

Design Technology
<b>Technical Knowledge</b> We will explore and use simple mechanisms such as levers and sliders.  We will cut along straight lines, curved lines and simple shapes marked out on a moving mini beast template.

Art
<b>Art History and Artists</b> – Henri Rousseau.
<b>Digital Media</b> We will use a wide range of tools in 2Paint, word, paint or similar to create texture, lines, tints/shades and shapes.

Music
<b>Charanga units – Exploring Sounds and Learning to Listen</b> We will be exploring high and low sounds, long and short sounds, and loud and quiet sounds. We will create our own very simple melodies, with singing and listening at the heart of each lesson. We will play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A
<b>We will also be exploring these questions:</b> How Does Music Make the World a Better Place? How Does Music Help Us to Understand Our Neighbours?

Computing
<b>Information Technology – Creating Media Digital Writing</b> We will use a computer keyboard to write on a word processor. We will learn how to add and remove text. We will use tools to adapt and change text type and improve our work. We will compare typing on a computer to writing on paper.
<b>Information Technology Data - Grouping data</b> We will identify that objects can be counted. We will count objects with the same properties. We will compare groups of objects. We will answer questions about groups of objects.

Personal, Social, Health, Relationships and Emotional Development Values.
<b>Health and Wellbeing</b> (Healthy lifestyles - Physical well-being) We will describe some of the things that keep our body healthy. We will understand basic personal hygiene routines. We will explain the importance of dental hygiene and describe different ways to care for our teeth.
<b>Relationships</b> (Families and close positive relationships.) We will describe the roles different people play in our lives. We will identify the people who love and care for me.
<b>Friendships</b> (Respecting self and others) We will identify/ recognise different ways in which we are the same and different to others.
<b>Living in the Wider World</b> (Shared responsibilities) I can recognise how I can help look after the environment. (Communities) I can identify different groups I belong to.
<b>Values: Sharing and caring</b>



Physical Education
<b>Send and Return</b> We will develop sending skills with a variety of balls. We will track, intercept and stop a variety of objects such as balls and beanbags.
<b>Gymnastics</b> We will perform a variety of basic gymnastics actions showing control. We will turn, twist, spin, rock and roll and begin to link these into movement patterns.
<b>Attack, Defend and Shoot</b> We will begin to engage in competitive activities and attempt to score points.
<b>Hit, Catch, Run</b> We will develop sending and receiving skills to benefit fielding as a team. We will distinguish between the roles of batters and fielders.

Science
<b>Working scientifically</b> We will be observing the weather as the season changes from Winter to Spring. We will gather and record data of rainfall over a week in Ampthill.
<b>Animals including Humans</b> We will identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals and name a variety of common animals that are carnivores, herbivores and omnivores. We will describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).

Geography
<b>Geographical Skills and Fieldwork/Locational Knowledge</b> We will be using maps, atlases and globes to name and locate the world's seven continents and five oceans. We will name and locate four countries and capital cities of the UK and its surrounding seas.
<b>Human and Physical Geography</b> We will use basic geographical vocabulary linked to what we are learning about. We will identify seasonal and daily weather patterns in the UK.

History
<b>Lives of Significant Individuals</b> We will be learning about the lives and reigns of Queen Elizabeth I, Queen Victoria and Queen Elizabeth II and important events during their lives.

Religious Education
<b>Christianity and Islam -</b> We will learn what makes some places significant and what makes some places sacred to believers.
<b>Easter</b> We will learn why Easter matters to Christians.

Wow moments
Visit from Herrings Green Farm.

## English

### Phonics:

Phase 5 following the ELS scheme

### Vocabulary, Grammar and Punctuation

Conjunctions using and, but and or.

Exclamation marks.

Capital letters for the start of sentences, days, months, names of people and places.

### Reading and VIPERS (vocabulary, infer, predict, explain, retrieve, sequence/summarise):

Continue to develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.

Confidently answer 'how' and 'why' questions about what they have read and find basic information.

Predicting what might happen in a story and linking all responses closely to the story characters, plot and language read so far.

### Key texts:

#### Fiction texts:

The Gruffalo, The Little Red Hen, Rumble in the Jungle.

#### Non fiction texts:

The Usborne Pet Guides, Fascinating Animal Book for Kids, DK My Encyclopaedia of Very Important Animals, NG Kids Weather, See inside Weather and Climate, DK Weather and The Seasons, Scholastic Animal Dictionary.

### Writing:

Letter formation – lowercase and capital letters – ensuring our writing is neat, joined and sitting on the line correctly.

Using capital letters, full stops, question marks and exclamation marks correctly to demarcate sentences.

Write sentences by; sequencing sentences to form short narratives.

Using joining words such as and, but and or.

Reading and writing the Year 1 common exception words.

In order to support with the above we will partake in a range of speaking and listening and drama activities

## Maths

### Number - Place Value within 50

Count, read and write forwards and backwards from any number 0-20 in numerals and words and 0 – 50 in numerals.

Count one more and one less.

Compare groups using language such as equal, more/greater, less/fewer and introduce =,>, < symbols.

Compare and order numbers and groups of objects.

Using number lines.

Using tens and ones to make teen numbers.

Count in 2s, 5s & 10s

### Number - Addition and subtraction

Using part whole model and tens frames to add and subtract.

Add by counting on.

Addition and Subtraction facts.

Number bonds to 10.

Subtraction by counting back.

### Shape

Recognise, name and sort 2D and 3D shapes.

Patterns with 2D and 3D shapes.

### Measurement

Compare length and height.

Measure length using non standard units.

Introduce measuring with a ruler.

Adding and subtracting length problems.

