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| EnglishNon-Fiction: Non-Chronological Reports * Make simple additions, revisions and corrections to writing by proof-reading to check for errors in spelling, grammar and punctuation
* Explain how different types of writing, including narratives, are structured and apply this to their own and others’ writing
* Develop pleasure in reading, motivation to read, vocabulary and understanding by being introduced to non-fiction books that are structured in different ways
* Read and discuss non chronological reports, identifying organisational features and presentation for various subjects
* Retrieve and share information from reports
* Investigate the language used in non-chronological reports
* Plan a report using headings, subheadings, key details, paragraphs and information
* Write their own non-chronological report

Poetry- Classic Poems* look at and discuss a selection of classic poems
* memorise and perform poems focusing on expression and characterisation
* identify features of poems, eg. rhyme, pattern and layout
* create their own poems based on a given starting point
 | MathematicsNumber* Compare and order numbers from 0 up to 100
* Recognise the place value of each digit in a two-digit number
* Read and write numbers to at least 100 in numerals and in words
* Identify, represent and estimate numbers using different representations
* Recognise and use the inverse relationship between addition and subtraction and use this to check calculations
* Solve missing number problems

Measures* Compare and sequence intervals of time
* 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

Geometry* Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line

Mental Maths* Recall and use addition and subtraction facts to 20 and 100
* Learn facts fluently up to 20
* Recall and use all multiplication and division facts for the 2, 5 and 10 multiplication tables
* Recognise odd and even numbers
* Count in steps of 2, 3, and 5 from 0
 | Topic Around Our School * To understand what a map/plan is; that it has symbols and that these represent landmarks and features.
* To devise a simple plan to a simple scale and use and construct basic symbols in a key
* To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

To devise a simple 3D plan of the school and use labels to identify features of the school* To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment
* To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment
* Use aerial photographs and plan perspective to recognize landmarks and basic human and physical features

Devise a simple map and use and construct basic symbols in a key* To understand that the human geographic features change over time
* To begin to identify how Brentford is changing now
 | ScienceUses of Everyday Materials* To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.
* To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
* To look at how some materials change when they are heated or cooled.
* To investigate different materials and their properties. – look at fair testing.

REWhy did Jesus Teach the Lord’s Prayer as a way to pray?* To know and remember the core concepts: Gospel and Kingdom of God.
* To know and remember that it is the most famous prayer for Christians.
* To know and remember it’s the prayer that Jesus taught his disciples.
* To know and remember what each part of the prayer means.
* To know and understand what the Lord’s prayer means for Christians and how it helps them in their daily life.
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| PEBall Skills * To be able to roll a ball to hit a target.
* To develop co-ordination and be able to stop a rolling ball.
* To develop technique and control when dribbling a ball with your feet.
* To develop control and technique when kicking a ball.
* To develop co-ordination and technique when throwing and catching.
* To develop control and co-ordination when dribbling a ball with your hands.
 | MusicHands, Feet and Heart* How to listen to music.
* To sing the song.
* To understand the geographical origin of the music and in which era it was composed.
* To experience and learn how to apply key musical concepts / elements, e.g. finding a pulse, clapping a rhythm, use of pitch.
* To work together in a band/ensemble.
* To develop creativity through improvising and composing within the song.
* To recognise the style of the music and to understand its main style indicators.
* To understand and use general musical vocabulary and specific vocabulary linked to the song.
 | ComputingCreating pictures* Understand that technology can be used to ICT can be used to

create pictures* building on skills including correcting mistakes and exploring alternatives;
* Use simple mark making tools
* Use the flood fill tool
* Selecting a straight line, spray and geometric shapes
* Children will also be introduced to saving work
 | RSHERelationships * To understand friendships and what makes a good friend.
* How to play positively and solve arguments
* Recognising negative feelings and how they can be resolved
* How to deal with hurtful behaviour in person and online
* What is bullying?
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