

Year 1 2023-2024 Key Objectives

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Phonics	In phonics this term, we will be learning units 1 to 3 of the Sounds-Write Extended-Code. In phonics and writing we will be learning to: <ul style="list-style-type: none"> spell words containing each of the 40+ phonemes already taught spell common exception words that have been taught name the letters of the alphabet in order use letter names to distinguish between alternative spellings of the same sound use -ing and -ed, where no change is needed in the spelling of root words. 	In phonics this term, we will be learning units 4 to 6 of the Sounds-Write Extended-Code. In phonics and writing we will be learning to: <ul style="list-style-type: none"> spell words containing each of the 40+ phonemes already taught spell common exception words that have been taught name the letters of the alphabet in order use letter names to distinguish between alternative spellings of the same sound use -ing and -ed, where no change is needed in the spelling of root words. 	In phonics this term, we will be learning units 7 to 12 of the Sounds-Write Extended-Code. In phonics and writing we will be learning to: <ul style="list-style-type: none"> spell the days of the week use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs begin to spell words using contracted forms. 	In phonics this term, we will be learning units 13 to 18 of the Sounds-Write Extended-Code. In phonics and writing we will be learning to: <ul style="list-style-type: none"> spell the days of the week use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs begin to spell words using contracted forms. 	In phonics this term, we will be learning units 19 to 24 of the Sounds-Write Extended-Code. In phonics and writing we will be learning to: <ul style="list-style-type: none"> use the prefix un- add prefixes and suffixes using -er and -est where no change is needed in the spelling of root words write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	In phonics this term, we will be learning units 25 to 26 of the Sounds-Write Extended-Code, and reviewing all phonics learning. In phonics and writing we will be learning to: <ul style="list-style-type: none"> use the prefix un- add prefixes and suffixes using -er and -est where no change is needed in the spelling of root words write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
Common exception words	The common exception words we will be learning this term include: <ul style="list-style-type: none"> - today - says - be - he - me - she - we 	The common exception words we will be learning this term include: <ul style="list-style-type: none"> - no - go - so - one - once - her 	The common exception words we will be learning this term include: <ul style="list-style-type: none"> - said - then - house - our - do - school - to - by - my - put - pull 	The common exception words we will be learning this term include: <ul style="list-style-type: none"> - push - full - love - some - come - ask 	The common exception words we will be learning this term include: <ul style="list-style-type: none"> - all - there - where - friend - your 	The common exception words we will be learning this term include: <ul style="list-style-type: none"> - they - here - what
Handwriting	In handwriting this term, we will be focusing on: <ul style="list-style-type: none"> - sitting correctly at a table and holding a pencil comfortably - recognising patterns and shapes in the formation of letters - forming letters and numbers - forming capital letters 	In handwriting this term, we will be focusing on: <ul style="list-style-type: none"> - sitting correctly at a table and holding a pencil comfortably and correctly - understanding which letters belong to which handwriting 'families' - forming letters and numbers correctly - forming capital letters correctly 	In handwriting this term, we will be focusing on: <ul style="list-style-type: none"> - sitting correctly at a table and holding a pencil comfortably and correctly - understanding which letters belong to which handwriting 'families' - forming letters and numbers correctly - forming capital letters correctly - introducing diagonal joins 	In handwriting this term, we will be focusing on: <ul style="list-style-type: none"> - sitting correctly at a table and holding a pencil comfortably and correctly - understanding which letters belong to which handwriting 'families' - forming letters and numbers correctly - forming capital letters correctly - introducing diagonal joins 	In handwriting this term, we will be focusing on: <ul style="list-style-type: none"> - sitting correctly at a table and holding a pencil comfortably and correctly - understanding which letters belong to which handwriting 'families' - forming letters and numbers correctly - forming capital letters correctly - practising diagonal joins - introducing horizontal joins 	In handwriting this term, we will be focusing on: <ul style="list-style-type: none"> - sitting correctly at a table and holding a pencil comfortably and correctly - understanding which letters belong to which handwriting 'families' - forming letters and numbers correctly - forming capital letters correctly - practising diagonal joins - introducing horizontal joins

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Writing	<p>In writing this term, we will be writing sentences inspired by a range of stories, including, 'Peace at Last' by Jill Murphy, 'Supertato' by Sue Hendra & Paul Linnet, and 'Pinocchio' by Carlo Collodi.</p> <p>Composition</p> <p>Children will be learning to:</p> <ul style="list-style-type: none"> say out loud what they are going to write about discuss what they have written with the teacher or other pupils use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary have an awareness that ideas can be organised into a sentence compose a sentence orally before writing it write a simple sentence starting with a personal pronoun write a simple sentence starting with a noun/proper noun. <p>Vocabulary, grammar and punctuation</p> <p>Children will be learning to:</p> <ul style="list-style-type: none"> leave spaces between words use a capital letter for names use a capital letter for the personal pronoun 'I' begin to punctuate sentences using a capital letter and a full stop join words using 'and'. 	<p>In writing this term, we will be writing sentences inspired by a range of stories, including, 'The Train Ride' by June Crebbin, 'Wombat Goes Walkabout' by Michael Morpurgo & Christian Birmingham, and 'The Gruffalo's Child' by Julia Donaldson & Axel Scheffler.</p> <p>Composition</p> <p>Children will be learning to:</p> <ul style="list-style-type: none"> say out loud what they are going to write about discuss what they have written with the teacher or other pupils use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary have an awareness that ideas can be organised into a sentence compose a sentence orally before writing it write a simple sentence starting with a personal pronoun write a simple sentence starting with a noun/proper noun. <p>Vocabulary, grammar and punctuation</p> <p>Children will be learning to:</p> <ul style="list-style-type: none"> leave spaces between words use a capital letter for names use a capital letter for the personal pronoun 'I' begin to punctuate sentences using a capital letter and a full stop join words using 'and'. 	<p>In writing this term, we will be writing sentences inspired by a range of stories, including, 'Grandad's Island' by Benji Davis, 'Little Red Riding Hood' by Lari Don & Celia Chauffrey, and 'Last Stop On Market Street' by Matt de la Pena.</p> <p>Composition</p> <p>Children will be learning to:</p> <ul style="list-style-type: none"> select basic ideas and content linked to the purpose of a task re-read what they have written to check that it makes sense. <p>Vocabulary, grammar and punctuation</p> <p>Children will be learning to:</p> <ul style="list-style-type: none"> sequence sentences to form short narratives write a simple sentence with straight forward subject/verb agreement begin to punctuate sentences using a question mark join clauses using 'and' use a capital letter for the days of the week. 	<p>In writing this term, we will be writing sentences inspired by a range of stories, including, 'Last Stop On Market Street' by Matt de la Pena, 'The Bear and the Piano' by David Litchfield, and 'The Very Hungry Caterpillar' by Eric Carle.</p> <p>Composition</p> <p>Children will be learning to:</p> <ul style="list-style-type: none"> select basic ideas and content linked to the purpose of a task re-read what they have written to check that it makes sense. <p>Vocabulary, grammar and punctuation</p> <p>Children will be learning to:</p> <ul style="list-style-type: none"> sequence sentences to form short narratives write a simple sentence with straight forward subject/verb agreement begin to punctuate sentences using a question mark join clauses using 'and' use a capital letter for the days of the week. 	<p>In writing this term, we will be writing sentences inspired by a range of stories, including, 'The Way Back Home' by Oliver Jeffers, 'The Queen's Hat' by Steve Antony, and 'On Sudden Hill' by Linda Sarah & Benji Davis.</p> <p>Composition</p> <p>Children will be learning to:</p> <ul style="list-style-type: none"> use simple prepositions begin to organise ideas/events using simple time related words, numbers, ordering of pictures/captions write reliably formed simple and compound sentences. <p>Vocabulary, grammar and punctuation</p> <p>Children will be learning to:</p> <ul style="list-style-type: none"> begin to punctuate sentences using an exclamation mark use simple noun phrases (adjective + noun) use the following terminology from Appendix 2 (National Curriculum), to discuss their writing: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark. 	<p>In writing this term, we will be writing sentences inspired by a range of stories, including, 'The Storm Whale' by Benji Davis, 'Jasper's Beanstalk' by Nick Butterworth & Mick Inkpen, and 'Sharing a Shell' by Julia Donaldson & Lydia Monks.</p> <p>Composition</p> <p>Children will be learning to:</p> <ul style="list-style-type: none"> use simple prepositions begin to organise ideas/events using simple time related words, numbers, ordering of pictures/captions write reliably formed simple and compound sentences. <p>Vocabulary, grammar and punctuation</p> <p>Children will be learning to:</p> <ul style="list-style-type: none"> begin to punctuate sentences using an exclamation mark use simple noun phrases (adjective + noun) use the following terminology from Appendix 2 (National Curriculum), to discuss their writing: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.

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Reading	<p>In reading this term, we will be sharing and discussing a range of fiction, non-fiction and poetry, including: 'Not Now Bernard' by David McKee, 'Dogger' by Shirley Hughes, and 'My Friend Bear' by Jez Alborough.</p> <p>Children will be learning to:</p> <p>Word reading</p> <ul style="list-style-type: none"> respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes that have been taught read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words that have been taught, noting unusual correspondences between spelling and sound and where these occur in the word read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. <p>Comprehension - clarify</p> <ul style="list-style-type: none"> understand both the books they can already read accurately and fluently, and those they listen to. <p>Comprehension - monitor and summarise</p> <ul style="list-style-type: none"> check that the text makes sense to them as they read and correcting inaccurate reading. <p>Comprehension - select and retrieve</p> <ul style="list-style-type: none"> participate in discussion about what is read to them, taking turns and listening to what others say. <p>Comprehension - respond and explain</p> <ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding be being encouraged to link what they read or hear read to their own experiences ask questions and express opinions about main events and characters in stories. <p>Inference</p> <ul style="list-style-type: none"> predict what might happen on the basis of what has been read so far. <p>Language for effect</p> <ul style="list-style-type: none"> recognise and join in with predictable phrases. <p>Themes and conventions</p> <ul style="list-style-type: none"> become very familiar with key satires, fairy stories and tradition tales begin to appreciate rhymes and poems, and to recite some by heart discuss the significance of the title and events understand and use terms such as story, fairy story, rhyme, poem, cover, title, author. 	<p>In reading this term, we will be sharing and discussing a range of fiction, non-fiction and poetry, including: 'Owl Babies' by Martin Waddell and Patrick Benson, 'Hairy Maclary From Donaldson's Dairy' by Lynley Dodd, and 'The Gruffalo' by Julia Donaldson and Axel Scheffler.</p> <p>Children will be learning to:</p> <p>Word reading</p> <ul style="list-style-type: none"> respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes that have been taught read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words that have been taught, noting unusual correspondences between spelling and sound and where these occur in the word read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. <p>Comprehension - 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clarify</p> <ul style="list-style-type: none"> develop understanding...by drawing on what they already know or on background information and vocabulary provided by the teacher can see out books around a simple theme or topic. <p>Comprehension - monitor and summarise</p> <ul style="list-style-type: none"> recall the main points of a narrative in the correct sequence. <p>Comprehension - select and retrieve</p> <ul style="list-style-type: none"> explain clearly their understanding of what is read to them. <p>Inference</p> <ul style="list-style-type: none"> making inferences on the basis of what is being said and done. <p>Language for effect</p> <ul style="list-style-type: none"> identify how repetitive patterns, words and phrases aid their enjoyment of the text. <p>Themes and conventions</p> <ul style="list-style-type: none"> become very familiar with key stories, fairy stories and traditional tales, retelling them understand the difference between fiction and non-fiction. 	<p>In reading this term, we will be sharing and discussing a range of fiction, non-fiction and poetry, including: 'I Want My Hat Back' by Jon Klassen, 'Penguin' by Polly Dunbar, and 'A Dark, Dark Tale' by Ruth Brown.</p> <p>Children will be learning to:</p> <p>Word reading</p> <ul style="list-style-type: none"> re-read books to build up their fluency and confidence in word reading read other words of more than one syllable that contain taught GPCs read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. <p>Comprehension - clarify</p> <ul style="list-style-type: none"> develop understanding...by drawing on what they already know or on background information and vocabulary provided by the teacher can see out books around a simple theme or topic. <p>Comprehension - monitor and summarise</p> <ul style="list-style-type: none"> recall the main points of a narrative in the correct sequence. <p>Comprehension - select and retrieve</p> <ul style="list-style-type: none"> explain clearly their understanding of what is read to them. <p>Inference</p> <ul style="list-style-type: none"> making inferences on the basis of what is being said and done. <p>Language for effect</p> <ul style="list-style-type: none"> identify how repetitive patterns, words and phrases aid their enjoyment of the text. <p>Themes and conventions</p> <ul style="list-style-type: none"> become very familiar with key stories, fairy stories and traditional tales, retelling them understand the difference between fiction and non-fiction. 	<p>In reading this term, we will be sharing and discussing a range of fiction, non-fiction and poetry, including: 'Avocado Baby' by John Burningham, 'Captain Toby' by Satoshi Kitamura, and 'The Emperor Of Absurdia' by Chris Riddell.</p> <p>Children will be learning to:</p> <p>Word reading</p> <ul style="list-style-type: none"> read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s). <p>Comprehension - clarify</p> <ul style="list-style-type: none"> discuss word meanings, linking new meanings to those already known. <p>Comprehension - monitor and summarise</p> <ul style="list-style-type: none"> find key points in a story or some key facts from an information text. <p>Comprehension - respond and explain</p> <ul style="list-style-type: none"> talk about significant features of layout, e.g., enlarged text, bold, italic, etc. <p>Inference</p> <ul style="list-style-type: none"> read aloud their own writing clearly enough to be heard by their peers and the teacher (from the writing section of the National Curriculum). <p>Language for effect</p> <ul style="list-style-type: none"> become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. 	<p>In reading this term, we will be sharing and discussing a range of fiction, non-fiction and poetry, including: 'A Bear Called Paddington' by Michael Bond, 'Cops and Robbers' by Janet and Allan Ahlberg, and 'The Adventures Of The Dish And The Spoon' by Mini Grey.</p> <p>Children will be learning to:</p> <p>Word reading</p> <ul style="list-style-type: none"> read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s). <p>Comprehension - clarify</p> <ul style="list-style-type: none"> discuss word meanings, linking new meanings to those already known. <p>Comprehension - monitor and summarise</p> <ul style="list-style-type: none"> find key points in a story or some key facts from an information text. <p>Comprehension - respond and explain</p> <ul style="list-style-type: none"> talk about significant features of layout, e.g., enlarged text, bold, italic, etc. <p>Inference</p> <ul style="list-style-type: none"> read aloud their own writing clearly enough to be heard by their peers and the teacher (from the writing section of the National Curriculum). <p>Language for effect</p> <ul style="list-style-type: none"> become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
Maths	<p>In maths this term, we will be learning about:</p> <ul style="list-style-type: none"> Place value (within 10) 	<p>In maths this term, we will be learning about:</p> <ul style="list-style-type: none"> Addition and subtraction (within 10) Shape 	<p>In maths this term, we will be learning about:</p> <ul style="list-style-type: none"> Place value (within 20) Addition and subtraction (within 20) 	<p>In maths this term, we will be learning about:</p> <ul style="list-style-type: none"> Place value (within 50) Length and height Mass and volume 	<p>In maths this term, we will be learning about:</p> <ul style="list-style-type: none"> Multiplication and division Fractions Position and direction 	<p>In maths this term, we will be learning about:</p> <ul style="list-style-type: none"> Place value (within 100) Money Time

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Mastering Number	Through the 'Mastering Number' program this term, we will be focusing on the composition, ordinality and cardinality of numbers within 10.	Through the 'Mastering Number' program this term, we will be focusing on the composition, ordinality and cardinality of numbers within 10.	Through the 'Mastering Number' program this term, we will be focusing on the composition of numbers, partitioning, addition and subtraction.	Through the 'Mastering Number' program this term, we will be focusing on the composition of numbers, partitioning, addition and subtraction.	Through the 'Mastering Number' program this term, we will be focusing on the composition, ordinality and cardinality of numbers within 20. Partitioning, and exploring addition and subtraction.	Through the 'Mastering Number' program this term, we will be focusing on the composition, ordinality and cardinality of numbers within 20. Partitioning, and exploring addition and subtraction.
Science	In science this term, we will be learning about seasonal changes.	In science this term, we will be learning about animals, including humans.	In science this term, we will be learning about animals, including humans.	In science this term, we will be learning about materials.	In science this term, we will be learning about materials.	In science this term, we will be learning about plants.
Geography / History	Our historical enquiry this term is, 'How do our toys and games compare with those of our parents and grandparents?'	Our geographical enquiry this term is, 'What is the geography of where I live like?'	Our historical enquiry this term is, 'What does it take to be a great explorer?'	Our geographical enquiry this term is, 'How does the weather affect our lives?'	Our historical enquiry this term is, 'How has Devises changed?'	Our geographical enquiry this term is, 'Why do we love being beside the sea?'
RE	In RE this term, we will be learning about Judaism. We will be exploring the question, 'Why do Jewish families talk about repentance at New Year?'	In RE this term, we will be learning about Christianity. We will be exploring the question, 'Why was Jesus given the name saviour?'	In RE this term, we will be learning about Christianity. We will be exploring the question, 'What did Jesus teach about God in his parables?'	In RE this term, we will be learning about Christianity. We will be exploring the question, 'Why do Christians pray to God and worship him?'	In RE this term, we will be learning about Christianity. We will be exploring the question, 'Why do Christians trust Jesus and follow him?'	In RE this term, we will be learning about Judaism. We will be exploring the question, 'Why is the Torah such a joy for the Jewish community?'
Computing	In computing our topic will be, 'Technology around us'.	In computing our topic will be, 'Digital painting'.	In computing our topic will be, 'Moving a robot'.	In computing our topic will be, 'Grouping data'.	In computing our topic will be, 'Digital writing'.	In computing our topic will be, 'Programming animations'.
PE (1)	In PE this term, we will be learning gymnastics, including: <ul style="list-style-type: none"> Use simple gymnastics actions and shapes. Apply basic strength to gymnastic actions. Begin to carry apparatus. Recognise like actions and link them. 	In PE this term, we will be learning to run, jump and throw, including: <ul style="list-style-type: none"> Pupils will begin to link running and jumping. To learn and refine a range of running which includes varying pathways and speeds. Develop throwing techniques to send objects over long distances. 	In PE this term, we will be learning to hit, catch and run, including: <ul style="list-style-type: none"> Able to hit objects with hand or bat. Track and retrieve a rolling ball. Throw and catch a variety of balls and objects. 	In PE this term, we will be learning dance, including: <ul style="list-style-type: none"> Able to build simple movement patterns from given actions. Compose and link actions to make simple movement phrases. Respond appropriately to supporting concepts such as canon and levels. 	In PE this term, we will be learning invasion games and techniques, attack, defend and shoot, including: <ul style="list-style-type: none"> To recognise rules and apply them in competitive and cooperative games. Use and apply simple strategies for invasion games. Preparing for, and explaining the reasons why we enjoy exercise. 	In PE this term, we will be learning to send and return, including: <ul style="list-style-type: none"> Develop sending skills with a variety of balls. Track, intercept and stop a variety of objects such as balls and beanbags. Select and apply skills to beat the opposition.
PE (2)	In PE this term, we will be learning dance, including: <ul style="list-style-type: none"> Respond to a range of stimuli and types of music. Explore space, direction, levels and speeds. Experiment creating actions and performing movements with different body parts. 	In PE this term, we will be learning to attack, defend and shoot, including: <ul style="list-style-type: none"> To practice basic movements including running, jumping, throwing and catching To begin to engage in competitive activities To experience opportunities to improve agility, balance and coordination. 	In PE this term, we will be learning to send and return, including: <ul style="list-style-type: none"> Able to send an object with increased confidence using hand or bat. Move towards a moving ball to return. Sending and returning a variety of balls. 	In PE this term, we will be learning gymnastics, including: <ul style="list-style-type: none"> Show a range of recognised point balances. Explore twists, rocks and turns. Perform with simple unison and canon techniques. 	In PE this term, we will be learning athletics, run, jump, throw, including: <ul style="list-style-type: none"> Increase stamina and core strength needed to undertake athletics activities. Take part in a broad range of opportunities to extend strength, balance, agility and coordination. Cooperate with others to carry out more complex physical activities. 	In PE this term, we will be learning to hit, catch and run, including: <ul style="list-style-type: none"> Develop sending and receiving skills to benefit fielding as a team. Distinguish between the roles of batters and fielders. Introduce the concept of simple tactics.
Forest School	In Forest School this term, we will be focusing on where and how we learn in Forest School.	In Forest School this term, we will be focusing on willow structures.	In Forest School this term, we will be focusing on the mud kitchen, composting, and planting early seeds.	In Forest School this term, we will be focusing on making a weather station.	In Forest School this term, we will be focusing on the vegetable garden.	In Forest School this term, we will be focusing on the wild garden.
PSHE	In PSHE this term, we will be learning about 'Me and My Relationships'.	In PSHE this term, we will be learning about 'Valuing Difference'.	In PSHE this term, we will be learning about 'Keeping Myself Safe'.	In PSHE this term, we will be learning about 'Rights and Responsibilities'.	In PSHE this term, we will be learning about 'Being My Best'.	In PSHE this term, we will be learning about 'Growing and Changing'.
Music	In music this term, we will be learning about pulse and rhythm through the theme of 'All About Me'.	In music this term, we will be learning about classical music, dynamics and tempo through the theme of 'Animals'.	In music this term, we will be learning about musical vocabulary through the theme of 'Under the Sea'.	In music this term, we will be learning about timbre and rhythmic patterns through the theme of 'Fairytails'.	In music this term, we will be learning about pitch and tempo through the theme of 'Superheroes'.	In music this term, we will be learning about vocal and body sounds through the theme, 'By the Sea'.
Art and Design	In art and design this term, we will be exploring mark making and line. Working and experimenting with different materials through observational and collaborative pieces.	In art and design this term, we will be exploring paint, colours and painting techniques. We will name the primary colours, mix secondary colours, use a range of colours when printing, and paint a plate.	In art and design this term, we will be exploring paint, colours and painting techniques. We will name the primary colours, mix secondary colours, use a range of colours when printing, and paint a plate.	In art and design this term, we will be making sculptures and 3D art. We will be creating a tree of life sculpture that includes several different techniques for shaping paper, and a giant spider model.		In art and design this term, we will be exploring 'Woven Wonders', creating art using textiles and weaving.
DT	In design and technology this term, we will be learning about cooking and nutrition. We will: describe fruits and vegetables and explain why they are a fruit or a vegetable; name a range of places that fruits and vegetables grow; describe basic characteristics of fruit and vegetables; and prepare fruits and vegetables to make a smoothie.	In design and technology this term, we will be learning about cooking and nutrition. We will: describe fruits and vegetables and explain why they are a fruit or a vegetable; name a range of places that fruits and vegetables grow; describe basic characteristics of fruit and vegetables; and prepare fruits and vegetables to make a smoothie.	In design and technology this term, we will be learning about mechanisms. We will be making a moving story book. Beginning with a design including a labelled drawing, followed by making a picture book that meets the design criteria.		In design and technology this term, we will be exploring structures and how to design and make a windmill. We will also be exploring mechanisms and how we can work with textiles to design and make a puppet.	In design and technology this term, we will complete our puppet making project. We will also be exploring mechanisms, by designing and making a vehicle with wheels and axles.