Dosbarth Vyrnwy – Hydref 2018

Language, Literacy & Communication	**Oracy** • Express opinions, giving reasons, and provide appropriate answers to questions. • Talk in detail about things they have made or done, explaining the process. • Extend their ideas or accounts by sequencing what they say and including relevant details. • Use a growing range of appropriate vocabulary in play and structured activities and formal situations, using variety in tone to add interest. • Build on previous experience, speaking confidently and making themselves clear by: – organising what they say – choosing words deliberately and including relevant detail. **Reading** • Choose reading materials independently giving reasons for their choices. • Use contents page and glossary within a range of texts. • Apply the following reading strategies with increasing independence to a range of familiar and unfamiliar texts: – phonic strategies – recognition of high-frequency words – context clues, e.g. prior knowledge – self-correction, including re-reading and reading ahead. • Read aloud with attention to punctuation, including full stops, question, exclamation and speech marks, varying intonation, voice and pace. • Look for key words to find out what the text is about. • Class authors this term are Julia Donaldson and Roald Dahl. **Writing** • Using capital letters and full stops with consistency. • Extend their response to a variety of stimuli on subjects that are of interest or importance to them, including stories, poems, class activities and personal experiences. • Write for different purposes. • Write text which makes sense to another reader, which may include details and pictures. • Re-read and improve their writing to ensure that it makes sense. • Organise writing with a beginning, middle and end. **Cymraeg** • Pwy wyt ti? Sut wyt ti? Sut mae tywdd heddiw? Faint? Ble wyt ti'n byw? • Dw i'n hoffi…..achos….mae'n…. Pam?

	• Lliwiau a rhifau. • Commands. • Counting extended vocabulary and expressing opinions.
Mathematics & Numeracy	• read and write numbers to at least 100. • recite numbers beyond 100, forwards and backwards and from different starting points... • compare and order 2-digit numbers • use mental recall of number facts to 10 to derive other facts, i.e.: – doubling and halving, e.g. derive 40 + 40 from knowing 4 + 4 – bonds of 10, e.g. derive 60 + 40 from knowing 6 + 4. • demonstrate an understanding of place value up to at least 100. • recognise and understand odd and even numbers up to 100. • count on in 2s, 5s and 10s from any given number. • partition 2-digit numbers and know the value of each digit. • find a difference between two numbers by counting on, e.g. 44 – 28 = 16. • use standard units to measure: – length and height: metres, half metres or centimetres. • use different combinations of money to pay for items up to £1. • record the days of the week, the months and seasons of the year. • recognise and name regular and irregular 2D and 3D shapes, understand and use the properties of shape.
Science & Technology	• Light & Sound • Electricity • Forces • Digital Competency – A letter to Father Christmas – performing and videoing. • Algorithms – delivering letters, treasure hunters. • Design and Technology – creating and following recipes to create Gruffalo Crumble. Using measurement s to design, create and evaluate fairy and elf houses and use design ideas to enhance a bug hotel. • Design and measure sticks for a scarecrow. Weighing sawdust for body mass. Designing clothes using measurements for their scarecrow design.
Health & Wellbeing	• PE –Dance & co-ordination. • PSE/Jigsaw - Being me in my world. • Sharing good qualities and being kind to each other. • Dream catchers and worry dolls.
Expressive Arts	• George Seurat – pointillism. • Music – expressing a range of moods and feelings through a variety of movements and sounds. • Dance – to be independently creative and work as a team to express stories and actions through various stimuli.

	• Use the indoor and outdoor environment to explore, investigate and gain awareness of the natural world in a learning environment that challenges their learning.
Humanities	• RE- Belonging, other people's beliefs, and responsibility. • History – Famous faces – people who have made a difference throughout history. • To explore and experiment • Identify what it is they want to find out and research independently. • Making observations and measurements and keeping records. • Becoming aware of human achievements and the 'big ideas' that have shaped the world. • Geography - Learn about where their locality is and how to follow directions. • Use a range of historical and geographical sources, including artefacts and visual sources to research information.