

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 Continue to explore systematic partitioning of numbers within 10 Connect 2 equal parts to doubling and halving</p> <p>Number facts and arithmetic Practise applying knowledge of '1 more than' and '1 less than' a number in relation to odd/ even numbers Connect this to 'first, then, now' stories Explore the effect of adding or subtracting 2 to odd/ even numbers Apply to 'first, then, now' stories Apply knowledge of composition of even numbers to subtract from 6, 8 and 10, for both the partitioning and reduction structures of subtraction Apply knowledge of composition of odd numbers to subtract from 5, 7 and 9, for both the partitioning and reduction structures of subtraction</p> <p>Shape, space and measure In addition, we will be exploring Pattern. The children will be exploring mathematical patterns in lessons and encouraged to find patterns in everyday life both in and out of school</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.</p> <p>Phase 5 /ur/ or word /oo/ u owl awful would /air/ are share /or/ au aur oor al floor walk author dinosaur /ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a /or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor /c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze</p> <p>Tricky words once laugh father because eye</p>	<p>Power of Reading / Talk for Writing Read and discuss the book 'Please Mr Magic Fish' by Jessica Souhami. 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 story using small world characters. Retell stories by dressing up and acting. Hot seat characters in the story. Write character descriptions.</p>
	Science	Art
	<p>Materials I can explore collections of materials with similar and/or different properties. I am able to begin to simply describe materials from a choice of two adjectives. I can explore how objects can be manipulated I am able to name some familiar objects and I am using objects in my play with purpose. I am learning to sort and can sort objects into two groups (i.e. by colour) I can identify and group the uses of everyday materials I can explain how the shape of objects can be made, I am able to identify and name everyday materials and can distinguish between an object and the material it is made from I am able to compare the suitability of different everyday materials for particular uses I can describe and compare the properties of everyday materials and begin to solve problems involving materials, using trial and error. For example finding out a material that could keep a teddy dry in the rain. I am learning to make simple observations</p>	<p>Drawing (using different materials e.g. pencil, wax, pastels, chalk, felt tips) vocabulary - portrait, self-portrait, line drawing, detail, landscape, cityscape, building pastels, line, bold, size, space, light, dark, tone, shadow, pattern, texture, form, shape, outline Able to draw a recognisable face with eyes, nose, ears and mouth Understand how to draw different lines - spirals, zigzags, wavy and how artists use these Begin to make observational drawings Colour in pictures with an awareness of colour Artists Van Gogh / Dapo Adeola</p>
Understanding The World	Planets Spring 2 Who lives there?	Computing

<p>Building study: historical or own home Different types of houses Hampton Court Key buildings in the UK and their locations. - Can compare characters in different stories, including individuals from the past. We are learning about different buildings. We will begin by thinking about buildings that are special to us and then learn about different types of homes, comparing homes from the past, with the homes we live in now. We will then learn about some special buildings in the U.K.</p>		<p>Keeping Safe Online/Online Relationships Give examples of how we (might) use technology to communicate with people we know. Explain some risks of communicating online with others we don't know well. Identify how to speak/communicate to a trusted adult if something happens that makes us feel sad, worried, or frightened Describe some reasons for keeping personal information private. Know that they should always ask an adult before accessing technology. Can talk about good and bad choices when using websites - being kind, telling a grown up if something upsets us. Each child will have a go at making a poster about online safety to help others.</p>
PHSE	Life Skills and music	P.E.
<p>Healthy lifestyles self awareness Explain what we mean by 'being fair' to one another. I know I have to wait my turn so everyone has a chance to be heard Identify reasons why it may be upsetting for others if we don't wait for our turn. I know others may feel upset if we don't wait our turn I can play a game making sure everyone has their turn I know what to say if someone misses a turn in a game</p>	<p>Community To enable the children to have full and varied experiences this half term with the children being given the opportunities to get out and about in our local community going swimming, horse riding and visiting the library. Music Music this half term is all about pitch both in class and in assemblies. We will be exploring high and low sounds and how different instruments can make different sounds but also how we can make different pitches with just our bodies, voices and everyday items. Cooking Cakes and scones</p>	<p>Move energetically: running, jumping, hopping, bilateral coordination, developing balance, agility and coordination</p> <p>This half term we will be continuing our weekly swimming lessons. To aid this we would love it if you could encourage your child to put their face in the water at bath time and also when they are in the shower.</p> <p>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>