





	<p>Solve problems with addition and subtraction: Using concrete objects and pictorial representations, including those involving numbers, quantities and measures Applying their increasing knowledge of mental and written methods Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: A two-digit number and ones A two-digit number and tens Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p><b>Money</b> Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value Find different combinations of coins that equal the same amounts of money Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p> <p><b>Multiplication and Division</b> Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p> <p><b>Catch Up</b> Mr Bee's Recovery Curriculum. Year 1 place value targets. Number bonds to 10. Number bonds within 10. Subtraction and addition to 20. Subtraction and addition within 20. Counting in 2's, 5's and 10's</p>	
<p><b>Science</b></p>	<p><b>Transport and Friction</b> Identify forces as pushes and pulls. Describe friction as a force that slows objects down. Plan and take part in an experiment to decide the best surface for a car to race on.</p>	<p><b>Revisit work covered in the Year 1 seasonal changes unit.</b> <b>Seasonal Changes</b> Name the four seasons. Name different types of weather. Make observations about the weather. Describe the weather associated with each season. Collect and record simple data. Take simple observations about changes across the seasons. Interpret simple data. Name an event or occasion which happens in each season. Describe how day length varies between two seasons. Make a more detailed comparison between two seasons Interpret and identify patterns in simple data and begin to suggest explanations for this. Explain seasonal changes across the four seasons. Describe how day length varies across the four seasons. Make comparison across the four seasons</p>
<p><b>Computing</b></p>	<p><b>Online Safety</b> Know what 'digital footprint' means. Know that people can use the information they put</p>	<p><b>Coding</b> Use forwards, backwards and turn instructions and physically follow their instructions.</p>



	<p>online.                  Know that a digital footprint contains information about a person.                  Identify keywords that will give good search results.                  Use a website to search for information.                  Begin to identify possible dangers online.                  Identify websites suitable for their age.                  Know when to ask an adult for advice about accessing a website.                  Know what to do if a website makes them uncomfortable.                  Talk about what people might want to know about a website.                  Give their opinion about a website.                  Say what they like and dislike about a website. Begin to consider who a website could be aimed at.                  Identify unkind online behaviour.                  Know what to do if they think someone is being unkind to them online.                  Know how to safely search for information online                  Choose appropriate websites for their age.</p>	<p>Tell you the order they need to do things to make something happen and talk about this as an algorithm.                  Program a robot or software to do a particular task.                  Look at a friend's programme and tell you what will happen.                  Use programming software to make objects move.                  Watch a programme and execute and spot where it goes wrong so they can debug it.</p>
<p><b>History/                  Geography</b></p>	<p><b><u>Travel and Transport</u></b>                  Demonstrate an understanding of the ways in which travel and transport has changed throughout history.                  Talk about what they know about the inventions of cars, trains and aeroplanes.                  Know some of the significant people involved in the development of different types of transport.                  Talk and write about the differences between old and new transport.                  Have an understanding of the chronology of the different points in history when various types of transport have been used and invented.                  Recall some key facts about the different types of travel and transport studied and the significant people involved in inventing them.</p>	<p><b><u>All About Me</u></b>                  Understand that the world is spherical.                  Name the seven continents and five oceans of the world correctly.                  Use an atlas to accurately locate the continents and oceans of the world.                  Locate continents, oceans including their own continent and country using a world map.                  Know that journeys can be made around the world and begin to follow a simple journey line using key vocabulary.                  Locate hot and cold areas of the world.                  Use and follow simple compass directions (NESW).                  Follow routes on a map.                  Use aerial photographs and satellite images to recognise basic human and physical features.                  To ask geographical questions – Where is it? What is this place like? How near/far is it?</p>
<p><b>D / T and Art</b></p>	<p><b><u>Portraits</u></b>                  All children should be able to create a portrait that includes the key features                  Most children will be able to create different portraits using a range of techniques, including drawing, painting, and collage.                  Some children will be able to talk about the work of a range of portrait artists and describe differences and similarities between different practises.</p>	<p><b><u>Making a Car with Moving Parts.</u></b>                  Identify what a moving vehicle is.                  Identify the main parts of a moving vehicle                  Design a moving vehicle                  Make a moving vehicle                  Evaluate a design                  Identify the skills used to make a design.</p>
<p><b>PE</b></p>	<p><b><u>Gymnastics</u></b>                  Master basic movements, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	<p><b><u>Dance</u></b>                  Perform dances using simple movement patterns.</p>
<p><b>Music</b></p>	<p>Musical notes.                  Body percussion.                  Rhythm and pulse                  Composition                  Music by famous black artists.</p>	
<p><b>PHSE/RSHE/                  RRS</b></p>	<p><b><u>Respecting Rights</u></b>                  Know that all people have rights.                  Understand that there are people who protect their rights.                  Know what to do if they do not feel safe.</p>	<p><b><u>Module One: Created and Loved by God</u></b>                  Children explore the individual. Rooted in the teaching that we are created by God out of love and for love, it helps children to develop an understanding of the importance of valuing</p>



	<p>Talk about what respect means and how to show it.                  Identify ways in which people can be different.                  Explain what being fair mean.                  Recognise that making a positive difference in school is important.                  Know what rights are and identify rights that all people share.                  Explain how people protect their rights.                  Show respect for the rights of others.                  Explain how to behave towards someone who is different from them                  Understand why it is important to be fair.                  Know how to make a positive difference in school and understand why this is important.                  Begin to identify and discuss that not all people's rights are met and the consequences of this.                  Consider how they can help protect the rights of others.                  Discuss the feelings associated with showing respect and feeling respected.                  Encourage others to show respect for differences among people.                  Take an active role in making a positive difference in school.</p> <p><b>Mindfulness exercise.</b>  <b>Yoga.</b>  <b>Team building activities.</b>  <b>Worry jars.</b>  <b>Trust circles.</b>  <b>Memories.</b>  <b>Positive thinking – every cloud.</b></p>	<p>themselves as the basis for personal relationships:  <b>Unit 1 – Religious Understanding</b>                  Introduces children to the story from the Gospel of Matthew, when Jesus welcomed all of the little children to come to Him. The five-story sessions encourage children to understand that they are created by God out of love and for love. Children will revisit this Gospel story at the end of this module.  <b>Unit 2 – Me, My Body, My Health</b>                  Encourages children to celebrate similarities and differences between people, including our God-given bodies and the things they enable us to do! Teaching is also included on maintaining personal hygiene and the physical differences between boys and girls.  <b>Unit 3 – Emotional Well-Being.</b>                  Children will meet presenters Jayden and Josie and fictional character Super Susie. They will help children to understand and articulate their own changing feelings and how other people's feelings might differ from theirs. Children will learn how they can manage their feelings and about the consequences of their actions.  <b>Unit 4 – Life Cycles</b>                  Returns to Gospel story from Unit 1, to show that God created us to follow the cycle of life and He loves us at every stage. Children will learn about the specifics of the human life cycle and celebrate how they have already changed and grown.</p>
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