

**Autumn 2018**

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| **Writing** | **Reading** | **Mathematics** | **Science** |
| • Plan by talking about ideas and writing notes.• Use some of the characteristic features of the type of writing used.• Use names of people, places and things.• Use adverbs for extra detail.• Use the correct tenses.• Group related information. | • Listen to and discuss a wide range of texts.• Discuss the significance of the title and events. | • Count, read and write numbers to 100 in numerals.• Count in steps of 2, 3, 5 and 10 from 0 or 1 and in tens from any number, forward and backward.• Read and write numbers initially from 1 to 20 and then to at least 100 in numerals and in words.• Use the language of: equal to, more than, less than (fewer), most and least.• Recognise the place value of each digit in a two-digit number (tens, ones).• Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables.• Recognise and name common 2D and 3D shapes.• Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.• Identify 2-D shapes on the surface of 3-D shapes. • Compare and sort common 2-D and 3-D shapes and everyday objects.• Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.• Find different combinations of coins that equal the same amounts of money. | • Identify and classify.• Distinguish between an object and the material from which it is made.• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.• Describe the simple physical properties of a variety of everyday materials.• Compare and group together a variety of everyday materials on the basis of their simple physical properties.• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses. |
| **Computing** | **History** | **Physical Education** | **Art and Design** |
| • Participate in class social media accounts.• Understand online risks and the age rules for sites.• Use a range of applications and devices in order to communicate ideas, work and messages. | • Use artefacts, pictures, stories, online sources and databases to find out about the past.• Identify some of the different ways the past has been represented.• Describe historical events.• Describe significant people from the past.• Use dates where appropriate. | • Copy and remember actions.• Move with some control and awareness of space.• Link two or more actions to make a sequence.• Show contrasts (such as small/tall, straight/curved and wide/narrow).• Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body.• Climb safely on equipment.• Stretch and curl to develop flexibility.• Jump in a variety of ways and land with increasing control and balance. | • Respond to ideas and starting points.• Use thick and thin brushes.• Mix primary colours to make secondary. |
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| **Design and Technology** | **Music** | **Languages** | **Religious Education** |
| • Shape textiles using templates.• Join textiles using running stitch.• Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). • Explore objects and designs to identify likes and dislikes of the designs.• Suggest improvements to existing designs.• Explore how products have been created. | • Take part in singing, accurately following the melody.• Imitate changes in pitch. | • Answer simple questions and give basic information.• Give responses to questions about everyday events.• Show awareness of the social conventions when speaking to someone. | • Describe some of the teachings of a religion.• Describe some of the main festivals or celebrations of a religion.• Identify the things that are important in their own lives and compare these to religious beliefs.• Relate emotions to some of the experiences of religious figures studied. |
| **PHSCE** | **Forest Based Learning** |  |  |
| • Think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.• Identify people who look after them, their family networks, who to go to if they are worried and how to attract their attention.• Recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.• Understand how to contribute to the life of the classroom.• Help construct, and agree to follow, group and class rules and to understand how these rules help them.• Identify that they belong to various groups and communities such as family and school.• Identify what improves and harms their local, natural and built environments and about some of the ways people look after them. | • Arrive properly equipped for outdoor and adventurous activity.• Show resilience when plans do not work and initiative to try new ways of working.• Use maps, compasses and digital devices to orientate themselves. |  |  |
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