

**English- Fabulous Food**

**Reading**

- Begin to understand 'why' and 'how'.
- Read some common irregular words.
- Read phonically regular words of more than on syllable.
- Continue a rhyming string.
- Use vocabulary and forms of speech that are increasingly influenced by their experience of books.
- Follow a story without pictures or props.
- Respond with the correct sound for all 40+ phonemes
- Read accurately by blending sounds in unfamiliar words.
- Read common exception words.
- Read words containing taught GPC's and -s, -es, -ing, -ed, -er and -est endings.
- Read words with contractions e.g. I'm, we'll, I'll.
- Re-read books to build up fluency and confidence in word reading.

**Writing**

- Form capital letters.
- Form digits 0-9.
- Compose a sentence orally before writing it.
- Form lower-case letters of the correct size relative to one another.
- Use spacing between words that reflects the size of letters.
- Discuss and record ideas.
- Sequencing sentences to form short narratives.
- Re-read what they have written to check it makes sense.
- Read aloud their writing clearly enough to be heard by their peers and teacher.
- Understand which letters belong to which handwriting 'families' i.e. letters that are formed in similar ways.
- Capital letters for names.
- Use capital letters and full stops correctly.

**Art and Design- Fabulous Food**

- Communicate ideas through use of colour, form, line and tone.
- Working in two or three dimensions they may intentionally represent or symbolise and object or an emotion.
- Finish a piece of work following an established pattern of activity.
- Know that pieces of artwork have meaning.
- Explore a variety of materials and processes to create their own work.
- Describe what they think and feel about the work of others and what they have done in their own work.
- Explore ideas and make some choices about what they will do.
- Describe some characteristics of different kinds of art.
- Suggest ways to improve their own work.

**Computing**

- To use technology to organise and present ideas.
- To use the keyboard on their device to add, delete and space text for others to read.
- Purple Mash
- Phonics Play
- RM Easy Maths
- Education City

**Mathematics**

- Place numbers 1-20 in order.
- Say which number is one more or one less.
- Count forwards and backwards in 2's, 5's and 10's.
- Recognise numbers to 100.
- Say the numbers to 20 correctly when looking at the digit.
- Make simple estimations.
- Continue to rote count onwards from a given number.
- Count in different steps forwards and backwards.
- Rote count backwards from 20.

**Design and Technology- Fabulous Food**

- Recognise familiar products and explore different parts they are made from.
- Watch others using a basic tool and copy the actions.
- Able to operate familiar products with support and explore how they work.
- Begin to communicate preferences in designing and making.
- With help, pupils manipulate a wider range of basic tools.
- Begin to contribute to decisions and what they will do and how.
- Generate ideas for purposeful designs and recognise characteristics of familiar products.
- Use models, pictures and words to describe what they want to do.
- Able to explain what they are making and what tools to use.

**Music**

- Let Your Spirit Fly by Joanna Mangona
- Listen and appraise
- Musical activities
- Warm up songs
- Learn to sing the song
- Play instruments with the song
- Compose the song
- Performing the compositions

**World Studies (geography, History & RE)**

- Where is America? (Geog)
- What do we know about America?
- Research famous cities and states in America (Geog)
- Research famous buildings in America and their history (Hist)
- Can you recognise key American states on a map? (Geog)
- What are the main religions of America? (RE)
- Compare the main religions in America for similarities and differences. Listen to religious stories and study key characters. (RE)

**Speaking & Listening/Communication**

- Remember and talk about significant events from own experience.
- Recognise and describe special times or events.
- Listen and respond to ideas expressed by others in conversation or discussion.

**Science- Plants**

- Identify and name common wild and garden plants including deciduous and evergreen trees.
- Identify and describe the basic structure of a variety of common flowering plants, including trees.
- Use the environment to explore plants and trees.
- Answer questions about plants growing.
- Observe the growth of any flowers or vegetables that they have planted.
- Become familiar with the structure or plants (leaf, stem, root etc.)
- Observe using magnifying glasses.
- Compare and contrast familiar plants.
- Record how plants have changed over time.

**PSHCE**

- Choices
- Saying sorry and thank you
- Behaviour
- Friendships

**Physical**

- Link two actions in a sequence and follow simple instructions with prompts.
- Explore a variety of movements and show some awareness of space.
- Work with others cooperatively (with support).
- Move in a variety of ways.
- Throw and kick a ball but lack direction.
- Control and coordination skills developing; can stop and start with some accuracy.
- Work with others, share and wait their turn.
- Aware of the changes that happen to their bodies when they are active.
- Follow and imitate sequences and patterns in their movement.
- Use small and large apparatus safely.
- Aware of space, themselves and others.
- Start to link actions in ways that suit activities.
- Describe and comment on their own and others' actions.
- Work with others in practices and suggest some simple ideas on how to make changes.

**Education**

**Experiential**

- Supermarket trip
- Outdoor learning
- Allotment trip
- School gardens/planting area

**Learning**