

Maths

Position and direction- To order and arrange objects in patterns and sequences.

Number and place value- To read and write numbers to 100 in numerals and in words.

To compare and order numbers from 0 up to 100.

To count, write, read and order numbers to 100.

To count in steps of 2, 3 and 5 from 0, and in tens from any number, forwards and backwards.

To describe and extend number sequences.

To partition 2 digit numbers.

To recognise the place value of each digit in a 2 digit number (tens, units).

To identify and represent numbers using different representations.

To use place value and number facts to solve problems.

To count in 10s, 5s and 2s to 100.

Calculating— addition and subtraction- To add or subtract mentally a 1 digit number or a multiple of 10 to or from any 2 digit number.

To use practical and informal written methods to add and subtract 2 digit numbers.

To solve problems with addition and subtraction, using objects and pictures.

To recall and use addition and subtraction facts to 20.

To begin to recognise the inverse relationship between calculations.

Properties of shape- To identify and describe the properties of 2D shapes.

To compare and sort common 2D shape and everyday objects.

Measurement-To choose and use appropriate standard units to measure length/height (m/cm).

To recognise and use symbols for pounds (£) and pence (p).

To solve simple addition and subtraction money problems.



History

Chronological understanding-To recognise where people and events fit within a chronological framework.

To use common words/phrases relating to the passing of time. E.g. before, after, a long time ago, past, present.

Knowledge and understanding of events, people and changes in the past- To develop an understanding of Britain's past and that of the wider world.

To know and understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.

To identify similarities and differences between different periods.

Historical Interpretation-To identify different ways in which the past is represented.

Historical enquiry-To investigate events beyond living memory that are significant nationally or globally.

To investigate and compare the lives and achievements of significant individuals (Florence Nightingale and Mary Seacole).

To ask questions.

Organisation and communication- To communicate in a variety of ways.

Computing

Communicating in the digital world- To use technology to create, organise, store, manipulate and retrieve content.

Exploring the digital world- To recognise uses of technology beyond school.



Art

Drawing- To hold drawing tools correctly and with control. To observe closely and consider adding relevant detail.

To select appropriate colours for the subject.

To continue to draw from memory, close observation and imagination.

Printing- To create a simple printing block.

To explore printing on a variety of materials including paper, card, textured paper and to recognise the effect that printing has on these materials.

To print a repeating pattern.

Stimulus—Pablo Picasso-To find out about Pablo Picasso.

To create portraits that reflect the different periods in Picasso's painting life.

To use a range of materials.

To develop techniques using colour, pattern, texture, line, shape, form and space.



Design and Technology

Research-To compare different products and their purposes.

Design-To design purposeful, functional, appealing products based on a criteria.

To communicate ideas through talking, drawing, templates, and, where appropriate, computers.

Make-To select from and use a range of tools and equipment to perform practical tasks. E.g. cutting, shaping, joining and finishing.

To select from a use a wide range of materials and components.

To explore and use mechanisms.

Evaluate- To evaluate a range of existing products.

To evaluate ideas and products against a criteria.

R.E.

Personal experience- To recognise what makes our home/town/village special.

To identify which special places have we visited.

To explain why places are special to us and how they make us feel.

Islam: To learn about the first Mosque and who gave the first prayer.

To recognise that a building is a Mosque.



Music

To name instruments, holding and playing them correctly.

To recognise the sound of instruments, selecting them according to sound.

To understand and use musical vocabulary and follow notation.

To perform confidently evaluate their own instrumental choices.

To use high, middle and high voices.

To identify and control the pitch of the voice and instruments.

To create a tune using different pitches.

To explore using the voice in different ways.

To keep a steady beat.

To repeat a simple rhythm.

P.E.

To recognise the importance of warming up and cooling down.

To understand the value of leading healthy, active lives.

To remain active for a sustained period of time.

Dance- To choose and perform actions to make short dance phrases.

To remember and repeat a short dance phrase, showing greater control, coordination and spatial awareness.

To show some sensitivity to the accompaniment.

To talk about different stimuli as the starting point for creating dances.

To explore actions in response to stimuli and experiment with actions, dynamics, directions, levels and a growing range of possible movements.

To say what they like and dislike, giving reasons and describe how a dance makes them feel.

Games— Dodgeball- To explore ways of sending and receiving balls.

To throw and catch with control.

To participate in team games, developing tactics for attacking and defending.

To engage in competitive sports and activities.

French

To greet people and reply.

To name and ask for fruit and vegetables.

To know and use the colours.

To say the days of the week and months of the year.

To say the whole date in French.

To revise family names and pets.

To say numbers to 30.

To learn the names of some clothing.

Geography

Place knowledge- To identify where places are using maps, atlases and globes.

To investigate geographical similarities and differences between Braintree and Jamaica.

To research Jamaican daily life.

To make, taste and evaluate typical foods from Jamaica.

To use basic geographical vocabulary to refer to physical and human features.

To use a range of secondary sources to find out information.

Science

Working scientifically-To ask simple questions and recognise that they can be answered in different ways.

To observe closely, using equipment.

To perform simple tests.

To identify and classify.

To use observations and ideas to suggest answers to questions.

To gather and record data.

Uses of everyday materials-To identify and compare the suitability of a variety of everyday materials for particular uses.

To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

English

Spoken language-To describe, explain and narrate.

To maintain attention and participate in conversations.

To gain, maintain and monitor the interest of listeners.

To listen to others, ask relevant questions and follow instructions.

Word reading-To apply phonic knowledge to decode words until reading is fluent.

To blend the sounds in words, recognising alternative sounds.

To read accurately words of 2 or more syllables that contain the same graphemes.

Reading- To develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening, discussing and expressing views about a range of poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- be introduced to non-fiction books and recognising that they are structured in different ways
- recognising reoccurring literary language in stories and poetry
- discussing favourite words and phrases.

To understand the books they read and listen to by: drawing on background information, checking, inferring, predicting and explaining their understanding.

To draw on previous knowledge, background information and vocabulary.

Writing- To spell by: segmenting words into phonemes and representing these by graphemes and learning new ways of spelling phonemes.

To write legibly using upper and lower case letters appropriately and begin to use joined cursive handwriting.

To develop positive attitudes towards and stamina for writing by writing: narratives about personal experiences, about real events and for different purposes.

To consider what they are going to write before by: planning/ saying out loud what they are going to write about, and jotting down key vocabulary.

To begin to proof read work, checking for errors.

To read aloud what they have written with appropriate intonation.

To use punctuation correctly: full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes (contraction and possessive).

To use expanded noun phrases to describe and specify.

To use the present and past tenses correctly.

To improve vocabulary, grammar and punctuation skills.



PSHE

To develop self esteem, confidence, independence and responsibility and make the most of their abilities.

To recognise what is right and wrong.

To set simple goals and personal targets.

Preparing to play an active role as a citizen- To agree to follow simple rules for their group and classroom.

Circle time—getting to know you.

Developing a healthy, safe lifestyle-To learn new playground games.

To eat fruit as part of a healthy lifestyle.

To eat with others in a considerate manner.

Developing good relationships and respecting the differences between people-To identify and respect the similarities and differences between people.

To discuss different types of teasing and bullying.