

Science (Seasons)

- Name the four seasons in order and describe the typical weather in each.
- Name some activities and events in the four seasons.
- Describe the appearance of a tree's leaves in each season.
- Complete a pictogram and use it to answer simple questions.
- Recall that summer has the most daylight hours and winter has the least daylight hours.
- Recording data about the temperature across the four seasons.
- Label a map of the UK with capital cities and seasonal weather symbols.

English:

Reading

- To learn Set 3 sounds and read Set 2 and Set 3 words accurately
- Read Write Inc Pink books

Writing

- To write set 2 and Set 3 sounds accurately
- To write sentences using set 2 and 3 words and red words encountered in our reading books
- To explore the Power of Reading text 'Out and About' by Shirley Hughes
To make choices in selecting poems for anthologies
To explore, interpret and respond to poetry
To explore rhythm, rhyme and pattern in a range of poems
To respond to and play with language in poetry
To use poetry as a stimulus for art
To perform in response to poetry
To compose and perform own poetry

Communication

- To listen carefully and understand
- To develop a wide and interesting vocabulary related to different topics
- To speak with clarity and demonstrate good phonic knowledge by clearly pronouncing the sounds within words

Geography (Why don't penguins need to fly?):

- To name and locate the worlds' seven continents and five oceans
- To begin to develop understanding of the equator
- To identify seasonal and daily weather patterns of the UK, a hot and a cold climate (Antarctica and Africa)
- Use a basic geographic key to refer to human and physical features
- To locate and identify landmarks, human and physical features
- To use simple observational skills to study key human and physical features

Music:

Pulse - Keep a steady pulse in a group

Rhythm - Repeat back short basic rhythms

Melody - Sing back short melodies that use 2 pitched notes

Singing - Sing back short melodies that use 2 pitched notes

Singing - Sing simple folk tunes in unison both with and without accompaniment or backing tracks

PE: Multi-skills

- To follow instructions and work as part of a team
- To control breathing and remained focused
- To move into and hold different positions
- To control leg movements
- To maintain different balance on different levels
- To show control over your body and the space around you
- To follow instructions and routines.

Computing (Improving mouse skills):

- Use computers more purposefully
- Log in and navigate around a computer
- Drag, drop, click and control a cursor using a mouse
- Use software tools to create art on the computer

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We are learning...

History (How have toys changed?)

- Discuss their favourite toy using language related to the past.
- Ask questions about toys in the past.
- Make comparisons between toys in the past and present.
- Sequence artefacts from different periods of time.
- Identify changes between teddy bears today and those from 100 years ago.
- Describe how toys have changed over time.

PSHE – Health & Wellbeing

Healthy eating and healthy life styles

Design Technology (Mechanisms – Making a moving story book):

- Identify whether a mechanism is a side-to-side slider or an up-and-down slider and determine what movement the mechanism will make.
- Clearly label drawings to show which parts of their design will move and in which direction.
- Make a picture, which meets the design criteria, with parts that move purposefully as planned.
- Evaluate the main strengths and weaknesses of their design and suggest alterations.

Art (Finish Painting: Colour - Splash):

- Name the primary colours.
- Explore coloured materials to mix secondary colours.
- Mix primary colours to make secondary colours.
- Apply paint consistently to their printing materials to achieve a print.
- Use a range of colours when printing.
- Mix five different shades of a secondary colour.
- Decorate their hands using a variety of patterns.
- Mix secondary colours with confidence to paint a plate.
- Describe their finished plates.

Maths:

Place value within 20

- Count within 20
- Understand 10
- Understand 11 – 19
- Understand 20
- 1 more and 1 less within 20
- The number line to 20
- Use a number line to 20
- Estimate on a number line to 20
- Compare numbers to 20
- Order numbers to 20

Length and Height

- Compare length and height
- Measure length using objects
- Measure length in centimetres

R.E

Who do Christians say made the world? (Creation)