**English, Communication and Languages**

**As writers, we will:**

* Have an increasing awareness of capital letters, finger spaces and full stops when recording simple sentences
* Use simple sentence structures (which may often be repetitive)
* Write lower case letters in the correct direction, starting and finishing in the right place.
* Spell some words containing previously taught phonemes correctly
* Spell some common exception words accurately
* Record own ideas to retell a familiar story using short, simplistic sentences

**As readers, we will:**

* Apply phonic knowledge to decode regular words.
* Read and understand simple sentences
* Demonstrate a pleasure in reading and a motivation to read.
* Listen whilst others read and show understanding of what has been heard
* Retrieve information and share our ideas
* Retell a familiar story using props or pictures to support.
* Check that a text makes sense and begin to self-correct.
* Reread own writing aloud to check that it makes sense

**As linguists, we will:**

* Make predictions
* Share our thoughts and feelings
* Explore and use new vocabulary
* Talk about our favourite part of a story
* Tell our own stories

**Mathematics**

**As mathematicians, we will learn to:**

**Place Value (within 20)**

* Count within 20
* Understand numbers to 20
* Use a number line to 20
* Estimate on a number line to 20
* Compare numbers to 20

**Addition and Subtraction (within 20)**

* Explore adding and counting on within 20
* Add ones using number bonds
* Explore doubles
* Subtract ones using number bonds
* Investigate missing number problems

**Place Value (within 50)**

* Count from 20 10 50
* Count by making groups of tens and ones
* Estimate on a number line to 50

**Physical Health and Well-being**

**As sports’ people, we will:**

* Develop fundamental skills, following same programme as EYFS but challenging and honing skills, beginning to show more advanced application of skills.
* Master basic movements including running, jumping, throwing and catching.
* Be able to hold a balance showing control
* Be able to hold a balance showing balance and extension
* Create routines containing balances with control and extension and fluency from one balance to the other

**As citizens, we will**:

* Learn about the special people in our lives and how they care for us
* Learn how our special people set rules that keep us safe
* Learn how our special people can help us when we are feeling worried, scared or nervous.
* Talk about different types of family and why families are important
* Explain how families are different and describe what people in families do for each other
* Explain why families are special and who is special in our own families
* Identify ways in which we can be safe when using the internet
* Recognise the importance of our mental health and ways we can look after it

**Length and height**

* Measure length using objects
* Measure length using cm

**Mass and volume**

* Measure mass and capacity
* Compare mass, volume and capacity.
* Use comparative language e.g. heavier, empty etc.

**Spring 2024-25**

Miss Taylor and Mrs Thompson

 No Outsiders- Want to play trucks? Hair, it’s a family affair!

**Humanities and Religious Education**

**As geographers, we will:**

* Name and locate the four countries on a map of the UK and identify the country they live in.
* Identify the four seasons and describe some seasonal changes.
* Identify the four compass directions and use the compass directions to describe the location of features.
* Observe and describe daily weather patterns.
* Begin to locate the four capital cities of the UK.
* Explain what the weather is like and suggest appropriate clothing during each season in the UK.

**As historians, we will:**

* Understand that toys that children play with today are different to the toys that children played with in the past.
* Learn what toys in the past were made from and compare this to modern toys.
* Discover which toys were popular in Victorian times.

**As theologians, we will:**

* Investigate different beliefs about God through exploring the 99 names of Allah.
* Identify beliefs about special relationships with God from a Jewish story.
* Describe what some people believe about God using Jewish scripture.
* Describe what some people believe about God using a Christian story.
* Understand what some Hindus believe about God’s different forms and identify the roles of the Trimurti.
* Explore some Zoroastrian beliefs about God through their creation story.

**The Arts and Design**

**As artists, we will:**

* Roll paper to make 3D sculptures
* Shape paper to make a 3D drawing
* Apply paper-shaping skills to make an imaginative sculpture
* Apply painting skills when working in 3D

**As designers, we will:**

* Make stable structures
* Use tools and equipment accurately
* Join parts of a structure
* Evaluate a structure

**As musicians, we will:**

* Learn that music is a language made up of high and low and long and short sounds
* Listen to and learn about many different styles of music
* Enjoy dancing and learning about the songs
* Sing, move and dance to specially-written songs
* Play classroom percussion instruments with the songs we learn to sing
* Begin to explore improvisation
* Compose and create their own sounds and melodies
* Perform their choice of songs and musical activities to an audience

**Science and Technology**

**As scientists, we will:**

* Distinguish between an object and the material form from which it is made
* Identify and name a variety of everyday materials
* Describe simple physical properties of a variety of everyday materials
* Compare and group together a variety of everyday materials on the basis of their physical properties
* Explore the work of vets and learn about scientist, Ole Kirk

**As computer scientists, we will:**

***Programming***

* Write short algorithms and programs for floor robots, and predict program outcomes

***Grouping Data***

* Explore object labels, then use them to sort and group objects by properties.