

MUSIC

- Independently move to the pulse and start to find the pulse with their instrument.
- Accurately move to and find the pulse with their instrument. Begin to play given notes to the pulse.

P.E.

- Use simple gymnastics actions and shapes.
- Apply basic strength to gymnastic actions.
- Begin to carry apparatus.
- Recognise like actions and link them.

MATHS

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- Count, read and write numbers to 100 in numerals count in multiples of twos, fives and tens (Yr1)
- Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward (Yr2)
- Compare and order numbers from 0 up to 100
- Identify and represent numbers using objects and pictorial representations (Yr1) using different representations, including the number line (Yr2)
- Read and write numbers from 1 to 20 in numerals and words (Yr1) to at least 100 in numerals and in words (Yr2)
- Given a number identify one more and one less (Yr1)
- Recognise the place value of each digit in a two-digit number (10s, 1s)
- Use place value and number facts to solve problems (Yr2)
- Represent and use number bonds and related subtraction facts (Yr1) Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 (Yr 2)
- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s; a two -digit number and 10s; 2 two - digit numbers; adding 3 one - digit numbers
- Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs (Yr1)
- Show that addition of two numbers can be done in any order (commutative) and subtraction of 1 number from another cannot.
- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems (Yr2)
- Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures (Yr2)
- Identify shapes and their properties Comparing and classifying 2d and 3D shapes (Yr2)

Art

- Look at the work of Yayoi Kusama and recognise examples of her artwork.
- Explore colour through mixing secondary colours and shades.
- Explore making different sized polka dots using a variety of tools and techniques including the use of different brush sizes and types.
- Use different types of paint and media to create different textures e.g., use of sawdust.
- Make marks in print with a variety of objects, including natural and made objects carrying out different printing techniques e.g., mono print, block, relief and resist printing.
- Reflect on work and evaluate finished pieces, sharing with peers.

RE: God

Who are Muslims and how do they live?

Scrumdiddlyumptious



Term 1 2023- Year 1 and 2

SCIENCE – Seasonal Changes

- Name the four seasons and identify when in the year they occur.
- Observe and describe weather in different seasons over a year.
- Observe and describe days as being longer (in time) in the summer and shorter in the winter.
- Collect information to classify weather and day length in different seasons and present the information in tables or charts to compare the seasons.
- Collect information on features that change with seasons and present in displays.

HISTORY- What was my school like before me?

- Know that my school has changed within living memory
- Know when my school was first built
- Create a class timeline including when Laughton and Firlie C of E Schools were built.
- Find similarities and difference about my school using photos of my school from the past
- Ask questions about what my school was like in the past.

ENGLISH: Linked to 'The Enormous Crocodile' Yr 1 and Yr 2

Sound out most phonemes and identify common digraphs

Read a range of words on sight and am able to use my phonic strategies to read more complex words.

Read words with common suffixes.

Understand the features of a book and use these to help me understand what it is about. E.g. Title, blurb...

Join in in with group reading of familiar stories.

Ask what unfamiliar words mean and remember them the next time

Understand the key events or features of a text.

Simply comment on beginning, middle and end.

Work with a group to answer questions about texts.

Plan or say aloud what I am going to write about.

Compose a sentence orally before writing.

Repeat my sentence before writing so that it is clear in my head and helps me to remember it

Begin to write simple narratives from personal experiences.

Plan or say out loud what I am going to write, sentence by sentence.

Reread my writing with the teacher to check for improvements.

Sequence sentences to form short narratives

Leave spaces between my words to help the reader see what I have written.

Use full stops.

Use 'and' or 'but' to join my sentences

WWO: Trust

- Eye contact
- Knowing and using names

Life Skills

Safe Relationships

- Understand privacy, to know what to do if we feel uncomfortable or unsafe and to understand 'consent'
- Say why they should ask other people for permission in different situations, including when touching someone else
- Use simple phrases to ask for, give or not give permission

Computing – Technology in our classroom

- Identify and use technology.
- File saving and retrieval
- How to keep safe online
- Identify a computer and its main parts.