

**Maths****Length and height**

- Compare lengths and heights
- Measure lengths
- Word problems

**Mass and Capacity**

- Heavier and lighter
- Measure mass
- Compare mass
- Full and empty
- Measure capacity
- Compare capacity
- Word problems – mass and capacity

**Multiplication**

- Counting in 10s, 5s and 2s
- Making equal groups
- Adding equal groups
- Making simple arrays
- Making doubles
- Solving word problems

**Division**

- Making equal groups
- Sharing equally
- Solving word problems

**English****Writing instructions.****Writing sentences based around 'The Enormous Turnip'.****Vocabulary, Grammar and Punctuation**

Say, and hold in memory whilst writing, simple sentences, which make sense in the form of instructions.

Write simple sentences that can be read by themselves and others.

Separate words with finger spaces.

Punctuate simple sentences with capital letters and full stops.

Use capital letter for the personal pronoun I.

Use capital letters for names of people, places and days of the week.

Use simple conjunctions to link ideas e.g. and, because.

Use the prefix – un. For example, unhappy, unkind.

**Composition**

Orally compose every sentence before writing.

Re-read every sentence to check it makes sense.

Orally plan and rehearse ideas.

Sequence ideas/events in order.

Use formulaic phrases to open and close texts.

Write in different forms with simple text type features.

Discuss their writing with adults and peers.

Read aloud their writing to adults and peers.

**Spelling**

Use letter names to distinguish between alternative spellings of the same sound.

Spell words containing each of the phonemes already taught.

Be able to encode the sounds they hear in words.

Be able to read back words they have spelt.

Use their phonic knowledge when spelling unfamiliar words (i.e. produce phonically plausible spellings).

Write from memory simple sentences dictated by the teacher that include words taught so far.

To be able to add simple prefixes and suffixes to words (un).

**Science**

What does a seed need to grow?

What are the parts of a plant?

What are the parts of trees?

How can plants be different?

What is a wild flower?

*Classifying* – allow children to classify leaves, flowers and seeds using their own criteria

*Observing over time* – observe a seed/plant patch identify how plants change over time (days/weeks)

*Pattern seeking* – based on observations, encourage children to identify patterns e.g. do bigger plants have bigger leaves?

*Researching* – use secondary sources to name plants (inc trees) based on observations of leaves, seeds, flowers, buds and bark.

**History**

To research significant historical events, people and places in own locality. Our focus will be Sunnyhurst Woods, Darwen.

**Computing**

Online Safety

Using Computers

**Music**

Your Imagination

**PE**

Striking and Fielding

Athletics

**Art**

I know how to use etching tools to create my patterns

I know how to draw a design of the creature I am creating

I know which natural materials will make an interesting piece of art

I know that PVA glue can be clear when dry

I know how to secure parts of the sculpture together

I know how to work cooperatively

I know which tools to paint with

**PSHE**

Relationships

**RE**

Who is a Christian and what do they believe?

What makes some places sacred?

**SUMMER TERM 1****The Little Gardener...**