

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 or 3 digit numbers and put them in order.

Count forwards and backwards in multiples of 2's, 3's, 5's and 10's,

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 NumberMeasurement**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.

P3

Read scales and identify points between full units using knowledge of fractions.

Estimate measure length in metres, half metres and quarter of metres.

Estimate and measure the length, mass and capacity of small items using uniform objects.

Estimate and measure mass in kg, $\frac{1}{2}$ kg, $\frac{1}{4}$ kg and $\frac{3}{4}$ kg.

Estimate and measure capacity in 1, $\frac{1}{2}$ kg, 1, $\frac{1}{4}$ kg and $\frac{3}{4}$ kg.

Select and use appropriate devices to measure length, height, weight and capacity, reading scales accurately.

Estimate the area of shapes, drawing around a template, counting squares or similar method.

Literacy

A sound per week will be taught alongside 'silly' words.

P1 - s, a, t, p, i, n, c, k

P2 - Consolidate previous sounds learned.

Learn 'ff' 'll' 'ss' 'ck' 'a_e' 'i_e'

P3 - 'e_e' 'n for ng', soft c, soft g, 'tch', 'dge' 'le' 'qu'

Listening and taking P1-3

Choose to watch and listen to different texts and people.

Share thoughts on a story to or watched with others.

Show I have listened by retelling the story.

Listen carefully to new information and use this information to carry out tasks.

Show I have understood new information through retelling it in my own words and asking interesting questions.

Respond to different types of questions eg. Literal, inferential and evaluative.

Use the correct voice at different times (outdoor, partner, reading etc).

P1 – Reading

Choose a story or other text for enjoyment.

Find the front and back of a book.

Hear and say patterns in words.

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

Engage with texts read to them.

Identify letters, words and numbers and engage with each page.

Understand and ask questions about the book.

Predict what might happen in a text.

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

Retell familiar stories in different ways (roleplay, puppets and/or drawings).

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

P1 – Writing

Follow concepts of position, direction, size and force during pencil control activities.

Control how much pressure they are applying with the pencil.

Form lowercase letters legibly.

Use a pencil with increasing control and confidence.

Write single words by blending the sounds the letter(s) make together.

P2 – Reading

Talk about what has been read and point to the words as they read.

Beginning to read aloud with expression.

Use knowledge of phonics to sound out tricky and unknown words.

Make good guesses about what will happen next in a book (predictions).

Find and show the title and author's name in a book.

Tell the most important event in a book/story.

Can identify different characters, say what happens to them and where the story takes place.

P2 – Writing

Write an increasingly number of words independently.

Can write sentences about a topic with support.

Write from top to bottom and left to right.

Sound out words when I spell.

Write sentences using a capital letter and full stop.

Form my letters correctly.

Take risks with writing.

P2- Grammar

Common nouns, proper nouns, verbs and dictionary skills.

P3 – Reading

Use knowledge of phonics and spelling patterns to de-code tricky words.

Talk about what has been read showing some understanding.

Use punctuation to help read aloud with expression.

Identify if something is in the past or present.

Identify main idea of a text and answer comprehension questions on a story.

Retell the beginning, middle and ending of a story.

Compare characters within different stories.

Talk about the words and features the author has used.

P3 – Writing

Draw pictures and diagrams to go with my writing.

Use exclamation and question marks correctly in my writing.

Use speech marks to show when someone is talking.

Use nouns, verbs, adjectives and adverbs in my writing.

Write factual things about a topic (non-fiction) with help.

Begin to make notes about a topic.

Organise my relevant information into a logical sequence and structure.

Use detail in my writing.

P3 - Grammar - Dictionary skills, speech marks, simple tenses, verbs ending in 'y' and verbs 'to be'

Health and Wellbeing

In PE Mrs Duncan will concentrate her lessons on ball skills and invasion games.

These skills will include decision making, cue recognition, creativity, multi-processing, communication, respect & tolerance, determination & resilience, stamina & speed, rhythm & timing, balance, and control.

Using **Bounce Back** materials, we will be focusing on different types of emotions and how we express our emotions. We will also focus on relationships and how we can build and create new relationships.

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

Context for Learning

Pupils will begin the Healthy Me topic as their context for learning. Pupils have chosen the key questions below relating to the following benchmarks:

- Describe the basic journey of food, for example, milk can come from a cow, bread comes from wheat / rye / oats.
- Maps sources of food and drink in the local area
- Identifies specific parts of the body related to each of the senses. Use their senses to detect information and explain how they help to keep people safe.
- Use their senses to describe the world around them, giving examples of things they see, hear, smell, taste and feel.
- Investigate the reliability and limitations of the senses, for example, using taste tests, limits of sound, optical illusions and blind-fold games
- Use components to make simple models of a skeleton which identify the skull, spine, ribcage and some bones of the arms and leg and which show how the skeleton gives us support and protects our organs.
- Describe the position and function of major organs including the brain, heart, lungs, stomach and bladder.
- Describe how skin, as an organ, provides a barrier to infection and helps to control our temperature.
- Describe the symptoms of some common diseases including colds, mumps, measles, chicken pox and flu.
- Provide explanations, supported by evidence, of how some diseases spread and discusses ways in which some diseases can be prevented through good hygiene and vaccination.
- 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.

Key Questions:

- How does the heart work?
- How many times does a person's heartbeat in a lifetime on average?
- How many bones are in the human body?
- How much bigger is a blue whale's skeleton to a human skeleton?
- What happens when you lose all your senses?
- What is inside your bones?
- Why do you need two kidneys?
- How does your eyes work?
- How are people colour blind?
- What are we made of?
- How does your voice box give out sound?
- Why are nails the fastest growing part of your body?
- What makes you dream? How can I see colours when I close my eyes?

1+2 Modern Languages

Pupils will continue to use French language as part of their daily routines. Pupils will begin to learn vocabulary for the following chosen topics: animals, family members and parts of the body.

Digital Technology

Miss Mackie will continue to teach Digital Technology and will be working on the following:

- Recognise different types of digital technology.
- Identifies the key components of different types of digital technology.
- Log on to a preferred device with a given password.
- Identify icons for different applications.
- Communicate and collaborate with others using digital technology for example, email, Glow or other platforms.

Use digital technology to collect, capture, combine and share text, sound, video and images.