

Maths

Numbers to 40

- To be able to count forwards and backwards from 40.
- To read and write numbers to twenty in numerals and words.
- Understand that numbers within 40 are made from two parts.
- To understand the value of numbers within 40.
- To be able to use language such as fewer than, greater than, less than and more than in relation to numbers within 40.
- Add and subtract one-digit and two-digit numbers to 40, including zero (*using concrete objects and pictorial representations*).

Length, Mass and Volume

Compare, describe and solve practical problems for:

Lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]

mass/weight [for example, heavy/light, heavier than, lighter than]

capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]

time [for example, quicker, slower, earlier, later].

Children will also begin to record the above.

English

Vocabulary, Grammar and Punctuation

- Say, and hold in memory whilst writing, simple sentences which make sense
- Write simple sentences that can be read by themselves and others
- Separate words with finger spaces
- Punctuate simple sentences with capital letters and full stops
- Use capital letter for the personal pronoun I
- Use capital letters for names of people, places and days of the week
- Use conjunctions such as and, because
- To use suffixes ‘-es, -s, -ing, -ed, -er’ in their writing.

Composition

- Orally compose every sentence before writing
- Re-read every sentence to check it makes sense
- Orally plan and rehearse ideas
- Sequence ideas/events in order
- Use formulaic phrases to open and close texts
- Write in different forms with simple text type features
- Discuss their writing with adults and peers
- Read aloud their writing to adults and peers

Spelling

- Name the letters of the alphabet in order
- Use letter names to distinguish between alternative spellings of the same sound
- Spell words containing each of the phonemes already taught
- Be able to encode the sounds they hear in words
- Be able to read back words they have spelt
- Use their phonic knowledge when spelling unfamiliar words (i.e. produce phonically plausible spellings)
- Write from memory simple sentences dictated by the teacher that include words taught so far.
- To be able to add simple prefixes and suffixes to words.
- To use the correct spelling of some rainbow words in writing.

Handwriting

- Hold a pencil with an effective grip
- Form lower-case letters correctly– starting and finishing in the right place, going the right way round, correctly oriented
- Have clear ascenders (‘tall letters’) and descenders (‘tails’)
- Form capital letters correctly

Science

distinguish between an object and the material from which it is made

identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock

describe the simple physical properties of a variety of everyday materials

compare and group together a variety of everyday materials on the basis of their simple physical properties

History

Significant events and people with a focus on Howard Carter

Computing

Predict the behaviour of simple programs using Espresso and Purple Mash coding.

Design and Technology – Moving Pictures

Generate, develop, model and communicate ideas.

Select from and use a range of tools and materials.

Evaluate a final product

PE

Pupils should be taught how to lead healthy and active lives through an understanding of fitness.

Pupils should be able to roll, throw and catch a ball.

Children will then apply these taught skills and a variety of games.

PSHE/RE

Christianity

What do Christians believe?

Healthy Me

Music

Round and Round

Find the rhythm (musical heartbeat)

Walk like an Egyptian.

SPRING TERM 2

Explorers

