

Numeracy

Place value, ordering and rounding to include:

- Saying and recognising the number that is one or ten more or less than any given number.
- Beginning to know what each digit in a 2-digit number represents.
- Ordering a set of numbers from smallest to largest and vice versa.
- Recognising the ordinal numbers up to tenth.

Understanding + and - to include:

- Adding and subtracting 10 to a one digit number and a teen number.
- Adding or subtracting from ten and knowing addition pairs which total ten.
- Adding multiples of 10.
- Adding two one-digit numbers bridging through ten and using known facts to add two numbers.
- Subtracting from a number of objects by taking away using knowledge of place value and addition pairs.
- Subtracting 10 from teen and two-digit numbers.
- Using addition and subtraction to solve money problems.

Mental Calculation Strategies (+ and -) to include:

- Adding 9 to single digit numbers by adding ten and subtracting one.
- Recognising doubles of numbers and addition pairs up to ten.
- Identifying and adding near doubles, using doubles already known.

Rapid recall of addition and subtraction facts to include:

- Rehearsing number pairs with a total of 10 and 20.

Making Decisions and Checking Results to include:

- Using appropriate number operations and mental strategies to solve 'real life' problems.

Money and 'real life' problems to include:

- Finding totals and change up to 20p.
- Recognising the relationship between coins up to \$2.
- Working out how to pay an exact sum using smaller coins.
- Solving 'real life' problems involving money.

Measures, including problems about measures to include:

- Understanding and using the vocabulary related to capacity.
- Comparing two capacities by direct comparison and then extending to more than two.
- Measuring capacities by using uniform non-standard or standard units.

Counting and properties of number to include:

- Rehearsing counting in 10's.
- Describing and extending number sequences.

Shape and space to include:

- Using everyday language to describe features of familiar 3-d shapes.
- Sorting 3-d shapes according to type of face.
- Creating symmetrical patterns and recognising reflective symmetry.

Reasoning about shapes to include:

- Investigating a general statement about familiar shapes by finding examples.

Reasoning about numbers to include:

- Describing and extending number sequences.

Time to include:

- Reading the time to the half hour and hour on analogue clocks.
- Understanding and using the vocabulary related to time.
- Calculating simple time intervals.
- Recognising and ordering days of the week.
- Introducing the terms midnight and midday.
- Recognising that there are 24 hours in a day.
- Recognising that there are four seasons in a year and to order the seasons and months of the year.

Handling data to include:

- Beginning to sort data by listing in a table.
- Beginning to interpret simple tables.
- Beginning to construct and interpret a pictograph.

Literacy

This term we will be learning ...

- ✓ To discriminate, blend and segment phonemes, including the common spelling patterns for each of the long vowel phonemes (*ee, ai, ie, oa, oo*) for reading and spelling.
- ✓ To practise handwriting to ensure correct formation, orientation and proportion.
- ✓ To investigate and learn spellings of verbs with '*ed*' (past tense) and '*ing*' (present tense) endings.
- ✓ To reinforce knowledge of the term 'sentence'; recognising full stops and capital letters in reading and using to demarcate sentences in writing, including capital letters for names and for personal pronoun 'I' and other common uses of capitalisation.
- ✓ To recognise that non-fiction books on similar themes can give different information and present similar information in different ways.
- ✓ To identify simple questions, demarcating with a question mark, and use texts to find the answers.
- ✓ To read and write simple recounts, recognising the generic structure.
- ✓ To collect class and individual favourite poems and to use parts of poems as models for own writing.
- ✓ To compare and contrast stories with a variety of settings and to use these settings to compose own stories.
- ✓ To use titles, cover pages, pictures and 'blurbs' to predict the content of unfamiliar stories.
- ✓ To notice the difference between spoken and written forms by preparing and retelling stories.

Key texts/Authors/Poets:

Range:

Fiction and poetry: stories about fantasy worlds, poems with patterned and predictable structures; a variety of poems on similar themes.

Non-Fiction: information texts including recounts of observations, visits, events.