**RE:**

Who am I?

What does it mean to belong?

**PE:**

Tuesday – Led by Harrogate Town (Ball Skills)

Friday – Dance

**Science:**

**Living things and their habitats**

* explore and compare the differences between things that are living, dead, and things that have never been alive
* identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
* identify and name a variety of plants and animals in their habitats, including micro-habitats
* describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

**Animals, including Humans**

* identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
* identify and name a variety of common animals that are carnivores, herbivores and omnivores
* describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
* identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
* notice that animals, including humans, have offspring which grow into adults
* find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
* describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

**Computing:**

**Using a computer (or IPAD or digital media) –** develop familiarity with computers and keyboards/mice; know how to log on and off, access Word and Save, begin to develop typing speed using a range of games and programs

**Creating and Publishing -**insert pictures, photographs and text into a Word Document; Use simple authoring tools to create content and add simple effects to sections of text (font size, colour)

**Word Reading Y1:**

* apply phonic knowledge and skills as the route to decode words
* respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
* read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
* read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
* read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
* read other words of more than one syllable that contain taught GPCs
* read words with contractions, and understand that the apostrophe represents the omitted letter(s)

**Word Reading Y2:**

* continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
* read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
* read accurately words of two or more syllables that contain the same graphemes as above
* read words containing common suffixes
* read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word
* read most words quickly and accurately, without overt sounding and blending , when they have been frequently encountered

**Comprehension:**

develop pleasure in reading, motivation to read, vocabulary and understanding by:

* listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
* discussing the sequence of events in books and how items of information are related
* becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
* being introduced to non-fiction books that are structured in different ways
* recognising simple recurring literary language in stories and poetry
* discussing and clarifying the meanings of words, linking new meanings to known vocabulary
* discussing their favourite words and phrases
* continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

**Maths:**

* Number (including counting up to and beyond 100)
* Place value (understanding each value in any given number)
* Addition
* Subtraction
* Multiplication
* Division
* Fluency (instant recall)
* Reasoning (explaining why)
* Problem Solving (application of key skills)