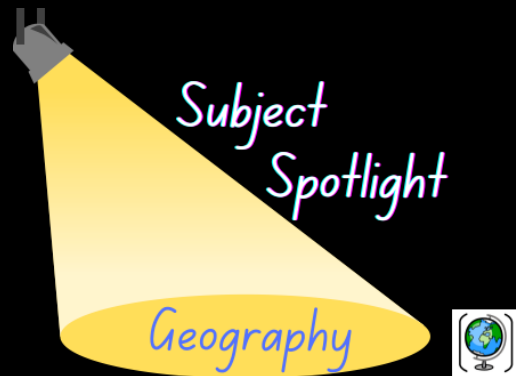




Where in the world are we?

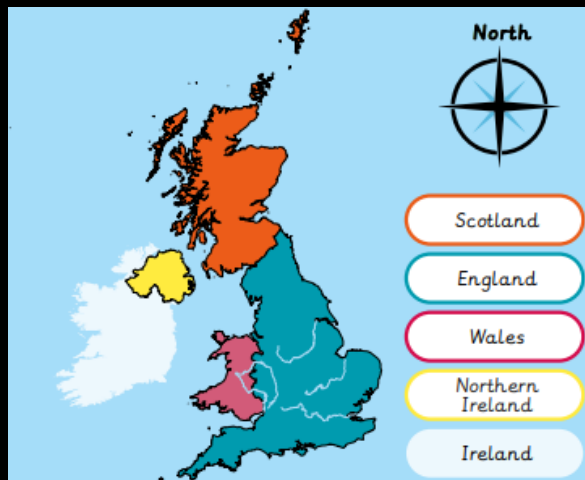
To locate the school on an aerial photograph.

What can we see in our classroom?

To create a map of the classroom.

What can we find in our school grounds?

To locate key features of the playground.



This Term's Value is...

Respect

Class Book

The Colour Monster- Anna Llenus

The Monster Hunt- Emma Yarlett



English

- To spell words containing each of the 40+ phonemes taught, common exception words and days of the week.
- To name the letters of the alphabet in order and use letter names.
- Sequence sentences to form short narratives.
- To leave spaces between words and use capital letters.
- To begin to form lower case; capital letters correctly and numbers 0-9.
- To listen and discuss poems, stories and non-fiction texts.
- To apply phonic knowledge to decode words
- To predict what might happen next.
- To infer what is being said or done.

Maths

- Read and write and understand place value of numbers up to 10.
- To sort and count objects.
- To recognise numbers as words.
- To count on from any number.
- To find 1 more and 1 less.
- Compare numbers using the vocabulary fewer, more, same, less than, greater than and equal to.
- To write number sentences.
- Number bonds to 10.
- To add and subtract within 10.



Science – Everyday materials

- Distinguish between an object and the material from which it is made
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- Describe the simple physical properties of a variety of everyday materials
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.

History – Florence Nightingale & Mary Seacole

- Why is Florence Nightingale remembered today and what did she do in her life?
- Why do you think Florence took the brave steps to go to the Crimea and who influenced her?
- What did Florence do to help the soldiers and did everyone have the same opinion of her?
- Why have we learnt so much about Florence and so little about Mary Seacole?

PE

GYMNASTICS – Body Management

- Perform key gymnastic positions.
- Demonstrate tension and control.
- Link gymnastic positions.
- Perform a headstand.
- Create a sequence and perform it with quality.

Locomotion – Body Management

- Refine basic skills.
- Develop a new invasion game.
- Perform skills in a game situation.

PSHE - Being Me in My World

- Identify how it feels to belong and that we are all similar and different.
- Recognise how I am feeling today and begin to recognise and manage my feelings.
- Know that everyone has a right to learn and enjoy working with others to make school a good place to be.
- Understand why it is good to be kind and use gentle hands to care about other people's feelings.
- Understand my rights and this means we should all be allowed to learn and play.
- Understand what responsibility means and what my responsibilities are.

Art – Drawing

- Explore making marks with different drawing tools.
- Know the process artist Molly Haslund uses to make drawings with her body.
- Create observational drawings of shells whilst exploring continuous lines, scales, lines and materials.

D&T - Cooking and Nutrition - Smoothies.

- To describe fruits and vegetables.
- Name a range of places that fruit and vegetables grow.
- Prepare fruits and vegetables to make a smoothie.

RE – What do stories from religious traditions teach about God? What can we learn from other stories?

Judaism

Key Question: Who is God to Jews?

- Learn that Jewish people believe in one God.
- Explore stories from the Torah that help Jews learn about God.
- Discover some of the qualities Jews believe God has, such as being loving, powerful and caring.
- Learn about special Jewish beliefs and symbols linked to God.

Computing – Online Safety

- Discuss what the internet is and how it can be used.
- Recognise that the internet may affect mood or emotions.
- Recognise how internet use can affect and upset others.
- Identify which information is appropriate to share and post online and which is not.