

Maths

**Number and Place Value: Numbers to 100**

National Curriculum Objective:

Pupils should be taught to count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Pupils should count, read and write numbers to 100 in numerals.

**Measurement: Money**

National Curriculum Objective:

Pupils should be taught to recognise and know the value of different denominations of coins and notes.

**Space**

National Curriculum Objective:

Pupils should be taught to describe position, direction and movement, including whole, half, quarter and three-quarter turns.

English

**Fiction-** Stories about habitats

Tad by Benji Davies

**Non-Fiction-** Recount

Recount of a trip to Topical World

**Poetry-** Humorous and repetitive poems.

Skills Covered:

write a sequence of sentences to form short narratives, including personal experiences and those of others (real or fictional)

use the joining word *and*

use capital letters and full stops to demarcate some sentences accurately

use capital letters for proper nouns

use exclamation marks to demarcate some sentences

use their Phase 2, Phase 3, Phase 4 and Phase 5 phonic knowledge to write words in ways which match their spoken sounds – many being spelt correctly and others being phonetically plausible

spell most Year 1 common exception words taught

form many lower case and capital letters accurately

write with many letters accurate in shape and size, including capital letters and digits

use spacing between words

re-read writing to check that it makes sense

read aloud their writing to each other and the teacher

**Incredible India**



Science

Seasonal Change

National Curriculum Objective:

Pupils should be taught to observe changes across the four seasons and describe weather associated with the seasons and how day length varies

Skills Covered:

Observe changes across the four seasons.

Observe and describe weather associated with the seasons and how day length varies

RE

Skills Covered:

I can say how it feels to say sorry and what I have said sorry for.

I can tell you something that either Rosh Hashanah or Yom Kippur is about.

I can choose a picture and give my thinking on why this might be important to Jewsih children at Rosh Hashanah or Yom Kippur

History

Gandhi’s Campaign for Independence

National Curriculum Objective:

Pupils to look at the lives of significant individuals in the past who have contributed to national and international achievements.

Skills Covered:

Match objects to people of different ages.

Recognise the difference between past and present in their own and others’ lives.

Know and recount episodes from stories about the past

Use stories to encourage children to distinguish between fact and fiction.

Compare adults talking about the past – how reliable are their memories?

Find answers to simple questions about the past from sources of information e.g. artefacts

Communicate their knowledge through:

Discussion….

Drawing pictures…

Drama/role play..

Making models…..

Writing..

Using ICT…



PE

Athletics- Run, Jump, Throw

National Curriculum Objective:

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of

increasingly challenging situations.

Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as

developing balance, agility and co-ordination, and begin to apply these in a range of activities

Skills Covered:

Demonstrate awareness for the need to improve and attempt to improve

Recognise and implement concepts such as waiting your turn

Select correct skill for the situation

Can start and stop at speed, run in straight lines using a variety of speeds

Attempt various jumps taking off and landing on different foot combinations

Handle and throw a variety of different objects and attempt to throw for distance

Move a variety of objects quickly, showing a range of techniques

Develop agility and coordination skills to competently take part in a range of activities

Participate as part of a team to compete in running relays

Put in effort and stay motivated when challenged

DT

Indian Building

Pupils to design purposeful, functional, appealing products for themselves and other users based on design criteria.

Pupils will generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Pupils to select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].

They will select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Pupils will explore and evaluate a range of existing products. They will evaluate their ideas and products against design criteria.

Skills Covered:

Developing, planning and communicating ideas.

Suggest ideas and explain what they are going to do

Working with tools, equipment, materials and components to make quality products (inc-food)

Make their design using appropriate techniques

With help measure, mark out, cut and shape a range of materials

Use tools eg scissors and a hole punch safely

Select and use appropriate fruit and vegetables, processes and tools

Use simple finishing techniques to improve the appearance of their product.  
Evaluate their product by asking questions about what they have made and how they have gone about it.



ICT

Media

National Curriculum Objective:

Use technology purposefully to create, organise, store, manipulate and retrieve digital content Recognise common uses of information technology beyond school.

Skills Covered:

Communicate simple ideas through the use of text, images.

Type a phrase with spaces between letters.

Add text to images or images to text.

Change font, size colour and style appropriately

Understand sound and music can be created using a range of simple technology

Record sound using simple technologies and play back the recordings.

Spanish

Mr Biscuit

Join in with games about parts of the body.

Join in with words and actions of a rhyme.

Understand numbers 1- 10

Understand 3 colours

Recognise and respond to colours and numbers.

Recall body parts and ingredients to make a healthy biscuit.

PHSCE

Relate/ My Big Fantastic Family by Charlotte and Adam Guillane

What engage means.

What types of things they can engage in.

That when they engage in something and feel happy, they can do the activity better.

That they can set goals; sometimes these can be to do with learning, and other times they are to do with a hobby.

How to set a class goal using the 3 steps.

That setting goals and achieving them can make Team H-A- P happy too.

That we do not always achieve our goals, but as long they have tried, they will learn something new.

That just because they can't do something straight away, it doesn't mean they won't be able to in the future.

Writing..

Using ICT…

My Big Fantastic Family by Charlotte and Adam Guillane

I can tell you about different types of families.

I can tell you why all families deserve respect.

I can tell you about the people important to me in my family.

I can tell you how families can change and some of the emotions related to this.

I can tell you how families help each other in times of difficulty.



Music

Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.They will play tuned and untuned instruments musically.Pupils will listen with concentration and understanding to a range of high-quality live and recorded music. Pupils will experiment with, create, select and combine sounds using the inter-related dimensions of music.

Sing a wide range of call and response songs (e.g. Pretty Trees Around the World

from Rhythms of Childhood), to control vocal pitch and to match the pitch they hear with accuracy.

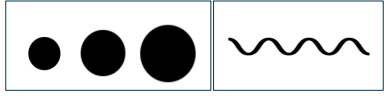
**Listening**

Listening to recorded and live performances.

**[Science Lessons: Seasonal change song/ record and listen to song]**

**Composing**

Recognise how graphic notation can represent created sounds.



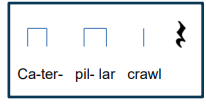
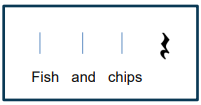
**Musicianship**

**Pulse/beat**

Respond to the pulse in recorded/live music through movement and dance, e.g. Walking on tiptoes

**Rhythm**

Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips).

****

**[History Lessons; Gandhi’s Salt March/ performing chants and creating rhythm patterns/Acting out Gandhi marching to the sea]**