

## Paws, claws and Whiskers

### In reading, your child will learn to:

**En R C 1a** Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.

**En R C 1c** Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.

**En R C 1b** Link what they read or hear to their own experiences.  
**En R C 2b** Check that the text makes sense to them as they read and correct inaccurate reading.

**En R C 1e** Learn to appreciate rhymes and poems, and to recite some by heart.

### In writing, your child will learn to:

**En W C 1b** Compose a sentence orally before writing it.

**En W C 1c** Sequence sentences to form short narratives.

**En W C 1a** Say out loud what they are going to write about.

**En W C 1d** Re-read what they have written to check that it makes sense.

### In Science, your child will learn to:

**Sc A 2** Identify and name a variety of common animals that are carnivores, herbivores and omnivores.

**Sc WS 4** Identify and classify.

**Sc WS 6** Gather and record data to help in answering questions.

**Sc WS 3** Perform simple tests.

**Sc A 3** Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).

**Sc A 1** Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.

### In spoken language, your child will learn to:

**En SL 6** Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

**En SL 5** Give well-structured descriptions explanations and narratives for different purposes, including for expressing feelings.

**En SL 9** Participate in discussions, presentations, performances, role play, improvisations and debates.

**En SL 7** Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

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**Spelling, Punctuation and Grammar (SPAG):** • Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words: e.g. helping, helped, helper, eating, quicker, quickest • Use regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun • Know how words can combine to make sentences • Join words and join clauses using and • Use capital letters, full stops, question marks and exclamation marks to demarcate sentences • Use capital letters for names and for the personal pronoun I • Use subordination (using when, if, that, because) and co-ordination (using or, and, but) • Use expanded noun phrases for description and specification • Know how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

### Class Reading: The Lion, the witch and the Wardrobe



Spring 2

Year 1

### Maths Mastery

#### Addition and subtraction within 20

Comparison and difference. Represent and use number bonds; read, write, interpret and solve one-step problems.

#### Fractions

Recognise, find and name a half and a quarter as one of two or four equal parts respectively.

#### Measures: Length and mass

Compare, describe, measure, record and solve practical problems.



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**In computing, your child will learn to:**

**Co 4** Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

**In geography, your child will learn to:**

**Ge SF 1** Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.

**Ge SF 3** Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.

**Ge SF 1** Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.

**In design technology, your child will learn to:**

**DT M 2** Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

**DT D 1** Design purposeful, functional, appealing products for themselves and other users based on design criteria.

**In music, your child will learn to:**

**Mu 2** Play tuned and untuned instruments musically.

In RE your child will learn about:

**Worship, pilgrimage and sacred spaces**

Where, how and why do different people worship at different sites

**Focus:** Judaism, Islam and Hinduism

Does place matter?

Do we all have special places?

What special times do I share with my family?

**Your child will learn to:**

Use religious words and phrases to identify some features of religion and its importance for some people.

To begin to show awareness of similarities in religions.

To retell and suggest meanings for religious stories, actions and symbols.

To identify how religion is expressed in different ways.

**In art and design, your child will learn to:**

**AD 2** Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

**AD 4** Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

**AD 1** Use a range of materials creatively to design and make products.

**AD 3** Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

**In physical education, your child will learn to:**

**PE 3** Perform dances using simple movement patterns.

**Key Knowledge:** To be able to identify and name a variety of common animals that are carnivores, herbivores and omnivores – species, classification and variation. • To be able to name and locate the world's seven continents and five oceans. • To know where animals originate e.g. of the lions and big cats of the African plains, the Bengali tigers of India and Nepal or the Arctic's snow leopards. • To know some endangered species and what could be done to help their plight. • To know about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.

**Trips and Visitors:**

**Trips:** London Zoo

**Visitor:** Pet owner

**Safeguarding Curriculum: How am I alike and different to others?** Pupils write own profiles, descriptions, draw and paint self portraits

Pick out similarities and differences – particularly where natural friends are different and where boys and girls, and children who are not natural friends share interests.

**Global Partnership: Zimbabwe**

Through the Window-What's it like to look through the window in Zimbabwe?

**In PSHE, your child will learn to:****Forgiving**

To be forgiving – it frees and it heals.

Becoming forgiving. Showing forgiveness.

"Forgiveness is the needle that knows how to mend."

Jewel

Considerate

To choose to love others like you love yourself.

Friendship

Self-care- self-care is good sense.

"Our job is to love others without stopping to inquire as to whether they are worthy or not." Thomas Merton