

# Regent & St James - Term 1 – Wiggle and Crawl

## Core Subjects

### English

#### Associated Texts

Y1 - What they ladybird heard, What they ladybird heard next, Mad about minibeasts.

Y2 – Superworm, The very hungry caterpillar, Mad about minibeasts

#### Text Types

Y1 Narrative, instructions, poetry

Y2 Stories with familiar settings, poetry, explanations.

#### Skills Builders (Spelling, Grammar & Punctuation)

**Y1** - Ordering letters of the alphabet; sounds at the ends of words; singular and plural; naming words (noun)

**Y2** – Using prefixes, punctuation revision, singular and plural, conjunctions, 'or' and 'but' as joining words

#### Alan Peat

**GREEN-** List sentences; **DARK GREEN-** Name – adjective pair – sentences and **PINK-** First word last

### Y1

#### **Number & Place Value**

Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number; count in increments of 10 from any number; read and write numbers from 1 to 100 in numerals; given a number, identify 1 more and 1 less; identify and represent numbers using concrete objects, pictorial representations, including the number line, and use the language of: equal to, more than, less than (fewer), most, least; count in multiples of 2, 5 and 10; use number facts to solve problems; practise ordering first, second and third; count in multiples of twos, fives and tens; recognise and name common 2-D shapes.

#### **Addition and Subtraction**

Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs; mentally add and subtract within 20; solve one-step problems that involve addition and subtraction using concrete objects, pictorial representations, and missing number problems such as  $7 = ? - 9$ .

#### **Geometry – Properties of Shapes**

Recognise and name common 2-D shapes.

#### **Measurement – Length and Height**

Compare, describe and solve practical problems for lengths and heights [for example, long/short, longer/taller, shorter/smaller]; measure and begin to record the following: lengths and heights.

### Mathematics

### Y2

#### **Number and Place Value**

Recognise the place value of each digit in a two-digit number (10s, 1s); identify, represent and estimate the number of objects; use standard representations, including the number line; compare and order numbers from 0 up to 100; use  $<$ ,  $>$  and  $=$  symbols to compare numbers; count forwards and backwards from any number to at least 100 in numerals and in words; use place value and number facts to solve problems; recognise and name common 2-D shapes.

#### **Addition and Subtraction**

Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100; recall and use mental strategies for addition and subtraction; solve one-step problems that involve addition and subtraction; recognise and name common 2-D shapes; draw lines and shapes using a straight edge.

#### **Geometry – Properties of Shapes**

Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry; identify and name common 2-D shapes; draw lines and shapes using a straight edge.

#### **Measurement – Length and Height**

Choose and use appropriate standard units to estimate and measure length/height in any direction (meters/centimeters); use rulers; compare and order lengths and record the results using  $>$ ,  $<$  and  $=$ .



## Core Subjects

## Foundation Subjects

### Science

#### Year 1 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.

#### Year 2 Animals, including Humans & living things and their habitats

- ♣ 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.
- ♣ 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 microhabitats.
- ♣ 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.

### History and Geography

**Geography:** Locational knowledge; place knowledge; human and physical geography; geographical skills and fieldwork

- Similarities and differences between human and physical geography in the UK.
- Geographical vocabulary: maps, compass, directions, local, coordinates, etc.
- Use world maps to identify countries, continents and oceans.
- Use simple compass directions (North, South, East and West) and directional language.
- Devise a simple map; use and construct basic symbols in a key.

**History:** use information books to research about different minibeasts.

### Computing

g toys  
ing, algorithms, e-safety work.

### R.E.

an – Islam.

### Art and Design and Design Technology

aterials creatively to design and make products; develop a wide range of art and  
exture, line, shape, form and space.

tching and painting  
eating minibeast sock puppets

tching and labelling  
ork – designing ants  
g work

reate honey flap jacks and honeycomb.  
ing for these products.

### Music and Physical Education

### P.S.H.E

out themselves.

<b>Week 1</b> 4 <sup>th</sup> September	
<b>Week 2</b> 10 <sup>th</sup> September	
<b>Week 3</b> 17 <sup>th</sup> September	
<b>Week 4</b> 24 <sup>th</sup> September	
<b>Week 5</b> 1 <sup>st</sup> October	
<b>Week 6</b> 8 <sup>th</sup> October	
<b>Week 7</b> 15 <sup>th</sup> October	