

## English

### Reading

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.

### Writing

The children's writing skills will continue to be developed through planning, rehearsing, recording and editing their written work.  
Write poems, instructions and information texts based on their own experiences.  
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.

### Speaking & Listening

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.

## Class Goldfinch Spring Term Home and Away



### History

To use primary and secondary sources for research.  
To explain the difference between past and present in their own and other people's lives.  
To recognise similarities and differences between periods of time;  
To place the era in a time line.  
To learn about significant historical places in their own locality.

### Geography

To use basic geographical vocabulary to refer to key physical and human features.  
To 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.  
To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.  
To use simple compass directions and locational and directional language to describe the features and routes on a map.  
Locational Knowledge  
To know the countries and capital cities of the United Kingdom and the continents and oceans of the world.

## Maths

### Number/Calculation

The children will learn to:

Recognise and use the inverse relationship between addition and subtraction.

Y1 solve one-step problems involving multiplication or division.

Y2 Calculate mathematical statements for multiplication and division.

Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.

Calculate mathematical statements for multiplication (*using repeated addition*) within the multiplication tables and write them using the multiplication ( $\times$ ) and equals ( $=$ ) signs.

Solve problems involving multiplication or division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Y1 To recognise, find and name a half as one of two equal parts of an object, shape or quantity.

To recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Y2 To recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$  of a length, shape, set of objects or quantity

To write simple fractions for example,  $\frac{1}{2}$  of  $6 = 3$  and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$

### Geometry & Statistics

To use mathematical vocabulary to describe position, direction and movement including rotation as a turn.

To interpret and construct simple pictograms, tally charts, block diagrams and simple tables.

To ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.

### Measurement

To compare and sequence intervals of time. (Y2)

To compare, describe and solve practical problems for: lengths and heights, mass or weight, capacity/volume and time.

## Art and Design

To experiment with a variety of media; pencils, crayons, pastels, charcoal, chalk

To match and sort fabrics and threads for colour, texture, length, size and shape

To change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting

To join fabrics by sewing and gluing.

To use a variety of pencil techniques for drawing and shading.

### Music

In the first half term, the children will be discovering the orchestra and its instrument families looking at the different ways the instruments are made. We will also be listening to music by our two Composers of the Month, Brahms and Stravinsky.

In the second half of the Spring term, we will be listening to music that represents different places for our topic Home and Away, composing a group piece for each place. We will also be learning about and listening to music by our next Composer of the Month, Haydn.

## Design and Technology

To generate, develop, model and communicate their ideas through talking, drawing and templates.

Explore a variety materials and methods of joining them, to be used in the construction of an Inuit boat.

### French

#### Unit 3 - On fait la fête

Children learn language relating to celebrations of special occasions and their achievements in activities and games. They learn the months of the year. The children add to their repertoire of games to play in French.

#### Unit 4 - Portraits

The children learn the names for the main body parts and describe colours. They ask and answer questions about physical appearance. They describe themselves and others. They consolidate their knowledge of sound and spelling.

<p style="text-align: center;"><b>Science</b></p> <p>To identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals. To identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>To describe and compare the structure of a variety of common animals.</p> <p>To identify, name draw and label the basic parts of the human body and say which parts of the body is associated with each sense.</p> <p>Y2 to: notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><u>Work Scientifically</u></p> <p>To ask simple questions and recognising that they can be answered in different ways.</p> <p>To observe closely, using simple equipment and to perform simple tests.</p> <p>To gather and record data to help in answering questions.</p>	<p style="text-align: center;"><b>Computing Programming</b></p> <p>To understand that algorithms are a sequence of step by step instructions.</p> <p>To input precise algorithms into a program to create a simple shape on screen or to control a device.</p> <p>To be able to talk about their use of computer simulations (games) and compare with reality.</p> <p style="text-align: center;"><b>Digital Literacy and Information Technology</b></p> <p>To save worked documents in own folder. Locate the saved file or image, re-use and resave.</p> <p>To use sound, images and text in simple presentations. Edit font size, style and colour.</p> <p>To use a range of tools in a paint package.</p> <p>To use simple graphing programs to produce pictograms and other simple graphs and manipulate the way a graph displays the data.</p> <p>To recognise basic incorrect data.</p>	<p style="text-align: center;"><b>Personal, Social and Health Education</b></p> <p><b>Relationships</b></p> <p><b>Feelings and Emotions</b></p> <p>To learn about the importance of respect for differences and similarities between people.</p> <p>To think about special people in their lives.</p> <p>To learn that bodies and feelings can be hurt.</p> <p>To learn that hurtful teasing and bullying is wrong and what to do if it happens.</p>	<p style="text-align: center;"><b>Religious Education</b></p> <p>During this term the children will be finding out about a range of religions through the titles: <i>Special Stories, Special Things in Nature.</i></p> <p>Festivals including Easter.</p>	<p style="text-align: center;"><b>Physical Education</b></p> <p><b>Gymnastics</b></p> <p>To copy or create and link movement phrases with beginnings, middles and ends</p> <p>To perform, with control, movement phrases using a range of body actions and body parts.</p> <p>To recognise how the body feels when still and when exercising.</p> <p>To watch, copy and describe movements.</p> <p>To copy or create and link movement phrases with beginnings, middles and ends</p> <p>To perform, with control, movement phrases using a range of body actions and body parts.</p> <p>To recognise how the body feels when still and when exercising.</p> <p>To watch, copy and describe movements.</p> <p><b>Outside Games</b></p> <p>Balls skills - ball control using a stick. (Hockey)</p> <p>Team games</p>
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