

## English

• Reading

## WORD READING FOCUS

- read common exception words
- read words containing contractions
- read words containing known GPCs and taught suffix endings

## COMPREHENSION FOCUS

- listen to and discuss a wide range of texts at a level beyond that at which they can read independently
- make inferences on the basis of what is being said and done
- checking that the text makes sense to them as they read and correcting inaccurate reading
- predicting what might happen on the basis of what has been read so far
- discuss word meanings, linking new meanings to those already known

• Writing

## SKILL DEVELOPMENT FOCUS

- Spell using sounds.
- Use different openers to begin sentences.
- write dictated sentences from memory
- re-reading writing to check it makes sense
- discuss writing with peers and teachers

## GRAMMAR FOCUS

- begin to use joining words/ clauses using and
- begin to punctuate sentences using full stops and capital letters, question/exclamation mark
- capitals for names and personal pronoun I

## SPEAKING &amp; LISTENING FOCUS

- Listen & respond appropriately
- Ask relevant questions

LETTERS AND SOUNDS

- Continue Phase 5 new GPC's
- Revision of Phase 5 new GPC's learned so far
- Continue Phase 4 word building skills

## Mathematics

NUMBER

- Observe and use number patterns

WORD PROBLEMS

- Use and apply number bonds and visual representations to solve word problems.
- Use guess and check method to solve word problems.
- Develop number sentences based on word problems.
- Choose correct operation to solve a word problem.
- Use patterning to solve word problems.
- Apply addition and subtraction to multi-step problems.

SHAPE AND PATTERNS

- Recognise basic 3d shapes.
- Recognise 2d shapes in the everyday environment.
- Group shapes using different criteria.
- Recognise patterns in pictures.
- Work out how a pattern would continue and make a generalisation.
- Understand that a pattern is a special way to arrange shapes so there is repetition.

LENGTH

- Compare height and length by using key terminology.
- Measure items using non-standard units/standard units.

- Use the make 10 strategy to count numbers above 10
- Represent numbers on a number line.
- Use the ten-frame method and place value cards to write numbers to 40.
- Count using multiples of 2, 5 and 10.
- Understand that digits represent 10s and 1s.
- Use place value to compare 2 or 3 numbers
- Arrange numbers by size.
- Compare numbers using number bonds

## Science

## TOPIC CONTEXT:

- classifying animal species
- comparing animals and humans

## SCIENCE SKILLS FOCUS: WORKING SCIENTIFICALLY

- ask and answer simple questions, recognising that they can be answered in different ways
- using observations and ideas to suggest answers to questions

## SCIENCE SKILLS FOCUS: SEASONAL CHANGES

- observe changes across the four seasons
- observe and describe how day length varies.

## SCIENCE SKILLS FOCUS: ANIMALS

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of animals that are carnivores, herbivore and omnivores
- identify and describe the basic structure of a variety of animals

## Geography

## TOPIC CONTEXT:

- Map skills linked to history

## GEOGRAPHY SKILLS FOCUS:

- Devise a simple map; and use and construct basic symbols in a key.
- Use world maps to identify the United Kingdom and its countries, as well as the countries, continents and oceans.

## Art &amp; Design

## TOPIC CONTEXT:

- explore a range of artwork inspired by sea creatures/plant life
- patterns on creatures (scales, textures, colours)

## ART &amp; DESIGN SKILLS FOCUS:

- develop a wide range of techniques in using colour, pattern, texture, line, shape, form and space
- Use a combination of materials that are cut, torn and glued.
- Sort and arrange materials.
- Mix materials to create texture.

## Design &amp; Technology

## Modern

N/A for KS1.

*\*however throughout year we look at languages as part of country studies and include key phrases as part of everyday routines such as answering the register*

## Languages

## Music

To be planned and taught by Mrs Ayles.

- use voices expressively and creatively by singing songs, speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

## Physical

## Education

## TOPIC CONTEXT:

- dance

## PHYSICAL EDUCATION SKILLS FOCUS

- Copy and remember moves and positions.
- Move with careful control and co-ordination.
- Link two or more actions to perform a sequence.
- Choose movements to communicate a mood, feeling or idea.

## Religious

## Education

Christams/Epiphany (2 weeks)

- Exploring the Christmas story from different Perspectives, comparing this to our own Christmases and birth/birthday stories and the Reaction to the birth of Jesus.

Revelation (3 weeks)

- stories showing how special and important Jesus is and His miracles
- deepen understanding of signs and symbols

Other Faiths (1 week)

- recap other faith's explored to consolidate/extend learning