| English | Maths. Year 1 | Science—Materials |
|---|---|---|
| Stories from other cultures<br>Non-chronological reports<br>Letters. | As mathematicians we can represent & use number bonds within 20. Read, write & interpret mathematical statements involving +, - & =. Add & subtract one digit numbers to 20 including 0. Solve 1 step problems. Recognise & name common 2D shapes. Recognise and name common 3D shapes. | As scientists we will identify, sort and group different materials and investigate their properties. We will find out how suitable some everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard are for particular uses and why. We will investigate how the shapes of solid objects made from some materials can be changed by squashing, bending. We will ask questions and use our findings to suggest answers. |
| **RE**<br><br>What do people say about God?<br><br>Why is Jesus special to Christians? | **Maths. Year 2**<br><br>As mathematician we can read & write numbers to100, in numerals & words. Recognise the place value of 2 digit numbers. Compare & order numbers from 0-100. Use place value & number facts to solve problems. Count in 2s, 3s & 5s from 0. Count in 10s from any number forwards & backwards. | **History**<br><br>As historians we can talk about changes in toys in living memory. We can find out about toys in the past from photos and asking questions. We can compare toys from today and those in the past. We can order objects chronologically and talk about how toys have changed over time using the language of time.<br><br>To use historical language ie here, now, then, yesterday, last week, last year, x years ago, a long time ago when talking about toys. |
| **Art**<br><br>As Artists we will explore multicultural art workworklinked to celebrations. We will use drawing and painting to develop and share our ideas, experiences and imagination. We will develop wide range of art and design techniques in using colour and pattern, line, shape, form and space  **To design and create a Rangoli pattern.** | Autumn 2 LET'S CELEBRATE! | **Computing**<br><br>As computer scientists we can understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. We can create and debug simple programs. We can use logical reasoning to predict the behaviour of simple programs. **To understand that an algorithm is a set of instructions.** |
| **Music**<br><br>Using Lancashire's music service learning an instrument. | **PE**<br><br>Core skills | **PSHE**<br><br>E-safety |