

### **Reading:**

- Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
- Recognise and join in with predictable phrases
- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- Discuss word meanings, linking new meanings to those already known
- Predicting what might happen on the basis of what has been read so far.

### **Science –Plants**

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- Identify and describe the basic structure of a variety of common flowering plants including trees.
- Use local environment throughout the year to explore and answer questions about plants & observe the growth of flowers and vegetables that they have planted. Observing closely, comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees.

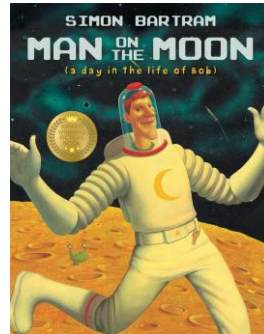
### **Art: Peter Max**

Techniques:  
Use a variety of tools including pencils, crayons, paints and pastels to represent objects.  
Explore mark-making using a variety of tools

### **PE: Outdoor – Locomotion - Running**

### **PE: Indoor – Gymnastics – Wide, Narrow and Curled**

### **Core book and Topic** **To Infinity and Beyond!**



*Man on the Moon, A Day in the life of Bob*  
By Simon Bartram

### **Phonics:**

Review Phase 3 and 4 phonemes and graphemes.

### **British values, SMSC and PSHE: Health and Wellbeing**

#### **Rights and responsibilities Growing and changing**

To understand the class rules.

To consider how they would like their classroom to be.

To identify when people experience changes e.g. new class, having a new sibling etc. How does it make them feel?

How can we make them feel better when they have a change?

To identify what they are good at: What are they learning at school and how can they get better at something they find tricky?

To identify ways of how you can celebrate achievements. To identify what makes them feel happy or sad. To explain how they feel when they lose something.

### **Religion: Christianity**

The Creation Story.

### **Humanities –History – The Race to Space**

- Learn about the lives of significant individuals in the past who have contributed to national and international achievements; compare aspects of their lives in different periods, eg the astronauts Neil Armstrong & Tom Peake.
- T1: Place known events and objects in chronological order.
- T2: Sequence events and recount changes within living memory.
- T3: Use common words and phrases related to the passing of time.
- T4: Find answers to some simple questions about the past using simple sources of information.
- T5: Describe some simple similarities and differences between artefacts.
- T6: Sort artefacts from then and now.
- T7: ask and answer relevant basic questions about the past

### **Computing:**

- Word processing using Google docs
- Identifying technologies and parts of a computer
- Learn to Drag and Drop
- Safety Online

### **SRE: Different Friends**

#### **Key Text – 10 Little Pirates**

### **Music:**

Hey You!

### **Trip**

**Date:**

**Experience / visit:**

**Date:**

## **Mathematics:**

### **Number and Place Value**

#### Chapter 1 - Numbers to 10

- Count forward and backwards, beginning with 0 or 1, from any given number
- Count and read numbers in numerals
- Read and write numbers using both numerals and words.
- Identify one more and one less of a given number
- Identify and represent numbers using objects and pictorial representations and use the language of; equal to, more than, less than (fewer), most, least

#### Chapter 2: Number bonds

- Represent and use number bonds within 20

### **Addition and Subtraction**

#### Chapter 3: Addition within 10 and Chapter 4

- Subtraction within 10
- Represent and use number bonds within 20
- Read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
- Write mathematical statements involving addition (+), subtraction (-) and equals (=)
- Count forward and backwards, beginning with 0 or 1, from any given number
- Demonstrate an understanding of commutative law (e.g  $3+2=5$ , therefore  $2+3=5$ )
- Solve one-step problems that involve addition, subtraction and missing numbers using concrete objects and pictorial representations.