

English Language	Term 3	Mathematics
<p>Our key text this term is 'Man on the Moon'</p> <p>Children will be developing their motivation to read and broadening their vocabulary by</p> <ul style="list-style-type: none"> <li>Listening to and discussing a wide range of poems, stories and non-fiction texts at a level beyond that at which they can read independently.</li> <li>Be encouraged to link what they have read or hear read to their own experiences.</li> <li>Discussing the significance of the title and making predictions about events in a text.</li> </ul>	<p><b>Computing</b> Create and design</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Develop their keyboard skills</li> <li>Use simple computer programmes to create pieces of work</li> <li>To design a rocket using a piece of technology</li> </ul> <p><b>Phonics</b> <b>Year 1</b></p> <p>Throughout this term, we will be revising Phase 2 &amp; 3 sounds, along with learning to read and write tricky words. Children will continue to learn their Phase 5 phonic sounds.</p> <p><b>Year 2</b></p> <p>Throughout this term, we will be revising Phase 5 sounds along with learning to read and write tricky words. We will be learning spelling rules during our SPaG lessons.</p>	<p><b>Year 1</b></p> <p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>To be able to sort and count objects</li> <li>To count forwards and backwards to 20 and beyond.</li> <li>To count one more and one less</li> <li>Children will be introduced to &lt; &gt; = symbols to compare both objects and numbers</li> <li>Children will be taught the skills need to be able to use a number line to 50.</li> </ul> <p><b>Addition &amp; Subtraction</b></p> <ul style="list-style-type: none"> <li>To read, write and interpret mathematical statements including addition (+), subtraction (-) and equals (=) signs.</li> <li>Represent and use number bonds and related subtraction facts within 20.</li> <li>Add and subtract one-digit and two-digit numbers</li> </ul>
<p><b>Writing</b></p> <p>Through the use of our class book as inspiration, we will be focusing on:</p> <ul style="list-style-type: none"> <li>Character Description</li> <li>Thought bubbles</li> <li>Diary writing</li> </ul>	<p><b>Art</b> <b>Painting</b></p> <p>We will be studying Vasili Klandinsky. We will be learning to:</p> <ul style="list-style-type: none"> <li>Use a variety of tools and techniques including the use of different brush sizes and types.</li> <li>Mix a range of secondary colours, shades and tones.</li> <li>Mix and match colours to artefacts and objects.</li> <li>Use different types of paint.</li> </ul>	<p><b>Year 2</b></p> <p><b>Addition &amp; Subtraction</b></p> <ul style="list-style-type: none"> <li>Solve problems with addition and subtraction: Using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</li> </ul>

○ Fronted adverbials

- Create different textures e.g. use of sawdust or sand.
- Experiment with tools and techniques, e.g. layering, mixing media, scraping through etc.
- Work on a range of scales e.g. large brush on large paper etc.

- Add and subtract numbers using concrete objects, pictorial representations, and mentally including:
  - A two-digit number and 1s
  - A two-digit number and 10s
  - 2 two-digit numbers
  - Adding 3 one-digit numbers

**Multiplication & Division**

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals ( $=$ ) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

**R.E.**

Our R.E. key questions this term:

Which stories from the Bible help us to understand the 'big idea' of 'Gospel' or good news? (T)

What does the Bible text of..... mean to Christians? (T)

What instructions does Jesus give to people about how to behave? (T)

How do Christians follow the teachings of Jesus about forgiveness and peace, and bringing good news to the friendless? (I)

How do Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession)? (I)

What are my ideas about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas? (C)

	<p style="text-align: center;"><b>P.E</b> <b>Our focus for P.E this term will be:</b></p> <p style="text-align: center;"><i>Gymnastics and Games.</i> We will be learning about the following:</p> <ul style="list-style-type: none"> <li>• To develop fundamental movement skills (including running, jumping, throwing and catching).</li> <li>• To improve running technique and run for longer distances             <ul style="list-style-type: none"> <li>• To perform a run and jump sequence.</li> <li>• To develop an under and over arm throwing action.</li> </ul> </li> <li>• To maintain stillness on different bases of support with different body shapes.             <ul style="list-style-type: none"> <li>• To develop basic strength and flexibility.</li> </ul> </li> <li>• To perform basic actions using changes in speed and direction, including travelling, rolling, jumping and climbing and stay still when required.</li> <li>• To link and repeat basic actions to copy and perform a movement phrase with a beginning, middle and end.</li> </ul>	
<p style="text-align: center;"><b>History</b></p> <p style="text-align: center;"><b>Neil Armstrong</b></p> <p>This term we will studying the life of Neil Armstrong.</p> <ul style="list-style-type: none"> <li>• Talk about and describe events in the life of a well-known historical person.</li> <li>• Describe key events in their life from a range of sources of information.</li> <li>• Talk about the actions of, and events in the life of a well known historical person.</li> </ul>	<p style="text-align: center;"><b>Music</b></p> <p>This term we will be creating different musical pieces using both tuned and untuned instruments. We will be listening with increased concentration to identify instruments. We will be creating our own Space music looking at rhythm.</p>	<p style="text-align: center;"><b>Science</b> <b>Light</b></p> <p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>○ asking simple questions and recognising that they can be answered in different ways</li> <li>○ observing closely, using simple equipment</li> <li>○ performing simple tests</li> <li>○ identifying and classifying</li> <li>○ using their observations and ideas to suggest answers to questions</li> <li>○ gathering and recording data to help in answering questions.</li> </ul>
	<p style="text-align: center;"><b>PSHE</b></p> <p style="text-align: center;">This term we will be continuing to focusing on Well-being.</p>	