

English Language	Term 2	Mathematics
<p>Our key text this term is 'The Snow Queen' by Hans Christian Anderson</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></p> <p><b>Lego Builders and Technology outside of school</b></p> <p>Using Purple Mash pupils should be taught to:</p> <ul style="list-style-type: none"> <li>To follow and create simple instructions on the computer.</li> <li>To emphasise the importance of following instructions.</li> <li>To consider how the order of instructions affects the result.</li> <li>To find and understand examples of where technology is used in the local community</li> <li>To record examples of technology outside school.</li> </ul>	<p><b>Year 1</b></p> <p><b>Place Value (within 20)</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 <math>&lt;</math> <math>&gt;</math> <math>=</math> 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 (within 20)</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>Shape</b></p> <ul style="list-style-type: none"> <li>To recognise and name 3-D shapes</li> <li>Recognise, name and sort 2-D shapes</li> <li>To make patterns with both 2-D and 3-D shapes.</li> </ul> <p><b>Year 2</b></p> <p><b>Addition &amp; Subtraction</b></p>
<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>Adjectives</li> <li>Use of imagery</li> <li>Description</li> <li>Variety of sentence structure</li> <li>Connectives</li> <li>Beginning, middle and ending <ul style="list-style-type: none"> <li>Verbs and Adverbs</li> </ul> </li> </ul>	<p><b>Phonics</b></p> <p>This term the children will be continuing to learn Phase 5 graphemes. For more information on the graphemes taught this term please follow the link for the Phonics Overview: <a href="http://Hunton Primary School">Hunton Primary School</a></p>	
	<p><b>Art</b></p> <p><b>Design and Technology</b></p> <p>This term will be creating puppets using different sewing techniques.</p> <p>Begin to understand the development of existing products: What they are for, how they work, materials used.</p> <p>Start to generate ideas by drawing on their own and other people's experiences.</p> <p>Begin to develop their design ideas through discussion, observation, drawing and modelling.</p> <p>Identify a purpose for what they intend to design and make.</p>	

Demonstrate how to cut, shape and join fabric to make a simple product.

Use basic sewing techniques.

Focus on correct construction of simple **sentences**, inserting a **capital letter** and **full stop** appropriately.

Introduce the **apostrophe** for a contracted form *e.g. don't, can't, haven't*; also to mark singular possession in nouns *e.g. the girl's name*.

Introduction of Adjectives

sentences with different forms: **statement, question, exclamation** and **command**.

The present tense correctly and consistently including the progressive form

Subordination (using *when, if, that, or because*) and co-ordination (using *or, and, or but*)

Y2- To begin to use paragraphs to link a series of thoughts together.

### R.E.

Our R.E. key questions this term:

How is Incarnation part of the 'Big Story' of the Bible? (T)

How is the story of the birth of Jesus linked with Incarnation (Jesus is 'God on Earth')? (T)

How do Christians use the nativity story in churches and at home? (I)

What questions do I have about the Christmas story and what are the lessons I might learn from it?

### P.E

**Our focus for P.E this term will be:**

**Dance and Fundamental skills**

- Solve problems with addition and subtraction: Using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- 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 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.

### Shape

- To recognise 2-D and 3-D shapes
- To count sides and vertices on 2-D shapes
- Understand and recognise lines of symmetry on 2-D shapes

		<ul style="list-style-type: none"> <li>○ To count faces, edges and vertices on 3-D shapes.</li> <li>○ Make patterns with both 2-D and 3-D shapes.</li> </ul>
<p style="text-align: center;"><b>Geography</b></p> <p style="text-align: center;"><b>Hot and Cold places</b></p> <ul style="list-style-type: none"> <li>• How hot or cold is our school?</li> <li>• What do hot and cold places feel like?</li> <li>• Where are hot and cold places found on Earth?</li> <li>• How does temperature affect hot and cold places?</li> <li>• What features does an animal need to live in a hot/cold place?             <ul style="list-style-type: none"> <li>• How have real animals adapted to hot/cold places?</li> </ul> </li> </ul>	<p style="text-align: center;"><b>Music</b></p> <p style="text-align: center;"><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>• To understand the difference between rhythm and pulse and learn how to repeat short rhythmic patterns.</li> <li>• To read and write songs using rhythmic notations</li> <li>• To read and write rhythms, recognising rhythms from our favourite songs and play rhythm games.</li> </ul> <p style="text-align: center;"><b>We will also be singing songs in preparation for our Nativity.</b></p>	<p style="text-align: center;"><b>Science</b></p> <p style="text-align: center;"><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>• To identify and label parts of the body.</li> <li>• To explore the senses of sight and hearing.             <ul style="list-style-type: none"> <li>• To explore the sense of smell.</li> </ul> </li> <li>• To explore the sense of taste.</li> <li>• To explore the sense of touch.</li> <li>• To describe the basic needs of humans.</li> </ul>
	<p style="text-align: center;"><b>PSHE</b></p> <p style="text-align: center;"><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• To describe and understand their feelings</li> <li>• To know how to relax in different ways</li> </ul>	

- To recognise and celebrate their strengths and set simple goals and challenges
- To understand the benefits of physical activity and rest
- To begin to understand how germs are spread and how to prevent them spreading
  - To begin to understand allergies
- To understand that there are people in the local community that work to keep us healthy.