

PSHCE Core Theme 2 - Relationships

Respecting self and others

Know what is kind and unkind behaviour, and how this can affect others

Know how to treat themselves and others with respect; how to be polite and courteous

Recognise the ways in which they are the same and different to others

Know how to listen to other people and play and work cooperatively

Know how to talk about and share their opinions on things that matter to them

Music

Use their voices expressively and creatively by singing songs and speaking chants and rhymes

Play tuned and un-tuned instruments musically

Listen with concentration and understanding to a range of high-quality live and recorded music

ICT

Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions.

Create, debug and use logical reasoning to predict the behaviour of simple programs.

PE Dance

To respond to stimulus using a range of different, controlled movements.

Show expression and emotion through dance including different elements of choreography.

Perform a sequence with extended movements.

Fundamental skills

To improve agility and balancing skills

To develop spatial awareness

To work co-operatively with a partner

To learn how to balance and apply it in different ways

To further develop physical literacy skills

To show control and tension when balancing and moving

RE - How is new life welcomed?

Know why it is important to make someone feel welcome.

Know what do names mean and why are they important.

Explain how you welcome a baby into your family.

Learn about how many Christians welcome a baby.

Explain how Muslims welcome a new baby.

Understand how other people welcome a new baby.

Understand what is a promise and why are promises important.



Never smile at
a crocodile!

Geography-

To know the geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country.

Ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live?

What is the weather like in this location?

Express own views about a place, people, environment, location. Give detailed reasons to support own likes, dislikes, preferences.

Draw and label pictures to show how places are different using comparative reasons.

Art

Explore texture and form through rubbings, tonal shading and colour application.

Create 2D and 3D art to explore different lines, patterns and textures.

Create textures and patterns using a range of tools and materials

Understanding line, form, colour, tone, and pattern

Compare the work of artists to their own work

English

Edit and improve simple compound sentences using the joining words and, but, so and or.

Use sentences with different forms, statements and commands With prompting edit and improve own writing using full stops, capital letters, exclamation marks and question marks.

Use subordination for reason using if

Use commas in a list

Use the conjunction that in a written sentence

Use present tense accurately and consistently

Discuss and plan what they are going to write

Identify purpose and audience for writing.

Evaluate their writing with adults and peers reflecting on how well it has met its purpose and the effect on the audience.

Proof read to check for errors in grammar spelling and punctuation to make the meaning clear.

Whole class reading

Coral Reef,

Crocodile tears

The Koala who could

Australia where on Earth

The Selfish Crocodile

Numeracy

Addition and subtraction

subtract a 1 digit from a 2 digit

10 more 10 less

add and subtract 10

add 2 digit add 2 digit crossing 10.

Money

Count money pence, pounds,

choose notes and coins,

make the same amount,

compare amounts,

calculate with money,

make a pound

Multiplication and division

Make equal groups,

recognise equal groups,

make arrays,

introduce the x symbols,

make x sentences from pictures,

begin to recognise, 2, 3, 5, 10 x tables.