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| **Maths** | **English** |
| Year 1 | Year 2 | Year 1 | Year 2 |
| **This term the following skills will be covered:**Number and Place ValueLength and Mass/WeightAddition and Subtraction2D and 3D shapeSequencing and SortingFractionsCapacity and VolumeMoney Time**Key focuses will be:*** Learning to count, read and write numbers to 20 and beyond;
* Learning to order numbers to 20 and beyond.
* Using the language of comparison with numbers/amounts e.g. bigger, smaller, more, less;
* Adding by combining 2 or more sets and counting how many altogether;
* Subtracting by counting out items from a set and saying how many are left;
* Recognising and describing shapes;
* Ordering and comparing objects of different lengths.
* Recognise, find and name a half and quarter of an object, shape or quantity.
* Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
 | **This term the following skills will be covered:**Count, read, write and order numbers to 100;Understand the significance of each digit in a 2 digit number and partition numbers into ‘tens’ and ‘ones’;Understand that adding can be done in any order; add by counting on from the larger number;Subtract by counting back along a number line or number grid;Find the difference between two numbers using comparison and counting up from the smaller number to the larger number;Begin to learn 2x, 5x and 10x and 3x tables.Understand that multiplication is the same as repeated addition;Use money to solve everyday problems;Estimate the length and height of familiar items using standard units;Describe the properties of shapes;Know the number of minutes in an hour and the number of hours in a day.**Year 2 children will be familiarised with the format of SATS, in preparation for the statutory assessments in May.**  | **This term the following skills will be covered:**SPEAKING AND LISTENING* ask relevant questions to extend their understanding and build vocabulary and knowledge
* participate in discussions, performances, role play, improvisations and debate about what has been read

READING* explain understanding of what is read
* answer and ask questions

WRITING * composing a sentence orally before writing it
* write for different purposes including about fictional personal experiences, poetry, nonfiction and real events
* re-reading what they have written to check that it makes sense

GRAMMAR* leaving spaces between words
* begin to use capital letters and full stops.
* use simple conjunctions to link subordinate and co-ordinating clauses.

PHONICS:We will be covering *Letters and Sounds Phase 3 and 4* this term. | **This term the following skills will be covered:**SPEAKING AND LISTENING

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| * listen and respond appropriately to adults and peers;
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READING* distinguish between story and information books and the different purposes for reading them.
* discuss our favourite words and phrases from books we read.

WRITING * plan our writing by rehearsing out loud our sentences.
* writing for different purposes, such as diaries, letters, postcards, descriptions.

GRAMMAR* revising sentence construction and using simple punctuation, such as question marks, full stops and commas.

PHONICSWe will revise our learning of *Letters and Sounds Phase 2-5*  and the spelling of tricky words. |
| *These skills will be taught through the following texts:*Hazel Class: One Day On Our Blue Planet…In The Savannah, The Snail and the WhaleHolly Class: Orion and The Dark, The Dark, Puffin Book of Fantastic First PoemsMaple Class: Zeraffa Giraffa, Puffin Book of Fantastic First Poems  |

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| **International Primary Curriculum (IPC)****We will continue to build on our school IPC values:** Co-operation, Respect, Resilience, Adaptability, Enquiry, Thoughtfulness, Communication and Morality. |
| **Hazel Class** | **Holly Class** | **Maple Class** |
| **The Earth – Our Home****In Science, we’ll be ﬁnding out:*** About the plants and animals living in forests
* About different types of trees
* About plants and animals that live in other habitats
* How to sort living things into different groups
* What a micro-habitat is and what creatures live there
* How animals are adapted to their environment
* How living things depend on each other

**In Technology, we’ll be finding out:*** How to make a habitat and nesting box for bees

**In International, we’ll be finding out:*** About the loss of the world’s forest habitats
* About Earth Day and how we can help our planet

Hazel class will also continue their ongoing learning about the 4 seasons and will study the season of SPRING.  | **The Magic Toymaker****In History we’ll be finding out:*** About toys and games from the past
* How to decide if a toy is new or old
* The differences and similarities between toys from the past and present
* How to create our own toy museum
* How we can learn about the past in different ways using research skills

**In Science, we’ll be ﬁnding out:*** How to sort toys based on what they are made out of
* Which materials can be bent, squashed, twisted or stretched
* What materials are best for making a bath toy
* About pushes and pulls, and how things move

**In Technology, we’ll be ﬁnding out:*** About ‘magic’ toys that fool our eyes
* How to design and make our own board game
* How to design and make our own puppets

**In ICT and Computing, we’ll be ﬁnding out:*** How to make our own space-themed computer game

**In International, we’ll be ﬁnding out:*** How the games we play differ from other countries
* About a popular game from another country and teaching others to play it
 | **From A to B****In Geography, we’ll be ﬁnding out:*** How we travel to school
* How to make maps to record our journey to school
* How to create our own train journey around the host country
* How we can travel to different countries
* How to create our own activity holiday

**In History we’ll be finding out:*** About transport in the past
* How to make a timeline to show when different types of transport were invented
* About exploring different types of transport from myths and legends

**In Technology, we’ll be ﬁnding out:*** How to make a ‘vehicle’ to transport a small toy from one place to another
* How to make plans for vehicles
* How to test our vehicles to see how well they work

**In Society we’ll be finding out:** * How to cross roads safely
* About bicycle and road safety
* About people with restricted mobility

**In International we’ll be finding out:** * How children around the world travel to school
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| **R.E.****Life of Jesus**The children will:* Recall story of Jesus’ birth celebrated by Christians at Christmas;
* Think about friendship as they learn about Jesus’ disciples and how Jesus changed peoples lives e.g. story of Zacchaeus and some of the miracle stories;
* Learn about the events surrounding the end of Jesus’ life.

**Buddha Life and Stories**The children will:* Learn about the life of Buddha.
* Learn how Buddhism is different from other religions.
* Understand the significance of Shakyamuni Buddha to Buddhists.
* Learn the key Buddhist worship practices.
* Be introduced to key Buddhism artefacts.
* Start to know about the Dharma and the Sangha.
* Hear and discuss Buddhists stories that have a moral message.
* Investigate the significance of Vesak and explore ways Buddhists celebrate it.
 | **P.E.**This term we will study **Gymnastics**.The children will:* Investigate movement, stillness and using space safely;
* Develop skills in body shape *e.g. stretching and curling;*
* Explore basic gymnastic actions on the floor and using apparatus, *e.g. practice different ways of jumping using hands and feet;*
* Copy (or create and remember) short movement phrases that include actions like rolling, bouncing and jumping

**Football Skills**The children will take part in football sessions for 1 term during the academic year. This may be split into 2 half terms. | **Computer Science****Programming, gaming and modelling** The children will:* give a set of simple instructions to control a device, like a beebot 'floor' robot.
* produce a set of simple instructions to control a floor 'robot' or on-screen object
* talk about some electronic devices and understands that they need precise instructions (algorithms) to work or be controlled.
* use 'trial and error' to predict the consequences of their decisions
* understand some basic computing terms and concepts, such as 'network', algorithm, program, editing, website, etc.
 | **Spanish**All children will cover the following units of work:* Begin to recognise and pronounce the sounds of Spanish
* Simple greetings
* Numbers to 10
* Basic Spanish songs
* Colours
* Classroom items
* Answering simple questions
* Fruit and Vegetables
* Likes and Dislikes
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| **Music**All children will attend a weekly singing assembly. During the assembly the children will learn a wide range of new songs, often related to what they are learning in class. Children will have opportunities to come and demonstrate actions or play a simple instrument.Each class will have a term of lessons from Pip, our school music link. During these lessons they will learn how to play simple instruments such as sticks or ukulele, read music, learn new songs and perform to their peers and parents.  |