



<p style="text-align: center;">Religious Education</p> <div style="text-align: center;"></div> <p>Theme: Families</p> <ul style="list-style-type: none"> • God is present in every beginning • God's love and care for every family. • The story of Creation, God made the world. • God made us and loves us. • The importance of prayer; morning prayer and a litany - learn new lunchtime prayer. • A psalm is a song of praise to God. Learn hymn 'Children of God'. <p>God knows and loves me and each one by name:</p> <ul style="list-style-type: none"> • About the love and care shown in the family (Explore). • About God's love and care for every family (Reveal). <p>Acquire the skills of assimilation, celebration and application of the above (Respond).</p>	<p style="text-align: center;">English</p> <p>We will be using our trip to the seaside to inspire us. We will explore the language of traditional tales and fairy tales.</p> <p>We will be developing the skills to:</p> <ul style="list-style-type: none"> • write labels • write lists • write captions • write instructions • write recounts <p>We will read and write poems that use pattern, rhyme and description.</p>	<p style="text-align: center;">Maths</p> <ul style="list-style-type: none"> • Geometry - positional language including ordinal numbers • Numbers to 20: Finding patterns in numbers (including subitising - to recognise the number of objects in a small group without the need to count them) • Numbers to 10: Counting and comparisons (more, less, fewer) • Numbers to 10: Estimating and ordering • Numbers to 10: Regrouping the whole • Numbers to 10: Part Whole addition and subtraction (tens and ones, sum, total, altogether, part, whole, think 5, counting on, taking away) • Numbers to 10: Solving problems using part or whole unknown • Numbers to 10: Comparison (difference, more, less, fewer)
<p style="text-align: center;">Science</p> <p>We work scientifically by developing these skills:</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing and using simple equipment • identifying and classifying • gathering and recording data <p>We shall use our skills in these areas:</p> <p>Plants</p> <p>We will identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. We will identify and describe the</p>	<p style="font-size: 2em; font-weight: bold;">Whole school theme: Amazing places</p>	<p style="text-align: center;">Topic (History, Geography)</p> <p>There will be a focus on:</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the UK and its countries • Use simple compass directions (North, South, East, West) and locational and directional language to describe the location of features and routes on a map • Devise a simple map, use and construct basic symbols in a key

<p>basic structure of a variety of common flowering plants, including trees</p> <p>Seasonal changes</p> <p>We shall be observing the changes across the 4 seasons. We will observe and describe weather associated with the seasons and how day length varies</p>		<ul style="list-style-type: none"> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. <p>We shall use basic geographical vocabulary to refer to: key physical features (e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley).</p>
<p style="text-align: center;">PE</p> <ul style="list-style-type: none"> Games sessions with specialist PE teacher. (1 x week) Master the basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination Participate in team games Dance (1 x week) Perform dances using simple movement patterns 	<p style="text-align: center;">Computing</p> <ul style="list-style-type: none"> Children explore the idea of a network related to computers at home and school, logging on to their area with support. Creating our own postcards using 2simple 2publish. Wordshark Introduction to Oxford Reading Tree apps 	<p style="text-align: center;">Art and design</p> <p>Printing:</p> <ul style="list-style-type: none"> Use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpapers). Use objects to create prints (e.g. fruit, vegetables or sponges). Press, roll, rub and stamp to make prints. <p>Drawing:</p> <ul style="list-style-type: none"> Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils.
<p style="text-align: center;">Outdoor Learning</p> <ul style="list-style-type: none"> Gardening: tidying, weeding and planting bulbs. Explore signs of Autumn in school environment. Visit to Clarence Park to observe seasonal changes and record signs of autumn. 		<p style="text-align: center;">PSHE</p> <p>Topic: Being me in my world</p> <p>Children will explore a wide range of topics including; I feel special and safe in my class. I know that I belong to my class. I know how to make my class a safe place for everyone to learn. I recognise how it feels to be proud of an achievement. I recognise the range of feelings when I face certain consequences. I understand my choices</p> <p>Children will also explore children's rights and responsibilities, working and socialising with others, and pupil voice.</p>