

## MATHEMATICS

**Number/calculation** bonds to 10, 20, Year 2 up to 100. Counting in 2s, 5s, 10s using arrays and linking to the times tables. Positioning and recognising 2 digit numbers on number lines up to 100. Place value: read and write numbers in numerals up to 20, Year 2 up to 100.

**Statistics** Making charts about our favourite food in class

**Measurement** Money linked to our class café counting money, using coins up to £1. Practising counting out the correct amount, adding prices giving totals and change in 'Global Goldfinch Café'.

## ENGLISH

**Fiction-** Stories with familiar settings- Mrs Wobble the Waitress.

**Non-Fiction** - Labels, lists, signs, captions and menus for our 'Global Goldfinch Café'.

Science writing about our jelly investigation.

**Poetry-** Food poems in the style of Jelly on the plate, developing fun vocabulary to create poems about other foods.

## GEOGRAPHY

Getting to know our world-

Where does our food come from? Tasting different foods and looking at food packaging. What are the national foods of the UK and of countries around the world? How does the weather affect what can be produced in different countries? Looking at the seasons and seasonal food.

## Goldfinches Autumn Term 1 2017



## PE & GAMES

**Monday Indoor PE** working on apparatus. Creating high and low sequences

**Thursday OUTDOOR PE**

Ball skills: rolling, travelling, receiving, throwing, and catching a variety of balls.

**MUSIC** - Feel the pulse.

Exploring pulse and rhythm. Dinnertime rhythms, getting ready to eat and eating up! Rehearsing and Performing.

## SCIENCE - Working Scientifically

**Science investigation on making Jelly** making observations, asking questions, using equipment and scientific vocabulary

**Seasonal Change:** observe and describe weather associated with the seasons and how day length varies.

## COMPUTING

Recognising common uses of information technology beyond school- making an IT collage  
Using technology safely and respectfully, keeping personal information private.  
Word processing skills- making signs and labels.  
Using the iPad to research foods.

## R.E. Creation: Who Made The World?

Retelling the story of creation from Genesis and recognising it as the 'big story' at the beginning of the Bible.

**P.S.H.C.E-** New beginnings. Nurturing a sense of belonging, class rules and rewards. Exploring our new value 'RESPECT'.

## ART AND DESIGN

To begin to develop a wide range of art techniques with drawing and painting pictures of seasonal fruit and looking at examples of still life.

**DESIGN TECHNOLOGY** as part of cooking and nutrition finding out where food comes from and making vegetable kebabs from seasonal produce.

## **MATHEMATICS**

### **Number**

Year 1- Number and Place Value ordering numbers and recognising teen numbers and beyond. From a given number identify one more one less

Year 2 - Ordering numbers up to 100 and beyond. Recognising greater than and less than signs. Ten more and ten less than any given number. Recognising place value of tens and ones / hundreds, tens and ones.

Year 1 Number bonds to 10 and 20 Addition and Subtraction counting on and jumping back up to 20 using a number line

Year 2 Number bonds to 10, 20 and 100. Applying knowledge of bonds to larger numbers. Addition adding tens and units. Exchanging units for tens and positioning numbers on a number line

**Statistics** Making charts about our favourite food in class. Year 2 Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.

**Year 1 Measurement: Money** recognising coins up to 20p and finding simple amounts. Role-play using Maths in the Goldfinch Global café

**Year 2 Measurement: Money** recognising value of coins up to £1 adding 2 coins together and money investigation, including combinations of coins that equal the same amount. Role-play using money in the 'Global Goldfinch café'.

**Year 1 Number Multiplication** counting in 2's. Recognising pictorial representations with arrays

Continuing from money counting in 2ps and 5ps

**Year 2 Number Multiplication** Revising counting in 2's and counting in 5's Calculating mathematical statements for multiplication within times tables

## **ENGLISH Alongside and within the fiction, poetry and non-fiction work Y1/2 will be focusing on:**

### **Spelling Punctuation and Grammar (SPaG)**

**Year 1:** Punctuating sentences with a capital letter and a full stop. Reading their work to check it makes sense. Past and present tense. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

**Year 2:** Different sentences- statements, commands, questions and exclamations. Beginning to use a variety of punctuation. Past, present and future tenses.

**Phonics** We will be learning the difference between the letter names (alphabet song) and the letter sounds they make. The letters can work on their own to make one speech sound or work together to make one speech sound e.g. a digraph is a 2 letter spelling choice e.g. ai, ee, a trigraph is a 3 letter spelling choice e.g. igh.

We will be sorting vowels and consonants and be learning the difference between a short vowel sound and a long vowel sound.

**Year 1** will be applying, segmenting and blending words using phonemes from phase 2 and 3.

**Year 2** will be revising all phonemes and key words covered to date and will be working on alternate spellings for Phase 5 phonemes.

**Handwriting** We will be introducing cursive letter formation in preparation for joining writing. Practising upper and lower case formation concentrating on ascenders and descenders and correct letter formation.

**Reading**-The children will develop their reading strategies and comprehension skills in small groups in reading guided reading sessions. They will also bring home books to read with an adult from our school-reading scheme. Year 2s will be beginning to practise their reading comprehension skills, learning to find their written answers in a text.

We will continue to promote pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a range of poetry, stories and non-fiction texts. We will be discussing the sequence of events in books, how items of information are related and explaining the meaning of new words within the context of what the children are reading.