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| Subject | Learning Objectives | Activity Ideas |
| English | Reading: Word Reading * To respond speedily with the correct sound for all 40+ phonemes.
* To apply phonic knowledge and skills as the route to decode words.
* To read accurately by blending sounds in unfamiliar words containing GPC’s that have been taught.
* To read noting unusual correspondences between spelling and sound where these occur in a word.

Reading: Comprehension* To listen to and discuss a wide range of stories and non-fiction at a level beyond that at which they can read independently.
* To become more familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
* Recognising and joining in with predictable phrases.

Writing: Transcription * To begin to spell words containing each of the 40+ phonemes already taught.
* To begin to spell common exception words and days of the week.
* To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Writing: Handwriting * To sit correctly at a table, holding a pencil comfortable and correctly.
* To begin to form lower-case letters in the correct direction starting and finishing at the right place.

Writing: Composition * To say out loud what they are going to write about.
* To compose sentences orally before writing them.
* To sequence sentences to form short narratives.

Writing: Vocabulary, Grammar & Punctuation * To leave spaces between words.
* To join words and clauses using ‘and’.
 | * Daily phonic sessions.
* Word of the day – common exception words.
* Listen to a range of traditional tales, including traditional tale poems.
* Story language, Once upon a time, happily ever after etc.
* Story sequencing oral, pictorial and written.
* Character descriptions.
* Letter to/from characters
* Fact writing – goats/bears
* Recipe/Instructions- gingerbread/porridge
* Weekly guided reading sessions.
* Scene description.
* Book review.
* Character thought bubbles.
* Bear fact file.
* Working on handwriting of letter families.
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| Mathematics | Number: Number and Place Value* To count to and across 100, forwards and backwards, beginning with 0 or 1, or from a given number.
* To count and read numbers to 100 in numerals, count in multiples of 2’s, 5’s and 10’s.

Number: Addition and Subtraction * To read, write and interpret mathematical statements involving +, subtraction – and equals = signs.
* To represent and use numbers bonds and related subtraction facts within 10.

Geometry: Properties of Shape* To recognise and name 2D and 3D shapes.
 | * Oral counting 2’s, 5’s and 10’s.
* Ordering numbers to 10, comparing numbers using greater than, less than symbols.
* Counting forwards and backwards across 100 orally and in written form.
* Recognising odd and even numbers using numicon to support.
* Shape- what’s in the bag?
* Roll dice adding amounts together.
* Using deans to understand place value.
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| Science | * To identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense.
* To identify and name a variety of common animals, including mammals.
 | * Senses picture
* Gingerbread body
* Bear fact file
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| Computing | * To use technology safely and respectfully, keeping personal information private.
 | * Classroom iPad rules
* SIDs top tips
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| Art and Design  | * To use drawing and painting to develop and share ideas, experiences and imagination.
 | * Create bear ears
* Traditional Tales, paintings and drawings – story characters.
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| Design Technology | * To select and use a range of tools and equipment to preform practical tasks.
 | * Create/decorate gingerbread men
* Using scissors to support learning.
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| History  | N/A | N/A |
| Geography  | N/A | N/A |
| Music | * To use their voices expressively and creatively by singing songs, speaking chants and rhymes.
 | * Learning traditional tales songs, singing these in with peers.
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| Physical Education  | * To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination.
 | * Weekly REAL PE sessions with teacher.
* Weekly coached session.
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| Religious Education  | * To learn about belonging to different religions.
 | * What does it mean to belong to the faith community?
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