

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 11 to 19 as '10 and a bit' Use a range of representations including the Hungarian number frame and the rekenrek</p> <p>Number facts and arithmetic Read, write and interpret expressions and equations with the - and = symbols to represent the partitioning of a 'whole' Practise applying knowledge of composition when adding or subtracting Focus on the composition of 5, and 6 to 9 as '5 and a bit' Practise applying knowledge of composition when adding or subtracting Focus on the composition of 10 and doubles within 10</p> <p>Shape, space and measure In addition, we will be exploring shape space and measure. The children will be introduced to a variety of different measurements, cm, m, mm, l, cl, g, kgs.</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 /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi ci ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more review</p> <p>Tricky words busy beautiful pretty hour move improve parents shoe</p> <p>For those pupils who have reached phase 5 phonics using the Little Wandle scheme, we continue to 'Grow the Code' learning the alternative GPCs for different phonemes.</p>	<p>Power of Reading / Talk for Writing Read and discuss the book 'Shh! We have a plan' by Chris Haughton. Act out scenes 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. Hot seat characters in the story. Write character descriptions.</p>
	<p style="text-align: center;">Science</p> <p>Plants We will be growing plants from seeds and investigating what plants need to grow. We will also explore the parts of a plant, learning about the parts that we eat. We will continue the topic at Forest School, learning to identify plants. I can plant a bean with adult support. I can explore leaves and flowers, for example when they are an enhancement in the mud kitchen. I can make simple communications about the plants I see and talk about their features. I am learning to observe more closely and can draw simple pictures of plants. I know that I can eat some plants and that some are not safe to eat. I am able to identify plants by matching leaves they have collected to pictures. I am beginning to know the names of some common plants/flowers/trees. I know that I can eat different parts of plants and can sort familiar foods according to the different parts of a plant they are from. I know the names of some common plants and can name some parts of a plant/tree. (flower, trunk, stem, branch) I am beginning to take care of plants, by watering them and know wha</p>	<p style="text-align: center;">Art</p> <p>Sculpture (using a variety of materials for sculpting and experimenting with joining and construction) vocabulary - sculpture, statue, model, work, 3D, sculptor, carving, shapes, materials, pyramid, abstract, geometric, rectangular, concrete, 2D form, shadow, light, edging, trimmings) Simple language created through discussion of feel, size, look, smell etc. Awareness of natural and man made forms and environments. Use a variety of techniques when working with clay (rolling, cutting, pinching, etc) Use some decorative techniques: impressed, painted, etc. Use a range of tools for shaping, mark making, etc. Use a variety of natural, recycled and manufactured materials for modelling/sculpting Replicate patterns and textures in a 3-D form. Andrew Goldsworthy</p>
<p style="text-align: center;">Understanding The World</p> <p>Beaches The features of beaches/the coast - use relevant vocab Beach: past and present Beaches around the world Can recognise some similarities and differences between life in this country and others</p>	<p>Planets Summer 2 2025 Let's go further</p>	<p style="text-align: center;">Computing</p> <p>Programming and Algorithms Can experiment and explore control technology with a two button unit e.g. record phases onto sound buttons. Experiment and use control technology with a four button unit. Can control technology for a purpose and recognise the success or failure of an action.</p>

<p>Can recognise that some environments are different to the one in which they live. We will be observing changes to beaches and seaside towns over the last 40 years. The children will be making comparisons between past and present photos of a variety of different UK seaside towns. We will be learning about water/sun and stranger safety to make sure we can all stay safe</p>		<p>With support, start to explore online sprites and commands. Start to explore how we create simple programs, such as giving instructions to a peer and follow their instructions. Communicate the order in which to do something to achieve a desired result (algorithm). The children will be given lots of opportunities to program a variety of different computing equipment that we have in school, for example remote control cars and beebots</p>
<p>PSHE</p>	<p>Life Skills and music</p>	<p>P.E.</p>
<p>The world I live in - Money to learn about the money and the different ways that we can purchase items. To learn about the ideas of making purchases and saving for things we would like. To begin to understand the difference between wants and needs. To learn ways that we can keep money safe</p>	<p>Life skills Water/sun/beach and stranger safety How to use our scooters safely both in the playground and in and around the community. Money Music Music is all about Tempo this half term the children will be exploring fast and slow sounds. We will be listening to a variety of different music styles (pop, dance, country, classical, jazz, blues and rick) as part of this the children will be tasked with identifying the tempo that they can hear. We will be discussing our likes and dislikes of music and looking at how our musical tastes change as we get older.</p>	<p>IN PE this half term we will be getting ready for sports day. We will be working on our team skills playing games and turn taking. As part of this we will be learning and practising the athletic skills we need to participate in sports day. Please can all children have a PE kit with trainers or plimsolls in school at all times as now the weather is beginning to get warmer, we will try and get out to practise our skills.</p>