

English		Science	Maths		
<p>Looking, Listening & Reading</p> <p>Year 1 Letters & Sounds Phonics Revision Phase 5 and the alternative sounds</p> <p>Year 2 Spelling strategies, contractions, word endings -er -est -ed -ing and suffixes -ly -ful -less.</p> <p>Year 2 will be completing comprehension activities for which fluent reading is essential.</p> <p>Reading texts both fiction and non-fiction. During these lessons we will focus not only decoding the text but also on the reading skills of inference, vocabulary, sequencing, predicting, retrieving and explaining,</p> <div></div>		<p>Talking, Acting & Writing</p> <p>Writing a story based on the format of Mr Big. The children will think of a different character, the instrument they play, the problem it causes and how the problem is resolved. We will re write the story of The Bear and The Piano. We will compose our own poem based on <i>The Sound Collector</i>.</p> <p>Write a non-chronological report on the subject of our magical mystery tour.</p> <p>We will be using coordination, subordination, commas in a list and commas to show possession as well as expanded noun phrases using adjectives.</p> <p>Handwriting – reinforcing the correct formation, orientation and positioning of letters both upper and lower case. For those children in Yr2 who ready joined writing patterns and letters are will be introduced.</p>	<p>Materials</p> <p>We will identify and name a variety of everyday materials and describe their simple properties. We will conduct experiments in order to test the properties of a range of materials for durability, flexibility utility and permeability. We will test, measure, observe and reach conclusions.</p> <div></div>	<p>Year1</p> <p>Number</p> <p>Understanding place value- tens and ones- of numbers up to 50.</p> <p>Addition and subtraction of numbers up to 20</p> <p>Year2</p> <p>Money</p> <p>Counting, comparing and calculating with money coins and notes. Giving change.</p> <p>Multiplication and division</p> <p>Recognise and make equal groups. Use the x symbol.</p> <p>Multiply and divide using the 2,5,10 times table.</p> <p>Doubling and halving.</p> <p>Odd and even numbers.</p>	<p>Year 1</p> <p>Length, height, mass and capacity</p> <p>Comparing and measuring lengths, heights, mass and capacities using non-standard units. Using the vocabulary of full, empty, heavier, lighter.</p> <p>Year 2</p> <p>Length, height, mass and capacity</p> <p>Compare and order lengths and heights using centimetres and metres.</p> <p>Compare and measure mass and capacity using grams, kilograms, litres and millilitres.</p> <p>Temperature</p> <p>Read thermometers with different scales.</p>
<p>Computing</p> <p>We will introduce the children to early programming concepts. and explore using individual commands, both with other learners and as part of a computer program.</p> <p>We will also use computers to organise data and information. They will begin by using labels to put objects into groups and labelling these groups.</p>		<div><div>Fox Class</div><div>Spring 2026</div><div>Magical Music Tour</div><div><p>This term we are going on a magical music tour. We will travel both around the UK but also through the decades from 1950-2000s. We will learn about the music and events that shaped each decade. We will be studying several different texts including The Bear and the Piano and Mr Big. At the end of our journey, we will share our learning with parents.</p><div></div></div></div>			<p>PE</p> <p>Dance-We will be studying dance styles from across the decades.</p> <p>Gymnastics-Shape</p> <p>Games- Throwing and catching.</p> <p>Balanceability.</p> <div></div>
<p>Design & Technology</p> <p>T-shirts- The children will research current t shirt designs. They will then create their own design based on their Artwork this term. The children will then be able to customise their t-shirts if they would like to. They will then wear their t-shirts when performing their dances.</p> <div></div>					<p>Art & Design</p> <p>We will be looking at the work of different artists throughout the decades and then focussing on Bridget Riley. We will study Op Art and the concepts of line, shape and colour.</p> <div></div>
<p>Geography</p> <p>We will be touring the UK on our musical tour. We will be able to name the countries that make up the UK, their capital cities and the seas that surround them. We will listen to music from the 4 different countries- popular and traditional and identify artists that have originated from them.</p> <p>We will identify different cities in the UK that have produced different styles of music through the decades –</p> <p>Liverpool, Manchester, London, Coventry.</p> <div></div>	<p>PSHE</p> <p>We will be following the Scarf programme and will be exploring 2 topics this term:</p> <p>Rights and responsibilities & Keeping myself safe.</p> <p>In addition, we will work on our core values which spell STRIVE, ensuring they are part of our learning and play.</p> <div></div>	<p>RE</p> <p>This term during our learning we will be looking at the following questions:</p> <p>Why does Easter matter to Christians?</p> <p>[Salvation] We will be able to retell stories from Holy Week and Easter. We will learn how Christians show their beliefs about Jesus’ death and resurrection.</p> <p>Who is a Muslim and how do they live?</p> <p>We will learn how Muslims live their religious lives by five rules called the 5 pillars of Islam and how this impacts their everyday life. We will also learn about special festival.</p>	<p>Music</p> <p>We will also be listening to lots of songs through the decades and discussing our likes and dislikes . We will discuss what instruments are being played and how technology has impacted music over the years. We will follow our Sing Up programme and cover the units of Rock and Roll and Grandma Rap.</p> <div></div>	<p>History</p> <p>We will be travelling through the decades 1950-2000. We will be learning about the events, music and fashion that have occurred during living memory. We will use the vocabulary – decade, century, past, present. We will compare and contrast music genres and artists, past and present, and comment on the similarities and differences.</p> <div></div>	