

Maths

Place Value Count in steps of 2, 3 and 5 from 0 and in tens from any number forwards and backwards. Read and write numbers to at least 100 in numerals and words. Recognise the place value of each digit in a 2 digit number. Identify, represent and estimate numbers to 100 using different representations including the number line. Compare and order numbers from 0 up to 100, use $<$ and $=$ signs. Use place value and number facts to solve problems.

Calculation: Recall and use addition and subtraction facts to 20 fluently and derive and use related facts to 100. Show that addition of 2 numbers can be done in any order (commutative) and subtraction cannot. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations including missing number problems. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a 2 digit number and ones, a 2 digit number and tens: two two digit numbers: adding 3 small numbers. Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures: applying increasing knowledge of mental and written methods

Money: Recognise and use symbols of pounds and pence: Combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

Multiplication and Division:

Make equal groups. Add equal groups and make arrays.

Literacy: Literacy involves a great deal of ongoing work which more detailed information sent out separately e.g. letters and sounds and handwriting.

Narrative: The Snow Queen

We will read the stories; act them out and retell the stories. The children will be creating story maps of the stories, again furthering their understanding of sequencing stories and how this sequence can be represented. We will sequence sentences and match them to the story map and then begin to write our own sentences and begin to retell parts of the story.

They will look at the different characters in the story and move onto looking at the settings in the stories and how the settings are created, again through the use of adjectives. We will write our own versions of some of the stories by changing or adding a different setting.

Non-Fiction: The children will be developing their understanding of labels and captions - we will be looking where we find this type of non-fiction writing and the children will be encouraged to write their own labels and captions related to their History work. We will also be looking at fact files and non-chronological reports and talking about their features.



Ways to help with this topic

Visit a castle.

Create your own family tree.

Look for patterns and shapes in the environment.

Use google maps to locate where you live.

PSCHE/SEAL: In these subjects the children will be developing their understanding of 'The Worthington Way' and investigating what each statement means. We will be sharing our ideas on 'New Beginnings.'

History: The children will become History detectives and develop their understanding of:

Castles: The children will learn about castles; where castles were built and why; parts of the castle and their uses. We will look at the people who lived in a castle and the jobs they did.

The Royal Family: We will find out about the current Royal Family and discuss their titles and the relationships between each other and place them onto a family tree. We will relate this to our family tree. Through our topic on 'The Royal Family' the children will develop their sense of chronology by placing Royal Weddings onto a timeline. We will then look into more details related to Royal Weddings; discussing British traditions related to Royal Weddings.

Due to Covid this History topic will be taught with more emphasis on Literacy skills.

Science: Everyday Materials and Uses of Materials:

Pupils will be taught through practical investigation to:

□□distinguish between an object and the material from which it is made

□□identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock

□□describe the simple physical properties of a variety of everyday materials

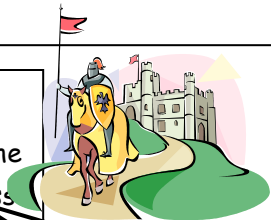
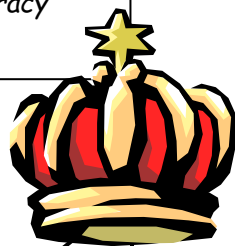
□□compare and group together a variety of everyday materials on the basis of their simple physical properties.

□□Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

□□Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

Through our **Design and Technology** topic we will investigate the strength of different materials and how to make materials stronger. We will investigate what makes the strongest drawbridge.

Knights and Princesses Autumn 1 - Miss Shaw



Art: Using the painting 'Castle and the Sun' by Paul Klee as an opening stimulus the children will be developing their awareness of printing as a medium. Some of the skills the children will be developing are: Print with a range of hard and soft materials
Make simple marks on rollers and printing pallets.
Roll printing ink over found objects to create patterns e.g. mesh.
Build repeating patterns and recognise pattern in the environment.
Create simple printing blocks with press print.
Design more repetitive patterns.

RE: We follow the Trafford Agreed Syllabus

Christians and the Bible

1.1 Who is a Christian and what do they believe?

1.4 What can we learn from sacred books?



Music: Hands, Feet and Heart
- through this topic we will teach the different elements of music.

PE: Multi-Skills to develop core-strength and skills.



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