

### English Phonics

We will have daily phonics lessons using the Monster Phonics scheme to teach new phonemes (sounds) and graphemes (written letters). This will improve the blending of sounds for reading and segmenting words for spelling. This term we will be consolidating the phonemes we have previously learnt and applying them more consistently. In addition "high frequency words (HFW)" and "common exception words (CEW)" will continue to be taught.

### Writing

We will continue to develop our writing through the use of complete texts where a story (or nonfiction book) is shared and aspects of the writing skills discussed and practised before application in independent writing using "the "Writing Root" from Literacy Tree curriculum .

Reception will mix "Drawing Club" with more independent writing , still using real books and stories as inspiration.

### Reading

We will continue to develop decoding skills, fluency and reading comprehension through individual reading and group sessions . Building comprehension and vocabulary through the use of real books and discussion. Using opportunities to see grammar in action based on "Literacy leaf" from the Literacy Tree curriculum scheme of work. Books with structured phonics for your child's level will be read in school and sent home weekly.

### Art & Design

We will be rolling and shaping paper to work collaboratively to create a sculpture.  
We will then explore ways to use paint to decorate a 3D structure.

### Maths

Reception –

Select shapes for a purpose and explain their arrangement  
Rotate and manipulate shapes  
Compose and decompose shapes  
Copy 2D shape pictures  
Find 2D shapes within 3D shapes  
Sharing and grouping  
Play with and build doubles  
Patterns  
Positioning  
Mapping  
Deepening understanding of number  
Patterns and relationships  
Consolidation of learning

Year 1—

Count in 2s, 5s and 10s  
Recognising and adding equal groups  
Make arrays and doubles  
Make equal groups (grouping/sharing)  
Recognise and find ½ of a shape/object/ quantity  
Recognise and find a quarter of a shape/object/quantity  
Describe turns  
Describe positions  
Ordinal numbers

Count from 50 to 100  
Tens to 100  
Partition into tens and ones  
The number line to 100  
1 more, 1 less

Compare numbers with the same numbers of 10s/Compare any 2 numbers  
Unitising  
Recognise coins and notes  
Count in coins  
Before and after  
Days of the week/months of the year  
Hours, minutes and seconds  
Tell the time to the hour and half hour

### Computing

Create digital books using the 2Create a Story tool.  
They learn how to work with images, text and sound. Children also learn how to animate simple objects.

Explore simple instructions and relate this to code blocks

### Design & Technology

We will be identifying fruits and vegetables and describing where they grow.  
We will practise food preparation skills and then apply them to a recipe.  
To finish, we will evaluate our product.

### Geography

We will be identifying human and physical features in the UK and other countries.  
We will be naming and locating continents on a world map and understand different places have different features.

### PSHE

Reception:  
We will learn how we all have different beliefs and celebrations, what characteristics make a good friend, and how we need to listen to one another.  
We will learn how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves.  
Year 1:  
Understand the rules in the classroom and school and the purpose of these rules.  
Understand that voting is a fair way to make a decision which affects a lot of people.  
Recognise that people make different choices about saving and spending.

### Music

We will come up with simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music.

We will be combining all the musical concepts learned throughout the year for an underwater-themed performance incorporating instrumental, vocal and body sounds.

### History

Understand what an explorer is by imagining a journey and identifying equipment and skills needed.

To compare and contrast the lives of two significant explorers: Neil Armstrong and Christopher Columbus.

### Physical Education

Jumping, catching, throwing.  
Encouraging teamwork and co-operation.

Fitness covering: speed and agility, balance and co-ordination, fitness and strength.  
Athletics skills including sports day.

### Science

Looking at changes in our environment linked to Spring and Summer, in relation to plants, animals and weather. To name and compare different animals (y1—amphibians, mammals, reptiles, birds, fish.) To compare the different environments that they live in. To name their body parts. Do they use senses too like us?

Materials— to know that property refers to how a material can be described. To describe and name the physical properties of a variety of everyday materials.  
To understand that materials can be grouped based on their physical properties.

### Religion & World Views

Where do people turn for guidance in life?  
Know that some things are important in life and that people can have different ideas about those things.  
Know that ideas about right and wrong/good and evil often come from ancient texts or the ideas of philosophers of the past.  
Know that people can have a similar beliefs but live them out in different ways.