

English

- Practice reciting the alphabet, days of the week and months of the year
- Practice forming lowercase and capital letters
- Use capital letters, finger spaces and full stops accurately
- Start to understand what an adjective is
- Listen to, act out and express opinions about different stories, including 'the tiger who came to tea', 'the gingerbread man', 'lost in the toy museum' and 'the day the crayons quit'
- Write shopping lists, invitations, sentences, labels, thought bubbles, postcards and a missing poster
- Rewrite the story of the gingerbread man (1 sentence for the beginning, middle and end)
- Begin to use the word 'and'
- Write a list poem and a letter of complaint

Maths

- Sort, count and represent objects
- Recognise numbers as words
- Count on from any number
- Count backwards
- Find 1 more and 1 less
- Compare groups, objects and numbers
- Use vocabulary such as fewer, more, same, less than, greater than, equal to
- Order objects and numbers, including on a number line
- Introduce parts and wholes
- Write number sentences
- Practice and learn number bonds within and to 10
- Begin to understand addition and subtraction

Science

Animals including humans:

- Identify and name some common animals
- Describe and compare the structure of a variety of common animals
- Identify, name and sort animals that are herbivores, carnivores and omnivores
- Name, identify and label the parts of the human body
- Name the five senses and perform simple tests to find out more about them
- Sort animals according to different criteria

Seasonal changes (autumn and winter)

- Describe how the weather changes across the seasons
- Observe, collect and describe data about the weather in autumn and winter
- Identify signs of Autumn
- Describe how day length varies from autumn to winter
- Explain how some animals adapt in winter

History - How am I making history?

- Investigating the past within living memory by exploring personal chronology
- Use photographs to ask and answer questions about the past
- Create simple timelines and begin to understand how their own lives fit into a sequence of events

Geography - What's it like here?

- Locate 3 features on an aerial photo of the school
- Know the name of the country and town or village where they live
- Make a map of the classroom with 4 key features
- Recognise 4 key features of the school grounds
- Draw a design to improve 3 areas of the playground using results from a survey

Art

- Use the story 'Elmer' to explore colour theory and create a collaborative Elmer
- Use the book 'Mirror' by Jeannie Baker to explore drawing techniques and use pencils, crayons and pens to draw images, including houses
- Explore making swatches of colour by mixing paints
- Practice the skill of collaging by creating a collaborative picture
- Design and create a home collage by ripping, cutting and preparing fabrics
- Explore the artists Mondrian and Whitney Sanford
- Painting seasons inspired tree pictures and using ipad apps to create pointillism effects
- Explore the artists Seurat, Klimt & Kusama
- Evaluate my work orally

Design and Technology - Dips and Dippers

- Identify and sort different types of food
- Know what basic foods are healthy / unhealthy
- Express views on favourite foods and tastes
- Adapt simple recipes
- Mix simple ingredients

Music - Keeping the Pulse (My favourite things)

- Clap the rhythm of their name in time to the pulse
- Sway or tap in time with the pulse
- Copy rhythms based on word patterns using an instrument
- Keep the pulse while playing a rhythm on an instrument
- Learn and perform Christmas play songs
- Follow instructions during a performance

Spanish - Greetings, Numbers and Colours

- Using a variety of greetings, e.g. hello, good morning, my name is, how are you?
- Numbers and counting
- Matching and saying colours

RE - Christianity

- What are religions and worldviews and how do we find out about them?
- Learn about The Creation Story and explore the enquiry question 'What do Christians believe about God and why?'
- How and where do different Christians worship and celebrate?
- Learn about The Christmas Story and explore the enquiry question 'What gifts might a Christian have given to Jesus if He had been born here rather than in Bethlehem?'

PSHE - Keeping / Staying Safe, Being Responsible & Feelings and Emotions

- Road safety - begin to recognise situations that may involve risk - identify safe and unsafe choices in everyday scenarios - suggest simple strategies that can help keep themselves and others safe - understand why it is important to stay safe when crossing the road - recognise a range of safe places to cross the road - understand the differences between safe and risky choices
- Water Spillage - begin to recognise responsibilities they have at home and at school - identify ways their responsibilities may change as they grow and become more independent - suggest who can help and support them when they need guidance or assistance - explain how you can help people around you - know how and understand the importance of preventing accidents
- Jealousy - begin to recognise situations that may cause different feelings - identify a range of feelings in everyday situations - suggest simple ways they and others can express and manage their emotions - identify and name difficult feelings, such as jealousy, and describe some physical signs they may notice - know that these feelings are normal and begin to recognise helpful and unhelpful ways of showing them - learn and practise simple strategies to manage difficult feelings in positive ways

PE

- Team Building - working together on communication, trust, confidence and other key skills
- Dance - around the theme of the weather
- Fundamentals - balancing, running, changing direction, skipping and hopping
- Yoga - building strength, co-ordination, flexibility and balance.