



English
Reading
Key texts: Jim and the Beanstalk, Peace at Last, The Elephant and the Boy Who Sings and Found

Writing- composition

- explore genres including action stories, information fact-files and recounts of events
- The writing process following Tfw (cold write, planning, imitation, innovation- including a shared write and independent application)

Writing- Grammar and Spelling

- Singular nouns
- Past and present tense
- Suffixes -ed
- Plural nouns
- Compound words
- Capital letters, full stops, commas and question marks.

Phonics

y / ou / ie / ea / oy / ir / ue / aw / ew / oe / ow / au / ey / er / wh / ph / kn / a-e / i-e / e-e / o-e / u-e / ire / are / tch

Maths
Addition and subtraction within 20

- Add by counting on and making 10
- Find and make number bonds
- Subtraction both not crossing and crossing 10.
- Comparing number sentences

Place value within 50

- count backwards and forwards to 50 in 1's, 2's and 5's
- Understanding tens and ones and representing numbers to 50
- One more and one less to 50
- compare and order objects and numbers within 50

Measurement- length and height

- compare lengths and heights
- measure length using non- standard units (eg hands and cubes) and standard units using a ruler in cm.

Measurement- weight and volume

- introduce weight, mass capacity and volume.
- measure and compare mass and capacity (using non-standard units like cubes, cups and spoons.

Science
Animals including humans:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Use scientific language e.g. carnivores, herbivores and omnivores to identify eating habits of animals explored
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Seasons:

- compare the season of Winter to Spring.
- collect weather data.

PE
Inside- Gymnastics

- Develop balance, agility and co-ordination, and begin to apply these in a range of activities.

Outside- Ball skills

- Develop control, accuracy and co-ordination when rolling and catching a ball.

History

- To know about the lives of significant people in the past (nurses Mary Seacole, Florence Nightingale and Edith Cavell)

Computing

Safer Internet Day

- Use technology safely and respectfully, keeping personal information private,

Religious Education
Special People

- To Know and understand: That there are special people in our lives who are there to help us. That on

Design and Technology
To design, create and make bunting from a range of material.

- To develop an awareness of the lives of significant individuals in the past.
- To understand the differences and similarities (in the context of comparing Florence Nightingale, Mary Seacole and Edith Cavell.)
- To begin to develop an understanding of how we can remember significant people from the past

identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies (*digital literacy*).

Lego Builders and Beebots
Purple Mash unit 1.4

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs (*Computer Science*).

Maze Explorers
Purple Mash unit 1.5

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs (*Computer Science*).

Typing skills

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content (*Information technology*).

Sunday, in church, we meet people who do special jobs as we gather to celebrate the Good News of Jesus

Meals.

To know that we celebrate a special meal at Mass together, the Eucharist reminds us of the Lord's last Supper.

Change.

To learn how Lent is a time for change in preparation for the celebration of Easter.

To learn how to use a running stitch to join material together.

Art

Landscapes and Cityscapes.

- Use colour, texture, pattern and line, to create landscapes and cityscapes in a range of materials.
- Describe the work of at least two artists, identifying one similarity and one difference between their work.
- To learn about the artists Monet and Van Gogh and paint in their style.

Music

- Exploring pitch, timbre, tempo, dynamics
 - Animals - x3 Billy Goat's Gruff; x3 Tapping Teddies; Noah's Ark

PSHE/RSE

Safe relationships Recognising privacy; staying safe; seeking permission

Naming parts of the body.

Geography

To learn about our country, the United Kingdom

Locational Knowledge

- To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.
- I can locate the UK using a map.

- WINTER - Vivaldi 'Four Seasons' (BBC Ten Pieces)
- Orchestral families - strings and percussion
- Songs - sing and accompany a variety of simple songs; Rounds/hold a part; Standing/posture; Florence Nightingale

- about situations when someone's body or feelings might be hurt and whom to go to for help
- about what it means to keep something private, including parts of the body that are private
- to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)
- how to respond if being touched makes them feel uncomfortable or unsafe
- when it is important to ask for permission to touch others
- how to ask for and give/not give permission

Strengths and interests: jobs in the community.

That everyone has different strengths, in and out of school

- about how different strengths and interests are needed to do different jobs
- about people whose job it is to help us in the community
- about different jobs and the work people do

Belonging to a community

- that different people have different needs
- how we care for people, animals and other living things in different ways

- I can identify key features of the countries of the UK.
- I can explain what London is like using key words.

Place Knowledge

- I can understand the differences between a 'town' and the 'countryside'.
- I can compare two capital cities- Brasilia and London.

Geographical skills

- I can understand what an 'aerial view' shows.
- I can use different images (aerial maps, atlases and globes) to identify countries and landmarks of the UK

• how they can look after the environment, e.g.
Recycling