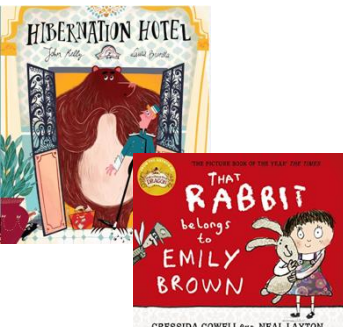
















































Writing	Phonics	Maths	Humanities History and Geography																																								
<p>This term we are focusing on writing:</p> <p><b>Transcription</b></p> <ol style="list-style-type: none"> <li>Pencil grip</li> <li>Correct letter formation</li> <li>Spelling using known phonics</li> <li>Capital letters, full stops and finger spaces</li> </ol> <p><b>Oral composition</b></p> <ol style="list-style-type: none"> <li>Story language- once upon a time, the next day...</li> <li>Story structure- beginning, middle, end.</li> <li>Rich vocabulary- anxious, ecstatic</li> <li>What is a sentence?</li> </ol> <p><b>Our key texts this term are:</b></p> <ul style="list-style-type: none"> <li>Rapunzel</li> <li>Hibernation hotel</li> <li>That rabbit belongs to Emily brown</li> </ul> 	 <p>Read Write Inc (RWI) is a phonics programme which helps <b>all</b> children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling.</p> <p><b>Phonics focus</b> <b>Spring focus</b></p> <p>Children are continuing to learn set 2 and set 3 sounds and are reading phonically decodable books to develop their skills.</p> <p><b>What can you do at home to help?</b></p> <ol style="list-style-type: none"> <li>Practise saying the sounds and the phrase.</li> <li>Practise reading sounds speedily.</li> <li>Help your child use 'special friends', 'Fred talk' to read words.</li> </ol>  	<p><b>Y2- White Rose Maths</b></p> <ul style="list-style-type: none"> <li>Place value within 20</li> <li>Addition and subtraction within 20</li> <li>Place value within 50</li> <li>Length and height</li> <li>Mass and volume</li> </ul>	<p><b>History</b> <b>Toy Story</b></p> <p>Children will be exploring changes within living memory in the world of toys! They will be discussing what toys are like today, what other peoples toys are like and question whether we can tell whether toys are old and would been seen in the past. Children are going to be exploring what toys their grandparents used to play with and finding the oldest toy in the world, developing their chronology knowledge and skills. They will be looking at different toys from the past and how they were played with.</p> <table border="1" data-bbox="1317 566 2190 829"> <thead> <tr> <th colspan="6">Toy Timeline</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1800's</td> <td>1902</td> <td>1943</td> <td>1949</td> <td>1989</td> <td>1994</td> </tr> <tr> <td>Toy soldier</td> <td>Teddy bear</td> <td>Slinky</td> <td>Lego bricks</td> <td>Gameboy</td> <td>Play Station</td> </tr> </tbody> </table> <p><b>Geography</b> <b>Countries and capitals of the UK</b></p> <p>Children will be investigating what countries make the UK. They will be exploring how we can see the UK and their location in the UK. They will be finding out where the King lives and locating London on a map. Children will also be investigating how they can travel to Cardiff from London and where the monster lives in Scotland.</p>  <table border="1" data-bbox="1758 1149 2094 1396"> <tbody> <tr> <td>city</td><td></td> <td>countryside</td><td></td> </tr> <tr> <td>traffic</td><td></td> <td>mountain</td><td></td> </tr> <tr> <td>tower skyscraper</td><td></td> <td>village</td><td></td> </tr> <tr> <td>landmark</td><td></td> <td>Union Jack</td><td></td> </tr> </tbody> </table>	Toy Timeline												1800's	1902	1943	1949	1989	1994	Toy soldier	Teddy bear	Slinky	Lego bricks	Gameboy	Play Station	city		countryside		traffic		mountain		tower skyscraper		village		landmark		Union Jack	
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Science	PSHE/RSE	PE
<p><b>Everyday Materials</b></p> <ol style="list-style-type: none"> <li>1. What is it made from?</li> <li>2. What are the properties?</li> <li>3. Which material should we use?</li> <li>4. Will it soak up?</li> <li>5. Is it frozen?</li> <li>6. Can you see through it?</li> </ol> <p><b>Seasonal Changes</b></p> <ol style="list-style-type: none"> <li>1. What do you know?</li> <li>2. What is the weather like today?</li> <li>3. Can you describe the weather?</li> <li>4. What's the season?</li> <li>5. How much rain?</li> <li>6. Is the sun safe?</li> </ol>	<p><b>Safety and the changing body</b></p> <p>Who are the adults in school who keep me safe?  Is every adult safe?  What do I do if I get lost?  How do I get help if I need it?  What is safe to put in my body?  Can i spot dangers in my home?  Who can help keep me safe?</p> <p><b>Citizenship</b></p> <p>Why do I follow rules?  How do I care for animals?  What do babies need?  How are we similar? How are we different?  Do I belong?  What is democracy?</p>	<p><b>Net and wall</b></p> <p>Children will be investigating the following questions:</p> <ul style="list-style-type: none"> <li>- Can I keep a beanbag on my racket?</li> <li>- Can I move a round with a beanbag on my racket?</li> <li>- Can I flip a beanbag on my racket?</li> </ul> <p><b>Invasion games</b></p> <p>Children will be investigating the following questions:</p> <ul style="list-style-type: none"> <li>- Can I run and stop safety on command?</li> <li>- Can I change direction?</li> <li>- Can I catch an object from my partner?</li> <li>- Can I throw a ball at a target?</li> <li>- Can I pass an object to my peers?</li> </ul>
<p><b>autumn</b></p> <p>Autumn is usually in the months <b>September, October and November</b>. In autumn the amount of time it is light becomes less which means it gets <b>darker earlier</b>. The leaves start to <b>change colour</b> and <b>fall off some of the trees</b>.</p> <p><b>winter</b></p> <p>Winter is usually in the months <b>December, January and February</b>. In winter we have colder weather, <b>sometimes snow</b> and frost. <b>Some trees</b> have no leaves and the amount of time it is light during the <b>day is at its shortest</b>.</p> <p><b>The Seasons</b> Year 1 Knowledge Organiser</p> <p>Each year we experience these <b>four seasons</b>. The seasons are caused because the <b>Earth is spinning on a tilt</b>.</p> <p><b>spring</b></p> <p>Spring is usually in the months <b>March, April and May</b>. In spring the days start to get longer and a bit warmer. New plants grow and the <b>trees grow their leaves back</b>. Many animals <b>have babies</b> such as birds, cows, sheep and ducks.</p> <p><b>summer</b></p> <p>Summer is usually in the months <b>June, July and August</b>. In summer the <b>days are at their longest</b> and the <b>weather is the warmest</b>. The trees are <b>full of leaves</b>.</p>	<p style="text-align: center;"><b>Art</b></p> <p><b>Painting and Printing - Abstract Painting</b></p> <ol style="list-style-type: none"> <li>1. Can I use basic painting materials independently?</li> <li>2. Can I recall the 3 primary colours and paint with control?</li> <li>3. Can I use an experimental approach to colour mixing to discover secondary colour?</li> <li>4. Can I use paint to create work that reflects a particular artist or artistic style? (abstract)</li> <li>5. Can I explore simple printing techniques with everyday objects?</li> <li>6. Can I explore printing techniques to make simple patterns?</li> </ol> <p>EVALUATION</p>	<p style="text-align: center;"><b>Design and Technology</b></p> <p><b>Food Technology: Preparing fruit &amp; veg</b></p> <ol style="list-style-type: none"> <li>1. How would you prepare for a food lesson?</li> <li>2. Can you prepare your own healthy dish?</li> <li>3. Where does our fruit and veg come from?</li> <li>4. Can you make a successful fruit salad?</li> <li>5. Can you plan a healthy dish that fulfils a brief?</li> </ol>

Computing	Music	RE
<p><b>Moving a robot</b></p> <ol style="list-style-type: none"> <li>1. What actions do the buttons do?</li> <li>2. How can I get my robot to act out a given word?</li> <li>3. How can I make a sequence using 4 direction commands?</li> <li>4. How can I plan a simple program and debug my program?</li> <li>5. Can I think of more than 1 way to a chosen place?</li> </ol> <p><b>Grouping data</b></p> <ol style="list-style-type: none"> <li>1. How can I identify and label objects?</li> <li>2. Can I identify objects that can be grouped?</li> <li>3. How can I describe objects in different ways?</li> <li>4. Can I identify objects with the same properties and count them?</li> <li>5. Can I compare groups of objects?</li> <li>5. Can I answer questions about groups of objects?</li> </ol>	<p><b>Dynamics</b></p> <ol style="list-style-type: none"> <li>1. What are dynamics? How can I control the sounds I make?</li> <li>2. Can I identify and describe dynamics?</li> <li>3. How can I use dynamics to create a musical soundscape?</li> <li>4. Can I control my voice and sing expressively and in time?</li> <li>5. Is fast music always loud and slow music always quiet?</li> <li>6. How can I use simple graphic notation to show dynamics?</li> </ol>	<p><b><u>Spring 1: Stories and Teachings from Christianity (1.1a, 1.1b, 1.3c)</u></b></p> <ol style="list-style-type: none"> <li>1. What is the bible and how is it handled?</li> <li>2. What is the nativity story?</li> <li>3. What miracles were performed by Jesus?</li> <li>4. What happened to Jesus? (Crucifixion and resurrection)</li> <li>5. What did Jesus teach about love and kindness?</li> </ol> <p><b><u>Spring 2: Stories and Teachings from Islam (1.1a, 1.1b, 1.1c)</u></b></p> <ol style="list-style-type: none"> <li>1. What is the Qur'an and how is it handled?</li> <li>2. Who is Muhammad? Where was he born?</li> <li>3. How was the Qur'an revealed to Muhammad?</li> <li>4. What are the key teachings of Muhammad?</li> <li>5. What was Muhammad's important journey (Hijra)?</li> </ol> <p>What did Muhammad teach about peace and charity?</p>