



<p style="text-align: center;"><b>English</b></p> <p><b>Poetry ‘Spaghetti, Spaghetti’ by Jack Prelutsky</b>                  -To perform in response to poetry                  -To compose and perform own poetry</p> <p style="text-align: center;"><b>Beegu</b></p> <p>-To explore a high quality picture book which allows children to put themselves inside the story and empathise with characters and their issues and dilemmas                  -To engage with illustrations throughout a picture book to explore and recognise the added layers of meaning these can give to our interpretation of a text                  -To explore themes and issues, and develop and sustain ideas through discussion, enabling children to make connections with their own lives                  -To develop creative responses to the text through drama, storytelling and artwork                  -To write in role in order to explore and develop empathy for characters</p>	<p style="text-align: center;"><b>Maths</b></p> <p style="text-align: center;"><b>Numbers to 20</b></p> <p>-To order and compare numbers up to 20                  -To find one more and one less with numbers up to 20</p> <p style="text-align: center;"><b>Properties of Shape: Shapes and Patterns (Geometry)</b></p> <p>-To recognise four basic 3-D solid shapes: spheres, cubes, cuboids and pyramids                  -To recognise 2-D shapes in the everyday environment                  -To be able to group shapes using different criteria. -                  To make patterns using common 2-D shapes</p> <p style="text-align: center;"><b>Addition and Subtraction within 20</b></p> <p>-To add by counting on from the largest number                  -To add to numbers by first making 10 and then adding on the remainder                  -To add by separating the ones and tens                  - To subtract by counting back from the largest number                  - To subtract by subtracting from only the ones column                  -To subtract a certain amount of ones from 10 rather than from the ones, as there are not enough ones                  -To solve addition and subtraction word problems</p>	
<p style="text-align: center;"><b>Science</b></p> <p style="text-align: center;"><b>Animals including humans</b></p> <p>-To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals                  - To describe and compare the structure of a variety of common animals                  - To identify and name a variety of common animals that are carnivores, herbivores and omnivores</p>	<p style="text-align: center;"><b>RE</b></p> <p style="text-align: center;"><b>Christianity (Parables/gospel)</b></p> <p>-What did Jesus teach about God in his parables?</p>	<p style="text-align: center;"><b>PE</b></p> <p style="text-align: center;"><b>Team Building (Inside)</b></p> <p>-To co-operate and communicate with a partner to solve challenges</p> <p style="text-align: center;"><b>Ball Skills (Outside)</b></p> <p>-To develop control and co-ordination when dribbling                  -To explore catching with two hands                  -To explore tracking a ball</p>

<b>History</b>		<b>Computing</b>
<b>Toys</b>		<b>Programming</b>
<ul style="list-style-type: none"> <li>-To find out about toys in the present and past and make comparisons</li> <li>-To use sources to help ask and answer questions about toys from the past</li> <li>-To recognise how toys have changed over time</li> </ul>		<ul style="list-style-type: none"> <li>-Sequence instructions into the correct order to make something work</li> <li>-Use direction arrows to move an on-screen object (character/ sprite) to achieve an objective</li> <li>-Predict a route and sequence direction commands (algorithm) to achieve an objective and correct the errors if necessary (debug)</li> </ul>
<b>Art</b>	<b>French</b>	<b>Music</b>
<b>Colour Chaos</b>	Not taught in this year group.	<b>Exploring Sounds</b>
<ul style="list-style-type: none"> <li>- Create art works with the colours they have mixed</li> <li>- Mix a range of secondary and tertiary colours</li> <li>-Mix shades and tints</li> <li>-Decide if colours are warm or cool</li> <li>-Discuss the work of a range of abstract artists including Mondrian, Rothko, Klee, Pollock, the Delaunays and Kadinsky</li> </ul>		<ul style="list-style-type: none"> <li>- Keep a steady beat when improvising</li> <li>-Listen carefully and copy back the actions</li> <li>-Play or clap simple rhythmic patterns using long and short sounds</li> <li>-Clap four-beat rhythms, creating long and short sounds</li> <li>- Respond to different high and low pitches</li> <li>- Improvise using one, two or three notes, using F, G and A</li> <li>- Listen and respond to pop, waltz, reggae, funk and lullaby music</li> </ul>
<b>PSHE – Knowing what to do</b>		
-Identify and understand how my feelings and actions can influence others.		