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| **Class specific additional opportunities – SMSC, Character Development**  **(Further details of events to be confirmed)** | Ashdown Forest – 06/0/23  Nativity – 30/1/23 |

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|  | **Subject Title(s)** | **Autumn Term 1** | **Autumn Term 2** |
| **Topic/Unit** | **Main objectives/outline** | **Topic/Unit** | **Topic/Unit** | |
| Place Value | * Numbers to 20 * Count objects to 100 by making 10s * Recognise tens and ones * Use a place value chart * Partition numbers to 100 * Write numbers to 100 * Flexibly partition numbers to 100 * Write numbers to 100 in expanded form * 10s and 1s on a number line * Compare objects * Compare numbers * Order objects and numbers * Count in 2s,5s,10s, * Count in 3s | Addition and Subtraction | * Add by making 10 * Add three 1- digit numbers * Add to the next 10 * Add across a 10 * Subtract across a 10 * Subtract a 1-digit number from a 2-digit number (across 10) * 10 more, 10 less * Add and subtract 10s * Add two 2-dgiti numbers (not across a 10) * Add two 2-digit numbers (across a 10) * Subtract two 2-digit numbers (not across 10) * Subtract two 2-digit numbers (across a 10) * Mixed addition and subtraction * Compare numbers sentences * Missing number problems | |
| **STEM** | Maths |
| Addition and Subtraction | * Bonds to 10 * Fact families – addition and subtraction bonds with 20 * Related facts * Bonds to 100 (tens) * Add and subtract 1s | Shape | * Recognise 2D and 3D shapes * Count sides on 2-D shapes * Count vertices on 2-D shapes * Draw 2-D shapes * Lines of symmetry on shapes * Use lines of symmetry to complete shapes * Sort 2-D shapes * Count faces on 3-D shapes * Count edges on 3-D shapes * Sort 3-D shapes * Make patterns with 2-D and 3-D shapes | |
| Science | All living things and their habitats | * I can explore and compare the differences between things that are living, dead, and things that have never been alive * I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other * I can identify and name a variety of plants and animals in their habitats, including micro-habitats * I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. | | | |
| Computing | Technology Around Us | * E safety * Recognising the technology around us and what it is used for * Comparing technology * Making the right choices when using technology | | | |
| Design Technology | Mechanisms – Sliders and Levers | * Design and make a rocket | | | |
| **English and the Arts** | English | Key Texts  ‘I do not like books. Never ever. The end’  ‘Beegu’  ‘Peace at Last’  Autumnal Poetry | * Narratives * Wanted posters * Book reviews * Drama * Invites * Letters * Persuasive writing * Comparing texts * Poetry | | | |
| Music | Travel | * Exploring musical elements and instruments * Singing. * Nativity / Christmas Songs | | | |
| Christmas |
| Art | Texture and Form | * Paper Mache Planets * Christmas related art activities | | | |
| French |  | * What is your Name? * Colours? * Counting to 10 * Songs and games | | | |
| **Historical, Spiritual and Global Understanding** | History | Space | * Individuals involved in space travel – Tim Peake, Neil Armstrong, * Planets | | | |
| Geography |
| Religious Education | Christianity | * What is God like for Christians? * Why is giving important to Christians? | | | |
| **Health and Wellbeing** | Physical Education | Yoga | * Stretch their body up smoothly; * Move between poses while keeping balanced; * Arch their back up, and dip their back down, smoothly; * Repeat a yoga sequence with minimal support; * Use a full range of movements; * Adapt yoga poses to their own needs. | Bat and Ball skills | | * Hold a tennis racket with some support and show some control when hitting a ball; * Hit a ball forwards towards a target; * Throw a ball underarm over a short distance; * Understand the tactic that they have practised and try to apply it in a competitive game; * Hold a cricket bat correctly and use it to control a ball and begin to hit it towards a target; * Use the correct technique to roll a ball, beginning to show some control of its direction; * Use a cricket bat to hit a ball that has been rolled to them from a short distance; * Throw a ball overarm using a modified technique. |
| **P.S.H.E** | **Relationships** | * Rules and boundaries * My feelings and how they affect others * Zones of regulation * My rights * Accepting others * My well – being | | | |