

### Maths

The children’s fluency, reasoning and problem solving skills will be developed in the following areas:

#### Problem Solving

- I can reason and problem solve.

#### Addition

- I can add two-digit numbers and tens.
- I can add a two-digit number to a single digit number.
- I can add a two-digit number to a two-digit number.

#### Subtraction

- I can subtract tens from two-digit numbers.
- I can subtract a single digit number from a two-digit number.
- I can subtract a two-digit number from a two-digit number.

#### Statistics

- I can make tally charts
- I can make tables
- I can make block diagrams
- I can draw and interpret pictograms.

#### Position and Direction

- I can use positional and directional language.

### Spelling

Spellings will be sent home for homework

- Suffixes -ment, -ness, -ful, -less and -ly to a root word.
- Homophones (there, their, they’re).
- Looking at why some longer words have the spelling ‘ti’ for /sh/
- Using the possessive apostrophe
- Looking at when to swap, drop or double (-ing, -er, -est, -y, -ed).
- Recapping needs based on teacher assessments of spelling.

Our learning journey this half term is based around the children’s interests, within a broad theme of...

## “Sporting Superstars”

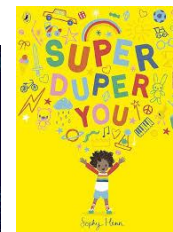
This half term we will start by looking at the personal achievements of different ‘Sporting Superstars’ and then reflecting on what makes us special and unique. We will discuss and celebrate our own personal achievements and aspirations.

### Core Texts

Sports Heroes – Dorling Kindersley



### Supporting Texts



### Communication & Language

#### Speaking and Listening

- To give an opinion with a reason and listen to others’ opinions.
- To recite/perform own compositions.

#### Reading (children will be encouraged to read a range of genres)

- To ask questions to clarify understanding.
- Find inferences about characters’ feelings and thoughts
- Explain inferences about characters’ feelings and thoughts.
- Give reasons for characters’ actions or behaviour.
- Make predictions about how characters might behave
- Use prior knowledge and reading experiences to understand text
- Explain why a writer has chosen a word to affect meaning.
- Find the setting or time in books or stories.

#### Composition

- To understand that writing, particularly non-narrative, needs organising into sections of related ideas.
- To begin to group related ideas into sections.
- To understand that writing needs an effective opening and ending which will differ according to the purpose of the writing.
- To begin to rehearse and write openings and endings to writing.
- To evaluate effectiveness of writing.
- To make changes following suggestions.

#### Grammar and Vocabulary

- To know when to use different sentence types in writing.
- To evaluate whether sentences are used appropriately.
- Use noun phrases in own writing to add detail.
- To evaluate the effectiveness of noun phrases used in own writing.
- Use the past and present simple and progressive tenses in own writing.
- Check that the tense in own writing is consistent.
- Extend independent sentences (clauses) by adding a sentence (clause) starting with a subordinating conjunction.
- Decide whether changes are needed and make them.
- Proof read writing for accurate use of learned punctuation.

## Understanding of the World

### History – How would your life be different if you were born in a different decade?

- To know what a decade is.
- To know things that change between decades.
- To know that some things stay the same between decades.
- To discuss what makes certain decades special, e.g. clothing and music,

### RE – Places of worship

- To talk about places that are special to us and why.
- To consider what it is like to visit a mosque.
- To learn about the importance of the Church for Christians.
- To understand why places of worship are important to different religions.

### Computing – Creating pictures

- To explore 2Paint a picture.
- To look at the work of Impressionist artists.
- To recreate them using the Impressionism template.
- To look at the work of pointillist artists, such as, Seurat
- To recreate pointillist art using the Pointillism template.
- To look at the work of Piet Mondrian and recreate it using the Lines template.
- To look at the work of William Morris and recreate it using the Patterns template.
- To look at some surrealist art and create their own using the eCollage function in 2Paint a Picture.

## RSHE – Changing Me

- To recognise cycles of life in nature.
- To tell you about the natural process of growing from young to old and understand that this is not in my control.
- To recognise how my body has changed since I was a baby and where I am on the continuum from young to old.
- To recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, vagina, anus) and appreciate that some parts of my body are private.
- To identify what I am looking forward to when I move to my next class.

## Physical Development Games and Athletics

- To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
  - To participate in team games, developing simple tactics for attacking and defending.

## Expressive Art and Design

### Art (Drawing)

- Experiment with tools and surfaces
- Discuss use of shadows, use of light and dark
- Sketch to make quick records. (continuous line drawing/ eyes closed/ 30 second sketches)
- Accurate drawings of people – particularly faces - Working from the human figure in a range of poses and circumstances, developing from Year 1

### Music

- To use voices expressively and creatively by singing songs and speaking chants and rhymes.
- To listen with concentration and understanding to a range of live and recorded music.