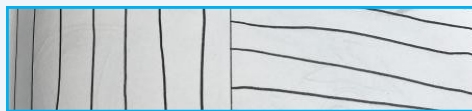


Art and Design

To know how to create different types of lines. To explore line and mark making to draw water. To draw with different media.. To develop an understanding of mark making. To apply an understanding of drawing materials and mark making to draw from observation.



Physical Education

Games

Can you roll a ball? Can you throw & catch a ball? Can you control & kick a ball? Can you strike a ball with a bat? Can you use the skills you have learned to play a game?

Dance

To create and perform short dances based on dinosaurs.

Can you use large body actions & small body actions to create a dance about a dinosaur? Can you develop & remember movement actions for a dance? Can you include a change in levels & speed within your dance? Can you create some different dinosaur movements & link them together in a dance sequence? Can you perform a dance about a dinosaur romp? Linking moves together fluently & in unison?

Maths

Place value

To sort and count objects. To count objects from a larger group. To represent objects. To recognise numbers as words. To count on from any number. To know one more and one less than a number. To count backwards. To compare groups by matching. To compare numbers. To order objects and numbers.

Harlyn Class

Autumn Term 1

Computing

To recognise the uses and features of information technology. To identify the uses of information technology in the school. To identify information technology beyond school. To explain how information technology helps us. To explain how to use information technology safely. To recognise that choices are made when using information technology.

PSHE

To understand the role of families. To begin to understand the importance and characteristics of positive friendships and who I can speak to if I am unhappy. To recognize how others show feelings and how to respond to these. To begin to understand how courtesy and manners make us feel. To begin to understand that friendships can have problems but we can overcome these. To begin to understand what is meant by a stereotype.

English

Focus text: Text: Dear Mother Goose by Michael Rosen and Nick Sharratt

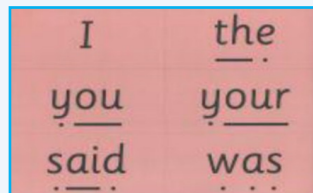
Independent writing opportunities: To write a Mother Goose letter in reply to a problem raised by a nursery rhyme character

To say out loud what they are going to write about. To compose a sentence orally before writing it. To sequence sentences to form short narratives. To re-read what they have written to check that it makes sense. To leave spaces between words. To combine words to make sentences.

To join words and clauses/sentences using and. To begin to punctuate sentences using a capital letter and a full stop. To use a capital letter for the personal pronoun 'I'.

Religious Education

To talk about who is important to me and why. To talk about the fact that Muslims believe in God (Allah). To say the words of the Shahadah and explain why it is important to Muslims. To talk about the meanings of names. To identify some of the key Muslim beliefs about God. To identify some of the key Muslim beliefs about God.



RWI Phonics

To learn set 2 and 3 sounds. To read texts fluently and discuss content. To learn red words by sight. To read the common exception words by sight.



Geography

To talk about where they are now in relation to geographical location. To explore what they have in their school grounds. To carry out map work and draw their own sketch map of the local area. To talk about where they live and what it is like. To name human and physical features. To identify feature on a map. To recognise some simple map symbols.

Science

Seasons - Are all leaves the same? Which animals share our space?

Human body and senses - Is everyone's body the same? How can we explore the world using our sense of touch? What can we hear? What smells do we like and dislike? What differences can our tongues taste?