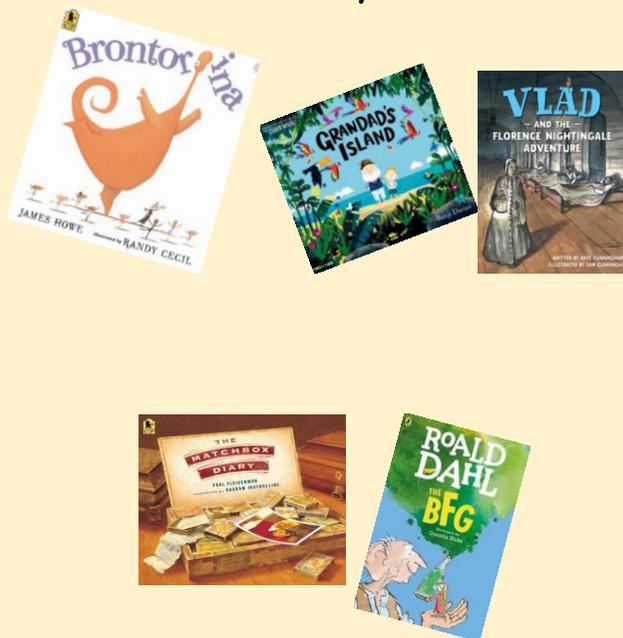


### As scientists we will...

Apply and extend our knowledge on our senses, undergoing a variety in scientific experiments to ensure we are working scientifically, developing the following skills:

- Ask simple questions and recognise that they can be answered in different ways
- Observing closely, using simple equipment
- Perform simple tests
- Identify and classify
- Using observations and ideas to suggest answers to questions
- Gather and record data to help in answering questions

### Books we may read...



### As musicians we will...

Consider the relationship between music and memories,

- Use their voices expressively and creatively by signing songs and speaking chants and rhymes

### As programmers we will...

Be learning how to log onto a school computer and use the internet safely, begin to consider word processing including changing the size and colour of a font, additionally the children will be looking at simple coding and algorithms.

- Use technology safely and respectfully, keeping personal information private; identify where to go for help and for support when they have concerns about the content or contact on the internet or other online technologies.
- Use google maps
- Research using the internet

### As artists and designers we will...

Design, make and evaluate photo frames and dream catchers. Study Salvador Dali or M.C Escher

- Use a range of materials creatively to design and make products
- Design purposeful, functional, appealing products for themselves and other users
- Select from and use a range of tools and equipment to perform practical tasks
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- Build structures, exploring how they can be made stronger, stiffer and more stable.

## Memories and Dreams

### In RE we will think about...

"Why is light an important symbol for Christians, Jewish people and Hindus?"

### In PSHE we will think about...

Group and class rules, considering how and why this may have recently changed.

Respecting their own and others' needs.

Groups and communities they belong to.

People who work in the community.

Getting help in an emergency

Recognises where money comes from; saving and spending money; making choices; keeping track of money spent/saved.

Consider how to look after the local environment.

### **As geographers and historians we will...**

In geography we will be observing and recording seasonal weather patterns, exploring aerial photographs and decoding keys and symbols. We will be undertaking some fieldwork, basing some of our exploration around the school site and surrounding area.

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use a construct basic symbols in a key
- Use simple fieldwork and observational skills to study the geography of their school and its ground and the key human and physical features of its surrounding environment

We will be focusing our history learning primarily around Florence Nightingale. We will also be considering any changes within living memory.

- Changes within living memory. Where appropriate, these should be used to reveal aspects to change in national life
- Events beyond living memory that are significant nationally and globally
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- Significant historical events, people and places in their own locality

### **As readers and authors we will...**

- Practice phase 5 phonics for both reading and spelling
- Learn the Year 1 and Year 2 common exception words.
- Write fiction texts
- Create diary entries
- Write and read non-fiction
- Look at some poems

### **As mathematicians we will...**

- Count forward and backwards to 100
- Order numbers
- Count in 2's, 5's and 10's
- Recognise place value
- Addition and subtraction with concrete resources
- Number pairs to 20
- Position and direction (left, right, clockwise, anti-clockwise, forward, backward)
- Measure in cm and mm length and height
- Multiplication and division with concrete resources
- Shape-name 2d and 3d shapes and recognise their properties
- Recognise fractions  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{3}{4}$

### **Our physical activity will include:**

Weekly PE sessions where the children are going to demonstrate their ability to maintain good control and coordination in large and small movements as well as move in a variety of ways, safely negotiating space. The children will have the opportunity to use a variety of equipment when travelling.

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities
- Perform dances using simple movement patterns
- Gymnastics

### **Ways we enrich our curriculum further...**

- Continuous provision learning, both in and outside the classroom
- Forest Schools