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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 Value  Length and Mass/Weight  Addition and Subtraction  2D and 3D shape  Sequencing and Sorting  Fractions  Capacity and Volume  Money  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   |  | | --- | | * listen and respond appropriately to adults and peers; |   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.   PHONICS  We 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: What the Ladybird Heard, One Day On Our Blue Planet…In The Savannah,  Holly Class: Augustus & His Smile  Maple Class: The Robot & The Bluebird, Zeraffa Giraffa | |

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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. | | | | |
| **Spring Term 1** | | | **Spring Term 2** | |
| **The Earth – Our Home**  **In Science, we’ll be ﬁnding out:**   * the names of the 5 senses * the name of our body parts * the link between our body parts and the 5 senses * about how sound travels and how our senses of smell and taste are connected. * about the differences between things that are living, dead, and things that have never been alive. * comparing living things   **In Music, we’ll be ﬁnding out:**   * about different artists’ work. * how to create and remember a sequence of sounds using instruments.   **In Technology, we’ll be finding out:**   * how to make a food item by exploring taste, texture and colour. | | | **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 | |
| **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 have 1 hour football training a week with Mike from QPR.  Maple Class – Monday  Hazel Class – Thursday  Rowan Class – Thursday | **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 |
| **Music**  All children will attend a weekly singing assembly on Tuesday monring. 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 also have 45 mins of music with the music hub.  Maple Class – Monday  Hazel Class – Friday  Rowan Class – Friday |