


<p style="text-align: center;">Reading</p> <p>The children will continue to: Apply their phonic knowledge and skills to decode words including those that contain contractions. Read aloud accurately books that are consistent with their developing phonic knowledge. Discuss a wide range of poems, stories and non-fiction texts including word meanings. Answer and ask questions and locate information. Make inferences and predict what might happen. Check that the text makes sense to them.</p>	<p style="text-align: center;">English Writing</p> <p>The children's writing skills will continue to be developed through planning, rehearsing, recording and editing their written work. Write stories set in fantasy worlds, poems, instructions and information texts based on their research. Children will work hard to develop and enrich their vocabulary throughout the term. Spellings will be mastered and applied in all areas of the curriculum.</p>	<p style="text-align: center;">Speaking & Listening</p> <p>Speaking and listening is embedded in all aspects of the curriculum. Children will practise asking and answering questions to enhance their learning and understanding. Each child will have the opportunity to participate in Through role play, the children will adopt the role of different story characters, responding as that character and ask and answer questions as if they were space experts or explorers.</p>	<p style="text-align: center;">Class Goldfinch Autumn Term Tell me a story</p> 	
<p style="text-align: center;">Maths</p> <p style="text-align: center;">Number/Calculation</p> <p>Count in steps of 2 and 5 from 0 and count in tens from any number. Read and write numbers from 1 to 20 (Y1) to 100 (Y2) in numerals and words. Compare and order groups and numbers. Recognise the place value of each digit in a two-digit number. Represent numbers to 100 as tens and ones. To count one more and one less. Use place value and number facts to solve problems. To recognise and use the inverse relationship between addition and subtraction. Calculate mathematical statements for multiplication and division. Identify, represent and estimate numbers using different representations including the number line.</p>			<p style="text-align: center;">History</p> <p>To be able to use primary and secondary sources for research. To tell the difference between the past and present in their own and other people's lives. To find out about the life and times of famous inventors from history.</p>	<p style="text-align: center;">Geography</p>
<p style="text-align: center;">Measurement</p> <p>To compare and sequence intervals of time. (Y2) To compare, describe and solve practical problems for: lengths and heights, mass or weight, capacity/volume. To recognise and know the value of different denominations of coins and notes. Add and subtract money of the same unit, including giving change. (Y2)</p> <p style="text-align: center;">Geometry & Statistics</p> <p>Recognise and name common 2-D and 3-D shapes. Identify 2-D shapes on the surface of 3-D shapes. (Y2)</p>			<p style="text-align: center;">Art and Design</p> <p>To experiment with a variety of media; pencils, crayons, pastels, charcoal, chalk To use a variety of pencil techniques for drawing and shading.</p> <p style="text-align: center;">Music</p> <p>Autumn 1 We will be creating rhythm patterns with an autumnal theme, and composing music inspired by <i>The Minpins</i>. Autumn 2 We will be responding to music by our next two Composers of the Month, Chopin and Prokofiev, listening to and composing music inspired by Bonfire.</p>	<p style="text-align: center;">Design and Technology</p> <p>To generate, develop, model and communicate ideas through talking, drawing and templates. To explore a variety of materials and methods of joining to be used in the construction of a fantasy machine. To explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p style="text-align: center;">French</p> <p>Moi We will be learning how to greet each other, say how we are and introduce ourselves. We will begin to respond to and ask questions about name and age. We will be focusing on the correct pronunciation and using songs and games to help us.</p>

Science	Computing	Personal, Social and Health Education	Religious Education	Physical Education
<p>Identify different materials and their properties. Investigate how materials can be changed by stretching, heating and cooling. Investigate suitability of materials.</p> <p><u>Work Scientifically</u> Asking simple questions and recognising that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Gather and record data to help in answering questions</p>	<p>e-Safety To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. To know that online communication is not always confidential and that it can be monitored.</p> <p>Coding Children will predict, estimate and create a set of instructions to control devices.</p> <p>Technology To take a digital image, save in own folder and edit. To enter text into a search engine and URLs in the address bar to find specific given web sites. To start to apply research skills using different search engines and websites.</p> <p>Y1 Children To know that multimedia includes sound, text and graphics and can be used to communicate in different ways. Keyboard skills will be developed through all aspects of the curriculum.</p>	<p>The children will be developing their confidence, responsibility and making the most of their abilities. Recognise what they like and dislike, what is fair and unfair, and what is right and wrong. Share their opinions on things that matter to them and explain their views. Recognise, name and deal with their feelings in a positive way. Think about themselves, learn from their experiences and recognise what they are good at. Learn how to set simple goals. To understand about change and loss and the associated feelings. To learn the importance of and how to maintain personal hygiene.</p>	<p>Our title for this term is special words, stories and writings. During this term the children will explore this theme through a variety of religions. The children will learn and unpick the meanings behind religious stories and writings and how they play a part for each religion.</p>	<p>To copy or create and link movement phrases with beginnings, middles and ends To perform, with control, movement phrases using a range of body actions and body parts. To recognise how the body feels when still and when exercising. To watch, copy and describe movements.</p> <p>Outside Games Balls skills – throwing and catching.</p>