

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 - shape Insert 3D shapes into a shape sorter. Sort objects according to a stated characteristic. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Select, rotate and manipulate shapes to develop spatial reasoning skills. Uses familiar objects and common shapes to create and recreate more complex patterns and build more complex models. Combine shapes to make new ones - an arch, a bigger triangle, etc. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Recognise and name some common 2-D shapes from group of shapes including triangles, rectangles, squares and circles Recognise some common 2-D shapes. Describe the properties of some common 2-D shapes Talk about and explore 2D and 3D shapes using informal language Recognise and name 3-D shapes, including, cuboids, cubes, pyramids and spheres. Describe the properties of 3-D shapes including cube, cuboid, sphere, and pyramid</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 si 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 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> <hr/> <p>Science</p> <p>Plants We will explore the parts of a plant. We will make simple communications about plants and talk about their features. We will observe more closely and can draw simple pictures of plants. We will be able to identify plants by matching leaves we have collected to pictures. We will begin to know the names of some common plants/flowers/trees. We will know the names of some common plants and can name some parts of a plant/tree. (flower, trunk, stem, branch) We will be growing plants from seeds and investigating what plants need to grow. We will plant a bean. We will begin to take care of plants, by watering them. We will learn that some plants are safe to eat and that some are not.</p>	<p>Power of Reading / Talk for Writing Read and discuss the book 'Emily Brown and the thing' by Cressida Cowell. 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. Use adjectives in their writing. Write character descriptions. Write descriptions of settings. Think about how the characters feel and why. Learn new words linked to the story. Write with the support of sentence starters/ALD boards. Hot seat characters in the story.</p> <hr/> <p>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. 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>Understanding The World</p>	<p>Summer 2 Let's be an artist?</p>	<p>Art</p>

<p>Human and physical geography - relevant vocab - identifying the main physical and human features of local areas Can describe the features of an environment - what they see, hear and feel. Can recognise that some environments are different to the one in which they live. Can describe and compare different types of weather.</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 Significant individuals: artists from around the world.</p>
<p style="text-align: center;">Forest School</p>	<p style="text-align: center;">Life Skills</p>	<p style="text-align: center;">P.E.</p>
<p>PSHE Ready to listen and take part Forest School We will observe seasonal changes at the reserve.</p> <p>Please can we remind you to help your child dress appropriately for the weather conditions on the day for Forest school as we will be going out in all weathers and conditions.</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.</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.</p> <p>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>