



# Pine Class

## Term 1



### English

#### Phonics

**Revise:** ai, ee igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

**Teach:** ay, ou, ie, ea, oy, ir, ue, aw. wh, ph, ew, oe

#### Writing

- Continue to focus on speaking and listening, to develop effective speech through **sentences**; include oral retelling of a simple story.
- Know that a sentence has a **capital letter** and a **full stop**; begin to use in our own writing.
- Leave spaces between words.
- Join sentences with 'and'.
- Read our own work aloud to check for sense.
- Use a capital letter for our own name and personal pronoun 'I'.
- Introduce the question mark (?) for a question.
- Use adjectives in our writing, such as pretty, new, blue, fierce.
- Discuss what we have written.

#### Reading

- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to graphemes for all 40+ phonemes.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read aloud accurately books that are consistent with developing phonic knowledge.
- Discuss what has been read.

### Maths

#### Number, Place Value and Algebra

- Identify one more and one less than a given number.
- Identify and represent numbers using objects.
- Identify and represent numbers using pictorial representations including a number line.
- Use the language of: equal to, more than, less than (fewer), most and least.
- Read and write numbers from 1 to 20 in numerals and words.

#### Calculation

- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
- Represent and use number bonds and related subtraction facts within 20
- Add and subtract one-digit and two-digit numbers to 20, including zero.
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = \square - 9$ .

#### Science - Animals including Humans

- Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles and mammals, and including pets).
- Identify, name draw and label the basic parts of the human body and say which parts of the body is associated with each sense.

## Computing - Grouping and Pictograms

### Digital Literacy

- Explores a range of technology with confidence
- Knows that information can be presented in different ways and come from different sources (eg images, film, sound, graphics, text and numbers)
- Is beginning to make simple choices around technology when faced with given closed options (eg tablet or digital camera)
- Can use technologies to create texts, images and sounds to communicate meaning (eg word documents, video clips, images)
- Can save files to given locations

### E-Safety

- Uses technology safely

## Humanities -Food Glorious Food!

### History

Through the topic of food, the children will be developing an awareness of the past, using common words and phrases relating to the passing of time. They will be looking at similarities and differences between ways of life - relating to food - in different periods.

- Ask and answer questions.
- Understand some of the ways that we find out about the past.
- Identify food from different eras and find out where some of it originated.

### Geography

Geographical Skills and Fieldwork

- Can use world maps, atlases and globes to identify the United Kingdom and its countries and use these to match food with its place of origin.
- Can create simple aerial maps with a key.
- Can use geographical language

### Design and Technology

- Cut safely using tools provided.
- Measure or weigh using cups.
- Assemble or cook ingredients.