

Design and Technology – Food and Nutrition

What is a balanced meal?

Where does food come from?

Types of nutrition

Plan, design and make a pasta salad.

PE

Holding a racket

Using a racket

Using racket skills to play a target game

Use a cricket bat to control a ball

Hit the ball

Play a small sides game

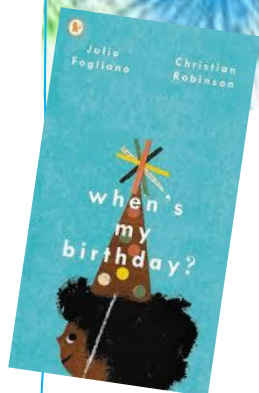
Celebrations: Milestones

English

Writing a recount and non-chronological report based on these two books.

Using all year 1 knowledge taught to write creative, purposeful pieces of writing.

This term we will be focussing on making our sentences longer and re-reading them to check they make sense. Additionally, using new phonic knowledge to spell words using alternative spellings.



Science – Animals including humans

Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.

Identify and name a variety of common animals that are carnivores, herbivores and omnivores.

Identify, name, draw and label the basic parts of the human body.

Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)

Maths

- Recognise half of an object or shape
- Find half of an object or shape
- Recognise half a quantity
- Find half of a quantity
- Recognised a quarter of an object or shape
- Find a quarter of an object or shape
- Recognise a quarter of a quantity
- Find a quarter of a quantity
- Count from 50 to 100
- Tens to 100
- Partition into tens and ones
- The number line to 100
- 1 more 1 less
- Compare numbers with the same number of tens
- Compare any two numbers
- Unitising
- Recognise coins
- Recognise notes
- Count in coins
- Before and after
- Days of the week
- Months of the year
- Hours minutes and seconds
- Tell the time to the hour

Learn Together - SRE

- Know the importance of valuing oneself and recognise differences in others.
- Know their bodies' uniqueness and capabilities.
- Cover the NSPCC's PANTS campaign.
- About people who care for them, e.g., parents, siblings, grandparents, relatives, friends, teachers.
- The role these different people play in children's lives and how they care for them.
- What it means to be a family and how families are different, e.g., single parents, same-sex parents, religions.
- About the importance of telling someone — and how to tell them — if they are worried about something in their family.
- About what it means to keep something private, including parts of the body that are private.
- To identify different types of touch and how they make people feel (e.g., hugs, tickling, kisses, and punches).
- About situations when someone's body or feelings might be hurt and whom to go to for help.
- About what it means to keep something private, including parts of the body that are private.
- To identify different types of touch and how they make people feel (e.g., hugs, tickling, kisses, and punches).
- How to respond if being touched makes them feel uncomfortable or unsafe.
- When it is important to ask for permission to touch others.
- How to ask for and give/not give permission.
- Reviewing our time in year 1 – celebrating all the achievements and milestones.
- Looking forward to year 2 and what you will bring to the new academic year.