

As **Scientists**, we are learning about:

Materials.

- 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.

As **Musicians**, we are learning about:

Pitch and Rhythm.

- To explore musical notes and play them on an instrument.
- Name a variety of instruments.
- Explore pulse, rhythm, pitch and melody.
- Appreciate music linked to key events.

As **Designers**, we are learning about:

Explore tools, weapons and battle from medieval times.

- To explore building designs and how they are similar and different.
- To understand the different parts to a building.
- To accurately mark, cut and shape a material.
- To practise different ways to join materials together.
- To write, follow and evaluate a plan.

In **R.E** we are learning about:

What do my senses tell me about religion and belief?

- The five senses and how they are engaged in religion and worship
 - The worship practice of Hindu Puja
- #### How does a celebration bring a community together?
- How Christians celebrate Christmas/Easter.
 - How Muslims celebrate Eid-ul-Fitr and Eid-ul-Adha.
 - How do these festivals help to bring the religious communities together?

In **Computing**, we are learning about:

E-Safety and Coding.

In Computer Science:

- 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.

In Digital Literacy:

- Recognise common uses of information technology beyond school.
- 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.

In **PE**, we are learning about:

- Game Skills, such as throwing, catching and basic game rules.
- To work in a team and show good sportsmanship.
- To learn skills for competitive games.

As **Historians**, we are learning about:

The Great Fire of London.

We will be investigating and answering the following questions:

1. How has London changed over time?
2. What was life like in London during 1666?
3. How did the Great Fire of London start?
4. What factors contributed to the quick spread of the Fire?
5. Which sources can help us to understand the events of the Great Fire?
6. Did the Great Fire of London impact how the city was rebuilt?

As **Geographers**, we are learning about:

Out and About in London.

We will be investigating and answering the following questions:

1. Where can we find London?
2. What is a Landmark?
3. What are London's major landmarks?
4. Can we find our way around London?
5. What is the Thames?
6. How can we find our way around London?

In **PSHCE**, we are learning about:

TEAMS.

- Together, everyone, achieves, more.
- Listening.
- Being kind.
- Bullying and Teasing.
- Brilliant Brains.
- Making good choices.

Diverse Britain

- My school
- My community
- My neighbourhood
- My country
- British people
- What makes me proud to be British?

As **Artists**, we are learning about:

Sparks and Flames.

- To use different mediums to recreate flames, such as chalk, wax crayons and collage.
- To explore 3D images and how to draw one using perspective.
- To make an informed decision and create a picture using chosen mediums.

Bawden Class Curriculum Letter

Great Fire of London

Maths

Number & Place Value

- To sort, count and represent objects.
- To count on from any number.
- To count back within 10.
- To find 1 more and 1 less than.
- To compare groups by matching.
- To find fewer, more or the same as.
- To compare objects using less than, greater than and equal to.
- To compare numbers.
- To order objects.
- To use a number line.

Addition & Subtraction

- To add more to an amount.
- To solve addition problems.
- To subtract by finding a part.
- To identify fact families.
- To subtract by taking away or crossing out.
- To subtract using a number line.
- To add or subtract 1 or 2.

Measurement

- To recognise and name 3D shapes.
- To sort 3D shapes.
- To recognise and name 2D shapes.
- To sort 2D shapes.
- To make patterns using 2D and 3D shapes.

English

Year 1

Writing

- To sequence a story.
- To write sentences to match key events, with increasing accuracy.
- To write simple sentences linked to a topic.
- To write a recount in the form of a diary.
- To write a simple sentence.
- To plan and write a letter to Father Christmas.

Reading

- To say, blend and segment Phase 3 sounds: j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo (long and short), ar, or, ur, ow, oi, ear, air, ure, er.
- To say, blend and segment Phase 4 words: cvcc, ccvc, ccvcc, cccvc, cccvcc.
- To read a fiction or non-fiction book and be able to answer simple clarifying and inference questions.

Spelling

- To spell common exception words, such as the, my and said.
- To spell words with the following patterns: ff, ss, ll, zz, ck, ing, ed, er, nk, tch, ve, ai, or, ay, oy, oa, ow, oe, ee, ea and ie.

Grammar

- To use full stops and capital letter throughout a piece of writing.
- To leave spaces between words.
- To join words within sentences using and.

Handwriting and presentation

- To form 'Ladder letters' correctly: l, j, u, i y, and t.
- To cut along a line accurately and stick in work straight.
- Form capital letters and lowercase letter correctly.
- To use a ruler to draw a straight line.

Maths

Number & Place Value

- To identify numbers to 20.
- To count objects up to 100 using 10s.
- To recognise tens and ones, using a place value chart and equipment.
- To partition numbers to 100.
- To write numbers to 100 in words.
- To show 10s on a number line to 100.
- To show 10s and 1s on a number line to 100.
- To estimate using a number line.
- To compare and order objects and numbers.
- To count in 2s, 5s, 10s and 3s.

Addition & Subtraction

- To know number bonds to 10.
- To identify fact families using number bonds to 10.
- To identify related facts.
- To know number bonds to 100 using 10s.
- To add and subtract 1s.
- To add by making 10.
- To add three 1-digit numbers.
- To add to the next and across a 10.
- To subtract across and from a 10.
- To subtract a 1-digit number from a 2-digit number.
- To find 10 more and 10 less than.
- To add and subtract 10s.
- To add and subtract two 2-digit numbers
- To solve missing number problems

Measurement

- To recognise 2D and 3D shapes.
- To count sides, vertices and draw 2D shapes.
- To find lines of symmetry.
- To count edges, faces and vertices on 3D shapes.
- To sort 3D shapes.
- To make patterns using 2D and 3D shapes.

English

Year 2

Writing

- To sequence a story and write sentences to match key events, with increasing detail.
- To plan and write a simple story.
- To write a recount in the form of a diary, through recalling historical information.
- To plan and write a letter to Father Christmas.
- To sequence a story.

Reading

- To say, blend and segment Phase 5 sounds: zh, wh, ph, ay, a-e, eigh/ey/ei (long a), ea, e-e, is/ey/y (long e), ei, i-e, y, l (long i), ow, o-e, n/oe (long o), ew, ue, u-e (long oo), n/oul (short oo), aw, au, al, ir, er, ear, ou, oy, ere/eer, are/ear, c, k, ck, ch, ce/ci/cy, sc/stl/se.
- To read a fiction or non-fiction book and be able to answer clarifying, inference and vocabulary questions.

Spelling

- To spell common exception words such as there, what and said.
- To spell words with the following patterns: kn, gn, wr, c before e, i and y, dge, ge, g before e, i and y, j before a, o and u, le, el, il, al, y and ies.

Grammar

- To use 'when', 'if', 'that' and 'because' to extend sentences.
- To recognise and write sentences which are statement, questions, exclamations or commands.
- To avoid using 'and' and 'but' after a full stop.
- To recognise and know the purpose of adjectives.

Handwriting and presentation

- To form 'Ladder letters' correctly: l, j, u, i y, and t.
- To cut along a line accurately
- To stick in work straight.
- Form capital letters and lowercase letter correctly and in the correct size.
- To begin to join some letters together.
- To use a ruler to draw a straight line with increasing accuracy.