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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. |
| 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. |
| 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 |
| Computing | * To use technology safely and respectfully, keeping personal information private. | * Classroom iPad rules * SIDs top tips |
| 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. |
| 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. |
| 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. |
| 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. |
| Religious Education | * To learn about belonging to different religions. | * What does it mean to belong to the faith community? |