

English

National Curriculum Links:

Reading:

- use Set 1 sounds to decode green words and read them aloud accurately (RtP)
- begin to use Set 2 sounds to decode green words (RtP)
- read red words from Red Word Walls 1-4 (RtP)
- show understanding of the books they read by talking and answering questions about them (RtP)

Reading Comp:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Becoming increasingly familiar with and retelling a wider range of stories.
- Understand both the books that they can already read accurately and fluently and those that they listen to by:
- Checking that the text makes sense to them as they read and correcting inaccurate reading.
- Participate in discussions about books, taking turns and listening to what others say.

Writing

- use Set 1 sounds to write words in a way that matches the spoken sounds they hear (RtP)
- begin to use Set 2 sounds to write words in a way that matches the spoken sounds they hear (RtP)
- write red words from Red Word Walls 1 and 2 (RtP)
- write a simple caption or sentence that can be read by others with growing independence (RtP)
- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- spell: words containing each of the 40+ phonemes already taught; common exception words
- name the letters of the alphabet in order
- form capital letters and digits.

Pupils should be taught to write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- re-reading what they have written to check that it makes sense
- beginning to punctuate sentences using spaces, capital letters and full stops.

Make simple additions, revisions and corrections to their own writing by:

- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
- Use punctuation increasingly accurately (full stops, capital letters, question marks and exclamation marks).
- Know the different sentence types: statements, questions, exclamations and commands.

Grammar:

- Use of subordination and co-ordination, eg when, if, that, because, to join sentences eg but, or, and.
- Recognition and formation of verbs.
- Correct choice of present and past tense throughout writing including the progressive use of verbs.
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Possible Texts: Environmental stories including Michael Recycle by Ellie Bethal, Dinosaurs and All That Rubbish by Michael Foreman, Varmits by Helen Ward, The Messy Magpie by Twinkl Originals, Womble stories by Elizabeth Beresford.

EYFS Ready to Progress (RtP)
priorities identified by Swansfield
Early Years teachers to guide
English and Maths recovery

Maths

National Curriculum Links:

Addition (continued from Autumn term):

- identify and tell number stories for numbers up to 10
- read, write and interpret mathematical statements involving subtraction (-) and equals (=) signs
- solve one-step problems that involve subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = _ - 9$.

Geometry: Properties of Shapes (continued from Autumn term)

Pupils should be taught to:

- recognise and name common 2-D and 3-D shapes, including:
 - 2-D shapes: rectangles, squares, circles and triangles
 - 3-D shapes: cuboids, cubes, pyramids and spheres

Number: Place Value within 20

Pupils should be taught to:

- count to and across 100, forwards, backwards, beginning with 0, 1 or any given number
- count, read and write numbers forwards from any number 0 to 20
- count, read and write numbers backwards from any number 0 to 20
- sort, count and represent objects up to 10 objects
- given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations including the number line
- compare groups using the language of: equal to, more/greater than, less/fewer than.

Addition and Subtraction within 20

- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- Add and subtract: a 2-digit number and ones, a 2-digit number and tens, two 2-digit numbers.
- Recognise the inverse relationship between addition and subtraction.
- Solve problems using addition and subtraction.
- Solve missing number problems.

Weight and Volume

- compare, describe and solve practical problems
- measure and begin to record
- use vocabulary- heavy, light, heaviest, lightest

Geography

My World and Me – Oceans, Continents and UK Countries.

National Curriculum Links:

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map

Learning Outcomes

Children will:

- Use maps with growing confidence to name the continents of the world.
- Use maps to locate the main oceans of the world; Pacific, Atlantic, Arctic, North Sea, Irish Sea, English Channel.
- Using positional language and the four points of the compass.

Activities

- Using junk model maps and plans to explore directions/coordinates/positional language.
- Map jigsaws.
- Exploration with Google Earth.

Physical Education

Team Games with Newcastle United Foundation (Tues am/pm) and Teacher-led session (Thurs am).

National Curriculum Links

Pupils should be taught to:

- Master basic movements including running, jumping, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.

Music

I Want to Play in a Band

National Curriculum Links

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality and recorded music.

Learning Outcomes

Children will:

- Focus on keeping the beat/pulse.
- Listen to and appraise rock music.
- Accompany songs using tuned/untuned instruments.

Science

Materials

National Curriculum Links

Materials

Pupils should be taught to:

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

Learning Outcomes

Children will:

- Name everyday materials, describe how they are used and decide upon suitability of materials for purpose.
- Know about people who have developed useful new materials for example John Dunlop, Charles Macintosh
- Use vocabulary to describe the simple properties of materials, such as hard/soft, stretchy/stiff, rough/smooth, shiny/dull, flexible/rigid, waterproof/not waterproof, absorbent/non-absorbent.
- Explore and describe how materials change through manipulation, freezing and heating.

Trash to Treasure Spring 1

Computing

Programming Robots

National Curriculum Links

Children will:

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Learning Outcomes

Children will:

- Follow instructions and directions.
- Write instructions and directions.
- Programme Beebots to follow directions.

RE

Northumberland Agreed Syllabus

Theme: Passover

Religion: Judaism

Key Question: How important is it for Jewish people to do what God asks them?

Learning Outcomes

Children will:

- Understand the special relationship between Jews and God.
- Understand what a promise/agreement is and link this to making resolutions and the Ten Commandments.
- Listen to the story of Passover and learn about the special rituals Jews have to remember, such as the Seder Meal.

PSHE

(Jigsaw PSHE syllabus: Dreams and Goals)

Pupils should be taught to:

- Choose a realistic goal and think about how to achieve it.
- Persevere even when tasks are difficult.
- Recognise who they work well with and work well in a group.
- Share success with others.

Learning Outcomes

Children will:

- Talk about some of the things they have achieved and how that makes them feel.
- Talk about some of their strengths as a learner.
- Understand how working with other people can help them to learn.

Design & Technology

Upcycled Treasure Box

National Curriculum Links:

Design

- 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.

Make

- Select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing).
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Evaluate

- Explore and evaluate a range of existing products.
- Evaluate their ideas and products against design criteria.

Technical Knowledge

- Build structures, exploring how they can be made stronger, stiffer and more stable.
- Explore and use mechanisms in their products.

Learning Outcomes

- Use examples, discussion and observations to design a treasure box suitable for their stated purpose.
- Use equipment safely and accurately to measure, mark, cut out and shape suitable materials.
- Use correct vocabulary to name and describe tools and how they are used.
- Evaluate during and after the making process by referring back to their original designs to ensure it is meeting the purpose.

Mastering English

Opportunities for children to develop deep learning:

- Applying new topic vocabulary when writing across the curriculum.
- Using appropriate features when writing in different styles across topic areas.
- Using their speech and language skills to question, discuss and explain their thinking.
- Applying learnt grammar and punctuation conventions when writing across the curriculum.

For example:

- *Writing instructions, such as how to make upcycled boxes, bird feeders, how to follow a route.*
- *Writing recipes for food at the Seder meal.*
- *Retelling stories using a variety of conjunctions.*
- *Using texts as a creative base for writing their own stories.*

Mastering Maths

Opportunities for children to develop deep learning:

Geog:

- Positional and directional language used during mapwork.
- Look at currencies from around the world. How do they differ from our own coins and notes?

Computing:

- Using directional language to programme Beebots.

Science:

- Measuring how long it takes for water to soak through different materials and for how long it takes for ice to melt.

Investigation Possibilities

Science

- How many different ways can materials be sorted?
- How can we change the shape of different materials?
- Which material will be best to make a waterproof hat for a wibble?
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Philosophy for Children

Geography

- Do we own the oceans?

P.S.H.E.

- Should we always let people hug and kiss us even if we don't like it?
- Do we always have to agree with our friends?

Science

- Should we drop litter if there is not a litter bin?
- Should we use plastic if it cannot be recycled?

Opportunities for Outdoor Learning

RE

- Making a shelter for a Seder meal.

Science

- Finding natural and man-made materials.
- Sorting materials.

English

- Find nouns, verbs and adjectives on the school field.

Geography

- Use compass directions to move around the school field.