

Maths	Phonics	English
<p>Following on from the previous success with the NCETM Mastering Number project we will continue to use this scheme to plan our maths.</p> <p>Composition Focus on the composition of 7 Use the Hungarian number pattern and the rekenrek to find all the ways that 7 can be composed Focus on the composition of 9 Focus on 3-by-3 grid and the rekenrek to find all the ways that 9 can be composed Recap odd and even numbers by looking at their 'shape' Explore how odd numbers can be composed of 1 odd part and 1 even part, and even numbers can be composed of 2 odd parts or 2 even parts Explore the concept of part-part-whole, seeing that numbers can be partitioned into parts Use the language of 'whole', 'split' and 'part' alongside the part-partwhole diagram Continue to explore how numbers can be partitioned Introduce systematic approach to partitioning Represent ways to partition numbers in a 'number house'</p> <p>Shape, space and measure In addition, we will be exploring time. Looking at both analog and digital clocks and beginning to start being able to tell the time. This will be done in a variety of different ways: timetables, now and next boards, reading clocks and counting sleeps.</p>	<p>We will continue to use Little Wandle to develop our phonics, using the skills we learn in our reading and writing. We appreciate your support with home reading. Phase 5 /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa Tricky words any many again who whole where two school call different thought through friend work</p>	<p>Power of Reading /Talk for Writing Read and discuss the book 'Beegu' by Alexis Deacon. Create story maps. Change story maps to include their own ideas. Learn to recognise and write capital letters. Write sentences remembering a capital letter at the start of the sentence and a full stop at the end. Write sentences putting finger spaces between words. Write stories with the support of sentence starters. Start to use adjectives in their writing. Retell stories by dressing up and acting. Hot seat characters in the story. Write character descriptions.</p>
	<p style="text-align: center;">Science</p>	<p style="text-align: center;">Art</p>
	<p>Humans. Focus = parts of the human body and senses. Our science focus will be all about our bodies, we will learn to name the parts of our bodies, learn about how we keep our bodies healthy, through hygiene, nutrition and exercise. We will begin to explore our skeleton and its function. I can name and label parts of the human body I can name the five senses and perform simple tests to find out more about them I know that humans need food, water and air to survive. I can investigate simple questions to investigate changes as we grow, such as if children are faster when they are older I know how and why I should keep myself clean I know that humans have skeletons I can suggest ways to improve my diet and give reasons why humans need to exercise</p>	<p>Printing (experiment with shape and pattern, look at repeated patterns and different materials to make texture. Use a variety of printing blocks and explore the effect making their own blocks has on shape and texture). Vocabulary - colour, shape, printmaking, printing, woodcut, relief printing, pattern, texture, inking rollers, shape, block printing ink, polystyrene printing tiles. Create patterns and pictures by printing from objects using more than one colour. Develop impressed images with some added pencil or decorative detail Able to demonstrate a range of techniques e.g. rolling, pressing, stamping and rubbing Beginning to be able to create simple printing blocks for relief printing - string, card, etc Can copy an original print Islamic patterns Artist African patterns</p>
<p style="text-align: center;">Understanding The World</p>		<p style="text-align: center;">Computing</p>
<p>Local area study Can draw information from a simple map. Maps/directions: pavements, roads, cycle paths Past and present transport - cars, buses, trains, airports Understands that some places are special to members of their community. Visit the local park, local shops, library.</p>	<p style="text-align: center;">Planets Spring 1 How can I get there?</p>	<p>Art, Sound and Animation Use a stop motion app to take a series of photographs and create a simple animation with support Film short scenes Use a simple paint programme with increasing control to create a desired effect Use different tools (brushes and pens) in a paint package Find letters on a keyboard (on screen or separate)</p>

		Enter text using keyboard using the spacebar and return keys Insert images, text and sound into a clicker book with support Use sound buttons to record questions.
PSHE	Life Skills/Cooking	P.E.
<p>Healthy Lifestyles Self Awareness Explain what is meant by a 'treat'. Give examples of foods that are 'treats'. Describe some of the foods we should eat in order to help us grow and be strong. Explain why we might need to eat foods we might not like very much. I can communicate different physical activities I enjoy. I know that when I exercise my heart beats faster and I get warmer. I can communicate one way an activity I enjoy is good for me I can communicate a reason why it is important to wash my hands. I know what could happen if I don't wash my hands I know that to keep healthy I need to exercise, eat well and sleep Describe how our bodies can be hurt, make us feel ill, uncomfortable or cause us pain. Identify medication that can help us to keep well; give examples for when this might be used. I can communicate how washing my hands stops the spread of germs I can communicate three ways that taking care of myself helps my physical health I can communicate one way that taking care of myself helps my emotional health Identify the difference between things that go on our body (creams, lotions) and thing that go in our bodies (injections, tablets, liquid medicine). Identify some substances or chemicals around the home that we should never taste or swallow; where we might come across them. I can communicate why it is important to only take medicine given to us by a trusted adult Identify things we are good at (strengths/talents) Describe the ways in which we are special and unique. I can communicate three things I am good We will also continue to develop our emotional literacy through our daily check ins and day.</p> <p>PSHE this half term is all about getting ourselves organised. As a class we will be working on hanging our coats up on our own pegs at different times during the day, making sure our school bags are in the correct place and organising our belongings at the beginning and end of the day. Some of the children will be learning about the concept of borrowing, this can sometimes be very hard for children as they just want to have things and not return them after they have used them.</p>	<p>Life skills The focus for life skills this half term is time, we will be exploring both digital and analog clocks. The children will; be encouraged to look for different types of clocks in their environments. We will continue to work with the children on table manners and using a knife, forks and spoons at meal times and making sure they have clean faces when they leave the table.</p> <p>Music The children will be exploring, describing and creating sound stories as part of the music curriculum.</p> <p>Cooking Biscuits</p>	<p>It is our turn to go swimming this term! We will be swimming every Tuesday morning all the way through until Easter.</p> <p style="color: red;">Please can you send your child into school wearing their swimming costume under their school uniform so that it is easier for them to get changed at the pool.</p>