

<p><b>Writing</b> Genre: Information Texts</p>	<p><b>Non-Fiction: Information Texts</b> <b>Class Text: Hodgeheg</b> <b>Model Text: The Blue Shimmer Dragon</b></p> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Form lower-case letters of the correct size relative to one another</li> <li>• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>• Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• Write for different purposes</li> <li>• Plan or say out loud what they are going to write about</li> <li>• Encapsulate what they want to say, sentence by sentence</li> <li>• Evaluating their writing with the teacher and other pupils</li> <li>• Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>• Use the present and past tenses correctly and consistently including the progressive form</li> <li>• Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> </ul>
<p><b>Reading</b></p>	<p><b>Class Text: Hodgeheg (Dick King-Smith)</b></p> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>• Read words containing common suffixes</li> <li>• Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Be introduced to non-fiction books that are structured in different ways</li> <li>• Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>• Draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>• Answer and ask questions</li> </ul>
<p><b>SPAG</b></p>	<ul style="list-style-type: none"> <li>• Adding -es to nouns and verbs ending in -y Example words: flies, tries, replies, copies</li> <li>• Adding -ed, -er, -est and -ing to a root word ending in -y (1) Example words: copied, copier, happier, happiest, crying, replying.</li> <li>• Adding -ed, -er, -est, -ing and -y to a root word ending in -e (1) Example words: hiking, biked, hiker, shiny.</li> <li>• Adding -ed, -er, -est, -ing and -y to words of one syllable ending in a single consonant letter after a single vowel letter (1) Example words: patted, fatter, saddest, runny.</li> <li>• Common exception word spellings: plant, bath, path, hour, move, prove, improve, suer, sugar</li> <li>• Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks.</li> <li>• Use sentences with different forms: statement, question, exclamation, command</li> <li>• Use commas to separate items in a list</li> <li>• Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</li> <li>• Use present tense and past tense consistently throughout writing</li> </ul>
<p><b>Mathematics</b></p>	<p><b>Measurement: Money</b></p> <ul style="list-style-type: none"> <li>• Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</li> <li>• Find different combinations of coins that equal the same amounts of money.</li> <li>• Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</li> </ul> <p><b>Number: Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>• Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.</li> <li>• Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign.</li> </ul>

	<ul style="list-style-type: none"> <li>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</li> </ul> <p><b>Arithmetic: Mastering Number</b></p> <ul style="list-style-type: none"> <li>explore how the numbers 6 to 9 can be doubled using the '5 and a bit' and '10 and a bit' structure</li> <li>use doubles to calculate near doubles</li> <li>use bonds of 10 to reason about bonds of 20, in which the given addend is greater than 10</li> <li>use known number bonds within 10 to calculate within 20, working within the 10-boundary</li> <li>use their knowledge of bonds of 10 to find three addends that sum to 10</li> <li>use their knowledge of the composition of numbers within 20 to add and subtract across the 10-boundary</li> </ul> <p><b>Problem Solving</b></p> <ul style="list-style-type: none"> <li>Conjecturing</li> <li>Working systematically</li> </ul>
<b>Science</b>	<p><b>Uses of Everyday Materials</b></p> <ul style="list-style-type: none"> <li>How to distinguish objects from materials, describe their properties, identify and group everyday materials and compare their suitability for different uses.</li> <li>How to identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> <li>All objects are made of one or more materials that are chosen specifically because they have suitable properties for the task. For example, a water bottle is made of plastic because it is transparent allowing you to see the drink inside and waterproof so that it holds the water.</li> <li>When choosing what to make an object from, the properties needed are compared with the properties of the possible materials, identified through simple tests and classifying activities.</li> <li>A material can be suitable for different purposes and an object can be made of more than one materials.</li> <li>Objects made of some materials can be changed in shape by bending, stretching, squashing and twisting. For example, clay can be shaped by squashing, stretching, rolling, pressing etc. This can be a property of the material or depend on how the material has been processed, for example how thick it is.</li> <li>Some uses of materials: <ul style="list-style-type: none"> <li>➤ Wood is used to make furniture and floors.</li> <li>➤ Metal can be used to make coins, cans, cars and cutlery.</li> <li>➤ Glass can be used to make windows because it is transparent.</li> <li>➤ Rulers can be made from wood, plastic or rubber because these materials are smooth and can be cut straight.</li> <li>➤ Spoons are made from metal, because it is waterproof and can be cleaned easily. They can also be made from plastic for children because plastic is light and it cannot hurt children's growing teeth.</li> </ul> </li> </ul> <p><b>Scientific skills: comparative and fair testing</b> <b>Scientist Study: John Dunlop</b></p>
<b>Religious Education</b>	<p><b>Who is a Muslim and What do They Believe?</b></p> <ul style="list-style-type: none"> <li>To recognise what symbolises being a Muslim- praying 5 times a day; observing Ramadam.</li> <li>To know Muslims beliefs about Allah and Muhammad.</li> <li>To know what they are allowed to say and draw related to Allah.(99 names).</li> <li>To know some of the important festivals and how they are celebrated (Eid-ul-Fitr).</li> <li>To know how stories in Islam show what Muslims think of God (the story of 'the crying camel').</li> <li>That the Qur'an is the holy book of Muslims and to know the story of how it was revealed to the prophet Muhammad on Mount Hira.</li> <li>The meaning of some objects that are sacred to Muslims (prayer beads; Qur'an; prayer mat; Mecca).</li> </ul>
<b>Physical Education</b>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>To remember, repeat and link actions to tell the story of my dance.</li> <li>To develop an understanding of dynamics and how they can show an idea.</li> <li>Use counts of 8 to help you stay in time with the music.</li> <li>To copy, remember and repeat actions using facial expressions to show different characters.</li> <li>To explore pathways and levels.</li> <li>To remember and rehearse our circus dance showing expression and character.</li> </ul> <p><b>Sending and Receiving</b></p>

	<ul style="list-style-type: none"> <li>• To roll a ball towards a target.</li> <li>• To be able to track and receive a rolling ball.</li> <li>• To be able to stop, send and receive a ball with your feet.</li> <li>• To develop throwing and catching skills.</li> <li>• To develop throwing and catching skills.</li> <li>• To send and receive a ball using a racket.</li> </ul>
<p><b>History</b></p>	<p><b>Monarchy – Queens (Elizabeth I &amp; Elizabeth II)</b></p> <ul style="list-style-type: none"> <li>• To know that a <b>monarch</b> is the main representative of a country, specifically either a <b>king, queen</b> or <b>emperor</b>.</li> <li>• To <b>compare</b> and <b>contrast</b> portraits and written descriptions of both rulers to understand how they were viewed by the public.</li> <li>• To be able to <b>compare</b> the lives and power held by Henry VIII and Elizabeth II.</li> <li>• Suggest which <b>monarch</b> had a greater impact on Great Britain and why.</li> <li>• To know that Henry VIII was a <b>Tudor King</b>.</li> <li>• To recall information from <b>The Gunpowder Plot</b> and remember that Henry VIII broke England away from the <b>Catholic Church</b> and established the <b>Church of England (Protestantism)</b>, with him in charge. Understand that this allowed him to <b>divorce</b> his first wife.</li> <li>• To understand the impact that Henry VIII dream of a male <b>heir</b> had on the monarchy e.g. him marrying six times but only having had one son. Children should know the rhyme: divorced, beheaded, died – divorced, beheaded, survived.</li> <li>• To make suggestions about the significance of the order of succession as after the death of Henry VIII, his only son died young and his eldest daughter became England's <b>first female monarch</b>.</li> <li>• To know that Queen Elizabeth II was Queen of England until she died in 2022 and that she ruled for longer than any other monarch in British history.</li> <li>• To know that the <b>coronation</b> of Queen Elizabeth was the first on television.</li> <li>• To know that Queen Elizabeth II acts as a <b>patron</b> to more than 600 charities and organisations across the United Kingdom and the <b>Commonwealth</b> and make suggestions as to why this is significant historically.</li> <li>• To know that the majority of power to make decisions in the UK today is held by a <b>government</b>, not by the <b>monarchy</b> and <b>compare</b> this with the reign of Henry VIII.</li> </ul>
<p><b>RSHE</b></p>	<p><b>Health and Well-being</b></p> <ul style="list-style-type: none"> <li>• That a physically healthy lifestyle involves daily exercise, a balanced diet, good hygiene, drinking water and getting enough sleep.</li> <li>• That medicines (including vaccinations and those that support allergic reactions) can help people stay healthy.</li> <li>• That a mentally healthy lifestyle involves talking about our feelings and emotions, spending time doing things we enjoy, playing outside, spending time with family and friends, resting and relaxing, and getting enough sleep.</li> <li>• That it is important to take a break from TV, tablets, games consoles and the internet.</li> <li>• That their choices and decisions will have good and not so good consequences and that they must consider these before making a real informed choice.</li> <li>• That everyone has different likes and dislikes and to identify some of their own.</li> <li>• Some simple strategies for managing feelings, including sadness, anger and loneliness.</li> <li>• That it is important to ask for help with feelings and how to ask for it.</li> <li>• About fire safety: that they must never play with fire or matches; that if their clothes were to catch fire they should stop, drop and roll; that if there was a fire they should stay low on the floor; that they must 'get out and stay out'; that they must never hide during a fire.</li> <li>• About road safety: that they should hold an adults hand when crossing the road and they should stop, look and listen before crossing; that they should cross at pelican or zebra crossings whenever possible; that they should never cross if there is something obstructing their view of the road.</li> <li>• About online safety: why it is important to keep passwords and personal information private when online; how to report a concern; that sometimes people may behave differently online, including by pretending to be someone they are not.</li> <li>• About sun safety: that they need to wear sun cream and to cover up with appropriate clothing and hats to protect their skin from the sun damage.</li> <li>• How to respond safely to adults they do not know.</li> <li>• That they share a responsibility for keeping themselves and others safe and that if they feel unsafe or worried for themselves or others, they should always talk to a trusted adult</li> </ul>

	<p><b>SRE</b></p> <ul style="list-style-type: none"> <li>• That there are some physical differences between males and females, such as their external genitalia and know the names for the main parts of the body, including using the names penis and vulva for external genitalia. (SRE lessons 2 &amp; 3)</li> </ul>
<p><b>Computing</b></p>	<p><b>Stop Motion (Hedgehog Links)</b></p> <ul style="list-style-type: none"> <li>• To know that an <b>animation</b> is a sequence of <b>images</b> that slightly alter so that it looks like they are moving.</li> <li>• To know that images are called <b>frames</b> and multiple are needed to create an animation.</li> <li>• To know what <b>stop motion</b> animation is used for beyond school.</li> <li>• To know how to <b>debug</b> their animation.</li> <li>• To make a storyboard to plan a stop motion animation using Stop Motion Studio.</li> <li>• To create a stop motion animation using Stop Motion Studio.</li> <li>• To make improvements by resequencing, deleting and inserting using Stop Motion Studio.</li> </ul> <p><b>Online Safety</b></p> <ul style="list-style-type: none"> <li>• To know what is safe to share online and what is not. (Safety in SMART rules).</li> <li>• To know what to do if something is shared online which upsets you or concerns you.</li> </ul>
<p><b>Art</b></p>	<p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>• To know that a sculpture is a 3D (three dimensional) piece of art that can stand on its own, or be put on a wall or hung from the ceiling. It can be made to look exactly like something or made in an abstract way (link to previous unit on abstract art).</li> <li>• That three-dimensional means something isn't flat – they have width, height and depth.</li> <li>• That observational art is when you make art to mimic what you observe (see).</li> <li>• How to make papier-mâché using a mixture of plain flour and warm water.</li> <li>• <a href="https://www.youtube.com/watch?v=MPSlrKZwvYI">https://www.youtube.com/watch?v=MPSlrKZwvYI</a></li> <li>• To make a sculpture in stages:             <ol style="list-style-type: none"> <li>1. Select a minibeast to make in sculpture form</li> <li>2. Design in sketchbook, thinking about parts of the body including legs, antennae, wings, stinger etc. – try to design so the minibeast can stand on its own</li> <li>3. Ball up newspaper to make parts of a minibeast's body, e.g. head, thorax, abdomen</li> <li>4. Tape into balls and tape together with masking tape</li> <li>5. Tape on legs/antennae/stinger made of drinking straws (using bends as joints); wings can be added with acetate</li> <li>6. Cover with papier-mâché</li> <li>7. Leave to dry (at least a day)</li> <li>8. Paint over with poster paint (solid layer) and leave to dry</li> <li>9. Add details with poster paint (eyes, stripes etc.) and leave to dry</li> <li>10. Display!</li> </ol> </li> </ul>
<p><b>Primary Languages – Spanish</b></p>	<p><b>Fruits</b></p> <p>How to name and recognise up to 10 fruits in Spanish and attempt to spell some of these nouns:</p> <ul style="list-style-type: none"> <li>➤ Fruit (<i>la fruta</i>),</li> <li>➤ An apple (<i>una manzana</i>),</li> <li>➤ A strawberry (<i>una fresa</i>),</li> <li>➤ An orange (<i>una naranja</i>),</li> <li>➤ A pear (<i>una pera</i>),</li> <li>➤ A cherry (<i>una cereza</i>),</li> <li>➤ A plum (<i>una ciruela</i>),</li> <li>➤ A peach (<i>un melocotón</i>),</li> <li>➤ A banana (<i>un plátano</i>),</li> <li>➤ A kiwi (<i>un kiwi</i>)</li> <li>➤ An apricot (<i>Un albaricoque</i>)</li> <li>• How to go from the singular to the plural form for fruit using <i>'un/una'</i> and <i>'los/las'</i></li> <li>• How to ask someone if they like a particular fruit and to give a spoken and written opinion on fruit using <i>'me gusta'</i>, <i>'no me gusta'</i>, <i>'sí'</i> and <i>'no'</i>. (<i>I like'</i>, <i>'I don't like'</i>, <i>'yes'</i> and <i>'no'</i>)</li> <li>• That <i>'and'</i> can be used in Spanish to lengthen spoken sentences (e.g. I like apples and bananas).</li> <li>• That they can give a spoken and written opinion on fruit using <i>'me gusta'</i>, <i>'no me gusta'</i>, <i>'sí'</i> and <i>'no'</i>.</li> <li>• That an upside-down question mark is used at the start of a question.</li> <li>• How to say the 'j' sound in <i>'naranja'</i>.</li> </ul>