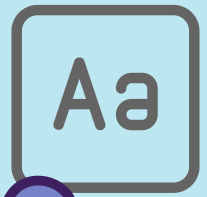


## English

Continuing to develop writing:

- Capital letters for -The beginning of a sentence, for place, for people and I
- Extending sentence using 'and' and 'because'.
- Using varied adverbials.
- Use commas in a list
- Use tenses mainly correctly across text

Writing genre: Dilemma stories and Instructions



## Science- Plants



- To be able to name and sort common garden and wild plants.
- To be able to name the different parts of a plant and explain their functions.
- To identify what plants need to stay healthy
- To investigate and observe the conditions in which seeds need to grow into a plant.
- To understand that some trees are evergreen and some are deciduous.

## Art- Rain and Sunrays

- To collagraph printing, including how to develop a motif to make single and repeated prints.
- Different types of line include zigzag, wavy, curved, thick and thin using a range of sketching pencils.
- To be able to understand and create a print that is a shape or pattern made by pressing paint or ink from one surface to another.
- To create a collagraph, a textured block that can be used to make a print.

## Computing



### 1.9 Technology outside of school

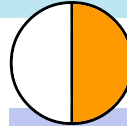
#### What is technology?

- To find and understand examples of where technology is used in the local community.

#### Technology outside school

- To record examples of technology outside school.


## Mathematics



### Fractions

- To be able to recognise and understand equal and unequal parts.
- To be able to find half of various shapes and objects.
- To be able to find half of an amount using manipulatives.
- To be able to find half of an amount using a bar model
- To be able to find a quarter of an object or shape
- To be able to find a quarter of a quantity using manipulatives.
- To be able to find a quarter of an amount using a bar model.
- To be able to find both a quarter and a half of various amounts.
- To be able to use our knowledge of  $\frac{1}{2}$  and  $\frac{1}{4}$  to answer missing box calculations.

### Position and direction

- To be able to use left, right, forwards, and backwards to describe the position and direction of objects. 
- To be able to recognise half turns, quarter turns and three- quarter turns.
- To use directional language.
- To be able to describe the position of objects using ordinal numbers.

### Place value to 100

- To be able to count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number.
- To be able to count in multiples of 10s and 1s to 100.
- To be able to use part whole models to partition two-digit numbers.
- To be able to find one more and one less than any number to 100.
- To be able to compare numbers to 100 using greater than, less than and equal to.
- To be able to use inequality symbols to show that a compare numbers to 100.

## PSHE- Relationships

- To be able to identify the members in my family and understand that there are different types of families.
- To be able to know appropriate ways of physical contact to greet my friends and know which ways I prefer.
- To be able to understand who can help me in my school and community.
- To be able to recognise my qualities as a person and a friend.
- To be able to tell you why I appreciate someone who is special to me



## RE- Shabbat – Judaism

- To be able to identify your favourite day of the week and explain why, recognising reasons things are special or significant.
- To be able to understand why Shabbat is important to Jewish people.
- To be able to show curiosity about other religions through composing and asking questions.

## History- School days

- Children learn about their own school and locality, both today and in the past. They compare schooling in the Victorian era to their experiences today.
- A map is a picture or drawing of an area of land or sea that can show human and physical features.
- Field work includes observing and collecting data (information) about people, places and natural environments.
- Learn about Samuel Wilderspoon who opened schools with playgrounds during the Victorian era.

### Music



#### Dancing and drawing to Nautilus

- Perform actions to music, reinforcing a sense of beat.
- Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece.
- Develop awareness of duration and the ability to move slowly to music.
- Create art work, drawing freely and imaginatively in response to a piece of music

#### Cat and mouse

- Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation.
- Attempt to record compositions with stick and other notations.
- Sing and chant songs and rhymes expressively.
- Listen and copy rhythm patterns.

### PE



#### Cricket

- Look at where you want to roll the ball and bend your knees as you do so.
- Catch by using two hands and watching the ball all the way into palms.
- Throw by letting go of the ball when your arm is in front of you.
- Bol underarm or overarm by looking at where you are aiming.
- Place your hands on the bat in the right place and watch the ball

#### Athletics

- Makes sure that your arms and legs work together to help you run
- Use your shoulders, arms, hands and legs to help with throwing objects.
- Use a lead leg and a trail leg when jumping over a hurdle.
- Jump by taking off on one foot and driving forward using your arms and legs.
- Run as fast as you can before handing over the baton.

### Year 1 and Whole school Events

#### Art gallery

