

English Language	Term 2	Mathematics
<p>Our key text this term is 'Mr Underbed' By Chris Riddell</p> <p>Children will be developing their motivation to read and broadening their vocabulary by</p> <ul style="list-style-type: none"> 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. Be encouraged to link what they have read or hear read to their own experiences. Discussing the significance of the title and making predictions about events in a text. 	<p>Computing</p> <p>Creating and researching</p> <p>Children will be learning-</p> <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	<p>Year 1</p> <p>Multiplication and Division</p> <ul style="list-style-type: none"> Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays. Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities. Make connections between arrays, number patterns, and counting in twos, fives and tens. <p>Fractions</p> <ul style="list-style-type: none"> recognise, find and name a half as one of two equal parts of an object, shape or quantity recognise, find and name a quarter as one of four equal parts of an object, shape or
	<p>Phonics</p> <p>Year 1</p> <ul style="list-style-type: none"> Consolidation of Phase 3 and Phase 5, we will be looking at each sound again this term and focus on deepening the children's understanding. We will continue to look at spelling and reading tricky words. <p>Year 2</p> <ul style="list-style-type: none"> Continue learning phase 6 phonics including the suffixes; -s,-es, -ing, -er, -est, -ed and the spelling rules surrounding adding these suffixes. We will also continue looking at the Pre-fix -un and -dis. 	
	<p>Art</p>	

<p style="text-align: center;">Writing</p> <p>Through the use of our class book as inspiration, we will be focusing on:</p> <ul style="list-style-type: none"> ○ Non-Chronological report writing ○ Free verse poetry <ul style="list-style-type: none"> ○ Speech ○ Letters ○ Persuasive speech <ul style="list-style-type: none"> ○ Narrative ○ Description ○ Retelling the story 	<p style="text-align: center;">Collage</p> <p>This term will be focusing on the work of Paul Klee.</p> <ul style="list-style-type: none"> ○ Select from and use a range of tools and equipment to perform practical tasks. (for example, cutting, shaping, joining and finishing) ○ Select from and use a wide range of materials and components. ○ Design purposeful, functional, appealing products for themselves and other users based on design criteria. 	<p>quantity.</p> <p style="text-align: center;">Year 2</p> <p style="text-align: center;">Multiplication and Division</p> <ul style="list-style-type: none"> ○ 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. <p style="text-align: center;">Fractions</p> <ul style="list-style-type: none"> ○ recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length,
	<p style="text-align: center;">R.E.</p> <p style="text-align: center;">Judaism</p> <p style="text-align: center;">This term in RE will be studying Judaism.</p>	
	<p style="text-align: center;">P.E</p> <p style="text-align: center;">Our focus for P.E this term will be:</p> <p style="text-align: center;">Gymnastics.</p>	

		<p>shape, set of objects or quantity</p> <ul style="list-style-type: none"> ○ Write simple fractions for example, $1/2$ of $6 = 3$ and recognise the equivalence of $2/4$ and $1/2$.
<p style="text-align: center;">Geography</p> <p>This Geography this term we are going to be conducting a local place study. We are going to be looking at our School and the surrounding area.</p> <p>This is a lively and fun topic to teach the children fieldwork and observational skills as they study the geography of their school, the grounds and the key human and physical features of the surrounding environment.</p> <p>The children will also be using their knowledge to compare their local area with a small area in Kenya.</p>	<p style="text-align: center;">Music</p> <ul style="list-style-type: none"> • Understand and explore how music is created, produced and communicated through the interrelated dimensions: pitch, duration, dynamics and tempo. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Play tuned and un-tuned instruments musically. 	<p style="text-align: center;">Science</p> <p style="text-align: center;">Animals including humans</p> <p style="text-align: center;">Children will be taught to:</p> <ul style="list-style-type: none"> ○ identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals ○ identify and name a variety of common animals that are carnivores, herbivores and omnivores ○ describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) ○ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense