

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

Living Things.

- Compare the differences between things that are living, dead, and things that have never been alive.
- Identify that most living things live in habitats to which they are suited.
- Describe how different habitats provide for the basic needs of life.
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain.
- Identify and name different sources of food.

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

E-Safety and Photography.

In Information Technology:

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- To use programmes to take a photograph and edit it.
- To insert a photograph into a different programme successfully.

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 **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:

How to make Paper Toys.

- To plan a structure and explore how they can be made stronger, stiffer and more stable.
- Design purposeful, functional, appealing products for themselves and other users.
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups.
- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping and joining].

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

What do Jewish people remember on Shabbat?

- Retell the Jewish story of Creation.
- Give an example of how Jews use the day of rest to guide their daily lives.
- Recognise Shabbat shows a strong relationship between Jewish people and God.

What does the cross mean to Christians?

- Give a clear, simple account of the Easter Story.
- Recognise that the Easter Story contains Christian beliefs about salvation.
- Recognise that the Easter Story is a source of hope for Christians.

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

Aiming High.

- Star Qualities
- Positive Learners
- Bright Futures
- Jobs for All
- Going for Goals
- Looking Forwards

Money Matters.

- Money
- Where Money Comes From
- Look After It
- Save or Spend?
- Want or Need?
- Going Shopping

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

Landscapes

- Use a range of materials creatively to design and make products.
- To use drawing and painting 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.
- Learn about the work of a range of artists, describing their practises.

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

Toys.

We will be investigating and answering the following questions:

1. What toys do we play with?
2. What toys did our parents and grandparents play with?
3. How are toys from the early 20th century different to ours?
4. What are Victorian toys like?
5. What are the important changes that have happened in toy making over the years?
6. How can I describe the history of toys?

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

Our Local Area.

We will be investigating and answering the following questions:

1. What is my local area?
2. Where in the world do I live?
3. What human and physical features would we find in our local area?
4. Do I live in a rural or urban area?
5. What is my local area like compared to a different town in the United Kingdom?
6. What is it like where I live?

Bawden Class Curriculum Letter

Toys and Our Village

Maths

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.
- To add by counting on within 20.
- To add ones using number bonds.
- To double and find near doubles.
- To subtract ones using number bonds.
- To subtract by counting back.
- To subtract by finding the different.
- To solve missing number problems.

Number & Place Value

- To count within 100.
- To understand all numbers up to 100.
- To count from 20 to 100.
- To count by making groups of 10.
- To partition into tens and ones.
- To find 1 more and 1 less.
- To use and estimate a number line to 100.
- To compare and order numbers to 50 then 100.

English

Year 1

Writing

- To plan a simple story (beyond 4 sentences)
- To write a sequence of sentences to form a short narrative.
- To innovate a familiar story.
- To talk about their writing.
- To retell a story in the correct order.
- To begin to read their writing with expression.

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 say, blend and segment Phase 4 words: cvcc, ccvc, ccvcc, cccvc, cccvcc.
- To answer simple clarifying and inference questions about a text.
- To understand that text, illustration and other features combine to give meaning.

Spelling

- To spell Year 1 common exception words.
- To spell words with the following patterns: ea, ie, igh, ar, er, ir, ur, er, est; days of the week; k before e, l and y; a-e, e-e, i-e, o-e, u-e, oo, ew and ue.

Grammar

- To use full stops and capital letter accurately through a piece of writing.
- To leave spaces between words.
- To recognise and know the purpose of nouns.
- To join sentences with 'and'
- To form singular and plural nouns.
- To use capital letters for Proper nouns and I.

Handwriting and presentation

- To form 'One Armed Robots' correctly: r, n, m, h, k, b, p.
- To cut along a line accurately and stick in work straight.
- Form capital letters and lowercase letter correctly.
- Form numbers correctly.
- To use a ruler to draw a straight line.

Maths

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

Multiplication and Division

- To know 2-times tables and division facts.
- To know 5-times tables and division facts.
- To know 10-times tables and division facts.
- To know odd and even numbers.
- To know doubles and halves.

Measurement

- To count money using pence and pounds using coins and notes.
- To choose the right notes and coins.
- To make the same amount.
- To compare amounts of money.
- To calculate with money.
- To make a pound and find change.
- To solve two-step problems with money.

Measurement

- To recognise 2D and 3D shapes.
- To count sides, vertices and draw 2D shapes.
- To count edges, faces and vertices on 3D shapes.

English

Year 2

Writing

- To develop an idea over several sentences.
- To add detail to writing when it is necessary.
- To build writing stamina through longer pieces of writing.
- To use the correct tense through a piece of writing.
- To edit writing by making simple additions and revisions.
- To proof-read writing for spelling, grammar and punctuation errors.
- To retell a story from memory.
- To learn and innovate a familiar story.
- To explore poetry and write a simple shape poem.
- To recognise recurring language in stories and poetry.

Reading

- To say, blend and segment all phonic sounds when reading
- To answer clarifying, inference and vocabulary questions about a text.
- To ask questions while reading a text.
- To use vocabulary knowledge including synonyms to aid comprehension.
- To explain what has happened so far in what they have read.
- To use link reading to prior knowledge and background information.

Spelling

- To spell Year 2 common exception words.
- To spell words with the following patterns: y, ies, ed, er, est, ing; a before l or ll; o, ey; a after q and w; and or and ar after w or s.

Grammar

- Use when, if, that and because to extend sentences.
- Avoid using and, but or so after a full stop.
- Write and use expanded noun phrases.
- Use apostrophes for singular possession
- Recognise and know the purpose of adjectives.
- Form adjectives using -ful, -er, -est and -less.

Handwriting and presentation

- To form 'One Armed Robots' correctly: r, n, m, h, k, b, p.
- Begin to use diagonal strokes to join some letters.
- Write capital letters larger than lower case.
- Form ascenders and descenders correctly.
- To write numbers the correct way.
- To use a ruler to draw a straight line with increasing accuracy.