



Subject	Autumn 1		Autumn 2
RE	<p>Chosen People To know we are chosen and gifted by God and we thank God for choosing us by helping others. How do we know that we are all chosen by God?</p> <p>To know why God chose Abraham and that he trusted in God to guide him. Why did God choose Abraham?</p> <p>To know that God chose Moses to help his people and that we are also chosen to help others.</p> <p>To understand that Daniel had to be brave and have faith because he was chosen.</p> <p>To know that God chose special people to help others.</p>	H A L F T E R M	<p>Mysteries To know about and reflect on mysteries. To know the difference between a puzzle and a mystery. To reflect on mysteries.</p> <p>To know that there are 3 persons in 1 God and we can think of God in different ways.</p> <p>To know about and reflect on God's choice of Mary and Joseph.</p> <p>To know that Jesus is God's gift to the world.</p>
Maths	<p>Number and Place Value recognise the place value of each digit in a two-digit number (tens, ones) • identify, represent and estimate numbers using different representations, including the number line • compare and order numbers from 0 up to 100; use $>$, $<$ and $=$ signs • read and write numbers to at least 100 in numerals and in words • use place value and number facts to solve problems</p> <p>Addition and Subtraction recall and use addition and subtraction facts to 20 fluently • show that addition of two numbers can be done in any order (commutative) and</p>		<p>Multiplication and Division incl. Number and Place Value calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts count in steps of 2 and 5 from 0, forward and backward</p> <p>Geometry – Position and Direction order and arrange combinations of mathematical objects in</p>



	<p>subtraction of one number from another cannot • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</p> <p>solve problems with addition and subtraction: - using concrete objects and pictorial representations, including those involving numbers, quantities and measures - applying their increasing knowledge of mental methods</p> <p>• recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>• recognise and use the inverse relationship between addition and subtraction and use this to solve missing number problems</p> <p>Geometry - Properties of Shape</p> <p>identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</p> <p>• compare and sort common 2-D shapes</p> <p>• draw lines and shapes using a straight edge</p> <p>Measurement (Length and Height)</p> <p>choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers</p> <p>• compare and order lengths and record the results using >, < and =</p>	<p>patterns and sequences</p> <p>• use mathematical vocabulary to describe position, direction and movement, including movement in a straight line</p> <p>Fractions</p> <p>recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity</p> <p>• write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$</p> <p>Measurement (Time)</p> <p>tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</p> <p>• know the number of minutes in an hour</p>
English	<p>Stories About Things We Know</p> <ul style="list-style-type: none"> -identify characters and settings in stories -to listen to and understand a text read aloud -to give oral and written responses to questions about a text 	<p>How To Write Instructions</p> <ul style="list-style-type: none"> -to identify the main features of an instructional text -to work well in small groups/pairs -to give oral instructions -to understand specialist topic vocabulary



<ul style="list-style-type: none"> -to explore less common vocabulary and phrases -to retell a story -to act out a story using dialogue -to identify and make use of some punctuation marks to support their performances -to talk about and predict story outcomes -to recount own experiences -to write a list poem -to identify language patterns -to join compound sentences using "and" and "or" -to use the structure of a familiar story to develop own writing -to talk about the beginning, middle and end of stories -to begin to recognise and write with a range of sentence types <p>Rhymes About Places & People</p> <ul style="list-style-type: none"> -to talk about families using correct terminology -to read a poem and recite it with confidence -to write questions using models and with correct punctuation -to read a poem using a range of strategies to read unknown words -to find and comment on rhythm, syllables and rhyme -to write a list poem adhering to a structure -to compare and discuss preferences -to use some interesting adjectives -to write a new version of a rhyme -To begin to be aware of cultural differences and express ideas using growing vocabulary and awareness of audience -to read and appreciate a poem and its humour 	<ul style="list-style-type: none"> -to read a text in question/answer format -to identify syllables to split words into parts -to identify tips and rules as instructions -to write in sentences with capital letters and full stops and question marks -to know some of the features of an instruction flow chart -to write an instructional flow chart -to identify adverbs at the beginning of sentences which indicate sequence -to answer questions about an instructional text in talk and writing -to identify and write imperative forms of verbs -to use different sentence types in writing, using connectives -to understand the main idea of an instruction text from lists and headings -to write bulleted lists -to sort and sequence instructions to make sense -to explore the idea of notes -to write full sentences from notes -to write answers to questions in full sentences -to re-read and review own writing -to present and listen to feedback -to self-assess writing, identifying strengths and future targets
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	<ul style="list-style-type: none"> -to answer questions to demonstrate comprehension -to read and write words featuring different spellings of long vowel phonemes 		
Science	<ul style="list-style-type: none"> To know that animals can produce offspring. To identify changes in humans as we grow. To understand the changes in humans as we grow. To sort foods into different groups. To explore a balanced diet. 		<ul style="list-style-type: none"> To explore the life cycles of other animals. To describe what animals and humans need to survive. To explore the importance of exercise. To investigate the importance of hygiene.
Computing	<ul style="list-style-type: none"> E Safety Word Processing 		<ul style="list-style-type: none"> Inserting word art Combining text and graphics Inserting graphics Inserting pictures from internet
History / Geography	<ul style="list-style-type: none"> To name and locate the world's continents and oceans. To locate and describe places we have visited. To know about weather conditions around the world. Use atlases to identify the UK and its countries. To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas and main rivers. 		<ul style="list-style-type: none"> To develop an awareness of the past and identify similarities and differences between ways of life in different periods. To develop an understanding of significant individuals in the past by learning about Guy Fawkes and his life. To show where people and events fit within a chronological framework. To find out about events beyond living memory that are significant by learning about the build up to the Gunpowder Plot and the problems that the plotters tried to overcome.
PE	<ul style="list-style-type: none"> Hockey Gymnastics Football 		<ul style="list-style-type: none"> Table Tennis Gymnastics Football Tennis
PSHE	<ul style="list-style-type: none"> Move More: Healthy eating What makes a house a home? 		



	Recognising emotions.	
Art / DT	<p>To explain what a portrait is. To draw a self-portrait. To use colours to portray emotions in a portrait. To use collage materials to make an abstract portrait. To use watercolours to create a background. To create a line drawing. To create a Pop Art portrait.</p> <p>Artist Focus: Picasso, Paul Klee, Andy Warhol</p>	<p>Christmas Biscuits, designing, baking, decorating. Design and make a display box to carry Christmas biscuit.</p>
Music	<p>What is Beat? How Can We Differentiate Between Beat and Rhythm? Can We Use Beat and Rhythm to Make Accompaniments?</p>	<p>How Can We Use Our Voices to Make A Range of Long and Short Sounds? How Can We Use Instruments to Make Long and Short Sounds? Can We Work Together to Make Extended Sequences Combining Long and Short Sounds?</p>
MFL - French	<p>Dans ma maison</p> <ul style="list-style-type: none"> • Prepositions • Rooms • Furniture • Il y a • Describing my house and garden • Halloween story about spiders in a house 	<p>J'aime faire le weekend</p> <ul style="list-style-type: none"> • Hobbies and interests • Revise days of the week • Jouer/faire with sports • What I do in each room • What I like to do at the weekend
Homework	<p>Daily Reading Weekly Maths Weekly English /Spellings</p>	