

<p><b>Numeracy</b></p>	<p>See Numeracy planning for detail.                  Year 1 – Unit 7 – Addition within 20, Unit 8 Subtraction within 20,                  Unit 9 Numbers to 50                  Year 2 – Unit 6 Multiplication and division, Unit 7 Statistics, Unit 8 length and height</p>
<p><b>Literacy</b></p>	<p>See Literacy planning for detail                  Continuing own story from a film stimulus, Create own monster, instructions to build robot,                  Year 1 – Sentence punctuation, time connectives, question marks, bossy verbs, (imperative verbs), adjectives                  Year 2 – Possessive apostrophes, time connectives, editing and improving, exclamation marks and question marks.                  SPAG Mats – fortnightly,                  Handwriting weekly.                  Phonics – Phase 5c and Phase 3 in two groups.                  Guided Reading using specific age appropriate texts – each child with an adult once per week.</p>
<p><b>Science</b></p>	<p>To be taught as a science investigation day.</p> <p>Science Y1/2 Weather Art</p> <ul style="list-style-type: none"> <li>- Four Seasons</li> <li>- Looking at light</li> <li>- Exploring weather and its impacts</li> </ul>
<p><b>RE/PSHE</b></p>	<p>Mrs Dinwoodie</p>
<p><b>Humanities</b></p>	<p>To learn about events beyond living memory that are significant globally.                  To know where the people and events that we study fit within a chronological framework.                  To learn what early aeroplanes were like and compare them to modern aircrafts.                  To use a timeline to explain the history of aviation and compare two early methods of flight.                  To describe details of old aeroplanes and understand how they have changed over time.                  To understand how important the aeroplane is and how people managed before it was invented.</p> <p>To understand what living in a rainforest is like, and to compare it with our own lives                  To understand how and why different buildings are built to suit different places.                  To understand what a city is, and to locate world cities on a map                  To explain their reasons for going on a journey to another country, including describing the human and physical landscape and people in this place and imagining what a journey would be like.</p>

## Art/Design and Technology

To understand that a product needs to be designed to suit a problem  
To plan and design a product.

To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work – with a focus on Gaudi.

Test and discover art using different materials.

Evaluate the artwork and consider which is most effective, or which could be improved.

## Computing

Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions – use of Beebots.

Create and debug simple programs.