

**Numeracy****Children will work within their capabilities (1-10, 10-20 and beyond)**

Say, read, order, write the forward and backward number sequences.

Identify and represent whole numbers using numerals, words and number lines.

Identify the number before, the number after and missing numbers in a sequence.

Use one-to-one correspondence to count a given number of objects.

Identify 'How many?' in regular dot patterns, for example, arrays, five frames, ten frames, dice and irregular dot patterns, without having to count (subitising).

Identify how to construct 2 digit numbers and put them in order.

Begin to name the days of the week, months of the year and the four seasons in sequence through daily calendar changing activity, songs, stories and rhymes.

**Beyond Number**Measurement**P1**

Shares relevant experiences in which measurements of lengths, heights, mass and capacities are used, for example, in baking.

Describe common objects using appropriate measurement language, including tall, heavy and empty.

Compares and describes lengths, heights, mass and capacities using everyday language, including longer, shorter, taller, heavier, lighter, more and less.

Estimate, then measure, the length, height, mass and capacity of familiar objects using a range of appropriate non-standard units.

**P2**

Estimate and measure length in metres and half metres.

Estimate and measure mass in kg and  $\frac{1}{2}$  kg

Estimate and measure capacity in litres and  $\frac{1}{2}$  litres.

I have explored the concept of area using familiar items.

Compare areas by putting one item onto another item.

Use non-standard units of measurement to measure area.

**Literacy**

**P1** - A sound a week s, a, t, p, i, n, c, k

**P2** - Consolidate previous sounds learned.

Learn 'ff' 'll' 'ss' 'ck' 'a\_e' 'i\_e'

Hear and say patterns in words.

Hear and say the different single sounds made by letters.

Hear and say blends/sounds made by a combination of letters.

Use knowledge of sounds, letters and patterns to read words.

Engage with texts read to them.

Ask and answer questions about events and ideas in a text.

Answer questions to help predict what will happen next.

Contribute to discussions about events, characters and ideas relevant to the text.

Share thoughts and feelings about stories and other texts in different ways.

**P2**

Recognise simple differences between fact and opinion in spoken texts

Read aloud a familiar piece of text adding expression and can show understanding.

Read an increasing number of common/high frequency words, key reading words, core topic words and words of personal significance.

Spell most commonly used words correctly.

Spell most vocabulary used across the curriculum correctly.

Use knowledge of phonics and spelling strategies when spelling familiar and unfamiliar words.

Write an increasing number of words independently.

Write simple sentences using capital letters and full stops.

Use joining words to make my sentences longer.

Write in sentences about a topic.

Write down ideas in a logical order.

Evaluate own writing.

Use labels and words to organise thinking.

In Grammar we will be learning about common nouns, verbs and adjectives.

**Handwriting**

Pupils will practice their handwriting using the Kaligo programme. Kaligo will help the children to improve their letter formation, presentation of work as well as aid their spelling.

**Health and Wellbeing –**

In PE Mrs Cruickshank will concentrate her lessons on ball skills, developing skills such as:

Moving in personal space and shared space and communication

Travelling, sending and receiving with a ball

Judging speed and distance to send the ball

Using **BounceBack** materials we will:

Recognising that we can have good/bad days  
Recognise change can happen in everyone's life and how we deal with these changes.  
Discuss how we can learn from mistakes and problems and how we can 'bounce' back  
Begin to understand fear and how fear is different for different people  
Talk about courage and how we can be brave for ourselves and others.

Outdoor Learning will continue to run fortnightly, focussing on teamwork, problem solving and resilience.

**Our context for learning is Earth and Beyond.**

We will be learning about the different planets, stars, moon, and sun.  
We will research how rockets get into space and what astronauts wear and eat.  
Describe how the rotation of the Earth in relation to the sun gives us day and night.  
Talks about how the pattern of night and day changes over the course of a year.  
Investigate and identify different types of magnets.  
Predict and then investigate how a force can make an object change speed, direction or shape, and uses vocabulary such as pushing, pulling, stretching, squashing and twisting to describe forces.  
Investigate balanced forces and explains that if a push and pull are equal in strength and opposite in direction then there is no change in movement.  
Demonstrate how sounds can be made higher or lower pitch by altering tightness, length, width or thickness or other physical characteristics of the sound source.  
Explain that sound is caused by a vibration in a material.

**Expressive Arts**

Through a variety of art activities recognise colour, line, shape and at least one more of the visual elements: form, tone, pattern, texture.

**Music:**

Each week we will be focusing on movement, rhythm, improvisation, and voice.

**P1** - Uses voice to explore sound and rhythm, for example, hums, whispers, sings.

**P2** - Uses voice, instruments and technology to create musical ideas using sound, rhythm, pitch and dynamics, for example, by creating a soundscape or by adding tuned/untuned percussion to enhance a story or a song.

**Drama:**

**P1**

Takes on a role within a play or dramatised situation, for example, a puppet show, a real or imagined situation, re-enactment of a story or traditional tale.

Communicates ideas and feelings using aspects of voice, such as volume, expression and clarity

Communicates ideas and feelings using movement, for example, through body language, gestures, actions and posture.

Communicates ideas and feelings using facial expressions, for example, to show happy, sad, surprised, angry, scared.

Shares views and listens appropriately to the views of others on their own or others' work.

**P2**

Creates, chooses and takes on a role within a drama such as a real or imagined situation, re-enactment of a story, a traditional tale.

Uses voice, considering use of volume, expression, clarity and pace to convey a character.

Uses movement in roles, conveying a character through gestures, actions and posture.

Uses expression in role, conveying a character through body language, for example, facial expression.

Shares views and listens appropriately to the views of others about what works well and what could be improved in their own and others' work, using some drama vocabulary.

**1 + 2 Modern Languages**

Can translate simple/key words and phrases from the target language into their own language and vice versa such as greetings and counting to 10.

Introducing themselves and asking someone's name in French.

Learn a traditional French song.