



## MATHEMATICS AND COMPUTING

**Number - fractions KS1**

- m53 recognise, find, name and write fractions, and of a length, shape, set of objects or quantity
- m54 write simple fractions for example, of 6 = 3 and recognise the equivalence of and .

**Measurement KS1**

- m55 choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- m56 compare and order lengths, mass, volume/capacity and record the results using >, < and =
- m60 compare and sequence intervals of time
- m61 tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- m62 know the number of minutes in an hour and the number of hours in a day.

**Geometry - properties of shapes KS1**

- m63 identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- m64 identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- m65 identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]
- m66 compare and sort common 2-D and 3-D shapes and everyday objects.

**Geometry - position and direction KS1**

- m67 order and arrange combinations of mathematical objects in patterns and sequences
- m68 use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

**Geometry - properties of shapes KS1**

- m74 draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- m75 recognise angles as a property of shape or a description of a turn
- m76 identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle

**KS1**

- co1 I know that an algorithm is an instruction in a computer program
- co2 I know that programs control digital toys
- co3 I know that programmable toys can only understand the program language and can only do what the programs tells them to do
- co4 I can write a simple computer program
- co5 I can find and correct a problem in my program
- co6 I can predict what will happen by 'reading' a program

Week 1 - Time  
Week 2 - Capacity  
Week 3 - Problem solving  
Week 4 - Direction and position  
Week 5 - Fractions  
Week 6 - Measure  
Week 7 - Shape

**Computing**

To move and programme Beebots using directional language and simple coding skills.

Through this Geography based topic we will be learning about where we live and how to locate this on a map. We will be learning where Banbury is on a map of the UK. We will learn new words to describe different parts of the country.

From this we will look at Europe on maps and learn main capital cities for different countries, whether the countries are hot or cold. Children will learn the names of the continents.

This will help with the understanding of the world and how continents, countries, oceans make up the world.

We will then look at the features of the coast, and how the coast line in Britain has changed. We will focus on to seaside resorts and use timelines to show how life was different in the past and how holidays have changed.

Finally we will look at a country in Africa and compare and contrast how it varies to England.

Through this topic we will be focusing on non-fiction where we will write reports, captions and information about different countries.

We will focus on the structure of sentences; use of conjunctions, using headings and paragraphs.

Later on in the term we will learn and recite poems linked to the seaside, we will discuss what we like about the different styles. Then we will write and perform our own poetry.

How should you spend the weekend? Does it feel special to belong? Are symbols better than words at expressing religious beliefs?

Look at different religions and the symbols that link to them and their meaning.

Through art create our symbols after looking at different types of art.

Our school values; looking at creation and how we can be a part of it.

Outside P.E will focus on multi skills and team games. The children will practise key skills before sports day. They will throw, run, and catch. They will use different equipment to throw and catch.

They will work in their house teams and work together.

In Dance they will think how to combined simple movements to make a sequence, they will work with a partner and balance together to create different movements and positions.

We will design and make our own mosaic symbols, we will use different materials and textures.

CD cases to use as a structure for making a mosaic pattern/ symbol.

Look at how religious symbols are used in Art. Have a selection of famous artists and their art work children discuss their opinions.

SPLISH,  
SPLASH,  
SPLOSH  
(Robins)

## OUTDOOR LEARNING

Journey sticks  
Hoop activity - whats in your area, what can you see. Create a map..

## UNDERSTANDING THE WORLD

**Location knowledge KS1**

- ge1 I can find and name the world's seven continents on a map and globe
- ge2 I can find and name the world's five oceans on a map and globe
- ge3 I can find and name the four countries of the UK on a map
- ge4 I can find and name the capital cities of the UK on a map
- ge5 I can find and name the seas surrounding the UK on a map
- ge6 I can talk about some features of each country in the UK and its capital city

**Place knowledge KS1**

- ge7 I can talk about the landscape and name some human and physical features in a place in the UK I have visited
- ge8 I can talk about the landscape and name some human and physical features of a place far away from the UK and what things are similar or different to the UK
- ge9 I can tell you about the differences between the weather and landscape in the UK and in a country far away and how it affects the way of life of the people there

**Human and physical geography KS1**

- ge12 I can identify the Equator and North and South Poles on a map and globe
- ge13 I know that it is very hot I places around the Equator and very cold around the Poles

use basic geographical vocabulary to refer to: KS1

- ge14 I know what physical features in the landscape are and can use the correct geographical vocabulary to name various physical features

- ge15 I know what human features in the landscape are and can use the correct geographical vocabulary to name various human features

**Geographical skills and fieldwork KS1**

- ge16 I can use maps and globes to identify places I am learning about
- ge17 I understand the four basic compass directions and know that on a British map North is always at the top
- ge20 I can follow a simple route to a place familiar to me using 'left' and 'right' to describe my journey
- ge22 I can recognise some human and physical features from an aerial photograph
- ge23 I can create my own map showing imaginary human and physical features
- ge24 I can create symbols for the features on my map and create a key to explain what they represent
- ge25 I have annotated my sketches to identify some of the human and physical features I saw

**Core Skills across the Key Stage KS1**

- hi1 I can use common words and phrases related to the passing of time
- hi3 I can talk about different ways of life at different times
- hi5 I can ask and answer questions about the past
- hi8 I know the past is represented in different ways

## LITERACY

**Reading - comprehension KS1**

- e70 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

**Writing - transcription - Spelling KS1**

- e86 segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- e87 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
- e88 learning to spell common exception words
- e89 learning to spell more words with contracted forms
- e90 learning the possessive apostrophe (singular) [for example, the girl's book]
- e91 distinguishing between homophones and near-homophones
- e92 add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly
- e93 apply spelling rules and guidance, as listed in English Appendix 1
- e94 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

**Writing - handwriting KS1**

- e97 write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- e98 use spacing between words that reflects the size of the letters.

**Writing - composition KS1**

- e102 writing poetry
- e103 writing for different purposes

- e105 planning or saying out loud what they are going to write about
- e108 make simple additions, revisions and corrections to their own writing by:
- e110 re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- e111 proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- e112 read aloud what they have written with appropriate intonation to make the meaning clear.

**Writing - vocabulary, grammar and punctuation KS1**

- e113 develop their understanding of the concepts set out in English Appendix 2 by:
- e114 learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- e115 learn how to use:
- e116 sentences with different forms: statement, question, exclamation, command
- e117 expanded noun phrases to describe and specify [for example, the blue butterfly]
- e118 the present and past tenses correctly and consistently including the progressive form
- e119 subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- e120 the grammar for year 2 in English Appendix 2
- e121 some features of written Standard English
- e122 use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

## PSED & RELIGIOUS EDUCATION

**0 KS1**

- AF1I cantalk about hymns, symbols, art, dance and music in RE (OS)
- AF1 I can use the correct names and words when T

**PSED Preparing to play an active role as citizens KS1**

- pa5 Continue to develop empathy for others.
- pa6 Recognise what is right and wrong