

Numeracy

Place value, ordering and rounding to include:

- Recognising the place value of digits in a 2-digit number.
- Partitioning a number into tens and units.
- Rehearsing counting backwards in tens from any 1 or 2 digit number.
- Counting large numbers of objects, grouping in tens and fives. Estimating and choosing the most likely.
- Rounding numbers less than 100 to the nearest 10.
- Ordering a set of 1 digit and 2 digit numbers from smallest to largest.

Understanding + and - to include:

- Knowing all addition facts for each number to at least 10.
- Recognising 0 as a set with no objects.
- Recognising that addition can be done in any order, but not subtraction.
- Knowing by heart all addition and subtraction facts for each number to at least 10.
- Understanding that more than two numbers can be added.
- Adding 3 one digit numbers to 20 and three two digit numbers to 100.

Mental Calculation Strategies (+ and -) to include:

- Recognising doubles of numbers to 10 and using this knowledge to identify near doubles.
- Subtracting 10 and multiples of 10 from a 2-digit number and subtracting via adjustment.
- Subtracting multiples of 10p from amounts up to \$1.
- Saying the numbers that are 1 or 10 more or less than a given 2-digit number.
- Partitioning numbers using knowledge of addition pairs.
- Adding three small numbers by putting the largest number first and/or finding a pair to 10.

Making Decisions and Checking Results to include:

- Choosing and using appropriate operations and efficient calculation strategies to solve problems.
- Repeating addition in a different order.

Money and 'real life' problems to include:

- Solving 'real life' problems involving addition and money, explaining how the problem was solved.
- Recognising when to add and when to subtract in the context of money problems.

Measures, including problems about measures to include:

- Rehearsing measuring weight in non-standard units and recognising the need for these units.
- Estimating, measuring and comparing masses, capacity or lengths using standard units and suitable measuring equipment.
- Solving problems involving measures.

Counting and properties of number to include:

- Describing and extending simple number sequences. Rehearsing counting on or back in 1's and 10's from any small or 2-digit number.
- Counting on or back in steps of 3, 4 or 5 to at least 30 and back to 0 from any given small number.
- Counting in steps of 5 to at least 50 and back and counting in hundreds from and back to 0.
- Recognising odd and even numbers to at least 30.
- Counting on and back in 10's to 100.
- Beginning to recognise 2-digit multiples of 2, 5 and 10.

Understanding x and ÷ to include:

- Rehearsing the use of 'x' notation and multiplication facts for x2, x5, x10.
- Beginning to use the division sign and dividing a set of objects equally.
- Beginning to understand the concept of a remainder.
-

Mental calculation strategies x and ÷ to include:

- Using known number facts to carry out simple mental multiplications and divisions.

Shape and space to include:

- Rehearsing recognition and naming of the properties of common 2-D and 3-D shapes.
- Sorting 2-D shapes based on the number of sides and corners.
- Recognising a right angle and making a right angle measure.

Reasoning about shapes to include:

- Constructing and describing 3-d shapes and their properties.
- Solving problems involving shape.
- Following instructions related to position and direction.

Reasoning about numbers to include:

- Investigating a general statement explaining how it was solved.

Time to include:

- Using and reading vocabulary related to time.
- Reading the time to the hour, half hour or quarter hour on an analogue clock and a 12 hour digital clock, and understanding the equivalent digital notation.

Fractions to include:

- Recognising one half, one quarter and one third of shapes and recognising that two halves, three thirds and four quarters make one whole and that two quarters and one half are equivalent.
- Introducing fraction notation and beginning to recognise one half and one quarter of a small number of objects.

Literacy

This term we will be learning ...

- ✓ To investigate and practice spelling patterns: Long vowel sounds, oo/ar/oy/ow, vowel patterns-'air', 'or' 'er', diagraphs - 'wh', 'ch'(as in Christopher), 'ph', compound words and to discriminate syllables in multi-syllabic words.
- ✓ To read aloud with intonation and expression appropriate to grammar and punctuation, including speech marks.
- ✓ To re-read own writing to check for accuracy, including grammar.
- ✓ To secure the use of simple sentences in own writing.
- ✓ To investigate a range of other ways of presenting texts.
- ✓ To discuss and compare story themes and predict story endings/incidents.
- ✓ To identify and describe characters.
- ✓ To use dictionaries, glossaries and other alphabetically ordered texts and understand their purpose.
- ✓ To make class alphabetically ordered texts.
- ✓ To use story settings from reading to prepare and re-tell own stories
- ✓ To read and produce simple flow charts and diagrams.
- ✓ To identify , discuss and read favourite poems aloud, recognising patterns and features.
- ✓ To use their knowledge of this poetry as a basis for their own writing.
- ✓ Key texts/Authors/Poets:
- ✓ FICTION AND POETRY: Traditional stories; fairy stories; stories and poems from other cultures; stories and poems with predictable and patterned language; poems by significant children's poets.
- ✓ NON-FICTION: (i)dictionaries, glossaries, indexes and other alphabetically ordered texts (ii) explanations.
- ✓ Katie Morag by Mairi Hedderwick