

In Mathematics we will be learning to:

Number – place value

- Recognise the place value of each digit in a two-digit number (tens, ones)
- Count in steps of 2, 3 and 5 from 0 and in tens, forward and backward.
- Identify, represent and estimate numbers to 100 using different representations including the number line.
- Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs.
- Read and write numbers to at least 100 in numerals and words.
- Use place value and number facts to solve problems.

Number – addition and subtraction

- Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
- Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and ones; a 2-digit number and tens; two 2-digit numbers; adding three one digit numbers.
- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
- Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.

Multiplication and Division

- Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.
- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) sign.
- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.

In English we will be learning to:

Word Reading

- read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes and recognise alternative sounds for these graphemes;
- read words in age-appropriate books accurately and fluently, without overt sounding and blending e.g. at over 90 words per minute;
- read aloud books closely matched to our improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation;
- re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading;

Comprehension

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

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which we can read independently;
- discussing the sequence of events in books and how items of information are related;
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales;
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear; understand both the books that we can already read accurately and fluently and those that we listen to by:
- drawing on what we already know or on background information and vocabulary provided by the teacher;
- checking that the text makes sense to us as we read and correct inaccurate reading;
- answering and asking questions and making links;
- predicting what might happen on the basis of what has been read so far.

Writing Composition/Spelling/Handwriting

- spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly;
- spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones;
- write for different purposes to develop positive attitudes toward and stamina for writing;
- consider what we are going to write before beginning by encapsulating what we want to say, sentence by sentence.