

Topic - How does it start?

Literacy

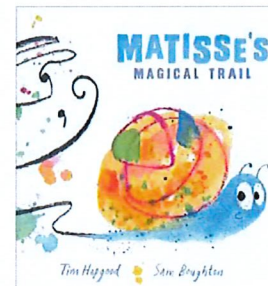
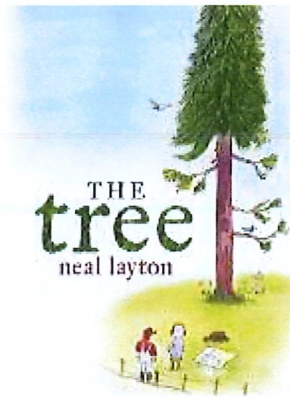
This half term with daily phonics sessions following Little Wandle we will continue developing our knowledge of grapheme-phoneme correspondence (GPCs). We will be applying our knowledge during daily reading and writing activities. Pupils each have a word pot with targeted high frequency words.

Pupils will be developing their writing skills, including:

- Writing their name and address
- Developing their letter formation, with targeted opportunities for key board skills.
- Embedding punctuation: full-stops, capital letters and finger spaces.
- Conjunctions: and/but
- Plurals - s/es
- Suffix - ing
- Adjectives and extending vocabulary
- Developing sentence structure and sequencing via Talk for Writing and Colourful Semantics.

High Quality Texts

The tree
Neal Layton

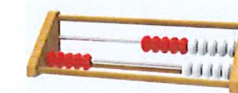


Matisse's Magical Trail
Tim Hopgood and Sam Boughton

Maths

Following the NCETM Mastering Number programme, focusing on:

- Number facts and arithmetic
- Composition
- Counting, ordinality and cardinality
- Using a range of concrete resources, including the Rekenrek:



Developing pupil's skills and understanding for fractions, exploring fractions via a range of targeted multisensory activities.

Humanities

History focus:

Learn how farming has changed over time. Food and farming: where does food come from and how have things changed over time

What is a farm? What is an urban farm and what is a rural farm?

Introduction to Spanish language and culture.

Art , Music & DT

Art: Develop skills of overlapping to create effects.

Use various collage materials to make specific pictures, arranging materials for effect and beginning to refine their work

Demonstrate different processes e.g. scrunching, twisting, and creasing.

Matisse



Music: Long and short sounds.

DT: Cooking; fruit and knife skills, hygiene.

Food technology: seasonal fruit and vegetables, knife skills, hygiene.

Science

This half term pupils will continue developing their investigation skills as scientists. Pupils will be observing, conducting simple investigations and recording their results:

- Identifying, grouping and naming animals and their babies, and their basic needs.
- Exploring and developing their understanding about how animals change as they grow (life cycles).
- Using/ understanding more scientific vocabulary, and comparing how things are similar or different.

PSHE & RSE

Relationships: Changing and growing

Zones of regulation

Life skills: Hygiene

Computing

Technology across all areas of the curriculum, supporting and enhancing pupil's communication and learning. For example, high tech Augmentative and Alternative Communication (AAC), and Clicker software to develop pupil's sentence composition. Educational software such as Nessy and Busy Things. Exploring and making intentional choices to cause different effects.

E-safety: keeping safe off and online.

- Identifying the differences of private and not private/ public.
- Exploring good and bad choices

Communication: data: developing skills and understanding around counting/ sorting and pictograms.

Programming and algorithms: developing skills for following instructions and setting up simple sequences to perform specific tasks.

PE

Swimming
Hand Eye Coordination:
Ball control
Racket and ball activities and games
Riding a bike/trike
Yoga

RE

Learning about other religions - Judaism

Off-site curriculum and educational visits: forest school activities and walks to local parks. Holly Lodge. Swimming and horse riding.