

<p><u>English</u> The Rainbow Fish / Traction Man Genres: Story writing and diaries Reading: To continue to apply phonic knowledge and skills so that reading is fluent. To develop pleasure in reading, learning new vocabulary and understanding. To clarify meanings of words and answer questions about the text. To make inferences on the basis of what is being said and done. Writing and spelling: To continue to learn new ways of spelling sounds. To continue to learn how to spell common exception words and the spelling rules (outlined in home learning). Grammar and punctuation: To use a range of punctuation correctly (full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes). To use the present and past tense correctly. Key vocabulary: story, narrative, fiction, non-fiction, exclamation, question, present, past.</p>	<p><u>Maths</u> Addition and Subtraction – Children will explore mental and written strategies to solve numerical problems – including bridging, calculating addition and subtraction problems involving single-digit numbers and 2-digit numbers and learning to use mathematical resources, e.g. bead strings, 1-100 grid and coins, to help answer questions. Multiplication and Division – Children will learn about equal and unequal groups before moving on to adding equal groups and then recognising repeated addition as multiplication. They will then use arrays and other pictorial representations to begin to solve a range of multiplication and division problems. Money – Children will recap the coins and notes learned in Year 1 then learn to count amounts in pounds and pence, make amounts using coins and find change. Shape- children will recap the names and properties of 2D and 3D shapes. They will also learn about lines of symmetry. Key vocabulary: place value, tens, ones, addition, sum, total, altogether, subtraction, take away, difference, left, remaining, comparing, ordering,</p>	<p><u>Science</u> We will be looking at ‘Living Things and their Habitats’. We will explore and compare the differences between things that are living, dead, and things that have never been alive. We will identify and name a variety of plants and animals in their habitats, including microhabitats. We will describe how different habitats provide for the basic needs of different kinds of living organisms. We will learn about animals’ diets using food chains as well as conducting our own survey to investigate the most popular place for animals to live. Key vocabulary: living, non-living, plant, animal, habitat, micro-habitat, water, light, temperature, air, basic needs, consumers, predators, producers, carnivores, herbivores, omnivores</p>
<p><u>Computing – Coding</u> In this unit, the children will learn to code by predicting what will happen, running code to check their prediction, investigating code to see if they were correct and modifying the code to add detail. The children will then make their own program that uses the same ideas but in a different way.</p>	<p><u>History</u> <u>Walter Tull and Jayaben Desai</u> The children will learn about when these two famous figures from the past lived and why they were important.</p>	<p><u>Art</u> <u>Drawing: Make your mark</u></p> <ul style="list-style-type: none"> • Charcoal mark making-To develop a range of mark making techniques. • Creating texture- To explore and experiment with mark making to create textures.

<p>They will also look at code together and discuss/read it as a class.</p>	<p>The children will look at timelines to order events in history and think about them in relation to their own lives. They will then explore the effect that Walter Tull and Jayaben Desai had on society.</p>	<ul style="list-style-type: none"> • My toy story-To develop observational drawing. • Creating characters- To understand how to apply expressions to illustrate a character. • Tell a story-To develop illustrations to tell a story.
<p>Religious Education <u>What do candles mean to people?</u></p> <ul style="list-style-type: none"> - To know that to believe is when we accept something is true, especially when we do so without proof. - To know that some people believe god exists as a powerful, non-human being. - To know that followers often read religious stories - Where they have seen candles before. - That a candle produces light. - That some people read stories from books that are special to them as part of their religious beliefs. - People who follow the Christian, Hindu and Jewish worldviews believe in God. - Actions and objects can have special meanings to different people. 	<p>PSHE <u>How to stay healthy & hand washing</u> Children will learn that food is needed for our bodies to be healthy and to grow they will learn that some foods are better for good health than others and which are good. They will then move on to look at different types of healthy food and understand how to keep themselves and others healthy. Finally they will move on to learning about hand washing and why it is important.</p>	<p>PE <u>Dance</u></p> <ul style="list-style-type: none"> • Children will learn to: Respond to different types of stimuli • Use their understanding of basic dance skills to select appropriate ones for the dance idea • Work co-operatively in pairs or small groups • Change and vary actions • Look critically at their own and others work to recognise what is good and what could be improved
<p>Music <u>Water/Travel</u> <u>Singing</u> Singing together is uplifting and an opportunity for children to express themselves. <u>Using Instruments</u> Children can use a wide range of body percussion sounds for accompanying and creating music. Practise and develop rhythm skills with hand claps, toe taps, thigh slaps, chest, thumps, finger clicks and many more the children can discover for themselves.</p>	<p>Reminders: Outdoor P.E. is on Tuesday for 2 Fir and 2 Holly. Indoor P.E. is on Wednesdays for 2 Holly and 2 Fir. Please ensure reading records are brought to school and signed every day so they can be checked. Reading books are changed every week – the children will receive 2 decodable book and 1 banded book per week (If reading records are not signed then we may not be able to change the book). Home learning is sent home on Thursday and due back the following Tuesday (If Home learning is not returned on time then it may not be marked until the following week).</p>	