| **Maths** | **Place Value:**  **Y1 (place value within 10):**   * count to and across 10, forwards and backwards, beginning with 0 or 1, or from any given number * count, read and write numbers to 10 in numerals and words * given a number identify 1 more or 1 less * identify and represent numbers using objects and pictorial representations including the number line and use the language of equal to, more than and less than   **Y2-**   * recognise the place value of each digit in a two-digit number (10s and 1s) * identify, represent and estimate numbers using different representations, including the number line * compare and order numbers from 0-100 using <,> and = signs * read and write numbers to at least 100 in numerals and words * use place value and number facts to solve problems * count in steps of 2, 3 and 5 from 0 and in 10s from any number, forward and backward   **Addition and Subtraction:**  **Y1-**   * read, write and interpret mathematical statements involving addition (+) and subtraction (-) and equals (=) signs * represent and use number bonds and related subtraction facts within 10 * add and subtract 2 one-digit numbers to 10, including 0 * solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems (such as 7 + ? 9)   **Y2-**   * solve problems with addition and subtraction * recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 * add and subtract numbers using concrete objects, pictorial representations and mentally * show that the addition of 2 numbers can be done in any order (commutative) and subtraction of one number from another cannot * recognise and use the inverse operation between addition and subtraction and use this to check calculations and solve missing number problems |
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| **Literacy** | **Narrative:**  Stories with familiar settings: write a story/stories with contrasting settings.  **Non-Fiction:**  Recounts: Write first person recounts retelling historical events, using adverbs of time to aid sequencing and maintaining consistency in tense and person.  **Poetry:**  Vocabulary Building: read list poems. Write and perform their own versions.  **Texts:**   * Rabbit and Bear- J.Gough * Fantastically great women who changed the world- K. Pankhurst |
| **Science** | **Everyday Materials**   * Distinguish between an object from 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 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 |
| **Humanities** | **Our Knowledge Rich Project (KRP) this term focuses mainly on the driver subject of History.**  **This KRP is called Movers and Shakers.**  Children will learn about historically significant people who have had a major impact on the world. They will learn to use timelines, stories and historical sources to find out about the people featured and use historical models to explore their significance. |
| **Art** | **Our Knowledge Rich Project (KRP) in Art is a companion project to our main Humanities KRP for the term.**  **Our Art KRP is called Still Life**  Children will learn about the work of significant still life artists and still life techniques. They will explore a wide variety of still lifes and learn about the use of colour and composition. Children will create still life arrangements and artwork. |
| **DT** | **Our Knowledge Rich Project (KRP) in DT is a companion project to our main Humanities KRP for the term.**  **Our DT KRP is called Remarkable Recipes.**  Children will learn about sources of food and tools used for food preparation.  They also discover why some foods are cooked and learn to read simple recipes.  Children will choose and make a new example school meal that fulfils design criteria.  **Memorable Experience:** Broxfield Working Farm |
| **Computing** | * Children will practise logging on and off of ipads, computers and laptops using their own logins. * Children will learn how to upload images of their learning to seesaw. * Children will recap online safety, looking at school policy and signing their own acceptable use agreement. |
| **P.E** | **Tuesday: Dance with Sophie**  **Wednesday:** Forest School/Commando Joes  Our Commando Joes topic is ‘Traditional Tales’  ‘A range of characters from well-known traditional tales are facing dilemmas, and need your help.’ |
| **R.E** | **This half term’s key question is** Who is a Muslim and how do they live? |
| **PSHE** | **The theme this half term is** Being me in my world. **Each week we will have a different jigsaw piece focus to complete our jigsaw which are as follows:**   * Our school rules- Be Ready, Be Respectful, Be Safe * Helping others feel welcome * Try to make our school community a better place * Think about everybody’s right to learn * Care about other people’s feelings * Working well with others |
| **Music** | **My Musical Heartbeat**  **Key Question:** How can we make friends when we sing together?  **We will learn a new song each week, with a focus on finding the beat and pulse.**   * Find the beat * 1-2-3-4-5 * Head, Shoulders, Knees and Toes * Shapes * We talk to animals |