Hares Class Newsletter

Autumn 2 2025

Dear Parents/Carers,

We hope you have had a lovely break spending time enjoying the Autumn colours with your family and friends. I hope you are all refreshed and are ready for another exciting term ahead.

We were sad to say goodbye to Mrs Milner who is off travelling with her family. I know she will be back to help us with special events including our Christmas production. Mrs Hoare will be joining us every morning in Hares Class. She has already spent a lot of time with us, getting to know the children and routines of the class.

I will be in class full time apart from Thursday afternoon when I have time for PPA. When I am not in class, Mrs Williams and Mrs Pritchard will be leading the class. Mrs Pritchard has already taught the class and is familiar with the children and class expectations.

Our theme this half term will be 'Fun and Games' followed by 'Christmas' for both Reception and Key Stage One children.

PE will be every **Wednesday**, please could children come to school dressed in their PE kit (shorts/joggers/t-shirt/jumper/trainers).

Our **outdoor learning** session will be every **Friday**. Could pupils come in to school in their outdoor/forest clothes according to what the weather looks like but always **long trousers** and a **long-sleaved top** as there are some nettles/brambles. Please send them in with a pair of named **wellies** which they can wear in the forest area so we do not trample mud through the school. A **waterproof coat with a hood** is also essential as the weather is starting to turn and we go to the forest in all weathers (unless it is too windy). If your child does not have a pair of **waterproof trousers** then please send them in with a **change of clothes**. We sit on logs which can be wet so the children will be uncomfortable for the rest of the day if they do not have a change of clothes or waterproof trousers.

Please send in a **named water bottle** every day. We ask that only water is sent in as this is healthiest choice for the children. The children will continue to have fruit provided at snack time but if they prefer, they can purchase a healthy snack from the tuck shop (order

through the office). Children under 5 get milk for free but if your child is over 5 this can be purchased via the office.

Please remember to leave all toys and pencil cases at home to avoid upsets. We have everything your child needs in the classroom. Please check all clothing is named and is easy to read.

Dates for your diary:

Monday 3rd November - School re-opens.

Tuesday 4th November - 5pm Phonics Meeting for Reception and Year 1 parents.

Tuesday 11th November - 5pm to 7pm Parents Evening

Monday 17th November - 3:30pm to 5:30pm Parents Evening

Monday 17th November - BOOK FAIR IN SCHOOL

Thursday 4th December - FOLS-Movie Night

Tuesday 9th December - 9:30am and 1:30pm Hares Nativity Play

Thursday 11th December - 9am Praise Assembly

Thursday 11th December - FOLS Christmas Pop-Up Shop

Thursday 18th December - Christmas Service

Thursday 18th December - Christmas Party

Friday 19th December - Pantomime Trip

Homework For Reception

It is really important that the children practise their sounds book, read to you and listen to stories and rhymes every day.

To support your child with maths, talk to the children about things you notice for example, you have 3 fish fingers, this mirror is a circle etc.

Homework for KS1

Homework books will be used after half term and dojo points will be awarded if the homework is completed.

Reading:

We will be reading with children at school; however, it is incredibly important that children are read with at home daily to support their fluency especially if they are in year 2 and are still reading Read Write Inc books. Children will be bringing home a phonics book which is closely matched to the sounds they already know. We ask that you note down daily reading in the children's reading records so we can award dojo points.

Spellings:

Year 1 and 2 spellings will be sent home weekly. Please help your child to learn them. Spellings will be tested every Friday.

Maths:

Maths homework sheets will be sent home every Friday for children to complete. Please return to school on Thursday the following week.

I am looking forward working with you all to ensure your child has a memorable time at school.

I will be updating the class story on dojo often through the weeks with any messages or updates about Hares class. If you have any concerns, please speak to me on the gate, by telephone or via the office email (office@lindridge.worc.sch.uk).

Kind Regards

Mrs Thomas

Our Reception curriculum for Autumn 2 2025

English –

Reception- The children have been taught all of the set 1 sounds. Some children will be relearning previously taught sounds whilst others will be introduced to the set 2 sounds. The children have been grouped by their sound knowledge and these groups will be monitored weekly.

We are focusing on writing CVC words such as cat, dog etc They will also explore the following quality texts to support their writing development:

Learning Objective	Key Vocabulary
Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	Capital letter, finger space, full stop, phoneme, grapheme, sound.
Key Questions	**Skills**
Can you hold the short sentence or caption? What sound comes next? Can you read your work? Can you write a caption?	To orally compose and write a caption. To segment words for spelling. To read back own work.

Reception Maths: It's me 1, 2, 3

Learning Objective	Key Vocabulary
Range 5 – Links numerals with amounts up to 5 and maybe beyond. Range 5 – Subitises one, two and three objects (without counting) Range 5 – Beginning to recognise that each counting number is one more than the one before. Range 5 – Positive relationships – Emphasise the one more, one less pattern in rhymes and traditional tales, asking children to predict the next number. Range 5 – Separates a group of three or four objects in different ways, beginning to recognise that the total is the same.	1, 2, 3, altogether, more, less, subitise,
Key Questions	**Skills**
Can you find 1, 2, 3? How many can you see (subitise)? Can you represent 1, 2, 3? Can you find 1 more? Can you find 1 less? Can you calculate the composition of 1, 2,3?	To subitise. To say one number for each object.

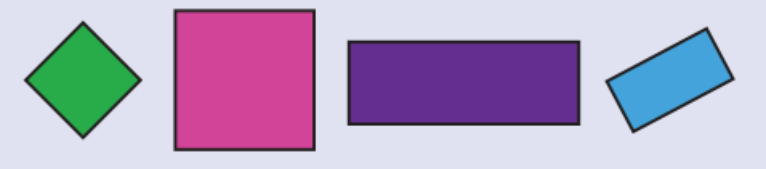
Reception Maths: Circles and Triangles

Learning Objective	Key Vocabulary
Range 5 – Responds to and uses language of position and direction. Range 6 – Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes.	Circle, triangle, corner, side, 1, 2, 3.
Key Questions	**Skills**
Can you identify circles and triangles? Can you compare circles and triangles? Can you identify shapes in the environment? Can you describe position?	Identifying circles and triangles requires visual discrimination, geometric knowledge, spatial reasoning, and basic maths. Key skills include recognising shape properties, counting sides, understanding orientation, and categorising. Language and memory also help describe and recall shapes accurately.

Reception Maths: 1, 2, 3, 4, 5

Learning Objective	Key Vocabulary
Range 5 – Points or touches (tags) each item, saying one number for each item, using the stable order of 1, 2, 3, 4, 5. Range 5 – Links numerals with amounts up to 5 and maybe beyond. Range 5 – Beginning to recognise that each counting number is one more than the one before. Range 5 – Positive relationships – Emphasise the one more, one less pattern in rhymes and traditional tales, asking children to predict the next number. Range 6 – Engages in subitising numbers to four and maybe five. Range 6 – Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects.	How many, altogether, more, less, and, makes, 1, 2, 3, 4, 5, subitise,
Key Questions	**Skills**
Can you find 4 and 5? Can you subitise 4 and 5? Can you represent 4 and 5? Can you find 1 more? Can you find 1 less? Can you calculate the composition of 4 and 5? Can you calculate the composition of 1 to 5?	To say one number for each object. To subitise. To say numbers in order. To recognise numerals.

Reception Maths: Shapes with 4 sides



Learning Objective	Key Vocabulary
Range 5 – Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes. Range 5 – Shows awareness of shape similarities and differences between objects. Range 6 – Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes. Range 6 – Is increasingly able to order and sequence events using everyday language related to time.	Shape, side, corner, square, rectangle, small, large, before, after, first, then, day, night.
Key Questions	**Skills**
Can you identify and name shapes with 4 sides? Can you combine shapes with 4 sides? Can you identify shapes in the environment? Can you sequence a day?	To say one number for each side/corner. Recognise 4 sided shapes and name them. Sequence events in order.

Reception Personal, Social and Emotional Development: Valuing Difference

Learning Objective	Key Vocabulary
To be sensitive towards others and celebrate what makes each person unique. To recognise that we can have things in common with others. To use speaking and listening skills to learn about the lives of their peers. To know the importance of showing care and kindness towards others. To demonstrate skills in building friendships and cooperation.	Special, likes, dislikes, favourite, same, different, kind, kindness, unkind, family, home, new friend, friendship.
Key Questions	**Skills**
Why are you special? Who can help you? Can you talk about your family? Can you talk about your home? How can I be kind? How can I be a good friend?	I can share my ideas. I can talk about familiar people and routines.

Reception RE: Incarnation: Why is Christmas special for Christians?

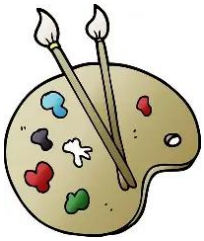
Learning Objective	Key Vocabulary
To talk about people who are special to them. To say what makes their family and friends special to them. To recall simply what happens at a traditional Christian festival (Christmas). To begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus. To retell religious stories, making connections with personal experiences.	Christmas, Christian, Bible, Advent, Jesus, birthday, Christingle, crib, Mary, Joseph, shepherds, wise men.
Key Questions	**Skills**
How do we get ready for a new baby? When do Christian's celebrate Jesus' birthday? Can you retell the story of Jesus' birth? Can you talk about Advent? Can you talk about Christmas artefacts? Can you talk about Christingles? What gifts do you give? How do non-religious people celebrate Christmas?	

Reception: Understanding the World



Learning Objective	Key Questions/Starting Points:
Past and Present: Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling.	Can you talk about toys you had when you were a baby, a toddler and now? Can you compare Victorian toys to the toys you play with? Can you compare Roman toys to the toys you play with? Can you talk about the life of Frank Hornby (the inventor of Meccano, Hornby Railways and Dinky Toys)? Can you talk about the life of Ruth Handler (the inventor of Barbie)? Can you talk about the life of Leslie Scott (the inventor of Jenga)?
The World Explore the natural world around them, making observations and drawing pictures of animals and plants; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Knows about similarities and differences in relation to objects and materials.	Weekly visit to the Forest Area looking at changes in the environment and making observations of the natural world. Children explore different materials which toys are made from.
Technology Investigations, scientific inquiry and exploration are essential components of learning about and with technology both digitally and in the natural world. Through technology children have additional opportunities to learn across all areas in both formal and informal ways. Technologies should be seen as tools to learn both from and with, in order to integrate technology effectively with early years practice.	Children will explore and investigate different materials. Children will use Purple Mash to develop their ICT skills.

Reception: Expressive Arts and Design



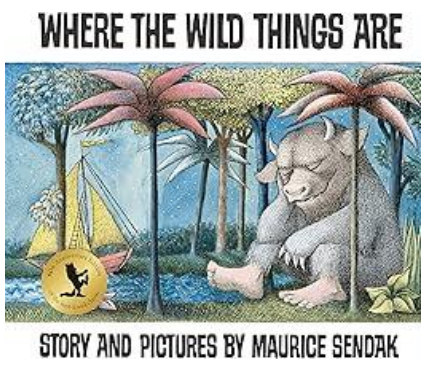
Learning Objective	Key Questions/Starting Points:
Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.	The children will develop their artistic skills throughout the topic exploring different media.
Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.	Celebration Music: Can you dance and move to the music from Diwali? Can you talk about the music associated with the Jewish festival of Hanukkah? Can you play a drum to join in with the festival of Kwanzaa? Can you sing some Christmas songs?

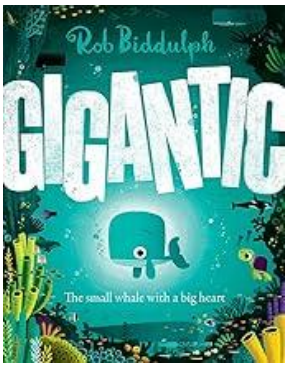
Reception: Physical Development

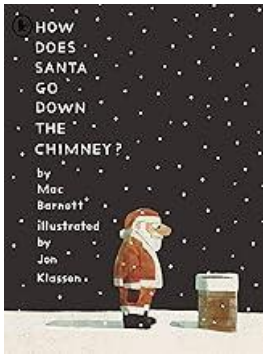
Learning Objective	Key Questions/Starting Points:
Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility.	Gymnastics Can you explore travelling movements? Can you develop quality when performing and linking shapes? Can you develop stability and control when performing balances? Can you develop technique and control when performing shape jumps? Can you develop technique in the barrel, straight and forward roll? Can you link gymnastic actions to create a sequence?
Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Develop the foundations of a handwriting style which is fast, accurate and efficient.	The children will engage in daily handwriting sessions. The children will complete fine motor skills activities including using one handed tools.

Our Year 1 and Year 2 curriculum for Autumn 2 2025

Year 1/2 English- Books we will be exploring:

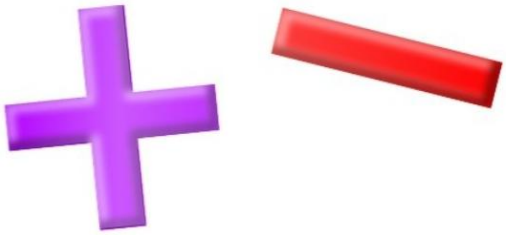






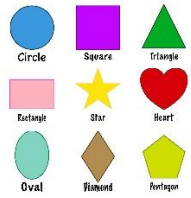
Learning Objective	**Key Vocabulary**
Orally compose and write a sequence of sentences in role. Orally compose and write a sequence of sentences to retell a known story. Orally compose and write a sequence of sentences that are factual. Orally compose and write a sequence of sentences to describe. Orally compose and write a sequence of sentences to retell a real event/recount. Orally compose and write a simple story.	Year 1-letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark Year 2-noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma
Key Questions	**Skills**
Which tense have you used? What happened next? Which letter is missing?	Using correct punctuation, fingers spaces, forming letters correctly and reading their sentences to check they make sense.

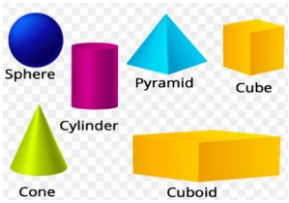
Maths Year 1– Unit of work: Addition and Subtraction



Learning Objective	**Key Vocabulary**
To read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. To represent and use number bonds and related subtraction facts within 20. To add and subtract one-digit and two-digit numbers to 20, including 0. To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9.	Add, subtract, equals, numbers to 10, calculate, number bonds, whole, part,
Key Questions	**Skills**
Can you calculate using part whole model? Can you write number sentences? Can you calculate addition fact families? Can you calculate number bonds within 10? Can you calculate systematic number bonds within 10? Can you calculate number bonds to 10? Can you add two numbers? Can you solve addition problems? Can you find a part? Can you find a part by subtraction? Can you calculate fact families - the eight facts? Can you subtract- take away/cross out (How many left?)? Can you subtract? Can you subtract on a number line? Can you add or subtract 1 or 2?	Children need to add and subtract using objects, pictures, and number lines. They learn number bonds to 10 and 20, understand +, – and = symbols, solve simple word problems, count forwards and backwards, use mental strategies, and begin to see the link between addition and subtraction.

Maths Year 1– Unit of work: Geometry: Shape



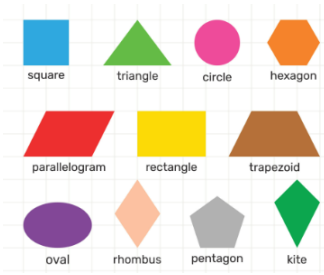


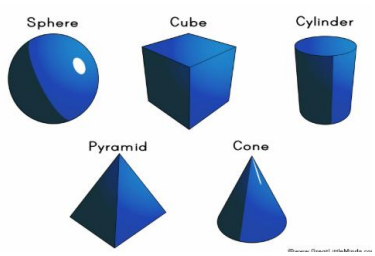
Learning Objective	**Key Vocabulary**
To recognise and name common 2-D and 3-D shapes, including: • 2-D shapes [for example, rectangles (including squares), circles and triangles] • 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]	Circle, triangle, square, rectangle, sphere, cube, cuboid, cylinder, side, vertices, edges, faces, standard, 3D, 2D, flat, straight, group, curved surface,
Key Questions	**Skills**
Can you recognise and name 3D shapes? Can you sort 3D shapes? Can you recognise and name 2D shapes? Can you sort 2D shapes? Can you make a pattern with 2D and 3D shapes?	Children need to recognise and name shapes, understand their properties (sides, corners, faces), use correct shape vocabulary, sort shapes by features, and visualise them from different perspectives and in everyday objects.

Maths Year 2– Unit of work: Addition and Subtraction

Learning Objective	Key Vocabulary
To solve problems with addition and subtraction. To use concrete objects and pictorial representations, including those involving numbers, quantities and measures. To apply their increasing knowledge of mental and written methods. To recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. To add and subtract numbers using concrete objects, pictorial representations, and mentally, including: • a two-digit number and 1s • a two-digit number and 10s • 2 two-digit numbers • adding 3 one-digit numbers To show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot. To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems	Add, subtract, equals, more, less, digit, across, number bond, numbers to 100, commutative,
Key Questions	**Skills**
Can you recall your number bonds to 10? Can you say the fact families - addition and subtraction bonds within 20? Can you calculate the related facts? Can you calculate the number bonds to 100 (tens)? Can you add and subtract 1s? Can you add by making 10? Can you add three 1 digit numbers? Can you add to the next 10? Can you add across a 10? Can you subtract across 10? Can you subtract from a 10? Can you subtract a 1-digit number from a 2-digit number (across a 10)? Can you calculate 10 more and 10 less? Can you add and subtract 10s? Can you add two 2-digit numbers (not across a 10)? Can you add two 2-digit numbers (across a 10)? Can you subtract two 2-digit numbers (not across a 10)? Can you subtract two 2-digit numbers (across a 10)? Can you calculate mixed addition and subtraction sums? Can you compare number sentences? Can you calculate missing number problems?	Children need skills to add and subtract using objects, pictures, and mental methods. They should recall number bonds to 20, add and subtract one- and two-digit numbers, understand addition is commutative while subtraction is not, and use the inverse relationship to check answers and solve problems.

Maths Year 2– Unit of work: Geometry: Shape



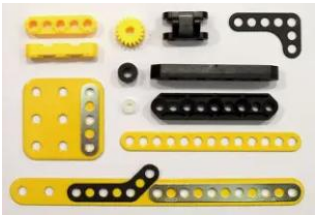


Learning Objective	Key Vocabulary
To identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line. To identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. To identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]. To compare and sort common 2-D and 3-D shapes and everyday objects.	Circle, triangle, square, rectangle, pentagon, hexagon, octagon, sphere, cube, cuboid, cylinder, pyramid, cone, triangular prism, pentagonal prism, hexagonal prism, side, vertices, vertex, edges, faces, standard, non-standard, 3D, 2D, flat, straight, symmetrical, same, mirror line, group, curved surface.
Key Questions	**Skills**
Can you recognise 2D and 3D shapes? Can you count the sides on 2D shapes? Can you count the vertices on 2D shapes? Can you draw 2D shapes? Can you find the lines of symmetry on shapes? Can you use lines of symmetry to complete shapes? Can you sort 2D shapes? Can you count the faces on 3D shapes? Can you count the edges on 3D shapes? Can you count the vertices on 3D shapes? Can you sort 3D shapes? Can you make patterns with 2D and 3D shapes?	They should identify basic properties, sort and compare shapes, and explore them through play and real-life contexts. Developing spatial awareness and confidence using shape vocabulary is key to building their early geometry skills.

Science – Unit of work: Materials: Everyday Materials

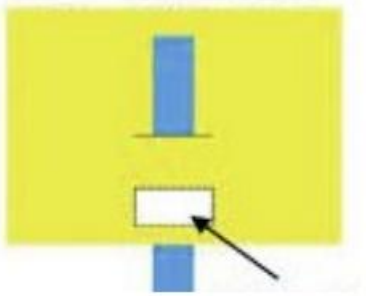
Learning Objective	**Key Vocabulary**
To distinguish between an object and the material from which it is made. To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. To describe the simple physical properties of a variety of everyday materials. To compare and group together a variety of everyday materials on the basis of their simple physical properties. **Working scientifically** To ask simple questions and recognising that they can be answered in different ways. To observe closely, using simple equipment. To perform simple tests. To identify and classify. To use their observations and ideas to suggest answers to questions. To gather and record data to help in answering questions.	Absorbent, fabric, glass, group, material, metal, object, plastic, rock, tough, waterproof, wood.
Key Questions	**Skills**
Can you identify everyday materials? Can you recognise the difference between objects and materials? Can you describe the properties of materials? Can you group materials based on their properties (absorbency)? Can you group materials based on their properties (waterproofness)? Can you group materials based on their properties (toughness)?	Children begin to ask and respond to questions, plan fair tests with support, make predictions based on experience, observe changes using their senses, record results in tables, group by visible traits, and use results to answer simple questions, noticing when outcomes differ from predictions.

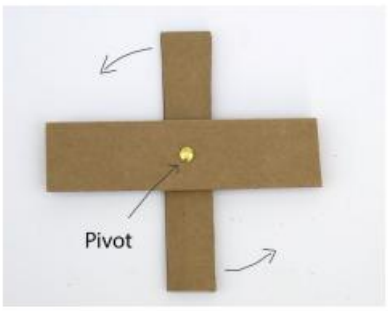
History: Unit of work: Toys



Learning Objective	**Key Vocabulary**
To learn about changes within living memory. To learn about events beyond living memory that are significant nationally or globally. To learn about the lives of significant individuals in the past who have contributed to national and international achievements.	Before, after, past, present, old, new, then, now, today, modern, timeline, different, same, favourite, ask, look, time, chronological, source, enquire, evidence, compare, question, interpret, explain, describe, primary source, secondary source.
Key Questions	**Skills**
Can you talk about toys you had when you were a baby, a toddler and now? Can you compare Victorian toys to the toys you play with? Can you compare Roman toys to the toys you play with? Can you talk about the life of Frank Hornby (the inventor of Meccano, Hornby Railways and Dinky Toys)? Can you talk about the life of Ruth Handler (the inventor of Barbie)? Can you talk about the life of Leslie Scott (the inventor of Jenga)?	Construct & sequence the past-recognise the difference between old and new, use a timeline. Change and development-compare and describe differences between the past and now. Cause and effect-understand the impact of change. Significance and interpretation-understand the significance of people and events. Plan and carry out an enquiry-ask and answer historical questions. Use sources as evidence-use and evaluate different sources.

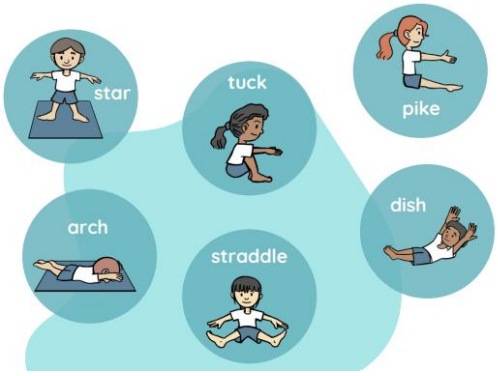
Design Technology– Unit of work: Mechanisms-Sliders and Levers (create a moving Story Scene)





Learning Objective	**Key Vocabulary**
Pupils design purposeful, functional, and appealing products by generating and communicating ideas through various methods. They use tools, materials, and components to make products, then evaluate them against criteria. They develop technical knowledge of structures and mechanisms while engaging in an iterative process of designing, making, and improving.	Mechanism: a system of parts working together in a machine. Lever: A handle that you push or pull to make something Pivot: A point at which a lever turns. You might use a split pin to make a pivot in your moving picture. Flap: A flat piece or paper or card which you can you lift up and down to see what is underneath. Slider: A slider is different from a lever because it does not have a pivot. A slider is like a handle for the moving picture. Join: To attach/fix two things together.
Key Questions	**Skills**
Problem-How can the boy move the whale? Investigate-How do wheels and axles work? Design-Which materials should you use and why? What equipment do you need? Make-Can you make a prototype from your design? Evaluate-What works well with your finished product? What did you learn? What would you change next time	Explore and evaluate books and products with moving parts, including those with sliders and levers. Develop understanding of the way sliders and levers can create movement. Develop & share design ideas. Use cutting, gluing & taping to shape and join materials. Use art & design techniques to create a finished product.

PE – Unit of work: Gymnastics (Rolling and Sequences)



Learning Objective	**Key Vocabulary**
To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Action, balance, control, direction, jump, level, point, roll, shape, speed, squeeze, star, straight, travel.
Key Questions	**Skills**
Can you explore travelling movements? Can you develop quality when performing and linking shapes? Can you develop stability and control when performing balances? Can you develop technique and control when performing shape jumps? Can you develop technique in the barrel, straight and forward roll? Can you link gymnastic actions to create a sequence?	Physical-travelling actions, shapes, balances, shape jumps, barrel roll, straight roll, forward roll. Social-respect, collaboration, sharing, work safely. Emotional-confidence, self-regulation, perseverance. Thinking-comprehension, select and apply action, creativity.

RE– Unit of work: Incarnation: Why does Christmas matter to Christians?

Learning Objective	Key Vocabulary
Make sense of belief: To recognise that stories of Jesus' life come from the Gospels. To give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. Understand the impact: To give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas. Make connections: To think, talk and ask questions about Christmas for people who are Christians and for people who are not. To decide what they personally have to be thankful for, giving a reason for their ideas.	Christmas, Christian, Bible, Advent, Jesus, birthday, Christingle, crib, Mary, Joseph, shepherds, wise men.
Key Questions	**Skills**
How do you know Christmas is coming? What do you know about Jesus? Can you retell the story of Jesus' birth? Can you talk about Advent? Can you talk about Christmas artefacts and traditions? Who celebrates Christmas?	

Music – Unit of work: Instruments: Musical Storytelling



Learning Objective	**Key Vocabulary**
To use their voices expressively and creatively by singing songs and speaking chants and rhymes. To play tuned and untuned instruments musically. To listen with concentration and understanding to a range of high-quality live and recorded music. To experiment with, create, select and combine sounds using the inter-related dimensions of music.	Dynamics, encore, instrumental sound, sound effect, tempo
Key Questions	**Skills**
Can you explore listening and analysing a piece of music in relation to a story? Can you explore how music and sound effect tell a story? Can you select appropriate sounds to match events, characters and feelings in a story? Can you suggest appropriate sounds to represent a story? Can you perform a composition showing changes in tempo and dynamics?	Children listen attentively to music, identify instruments, and describe tempo and dynamics using simple vocabulary. They create imaginative soundscapes, explore rhythm and sound, and respond to stimuli through composition. They perform using instruments and voice, collaborate with peers, and give constructive feedback, developing confidence and awareness in musical expression.

Computing – Unit of work: Online Safety

Learning Objective	Key Vocabulary
To recognise common uses of information technology beyond school. To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Attachment: A computer file sent with an email. Digital footprint: The information about a person that exists on the Internet as a result of their online activity. Email Messages distributed by electronic means from one computer user to one or more people. Filter: A feature of search engines, where a user can filter results according to criteria. For example, news, date published. Internet: A way to send information from one computer to another anywhere in the world using technology such as phones, satellites and radio links. Personal information: This is information that is personal to someone. For example, their favourite food, their name and age. Private information: This is personal information that should be kept secure. For example, their date of birth, their full address, credit card numbers. Search: Look for information (in a database or the World Wide Web) using a search engine. Secure Users online should take steps to help keep their personal and private information secure. Sharing Post or repost (something) on a website.
Key Questions	**Skills**
Can you use the search tool? Can you share information? Can you email using 2Respond? Can you explain your digital footprint?	Children need to learn online safety skills such as keeping personal information private, asking a trusted adult for help, recognising safe websites, being kind online, avoiding unknown links, understanding photo sharing risks, staying safe in games, and following rules for safe, respectful, and supervised internet use.

Computing – Unit of work: Spreadsheets

Learning Objective	Key Vocabulary
To use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Calculations: The process or result of adding, subtracting, multiplying, or dividing or a combination of these operations. Data: A collection of information, used to help answer questions. Equals: This symbol can be used in 2Calculate to find the answer to a calculation. Row Boxes running horizontally in a spreadsheet. Cell: An individual section of a spreadsheet grid. It contains data or calculations. Data table: Laying out data on a spreadsheet in a way that it can be understood easily. Equals tool: Tests whether the entered calculation in the cells to the left of the tool has the correct answer in the cell to the right of the tool. Spreadsheet: A computer program that represents information in a grid of rows and columns. Drag: Contents of a cell can be dragged to another cell using the drag tool in 2Calculate. Graph: A diagram that represents data. There are set layouts for graphs including bar graphs.
Key Questions	**Skills**
Can you make a spreadsheet? Can you add an image to a spreadsheet? Can you use clipart images in a spreadsheet? Can you use the totalling tool? Can you use the 'speak' and 'count' tools to count items? Can you create a table and block graph?	Children learn basic spreadsheet skills such as entering data into cells, recognising rows and columns, formatting cells, and creating simple charts. They use spreadsheets to count, sort, and display information from real-life activities like surveys or experiments, helping them understand how data can be organised and shared.

PHSE – Unit of work: Valuing difference.

Learning Objective	Key Vocabulary
To recognise that everyone is unique and special. To identify similarities and differences between themselves and others. To show respect and kindness towards people who are different from them. To understand that everyone has feelings, and all people should be treated fairly. To use respectful language when talking about others. To work and play cooperatively with a range of peers. To know what to do if someone is being unkind because of differences. To appreciate different cultures, abilities, and family types through stories and discussion.	Same, different, difference, respect, unkind, unkindness, tease, teasing, bully, bullying, behaviour, rules, safe, fair, unfair, kind, bullying, special people, qualities, feelings, family.
Key Questions	**Skills**
Can you recognise the same and different between people? Can you explain the difference between unkindness, teasing and bullying? Can you explain some of their school rules and how those rules help to keep everybody safe? Can you recognise and explain what is fair and unfair, kind and unkind? Can you identify some of the people who are special? Can you recognise that they belong to various groups and communities such as their family?	Children need to recognise and respect differences, show empathy, communicate kindly, and include others. They should understand that everyone is unique, develop positive relationships, and challenge unfair behaviour. Learning to value difference helps build confidence, kindness, and a sense of fairness in diverse social settings.