

technologies can you introduce to the children?

Reading	Writing	Spelling	Maths
<p>To read words accurately – Read Write Inc</p> <p>To understand texts</p> <p>Discuss events. Predict events. Link reading to and other books. Infer what characters are like from actions. Ask and answer questions about texts. Discuss favourite words and phrases. Listen to and discuss a wide range of texts. Recognise and join in with (including role-play) recurring language.</p>	<p>Animals – non chrono report – research as homework write up in school</p> <p>PPT – non-fiction – labels, captions, glossaries</p> <p>Narrative – The Dinosaur who lost his Roar Mary Anning – The story of Mary Anning</p> <p>History LO: The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p><u>Year 1</u></p> <ul style="list-style-type: none"> • Spell words containing 40+ learned phonemes. • Spell common exception words (the, said, one, two and the days of the week). • Name letters of the alphabet in order. • Use letter names to describe spellings of words. • Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink – he drinks). <p><u>Year 2</u></p> <p>Segment spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p> <p>Learn to spell common exception words Learn to spell more words with contracted forms Learn the possessive apostrophe (singular) [for example, the girl's book] Distinguish between homophones and near-homophones Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly English 30 Statutory requirements write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>Maths No Problem.</p>

Key Curriculum Areas
Focus Areas: Science, DT(Food)

Science	DT (Food)	Computing	PE	Music
<p>Animals Including Humans:</p> <ul style="list-style-type: none"> • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • notice that animals, including humans, have offspring which grow into adults • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter. 	<ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from. • (Sc) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. • (Sc) find out about and describe the basic needs of animals, including humans, for survival (water, food and air) 	<ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content • (PPT) • recognise common uses of information technology beyond school • 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. (E-Safety 5th Feb) 	<ul style="list-style-type: none"> • participate in team games, developing simple tactics for attacking and defending (Dodge ball – in preparation for school tournament). • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • Mid - Spring 2 progress to basketball – bouncing, dribbling, passing and shooting techniques. 	<ul style="list-style-type: none"> • singing assembly • use their voices expressively and creatively by singing songs and speaking chants and rhymes • listen with concentration and understanding to a range of high-quality live and recorded music

Yellow = Spring 1

Blue = Spring 2