

	<p>Maths</p>	<p>YR I am learning to count actions or objects which cannot be moved. Y1 I am learning to count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Y2 I am learning to count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward</p>	<p>Y1 I am learning to count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s Y2 I am learning to recognise the place value of each digit in a two-digit number (10s, 1s) YR I am learning to count up to three or four objects by saying one number name for each item.</p>	<p>Y1 I am learning to read, write and interpret mathematical statements involving (+), (-) and (=) signs Y2 I am learning to add and subtract numbers including 2-digit numbers + 1 & 10, 2 2-digit numbers & 3 1-digit numbers. YR I am learning to recognise numerals 0-5</p>	<p>Y1 I am learning to represent and use number bonds and related subtraction facts within 20 Y2 I am learning to recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 YR I am learning to recognise numerals 6-9</p>	<p>Y1 I am learning to compare, describe and solve practical problems for lengths and heights. Y2 I am learning to choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm). I am learning to compare and order lengths. YR I am learning to order two or three items by length or height.</p>	<p>Y1 I am learning to recognise and create patterns and relationships involving numbers or shapes. I am learning to recognise a symbol to represent a missing number. Y2 I am learning to describe patterns and relationships involving numbers. I am learning to compare two given numbers and say which is more or less and give a number lying between them. YR I am learning to count objects and actions to beyond 10.</p>
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	Oral and mental	YR I am learning to count objects and actions to beyond 10 Y1 I am learning to count on and back from any given number Y2 I am learning to count in steps of 2,3,5 and 10 forward and back	YR I am learning to recognise numerals 1-5, 6-10. Y1 I am learning to count in multiples of 2, 5 and 10. Y2 I am learning to describe and extend number sequences including odd and even numbers.	YR I am learning to count an irregular group of objects. Y1 I am learning to use number bonds to 10/20. Y2 I am learning to recall and use addition and subtraction facts to 20.	YR I am learning to use the language more and fewer. Y1 I am learning to add and subtract one-digit and two-digit numbers to 20. Y2 I am learning to recall doubles of all numbers to 20 and corresponding halves.	YR I am learning to order 2 or 3 items by length or height. Y1 I am learning to recognise positional place value. Y2 I am learning to partition 2-digit numbers in different ways.	YR I am learning to count objects and actions to beyond 10. Y1 I am learning to count in 2s to identify odd and even numbers. Y2 I am learning to compare two given numbers and say which is more or less and give a number lying between them.
	Computing. Understanding the world.	Sea and coast. 100 curriculum computing lessons. Lesson 1 of 6 Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Sea and coast. 100 curriculum computing lessons. Lesson 2 of 6 Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Sea and coast. 100 curriculum computing lessons. Lesson 3 of 6 Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Sea and coast. 100 curriculum computing lessons. Lesson 4 of 6 Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Sea and coast. 100 curriculum computing lessons. Lesson 5 of 6 Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Sea and coast. 100 curriculum computing lessons. Lesson 6 of 6 Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

	Oral and mental	<p>YR I am learning to name 2D shapes.</p> <p>Y1 I am learning to identify 1/10 more and less than any given number.</p> <p>Y2</p>	<p>YR I am learning to estimate and check by counting.</p> <p>Y1 I am learning to give a reasonable estimate for a number of objects.</p> <p>Y2 I am learning to give a sensible estimate for a number of objects.</p>	<p>YR I recognise and re-create patterns (including number sequences)</p> <p>Y1 I am learning to recognise and continue patterns in a number sequence.</p> <p>Y2 I am learning to describe and extend number sequences.</p>	<p>YR I am learning to say a number which is one more than a given number.</p> <p>Y1 I am learning to count in multiples of 2, 5 and 10.</p> <p>Y2 I am learning to count in steps of 2,3,5 and 10 forward and back</p>	<p>YR I am learning to say the number which is one less than a given number.</p> <p>Y1 /2 I am learning to use the language equal to, more than, less than (fewer), most & least.</p>	<p>YR I am learning to say the number which is one less than a given number.</p> <p>Y1 I am learning to order numbers in numerals and words.</p> <p>Y2 I am learning to read and write numbers to at least 100 in numerals and words.</p>
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	Maths	<p>Y1 I am learning to recognise and name common 2-D and 3-D shapes</p> <p>Y2 I am learning to identify and describe the properties of 2-D & 3-D shapes, including the number of sides, and line symmetry in a vertical line</p> <p>YR I am learning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. I am learning to select a particular named shape.</p>	<p>Y1 I am learning to describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p> <p>Y2 I am learning to use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)</p>	<p>Y1 I am learning to tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. I am learning to recognise and know the value of different denominations of coins and notes.</p> <p>Y2 I am learning to recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. I am learning to 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.</p> <p>YR I am learning to use everyday language related to time. I am learning to use everyday language related to money.</p>	<p>Y1 I am learning to solve one-step problems involving multiplication and division.</p> <p>Y2 I am learning to recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>YR I am learning to say a number which is one more than a given number.</p>	<p>Y1 I am learning to recognise, find and name a half/quarter of two equal parts of an object, shape or quantity.</p> <p>Y2 I am learning to recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.</p> <p>YR I am learning to use familiar objects and common shapes to create and recreate patterns and build models.</p>	<p>Y1 I am learning to solve one-step problems involving multiplication and division.</p> <p>Y2 I am learning to calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs</p> <p>YR I am learning to find one more or one less from a group of up to five objects, then ten objects.</p>
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<p>Computing. Understanding the world.</p>	<p>Oliver's Vegetables. 100 curriculum computing lessons. Lesson 1 of 8 Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p>	<p>Oliver's Vegetables. 100 curriculum computing lessons. Lesson 2 of 8 Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p>	<p>Oliver's Vegetables. 100 curriculum computing lessons. Lesson 3 of 8 Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p>	<p>Oliver's Vegetables. 100 curriculum computing lessons. Lesson 4 of 8 Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p>	<p>Oliver's Vegetables. 100 curriculum computing lessons. Lesson 5 of 8 Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p>	<p>Oliver's Vegetables. 100 curriculum computing lessons. Lesson 6 of 8 Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p>	<p>Oliver's Vegetables. 100 curriculum computing lessons. Lesson 7 of 8 Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p>
<p>Science Understanding the world.</p>	<p>Plan bee lesson 1 of 6 Seasonal changes. Autumn/winter er To find out about different seasons and how to Describe them.</p>	<p>Plan bee lesson 2 of 6 Seasonal changes. Autumn/winter To find out about the seasons and how they are Different.</p>	<p>Plan bee lesson 3 of 6 Seasonal changes. Autumn/winter To find out about how animals are affected by the Seasons.</p>	<p>Plan bee lesson 4 of 6 Seasonal changes. Autumn/winter To find out about how humans are affected by the Seasons.</p>	<p>Plan bee lesson 5 of 6 Seasonal changes. Autumn/winter To find out about the day length is affected by the Seasons.</p>	<p>Plan bee lesson 6 of 6 Seasonal changes. Autumn/winter To investigate the weather during the seasons.</p>	<p>Seasonal changes. Autumn/winter To investigate the weather during the seasons.</p>

<p>Re/ PSHE Personal/social and emotional development.</p>	<p>Big question: Why do Christians celebrate Christmas? Concept: Incarnation Operational Resources: Godly play - the holy family, advent Figures Christmas revealed at Norwich cathedral Posada</p>	<p>Big question: Why do Christians celebrate Christmas? What is the Christmas story?</p>	<p>Big question: Why do Christians celebrate Christmas? Who is in the Christmas story?</p>	<p>Big question: Why do Christians celebrate Christmas? Why are they important?</p>	<p>Big question: Why do Christians celebrate Christmas? Who is the most important and why?</p>	<p>Big question: Why do Christians celebrate Christmas? What can we learn about Jesus from the Christmas story?</p>	<p>Big question: Why do Christians celebrate Christmas? Is this story relevant today?</p>
<p>Art/DT Expressive arts and design.</p>	<p>Plan bee lesson 1 of 5 Creating colour. To be able to identify colours and the objects that are Associated with them.</p>	<p>Plan bee lesson 2 of 5 Creating colour. To be able to identify primary colours.</p>	<p>Plan bee lesson 3 of 5 Creating colour. To be able to mix primary colours to create secondary Colours.</p>	<p>Plan bee lesson 4 of 5 Creating colour. To be able to create light and dark shades of colour.</p>	<p>Plan bee lesson 5 of 5 Creating colour. To be able to produce art based on the work of Kandinsky.</p>	<p>Christmas cards.</p>	<p>Christmas cooking</p>
<p>Music</p>	<p>New learning (song /rhyme) - WHAT CAN YOU SEE?(ME) New learning (parachute game) -A NOD AND A WINK. (Making waves)</p>	<p>New learning (song /rhyme) - FIREWORK BINGO (MUSIC EXPRESS) New learning (parachute game) - PRETEND TO BE.... (Making waves)</p>	<p>New learning (song /rhyme) - FIREWORK NIGHT (MUSIC EXPRESS) New learning (parachute game) - YOUR NUMBER IS UP. (Making waves)</p>	<p>New learning (song /rhyme) - FREEZE - JACK FROST (SEASONS) New learning (parachute game) - TAKING STEPS (BALL) (Making waves)</p>	<p>New learning (song /rhyme) - WELLINGTON BOOTS (SEASONS) New learning (parachute game) - MAKING A TENT. (Making waves)</p>	<p>New learning (song /rhyme) - XMAS SONGS. New learning (parachute game) - FLATTEN THE HILL (Making waves) New learning (song /rhyme) - XMAS SONGS. New learning (parachute game) - FLATTEN THE HILL (Making waves)</p>	<p>New learning (song /rhyme) - XMAS SONGS. New learning (parachute game) - TUNNELLING (Making waves)</p>

