**RE:**

What do Christians believe God is like?

Why does Christmas matter?

**Science/DT:**

**Working Scientifically**

|  |  |
| --- | --- |
|  | During years 1 and  2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:   * asking simple questions and recognising that they can be answered in different ways * observing closely, using simple equipment * performing simple tests * identifying and classifying * using their observations and ideas to suggest answers to questions * gathering and recording data to help in answering questions.     **Everyday Materials**   * distinguish between an object and the material from which it is made * identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock * describe the simple physical properties of a variety of everyday materials * compare and group together a variety of everyday materials on the basis of their simple physical properties * identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses * compare how things move on different surfaces. * find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching   **DT: Design, Make, Evaluate cycle** |

**Computing:**

**Using a computer (or IPAD or digital media) –** develop familiarity with computers and keyboards/mice; know how to log on and off, access Word and Save, begin to develop typing speed using a range of games and programs

**Creating and Publishing -**insert pictures, photographs and text into a Word Document; Use simple authoring tools to create content and add simple effects to sections of text (font size, colour)

**Word Reading Y1:**

* apply phonic knowledge and skills as the route to decode words
* respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
* read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
* read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
* read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
* read other words of more than one syllable that contain taught GPCs
* read words with contractions, and understand that the apostrophe represents the omitted letter(s)

**Word Reading Y2:**

* continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
* read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
* read accurately words of two or more syllables that contain the same graphemes as above
* read words containing common suffixes
* read further common exception words, noting unusual correspondence between spelling andsound and where these occur in the word
* read most words quickly and accurately, without overt sounding and blending , when they have been frequently encountered

**PE:**

Monday – Dance Skills / Gymnastics

Thursday – Tag Rugby (ball skills)/ Games

**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 they 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
* being introduced to non-fiction books that are structured in different ways
* recognising simple recurring literary language in stories and poetry
* discussing and clarifying the meanings of words, linking new meanings to known vocabulary
* discussing their favourite words and phrases
* continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

**Maths:**

* Number (including counting up to and beyond 100)
* Place value (understanding each value in any given number)
* Addition
* Subtraction
* Multiplication
* Division
* Fluency (instant recall)
* Reasoning (explaining why)
* Problem Solving (application of key skills)