

Maths

Number and place value:

Represent and partition numbers to 100 then a 1000.

Use a number line to 100 then a 1000.

Estimate numbers up to 1000.

Order and compare numbers up to 1000.

Find 1, 10 and 100 more or less than a given number.

Count in 50s.

Addition and Subtraction:

Use known number bonds.

Add and subtract 1s, 10s and 100s.

Add and subtract across tens and hundreds.

English

Writing:

Setting description and story writing based on *Stone Age Boy* by Satoshi Kitamura. Instruction writing based on *How to wash a Wolly Mammoth* by Michelle Robinson.

Reading:

Practise skills of sequencing, inferring answers from what we have read, comprehension and vocabulary.

Spelling:

Focus on new spelling patterns, spelling rules with a change to the base word and using a wider range of prefixes and suffixes.

SPAG

Revisit known grammar and punctuation from Year 2. Begin to confidently apply similes and adverbs for description.

Computing – Coding

- To understand what a flowchart is and how flowcharts are used in computer programming.
- To understand that there are different types of timers and select the right type of timer for a purpose.
- To understand how to use the repeat command.
- To use coding knowledge to create a range of programs and understand the importance of nesting.
- To design and create an interactive scene.

RE – People of God. What is it like to follow God?

- Make clear links between the story of Noah and the idea of covenant.
- Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.
- Make links between the story of Noah and how we live in school and the wider world
- The Old Testament tells the story of a particular group of people, the children of Israel known as the People of God — and their relationship with God.
- The People of God try to live in the way God wants, following his commands and worshipping him.
- They believe he promises to stay with them and Bible stories show how God keeps his promises.

Science – Animals, Including Humans

- To identify that animals, including humans, need the right types and amounts of nutrition.
- To understand the different food groups that make up a balanced diet.
- To understand that animals, including humans get nutrition from what they eat.
- To identify that humans have skeletons and muscles for support, protection and movement.
- To identify that humans and some other animals have skeletons.
- To understand the difference between vertebrates and invertebrates.

Term 1 Swan class



French – Greetings!

- Greeting people.
- To say how you are feeling.
- Introducing yourself.
- Numbers 1 to 10 and saying your age.
- Talking about our families.
- Talking to each other using all the vocabulary we have learnt this term.

Music – Writing Music Down

- Listen and respond.
- Learn and sing.
- Play, improvise and compose.
- Follow basic notation.

P.E Fundamentals of Movement

- Multi-skills
- Team Games
- Ball Skills

P.S.H.E – Being Me In My World

- I recognise my worth and can identify positive things about myself and my achievements.
- I can face new challenges positively, make responsible choices and ask for help when I need it.
- I understand why rules are needed and how they relate to rights and responsibilities.
- I understand that my actions affect myself and others and I care about other people's feelings.
- I can make responsible choices and take action.
- I understand my actions affect others and try to see things from their points of view.

History – The Stone Age

- To define the 'Stone Age' and its different periods.
- To use sources to identify distinctive features of two time periods.
- To compare change between the Neolithic period and earlier periods.
- To know about life in Neolithic times from investigating historical and archaeological sources.
- To provide valid reasons for the existence of monuments.

DT: Digital World.

- To make an e-charm
- To design and work to a design brief
- Create annotated diagrams to show how their product works
- To code a product that initiates a flashing LED panel