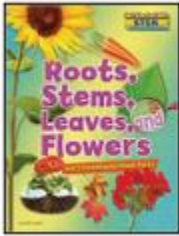


Our topic is...

Ready Steady Grow!

Key Texts:



Jack and the Beanstalk Richard Walker

Roots, Stems, Leaves & Flowers Ruth Owen



English



Speaking and Listening

- Ask a question to find out specific information
- Compare and discuss words by the way they look, sound or their meaning. *E.g. bare/bear, two/to/too*

Reading

- Scan a text for specific information in response to a written question (LP)
- Use contents page, simple index and subheadings to find information (LP)
- Identify grammatical features of a sentence that infer additional information - punctuation *E.g. !, tenses, prefixes and suffixes, coordinating and subordinating conjunctions* (LP)
- Make inferences linked to one piece of information retrieved from the text

Writing

- write commands and use a full stop correctly at the end.
- write sentences using 'if' and 'that' to join ideas and simple sentences (subordination)
- To know that commands tell the reader to do something (instructions).
- the past progressive is used to describe an ongoing action, using was / were and the suffix -ing for verbs
- write commands and use a full stop cor To use apostrophes for contractions.
- use past progressive to mark actions in progress.
- To use -ly to turn adjectives in to adverbs for description.

Spelling

- To read and spell the common exception words:
after, fast, last, past, father, class, grass, pass, plant, bath, path, sugar, whole

Phonics



Children work in groups matched to their current stage of learning in phonics
 Children who have passed the Year 1 Phonics Screen, are using and applying their phonetic knowledge and children who have completed the Supersonics Phonics Friends scheme are now working on spelling rules and comprehension skills in targeted teaching groups.

Choose to Use

- Recognise the spellings for the sound with Sam
- Know that there are more than one spelling for a sound they can hear in a word *Sounds the same but looks different*
- Learn the Choose to Use spelling rules with Choose to Use Suze

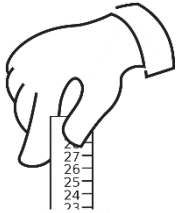
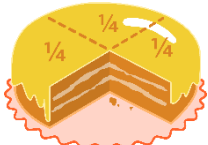
Read decodable texts with the Basics and Higher Levels spellings including adjacent consonants

Switch It

- Recognise the spellings for the sound with Sam
- Switch spellings and sounds for alternative pronunciations – *Looks the same but sounds different*
- Read decodable texts with the Basics and Higher Levels spellings including adjacent consonants

Make more accurate attempts in their further stages of spelling in their writing journey

Mathematics



Division

- recall and use multiplication facts for the 2 times table
- recall and use multiplication facts for the 5 times table
- recall and use multiplication facts for the 10 times table
- understand that multiplication of two numbers can be done in any order (commutative)
- recall and use division facts for the 2 times table
- recall and use division facts for the 5 times table
- recall and use division facts for the 10 times table
- understand division of one number by another cannot be done in any order
- calculate mathematical statements for multiplication within the tables they know
- write mathematical statements using the multiplication (\times) and equals ($=$) signs
- calculate mathematical statements for division within the tables they know
- write mathematical statements using the division (\div) and equals ($=$) signs

Fractions






- Recognise and find fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity
- Name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity
- Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$
- Write simple fractions, E.g. $\frac{1}{2}$ of $6 = 3$





Addition and subtraction of 2 digit numbers

- add and subtract a two-digit number and ones using concrete objects, pictorial representations*, and mentally
- add and subtract a two-digit number and tens using concrete objects, pictorial representations*, and mentally
- add and subtract two two-digit numbers using concrete objects, pictorial representations*, and mentally
- use the inverse relationship between addition and subtraction to check calculations
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- solve problems with addition and subtraction involving numbers, quantities and measures

Money

- recognise and use symbols for pounds (£) and pence (p)
- combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money

<h2 style="text-align: center;">Science</h2> 	<p>Plants</p> <ul style="list-style-type: none"> • Observe and describe how seeds and bulbs grow into mature plants • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy • Observe and measure change over time <i>E.g. plant growth</i> • Use all senses without prompting • Select appropriate equipment to observe • Make <i>predictions</i> based on their questions • Perform simple tests, deciding on what could be changed, • Explain why a simple observation occurred • Order and label the lifecycle of a plant
<h2 style="text-align: center;">Geography</h2> 	<ul style="list-style-type: none"> • To know that fruit is grown around the world. • To carry out simple navigational challenges in my school locality. • To use a world map to identify where different types of fruit are grown. • Devise a simple map with a key. • To know that different perspectives can help me recognise landmarks
<h2 style="text-align: center;">Computing</h2> 	<ul style="list-style-type: none"> • To recognise that we can count and compare objects using tally charts • To recognise that objects can be represented as pictures • To create a pictogram • To select objects by attribute and make comparisons • To recognise that people can be described by attributes • To explain that we can present information using a computer
<h2 style="text-align: center;">Music</h2> 	<p>Zootime</p> <p>Listen and appraise</p> <ul style="list-style-type: none"> • To listen to a range of reggae music • To learn how they can enjoy moving to music by dancing, marching and being animals. • To learn how songs can tell a story or describe an idea. <p>Musical elements</p> <ul style="list-style-type: none"> • Listen to the rhythm and clap back. • Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat. <p>Singing</p> <ul style="list-style-type: none"> • Learn about voices singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). • Learn to find a comfortable singing position. • Learn to start and stop singing when following a leader <p>Playing Instruments</p> <ul style="list-style-type: none"> • Treat instruments carefully and with respect. • Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). • Play the part in time with the steady pulse. • Listen to and follow musical instructions from a leader.
<h2 style="text-align: center;">RE</h2> 	<p>Re focus – Christianity</p> <p>Jigsaw RE enquiry question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday</p> <ul style="list-style-type: none"> • I can talk about a person I admire • I can recall parts of the Easter story and I can recognise some symbols in the story <p>I can start to show understanding that Jesus is special to Christians and say why</p>

<p style="text-align: center;">PSHE</p> 	<p>Jigsaw PSHE focus - Happy, Healthy Me</p> <p>I will learn...</p> <ul style="list-style-type: none"> • What my body needs to be healthy • About the different ways to be relaxed • About Medicines and how they work • How to use medicine safely • About Healthy foods and the different food groups • Which foods give my body energy
<p style="text-align: center;">D & T</p> 	<p>Making Fruit Kebabs (Summer 1 and 2)</p> <p>Design</p> <ul style="list-style-type: none"> • Generate, develop, model and communicate their ideas through talking and drawing <p>Make</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks such as cutting, peeling and chopping fruit • To sieve, slice, squeeze, grate and peel. • Select from and use a range of ingredients, according to their characteristics • Use simple finishing techniques to make products look good <p>Evaluate</p> <ul style="list-style-type: none"> • Evaluate their ideas and product against their own design criteria
<p style="text-align: center;">P.E.</p>  	<p>Tennis</p> <p>Children use and develop skills such as throwing, catching, tracking and hitting a ball. They learn about the ready position and how to hold the racket with a relaxed grip. They learn how to score points in tennis and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p> <p>Target Games</p> <ul style="list-style-type: none"> • Children develop their understanding of the principles of defending and attacking for target games. They develop the skills of throwing, rolling and striking towards a target and are given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and being to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe, learn how to score point and use simple tactics.