

## Maths – Year 1

### Shape

- Recognise and name common 2-D shapes e.g. rectangles (including squares), circles and triangles.
- Recognise and name common 3-D shapes e.g. cuboids (including cubes), pyramids and spheres.

### Fractions

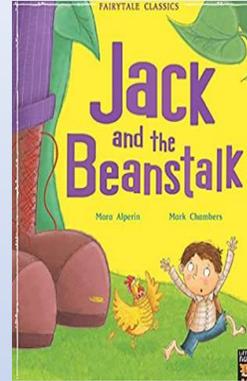
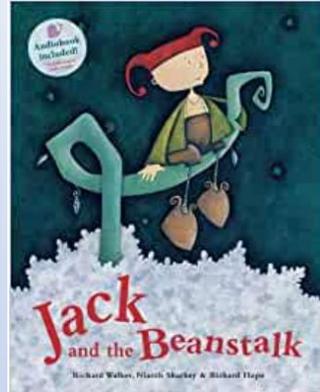
- Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

### Time

- Sequence events in chronological order using language e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

# Years 1 & 2 Term 5

## Roots and Shoots



## English

### Core texts

“All about plants” by Peter Riley  
(Non-fiction)

“Jack and the Beanstalk” Richard Walker and Niamh Sharkey

“Jack and the Beanstalk” Mara Alperin

### Reading

- Apply phonics knowledge and skills as the route to decode words, and read common exception words, appropriate to their phonic understanding.
- Read aloud accurately books (both fiction, non-fiction and poetry) that are consistent with their phonic knowledge.
- Re-read these books to build fluency and confidence.
- Become very familiar with key stories, retelling them and considering their characteristics.
- Discuss the significance of the title and events.
- Make inferences on the basis of what’s said and done.
- Answer and ask questions; predict what might happen on the basis of what has been read.
- Skim and scan for key words in a text.
- Use skimming and scanning as a means to answer questions about the text or retrieve information quickly.
- Find and copy words of particular meaning to show understanding.

### Writing

- Write for different genres, including poetry, narrative, character description, information texts.
- Say aloud what they are going to write about and compose a sentence orally before writing it.
- Write down ideas and/or key words, including new vocabulary.
- Write in sentences to form a short narrative.

## Maths – Year 2

### Shape

- Name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties.
- Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.
- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.
- Identify 2-D shapes on the surface of 3-D shapes.
- Order and arrange combinations of mathematical objects in patterns and sequences.

### Fractions

- Recognise, find, name and write fractions  $1/3$ ,  $1/4$ ,  $2/4$  and  $3/4$  of a length, shape, set of objects or quantity and demonstrate understanding that all parts must be equal parts of the whole.
- Write simple fractions for example,  $1/2$  of  $6 = 3$  and recognise the equivalence of  $2/4$  and  $1/2$

### Time

- 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.
- Remember the number of minutes in an hour and the number of hours in a day.
- Compare and sequence intervals of time.
- Read the time on a clock to the nearest 15 minutes.

## Grammar, punctuation and spelling

- Punctuate sentences using capital letters and full stops.
- Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses.
- Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.
- Add suffixes to spell some longer words correctly, including -ment, -ness, -ful, -less, -ly.
- Add prefixes and suffixes using the prefix un-

## Handwriting

- Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
- Form capital letters.
- Use the diagonal and horizontal strokes needed to join letters.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.

## History / Geography

- Queen Elizabeth's Platinum Jubilee.
- Plant life in the local area.

## Computing

### **Programming – Robot algorithms**

- To describe a series of instructions as a sequence.
- To explain what happens when we change the order of instructions.
- To use logical reasoning to predict the outcome of a program.
- To design an algorithm.

## Design Technology

### **Designing.**

- Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.
- Communicate these ideas through talk and drawings.

### **Making**

- Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.
- Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.

### **Evaluating**

- Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.

### **Technical knowledge and understanding**

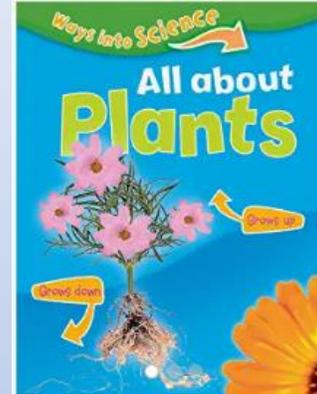
- Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.
- Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The Eatwell plate.

## Art and Design

### **Sculpture - Clay Tree Boggarts.**

- To use a range of materials creatively to design and make products.
- To use sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using texture, line, shape, form and space.

# Years 1 & 2 Term 5 Roots and Shoots



## Science

### **Plants**

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- Identify and describe the basic structure of a variety of common flowering plants, including trees.
- Observe and describe how seeds and bulbs grow into mature plants.
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

### **Working Scientifically**

- Asking simple questions and recognising that they can be answered in different ways.
- Observing closely, using simple equipment.
- Performing simple tests.
- Identifying and classifying.
- Using their observations and ideas to suggest answers to questions.
- Gathering and recording data to help in answering questions.

## PSHE – Relationships

- To identify the members of my family and understand that there are lots of different types of families.
- To know how it feels to belong to a family and care about the people who are important to me.
- To know who can help me in my school community.
- To know when I need help and know how to ask for it.

## RSHE – My Rights & Responsibilities

### **Year 1:**

- To know some ways that diseases are spread.
- To know some ways that I can protect myself from diseases.
- To know some ways that I can protect others from diseases.

### **Year 2:**

- To know that there are different types of touch.
- To understand that people need personal space.
- To understand that some touches are unsafe and know how to respond to these.

## RE

### **Belonging- Baptism**

- Understand what a rite of passage is.
- Understand what happens at a Baptism ceremony.

## Music

### **Friendship**

- Using the voice expressively and creatively by singing songs and speaking chants and rhymes .

## PE

### **Games and Dance**

- Establish sequences of actions and skills which have a clear beginning, middle and ending
- Compare his/her performance with others.