



English

Reading:

- To understand and follow a story.
- Be able to read a story fluently, smoothly and with expression.
- Be able to re-tell a story in sequence and recall/locate important information in the book.
- To understand the features of a non-fiction text, including the purpose of a contents page and index.
- Read your own work aloud with appropriate intonation to make it clear.
- To answer questions about what I have read.

Writing:

- To create ideas and invent new characters.
- To learn the features of a story.
- Be able to write entertaining stories and non-fiction.
- Be able to research and select facts for a report.
- Develop stamina for writing for different purposes: instructions and riddles.
- Make simple additions, revisions or corrections of their own writing by re-reading their work.
- Consider what you are going to write by saying it aloud to a partner.
- To write a poem

Grammar, Punctuation and spelling:

- To use expanded noun phrases
- To know how to write in the past and present tense
- To use imperative verbs
- To recognise commands, statements, questions and exclamations.
- To recognise verbs, adverbs, nouns, adjectives and conjunctions.
- To use apostrophes.



Mathematics




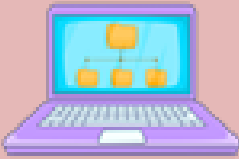


- Be able to count in steps of 2, 3, 5, and 10 from any number (forward and backward).
- Recognise the place value of a two-digit number – use this to solve problems
- Represent numbers using pictorial representations and objects.
- Compare, order, write and sequence numbers 0-100.
- Compare lengths, mass, volume/capacity.
- Compare and sequence intervals of time.
- Solve problems with addition and subtraction (mental methods and written calculations): including money and word problems.
- Solve problems with multiplication and division (mental methods and written calculations): including money and word problems.
- Identify and describe properties of 2D and 3D shapes: including sides, edges, symmetry and vertices.
- Compare and sort common 2D/3D shapes and everyday objects.
- Use mathematical vocabulary to describe position, direction and movement.

Arithmetic

- Recall and use addition/subtraction facts to 20 fluently.
- Learn by heart: 2x, x3, 5x, 10x table facts.
- Learn number bonds to 10, 20 and 100.
- To be able to half and double two digit numbers.
- Make connections with what I already know. Eg-if $5+5=10$, then $50+50=100$ etc





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| <p style="text-align: center;">Science</p> <p>Focus: Look and Listen</p>  <ul style="list-style-type: none"> To pose simple scientific questions through a series of simple investigations To be able to identify ways of finding out about scientific issues To be able to conduct simple investigations into how sounds are made and into different sources of light. To be able to gather simple information using tables and graphs To use their senses to help with their scientific investigations | <p style="text-align: center;">R.E.</p> <p>Focus: <i>Spreading the Word</i></p> <ul style="list-style-type: none"> To know how messages passed on To know the importance of Pentecost To understand how Jesus promised the Holy Spirit To be able to explain why the Ascension is important <p>Focus: <i>Muslim Faith</i></p>  <ul style="list-style-type: none"> To understand how prayer and quiet times are important to Muslims To know the importance of family in the Muslim faith |
| <p style="text-align: center;">PSHE</p> <ul style="list-style-type: none"> To understand who our neighbours are To understand that we belong to various communities To think about how to be kind Thinking about transitioning into the new school year | <p style="text-align: center;">Music</p> <ul style="list-style-type: none"> To learn the technical vocabulary linked to creating a piece of music. To learn about a range of musical styles and the instruments used to create particular sounds. To understand how sounds can be made and changed To be able to play simple rhythms  |
| <p style="text-align: center;">Computing</p> <p>Focus: <i>We are researchers</i></p> <ul style="list-style-type: none"> Researching a topic using careful search terms and using Google to help us. Presenting our findings to the class <p>Focus: <i>We are astronauts</i></p> <ul style="list-style-type: none"> To program and debug using the <i>Scratch</i> program. To know what an algorithm is.  | <p style="text-align: center;">P.E.</p> <p>Game Activities</p> <ul style="list-style-type: none"> Improving fundamental movements and applying learnt skills through a game based approach. Continue to develop basic game-playing skills. To be able to successfully work with and against a partner. To begin showing an awareness to attacking/defending. <p>Athletics</p> <ul style="list-style-type: none"> Explore running, jumping and throwing activities. Take part in simple challenges and competitions Experiment with different ways of travelling, throwing and jumping  |
| <p style="text-align: center;">Art/Design Technology</p> <p>Look and Listen</p> <ul style="list-style-type: none"> Exploring the sounds musical instruments make and evaluating how they make those sounds Designing and making musical instruments out of recycled materials <p>Time Travellers</p> <ul style="list-style-type: none"> Looking at the difference between food from the past and food we eat now Understanding the different food groups and the importance of a balanced diet Understanding where food comes from Designing a meal using a range of ingredients | <p style="text-align: center;">History/Geography</p> <p>Time Travellers</p> <ul style="list-style-type: none"> To be able to talk about important events in History. To be able to talk about an important person from the past. To be able to identify countries in Europe. To be able to identify countries and oceans visited by an important person from the past. To know about a famous local landmark.  |