

Subject	Spring	Key Skills and Outcomes
Literacy	Phonics: Read Write Inc. On-going throughout Fiction: Through Read Write Inc. Non-Fiction: Instructions and labels Poetry: Playing with Rhyme; riddles Grammar	<ul style="list-style-type: none"> • Spelling <u>some</u> words correctly and making phonetically-plausible attempts at others • Spell some common exception words • Form all letters correctly • Use spacing between words • Write sentences that are sequenced to form a short narrative. • Use full stops and capital letters in a narrative. • Multiple simple sentences under subheadings. • Some use of conjunctions and adverbials of time. • Headings and subheadings • List of what you need using bullet points • Imperative verbs • Chronological order • Recite a familiar rhyme, adding actions. • Use poem format to develop own version. • Recognise rhyming words. Play with rhyme to make funny versions. • Read riddles and understand format. • Write own simple riddle. • Know what a noun and verb is. • Use names of people, places and things. • Use nouns and pronouns for variety. • Use co-ordination; and , but • Use question marks and exclamation marks. • Use past and present tense by adding ed or ing to a verb.

Maths	<p> Multiplication and Division Fractions Position and Direction Place Value Money Time </p> <p> Cardinality Ordinality Counting Subitising Composition Comparison </p>	<ul style="list-style-type: none"> • To count in 2s, 5s and 10s • To recognise equal groups and add them together • To make arrays • To make doubles • To make equal groups through grouping and sharing • To recognise one quarter and one half of an object or shape • To recognise one quarter or one half of a quantity • To describe turns • To describe positions using - left, right, forwards, backwards, above and below • To explore ordinal numbers • To count from 50-100 • To know tens to 100 • Be able to partition numbers into tens and ones • Understand 1 more than and 1 less than • Compare any two numbers • To explore coins and notes and be able to recognise them and know their worth • To know before and after, days of the week and months of the year • To explore hours, minutes and seconds • To be able to tell the time to the hour and to the half hour <ul style="list-style-type: none"> • To explore cardinality - the idea that the last number in the count tells us how many things there are altogether • To count to 20 • To be able to continue the counting sequence and be able to identify missing numbers within it • To practise key differences in the number names e.g. between 'teen' and '-ty' numbers. • To be able to recognise how many there is without counting (subitising) • To understand the composition of 5 and practise recalling the parts of 5 when 1 part is not visible • To add to knowledge of numbers like 6 and 7 as being '5 and a bit' • Begin to explore how 10 can be composed
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Science	Use of everyday materials and Plants	<ul style="list-style-type: none"> • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. • Describe the simple physical properties of a variety of everyday materials. • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick and paper for specific uses. • To perform experiments with different materials. <ul style="list-style-type: none"> • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • Identify and describe the basic structure of a variety of common flowering plants, including trees
History/ Geography	Famous Inventors and Our Local Area and the UK	<ul style="list-style-type: none"> • To learn about key inventors from the past • To understand when these people were alive • To understand that time can only move forward • To think like an inventor and problem solve <ul style="list-style-type: none"> • To name and locate the worlds seven continents and five oceans • To use basic geographical vocabulary to refer to key physical and human features • To use world maps, atlases and globes to identify the United Kingdom and its countries • To use simple compass directions • To understand where Somerset sits on the map

DT	Wheels and axels	<ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology • To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • To explore and evaluate a range of existing products • To evaluate their ideas and products against design criteria • To build structures, exploring how they can be made stronger, stiffer and more stable • To explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
Art	Collage and Weaving	<ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
Music	Music with Emily	<ul style="list-style-type: none"> •
P.E.	Swimming	<ul style="list-style-type: none"> • To enter and exit water safely • To move forwards, backwards and sideways for 5 meters • Scoop up and wash their face with water and be at ease with water showered from above • Move into a stretched floating position • Regain an upright position from on the front and back • Push and glide from the wall • Play games in water • Demonstrate knowledge of pool rules

RE	<p>What can we learn from stories from Buddhism, Islam, Hinduism and Christianity?</p> <p>What makes places special in Judaism, Christianity and Islam?</p>	<ul style="list-style-type: none"> • Listen to a variety of religious stories and discern messages and meaning • To investigate and understand why some religions find specific places special
ICT	<p>Creating Media (Digital Writing) and Programming Animations</p>	<ul style="list-style-type: none"> • To explore the keyboard • To add and remove text • To explore the tool bar • To make changes to text • To explain choices and decisions • To explore the way a project looks by investigating sprites and backgrounds. • To use programming blocks to use, modify, and create programs • Learners will also be introduced to the early stages of program design through the introduction of algorithms
PSHE	<p>Being My Best and Growing Changes (SCARF)</p>	<ul style="list-style-type: none"> • To know what different foods do for your body • To know what we do to keep personal hygiene • To know how to stay well and keep others healthy • To be positive in the face of adversity • To share joy to others • To label the body accurately • To reflect on what they couldn't do as a baby and all that they can do now • PANTS • To know when and when not to keep secrets and who you can share worries with