

**English- Marvellous Me – Celebrating differences**

**Reading**

- Participate in discussion about what is read to them, taking Turns and listening to what others say
- Predicting what might happen on a basis of what is already Said
- Recognise or read a growing repertoire of familiar words, Including their own name
- Continue to decode words using their phonic knowledge
- Discuss the significance of titles and events
- Follow a story without pictures or prompts

**Writing**

- Say out loud what they are going to write about
- Re-read what they have written to make check it makes sense
- Compose a sentence orally before they write it
- Discuss what they have written with their teacher or a pupil
- Begin to form recognisable letters
- Write own name and other things
- Begin to join letters up
- Plan or say aloud what they are going to write about
- Form digits 0-9
- Form capital letters

**Art and Design: Self portraits**

- Introduction to art (Can you draw.... wavy line straight line, washing up, cutting, sticking, mixing colours, primary and secondary colours)
- Self portraits (Van Gogh)
- Abstract portraits (Picasso)

**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: NUMBER AND PLACE VALUE**

- Number recognition
- Read and write numbers from 1-20 in numerals and words
- Count to and across 100, forwards and backwards, beginning with 0, 1 or any given number
- Count in twos, fives and tens
- Recognise numbers from 1-5
- Represent numbers using a number line
- Know that numbers identify how many objects are in a set
- Recite numbers in order to ten
- Count in steps of 2,3,5,10 from any given number
- Compare and order numbers from 0-100 using <> and – signs
- Read and write numbers to 100 in numerals and words
- Use first, second and third when describing people, objects or events
- Demonstrate an understanding of less

**Design and Technology- Animals**

- Plan, design and make an animal sculpture
- Explore different materials
- 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**

- Weekly singing session
- Weekly music session
- Charanga – ‘I Wanna be in a band!’

**HUMANITIES**

**Noah’s Ark (RE/Geog)**

- Working as a team
- Sequencing stories
- Key symbols/People
- Weather systems (key components)
- Helping others
- Mr Aesop’s Story Shop – looking at making the right choice

**Speaking & Listening/Communication**

- Taking turns
- Building new friendships
- Starting and maintaining a conversation
- Replying appropriately to a question

**Science – ANIMALS**

- Animal growth (from babies to adults)
- Studying animal photographs
- Farm trip
- Life cycles
- Animal food
- Predators and prey (food chains)
- Appropriate food for animals
- Animal teeth and links to food
- Animal claws and how animals are adapted to catch prey
- Animal body parts
- Carnivore, herbivore and omnivores

**PSHCE**

- Health and Well-Being
- Healthy foods
- Unhealthy foods
- Rest and sleep

**Physical**

- Hand-Eye Co-ordination
- Throwing and catching
- Striking
- Team games
- Swimming
- Weekly Mile

**Education**

**Experiential**

- Outdoor learning
- School gardens/planting area
- Curriculum linked trips

**Learning**