

## English

- To listen and respond appropriately to adults and their peers.
- To ask relevant questions to extend their understanding and knowledge.
- To use relevant strategies to build their vocabulary.
- To articulate and justify answers, arguments and opinions through participating in discussions, presentations, performances, role play, improvisations and debates.
- To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- To understand both the books that they can already read accurately and fluently and those that they listen to.
- To develop pleasure in reading, motivation to read, vocabulary and understanding.
- To form lower-case letters in the correct direction, starting and finishing in the right place.
- To consider what they are going to write before beginning.
- To make simple additions, revisions and corrections to their own writing.
- To read aloud what they have written with appropriate intonation to make the meaning clear.

## Maths

### Addition and subtraction

- Solve one-step problems with addition and subtraction:
  - Using concrete objects and pictorial representations including those involving numbers, quantities and measures.
  - Using the addition (+), subtraction (-) and equals (=) signs.
- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
  - One-digit and two-digit numbers to 20, including zero/a two-digit number and ones/a two-digit number and tens/two two-digit numbers/adding three one-digit numbers.
  - Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
  - Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
  - Represent and use number bonds and related subtraction facts within 20.
  - Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.

### Shape

- Recognise and name common 2D and 3D shapes.
- Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.
- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.
- Identify 2-D shapes on the surface of 3-D shapes.
- Compare and sort common 2-D and 3-D shapes and everyday objects.

### Money

- Recognise and know the value of different denominations of coins and notes.
- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
- Find different combinations of coins that equal the same amounts of money.
- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

## Music

Exploring vocal and instrumental sounds around the theme of weather.

## Computing

- Recognise common uses of information technology beyond school and use technology safely and respectfully through an E-safety unit.
- Use a range of applications and devices in order to communicate ideas, work and messages.

## Topic

In History the children will find out about the Great Fire of London and significant events from the past such as The Gun Powder plot. They will;

- Observe or handle evidence to ask questions and find answers to questions about the past.
- Ask questions such as: What was it like for people? What happened? How long ago?
- Use artefacts, pictures, stories, online sources and databases to find out about the past.
- Identify some of the different ways the past has been represented.
- Describe historical events.
- Describe significant people from the past.
- Recognise that there are reasons why people in the past acted as they did.

In Design Technology the children will be becoming bakers and investigating why London burnt down. They will;

Cut, peel or grate ingredients safely and hygienically.

- Measure or weigh using measuring cups or electronic scales.
- Assemble or cook ingredients.
- Measure and mark out to the nearest centimetre.
- Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).
- Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).

### Design

• design purposeful, functional, appealing products for themselves and other users based on design criteria.

• generate develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

### Make

- select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing.
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

### Evaluate

• evaluate their ideas and products against design criteria.

## Science

- Ask simple questions.
- Observe closely, using simple equipment.
- Perform simple tests.
- Identify and classify.

## Materials

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.



## RE/PSHE

To understand beliefs and teachings

## PE

Dance and rhythm skills and ball skills involving our feet.