| **MATHEMATICS** | **Fractions**<br>• Introduction to parts and whole<br>• Equal and unequal parts<br>• Recognising a half<br>• Recognising a quarter<br>• Find a quarter<br>• Recognising a third<br>• Find a whole<br>• Unit fractions<br>• Non-unit fractions<br>• Recognise the equivalence of a half and two quarters<br>• Recognise three quarters<br>• Count in fractions up to a whole<br><br>**Time**<br>• O'clock and half past<br>• Quarter past and quarter to<br>• Tell time past the hour<br>• Tell time to the hour<br>• Tell the time to 5 minutes<br>• Minutes in an hour<br>• Hours in a day<br><br>**Statistics**<br>• Make tally charts<br>• Tables<br>• Block diagrams<br>• Draw pictograms (1-1)<br>• Interpret pictograms (1-1)<br>• Draw pictograms (scale 2, 5 and 10)<br>• Interpret pictograms (scale 2, 5 and 10)<br><br>**Position and Direction**<br>• Times tables will be reinforced at school and home. All children must know at least their x2, x3, x5 and x10 tables and associated division facts by the end of Form 1.<br>• Language of position – left, right, above, below, forwards, backwards<br>• Describe movement<br>• Describe turns<br>• Describe movement and turns<br>• Shape patterns with turns |
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| ENGLISH | Handwriting: Continuing to develop a fluent and correctly formed Kinetic Letters script. Reinforcing correct writing position, pencil hold and position of paper. Consolidation of the size and position of lower and upper case letters and numbers. The grounding of letters on the line, snuggling letters within words, a small gap between words, diagonal and horizontal flicks on specific letters ready for joining next year.<br>Reading/Guided Reading: Continue to develop reading with fluency and understanding (including test questions)<br>Writing: Continue to develop positive attitudes towards and stamina for writing. Producing longer pieces of written work. Experience writing in a range of genres.<br>Continue developing planning, drafting and redrafting skills when writing. Focusing on re-reading work to check that their writing makes sense and proof-reading to check for errors.<br>Grammar: Full revision of grammatical terms covered in Key Stage 1.<br>Writing different types of sentences: (statements, questions, exclamations and commands); Writing using the past and present tense correctly. Writing to include commas in lists, the apostrophes for omission and the apostrophes for possession.<br>Comprehension: Develop skills to read for clarity, accuracy and understanding: making inferences on the basis of what is being said and done. Answering and asking questions and predicting what might happen on the basis of what has been read so far.<br>Spelling: Continue weekly tests<br>Speaking and Listening: Take part in discussions and answer questions in complete sentences |
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| SCIENCE | **Plants:** Observing and investigating how plants, seeds and bulbs grow<br>What do plants need to grow healthily? (Practical – planting seeds and bulbs).<br>Life cycle of plants<br>Parts of a plant and their function<br>Plants we eat |
| HUMANITIES<br><br>**History – Why did Delia buy a new hat?** | During the enquiry pupils will:<br>Compare and contrast a number of historical sources to enable them to recognise and describe in simple terms some of the stark contrasts that existed in living conditions amongst different sections the population of Britain in 1912.<br>Describe and offer reasons why so many migrants such as Delia left Ireland in the 1900s to start new lives in other countries such as the United States of America.<br>Describe and explain the difference between primary sources and secondary sources of historical evidence.<br>Create a simple timeline using equidistant intervals of time to identify, describe and explain the temporal order of the events of the final day of the Titanic April 15th, 1912. |

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| **Geography – How does the weather affect our lives?** | Create their own historical narrative in the form of a journalistic recount text, which sequences and describes the events that occurred during the voyage of the Titanic and provides reasons for why things unfolded as they did. <br><br> During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to: Identify and describe different types of weather <br> Observe measure and record weather over time and give reasons for changes observed <br> Describe the four seasons and their characteristics <br> To compare and contrast hot and cold places around the world and explain why their climate is different |
| **RELIGIOUS EDUCATION** | **Rules and Routines -** Through exploration of stories from world religions, children will describe some of their key beliefs and show a developing understanding of key values of those faiths and how they might be put into action in people's lives and communities. |
| **PERSONAL AND SOCIAL DEVELOPMENT** | **Safety First:** Keeping safe <br><br> Children will learn about rules and age restrictions that keep them safe. They will recognise risk in simple everyday situations and what action to take to minimise harm. Children will learn about the people whose job it is to help keep us safe. |
| **MUSIC** | Recorder Playing – Consolidate skills learnt so far. Hold recorder correctly with left hand at the top and right hand at the bottom. Practise playing notes B, A, G and E CLEARLY without squeaking. Recognise 'rests' in musical notation. Play / perform tunes on recorder, including rests and keep in time with tempo. Be able to discuss how to improve own and others' performances. <br> Develop an awareness of performing as part of a group or pair. <br> Become more aware of the music written for the King's Carnation |
| **ART AND DESIGN TECHNOLOGY** | Art and design technology inspired by King Charles III's coronation including designing and making a crown to wear to a street party, making a 3D crown from clay and learning to use the slip technique, to sketch and colour the crown jewels <br> Art inspired by the abstract artist Wassily Kandinsky <br> To critique the work of famous artists who have depicted different types of weather; discussing their use of colour, shapes, texture and patterns. |
| **P.E. & GAMES** | **Athletics** – running drills to improve technique.  Introduction to hurdling. Jump for height and distance.  Throwing for distance. Prepare for Sports Day races. <br><br> **Short Tennis** – introduce racquet and ball skills.  Develop reception skills. Develop Forehand shots. Practices, games and build ups, solo and in pairs. Practice working cooperatively and sympathetically with a partner. |
| **FRENCH** | Numbers 1-20 |

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| | Colours - linked to sea creatures |
| | Listening and responding to spoken instructions in French |
| | Familiar and unfamiliar nouns |
| | Plural spellings of French words |
| | Join in with French stories, songs and games |
| **INFORMATION & COMMUNICATION TECHNOLOGY** | **Spreadsheets** - Reviewing prior use of spreadsheets |
| | Copying and Pasting Totalling tools |
| | Using a spreadsheet to add amounts |
| | Creating a table and block graph |
| | **Coding -** Algorithms |
| | Collision Detection |
| | Using a Timer |
| | Different Object Types |
| | Buttons |
| | 'Smelly Code' Debugging |