

Numeracy

Place value, ordering and rounding to include:

- Partitioning into tens and ones including beyond 20
- Beginning to order two digit numbers.
- Recognising the ordinal numbers up to 10 and being able to compare two familiar numbers.

Understanding + and - to include:

- Beginning to explore the relationship between addition and subtraction.
- Beginning to recognise the use of symbols, such as □, to stand for an unknown number.
- Recognising zero as a set with no objects.
- Understanding that the addition of three numbers can be carried out in any order.
- To recognise addition pairs of numbers up to 10 and pairs with a total of between 5 and 10.
- Deriving subtraction facts from addition pairs with totals to 7.

Mental Calculation Strategies (+ and -) to include:

- Recognising the doubles of numbers up to 5 and 10.
- Adding pairs of near doubles using known doubles.
- Recognising addition pairs for 5, 6, 7, 8, 9 and 10.
- Using the strategy of looking for addition pairs to 10.
- Using known number facts to add or subtract mentally in the range of 0-10.

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:

- Using mental strategies to solve simple problems involving money and recognising addition pairs involving money.
- Finding the totals of sets of coins.
- Working out how to pay for amounts up to 10p and give change for 10p and 20p.
- Using mental strategies to solve simple problems.
- Recognising coins of different values.

Measures, including problems about measures to include:

- Comparing the weights of 2 or 3 objects using a balance.
- Recognising and using the vocabulary associated with weight, length and mass.
- Estimating and measuring weight, length and mass using non-standard units.
- Comparing two lengths or masses by direct comparison.

Counting and properties of number to include:

- Counting on or back in ones from any small number.
- Counting on or back in 10s from zero.
- Counting 20 or more objects and understanding that when they are rearranged the number remains the same.
- Counting on and back in twos from one and beginning to recognise odd and even numbers to 20.
- Counting on and back in 2's from zero and from one.

Estimating to include:

- Estimating a number of objects and checking by counting.

Shape and space to include:

- Recognising, naming and sorting common 3-D shapes and their properties.
- Sorting 2-D shapes according to type and number of sides.
- Sorting 2-D shapes in a Venn diagram.
- Using everyday language to describe position, direction and movement.
- Following instructions for moving in a straight line along a route.

Reasoning about shapes to include:

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

Reasoning about numbers to include:

- Recognising and predicting from simple patterns and relationships by investigating number patterns and properties using dominoes.
- Investigating a general statement about familiar numbers by finding examples.

Time to include:

- Reading the time to the half hour and hour on analogue clocks.
- Understanding and using the vocabulary related to time.
- Recognising that there are seven days in every week.
- Ordering the days of the week and familiar events in time.

Handling data to include:

- Beginning to construct and interpret a block graph.

Literacy

This term we will be learning ...

- ✓ To discriminate, blend and segment initial and final consonant clusters for reading and spelling.
- ✓ To practise handwriting to ensure correct formation, orientation and proportion.
- ✓ To investigate and learn spellings of words with 's' for plurals.
- ✓ To use term 'sentence' correctly; 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'.
- ✓ To learn and recite simple poems and rhymes.
- ✓ To identify and compare basic story elements, language patterns and plots, using elements of known stories to structure own writing.
- ✓ To use the terms 'fiction' and 'non-fiction' noting the differing features.
- ✓ To read and write non-fiction, including labels, captions and questions.
- ✓ To predict what a book may be about from the front and back covers.

Key texts/Authors/Poets:

FICTION AND POETRY: Traditional stories and rhymes; fairy stories; stories and poems with familiar, predictable and patterned language from a range of cultures, including playground chants, action verses and rhymes; plays .

NON-FICTION: Information books, including non-chronological reports, simple dictionaries.

Eric Carle