turns); compare lengths and heights; estimate, compare and measure lengths using uniform non-standard and standard units; recognise coins and know values (up to £2); begin to make amounts in pence.

Science/Understanding of the World

Uses of materials: find out the meaning of 'material' used in a scientific sense; look at objects and discuss what they are made of; identify and compare the suitability of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for making a house; describe materials by looking at their properties; identify man-made and natural materials; use stories e.g. Three Little Pigs to stimulate discussion about materials used to construct different types of homes; carry out simple tests to answer questions; find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching; that some materials are magnetic; report and discuss findings; plan a simple enquiry, predict and record findings in tables and pictograms; select apparatus and carry out an enquiry into floating and sinking and suitability of materials for different purposes.

Art/Expressive Arts and Design

Children explore shape and pattern in buildings. They begin by producing prints and rubbings of patterns found in buildings and go on to look at, and record, the use of shape, space and pattern in local buildings. They use clay tiles to produce a relief sculpture for display, using their first-hand observations as a starting point. Children will learn about the bright colours and bold brushstrokes used by the Impressionists, and other artists, when painting landscapes and cityscapes. They will be introduced to the work of Claude Monet.

Geography/Understanding the World

Our School and the Local Area – Children will learn about their locality beyond the school gate, building on their knowledge and understanding of their school environment. They will explore their local area using first hand observation to enhance their locational awareness along with developing essential map and fieldwork skills.

History/Understanding the World

Victorian Times (Homes and School): Children will identify features of homes today and at a time before living memory; recognise household objects from the past and present; know how the objects were used and in which room they belonged; handle, observe and draw the objects in order to find out about them; use appropriate language when talking, writing and role playing. They will make comparisons across the time periods; identify and describe a range of different features of modern homes and homes built a long time ago; compare home life now and in the past beyond living memory; explain why people from different societies live in different styles of homes.

PE/Physical Development

Dance – balance and gymnastics
Games – ball skills

PSHCE/Personal, Social and Emotional Development

Devise a class charter; get to know each other; problem solving; looking after each other; happy playtimes; making choices; making and falling out with friends; managing anger; anti-bullying; hazards in the home; fire safety and road safety.

Music/Expressive Arts and Design

Learn and perform a range of songs related to current topics; use symbols to represent a composition and long and short sounds; learn about timbre and timing; follow instructions on how or when to sing or play an instrument.

DT/Expressive Arts and Design

Homes – research different types of homes; create a design and made their own home using different materials; evaluate.

Sensational Salads – Children will learn about peeling, zesting, cutting safely and applying these skills when preparing healthy dishes. Children will learn key information about healthy eating and where their food comes from. They will gain some practical ideas about ingredients that can be combined to make interesting and healthy salads.

Computing/Understanding of the World - Technology

Finding Out/Images (Reception) - Children use different technologies and onscreen resources to investigate the world around them, comparing digital and non-digital and sharing what they have discovered. They increasingly know what to do if something they see makes them worried or uncomfortable. They explore different ways digital images can be captured and viewed.

Let's Create (Year 1) – children begin to explore digital texts, using varied devices and software to create digital content. They investigate the differences between input and output and hardware and software. They explore the idea of a network, logging on to their area with support. They use unplugged computing approaches to explore devices and consider eSafety practice.

RE/Understanding of the World – People and Communities

Children look at the importance of light in religion; learn about Harvest and thanking God for nature; handle and look at artefacts; learn about Christmas and giving and receiving presents and gifts.

