

## **English**

### **Writing:**

Read, perform and write poetry. Writing simple sentences and applying basic punctuation based on simple narratives about ourselves.

### **Reading**

Reading a variety of stories about transition and how unique we are. Practise skills of sequencing, inferring answers from what we have read, prediction and applying decoding skills.

### **Phonics**

Little Wandle phase 5 summer; alternative pronunciations and spellings.

### **SPAG**

Focus on spelling common exception words and high frequency words from Year 1 spelling list. Use simple punctuation and grammar and learn basic word groups EG: nouns, verbs.

## **Maths**

### **Number and Place Value**

To count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.

Recognise the place value of each digit in a two-digit number (tens, ones).

Identify, represent and estimate numbers using different representations, including the number line.

Compare and order numbers from 0 up to 100; use <, > and = signs.

Read and write numbers to at least 100 in numerals and in words.

Use place value and number facts to solve problems.

### **Number: Addition and Subtraction**

Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures, applying my increasing knowledge of mental and written methods.

Recall and use addition and subtraction facts to 20 fluently. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Add and subtract numbers using concrete objects, pictorial representations and mentally.

### **P.E: Fundamentals of Movement -**

#### **A B C (Agility, balance, coordination)**

Explore running, jumping and throwing activities. Experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance.

Play games that demand simple choices and decisions on how to use space.

Children play competitive sports and activities in small teams.

Explore, remember, repeat and link a range of actions with coordination and control.

### **RE: Creation: Who made the world?**

Who made the world?

How do Christians believe the world was created?

What happened in the story of creation?

What would Christians say to God to thank him for the world?

If you created something, how would you like it to be treated?

What do you think is the best part of God's creation and why?

### **Computing: Unit 2:1 Coding**

I will know what an algorithm is.

Understand collision detection.

Understand the algorithms follow a sequence.

How to design a programme.

How to design an algorithm that follows a timed sequence.

Understand that different have different properties.

Understand the function of buttons.

### **Geography: Continents and Oceans**

The world is made up of many countries.

The countries can be grouped into continents.

The large amounts of water between each continent are called oceans.

Some of the continents are joined by land. Other are separated by oceans.

Human features are made by people.

Physical features are created by nature.

### **D&T: Mechanisms**

Make a fairground wheel.

Different materials have different properties and are therefore suitable for different uses.

Know the features of a Ferris wheel include the wheel, frame, pods, a base, an axle and an axle holder.

Know that it is important to test my design as I go along so that I can solve any problems that may occur.

### **PSHE (Jigsaw) Being Me**

Identify hopes and dreams for the year.

Recognise when I feel worried and who to ask for help.

Understand responsibilities for being a member of the class.

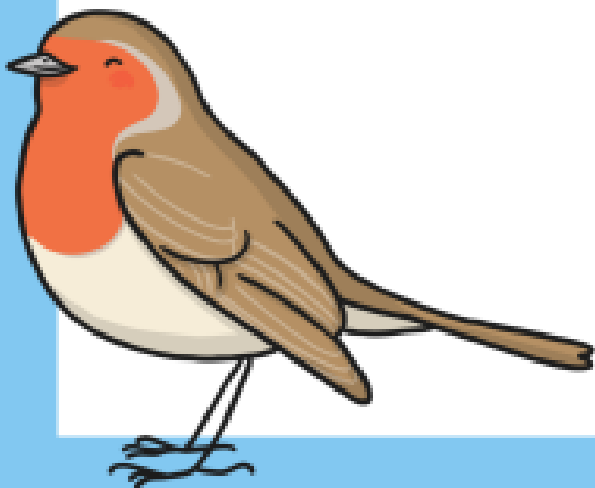
How to make my class a safe and fair place.

How to work cooperatively and choose to follow the learning charter.

### **Outside learning**

Identify features of our local area made by people.

Identify features of our local area created by nature.



**Robin Class**  
**Term 1**  
**2023-24**

