[](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwiLj865yr3eAhVQxYUKHbjvDyQQjRx6BAgBEAU&url=https://www.earlylearninghq.org.uk/latest-resources/great-fire-of-london-display-banner/&psig=AOvVaw01BoIwTgGVuJfkyrwQO_RD&ust=1541518591805777)

**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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