

<p>Writing Genre:</p>	<p>Fiction: Quest stories (+ revisiting instructional texts) Model Text: Little Red Riding Hood Handwriting</p> <ul style="list-style-type: none"> • Form lower-case letters of the correct size relative to one another • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • 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 <p>Composition</p> <ul style="list-style-type: none"> • Write for different purposes • Plan or say out loud what they are going to write about • Encapsulate what they want to say, sentence by sentence • Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • Learn how to use a wider range of punctuation including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • Use the present and past tenses correctly and consistently including the progressive form • Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
<p>Reading</p>	<p>Class Texts: Journey, Quest and Return by Aaron Becker Jack and the Baked Beanstalk Colin Stimpson Once Upon a Tune James Mayhew Word Reading</p> <ul style="list-style-type: none"> • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered <p>Comprehension</p> <ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • recognising simple recurring literary language in stories and poetry • checking that the text makes sense to them as they read, and correcting inaccurate reading • Answer and ask questions
<p>SPAG</p>	<ul style="list-style-type: none"> • Adding -ed, -er, -est, -ing and -y to words of one syllable ending in a single consonant letter after a single vowel letter (2) • Adding the suffixes -ment, -ness, -ful, -less, and -ly (1) Example words: enjoying, sadness, playful, hopeless, badly. • Adding the suffixes -ment, -ness, -ful, -less, and -ly (2) • /sh/ spelt ti, ci, ssi. Example words: station, special, mission. • /zh/ spelt as s Example words: television, treasure, usual. • Statutory words: eye, could, would, should, whole, any, many, busy
<p>Mathematics</p>	<p>Measurement: Length & height</p> <ul style="list-style-type: none"> • Choose and use appropriate standard units to estimate and measure length/height in any direction • (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. • Compare and order lengths, mass, volume/capacity and record the results using >, < and = <p>Measurement: Mass, Capacity and Temperature</p> <ul style="list-style-type: none"> • Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels <p>Arithmetic: Mastering Number</p>

	<p>Pupils will have an opportunity to use their knowledge of the composition of numbers within 10 to calculate within 20; they will explore the links between the numbers in the linear number system within 10 to numbers within 100, focusing on multiples of 10 and the midpoint of 50. Pupils will:</p> <ul style="list-style-type: none"> • explore how the numbers 6 to 9 can be doubled using the '5 and a bit' and '10 and a bit' structure • use doubles to calculate near doubles • use bonds of 10 to reason about bonds of 20, in which the given addend is greater than 10 • use known number bonds within 10 to calculate within 20, working within the 10-boundary • use their knowledge of bonds of 10 to find three addends that sum to 10 • use their knowledge of the composition of numbers within 20 to add and subtract across the 10 boundary • use their understanding of the linear number system to 10 to position multiples of 10 on a 0 – 100 number line and reason about midpoints use their knowledge of bonds of 10 to find three addends that sum to 10 • use their knowledge of the composition of numbers within 20 to add and subtract across the 10 boundary • use their understanding of the linear number system to 10 to position multiples of 10 on a 0 – 100 number line and reason about midpoints <p>Problem Solving:</p> <ul style="list-style-type: none"> • Looking for patterns • Trial and improvement
<p>Science</p>	<p>Uses of everyday materials (cont)</p> <ul style="list-style-type: none"> • How to distinguish objects from materials, describe their properties, identify and group everyday materials and compare their suitability for different uses. • 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. • 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. • 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. • A material can be suitable for different purposes and an object can be made of more than one materials. • 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. <p>Some uses of materials:</p> <ul style="list-style-type: none"> • Wood is used to make furniture and floors. • Metal can be used to make coins, cans, cars and cutlery. • Glass can used to make windows because it is transparent. • Rulers can be made from wood, plastic or rubber because these materials are smooth and can be cut straight. • 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.
<p>Religious Education</p>	<p>Who is Muslim and what do they believe?</p> <ul style="list-style-type: none"> • To know Muslims beliefs about Allah and Muhammad (listen to Nasheeds) • To know some of the 99 names for Allah (I am a Muslim by Zaimn Bhikha). • To know that you cannot draw Allah and how that relates to their beliefs (tawhid). • How Muslims learn Arabic and what some of the teachings of the Qur'an are. • To know how Muslims mark Ramadan and Eid-ul-Fitr. • To know how stories in Islam show what Muslims think of God (the story of 'the crying camel'). • 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. • The meaning of some objects that are sacred to Muslims (prayer beads; Qur'an; prayer mat; Mecca, compass, headscarf) and why they are important.

<p>Physical Education</p>	<p>Gymnastics</p> <ul style="list-style-type: none"> To perform balances on different body parts with some control and balance. To take body weight on different body parts, with and without apparatus. To show increased awareness of extension and flexibility in actions. To copy, remember, repeat and plan linking simple actions with some control and technique. <p>Striking and Fielding</p> <ul style="list-style-type: none"> To throw and roll towards a target using varying techniques with some success. To show balance when kicking towards a target. To catch an object passed to them, with and without a bounce. To move to track a ball and stop it using feet with limited success. To strike a ball using a racket. To run, stop and change direction with balance and control. To use simple tactics.
<p>Geography</p>	<p>Weather</p> <ul style="list-style-type: none"> To use world maps to identify specific countries, when appropriate using knowledge of which continent/hemisphere the country is in. That the UK is in the northern hemisphere. The four seasons are spring, summer, autumn and winter, and the characteristics of each in relation to the UK. (Extend pupils by explaining that weather during each season is different in other places in the world e.g. Australia, and that some places (Serengeti) only have two seasons.) That the weather in the United Kingdom is influenced by the Atlantic Ocean. That spring often has mild temperatures and can have heavy rainfall. That in summer, temperatures are warmer and rainfall is less frequent. That in autumn, temperatures are cooler leading to winter, where temperatures are often at their lowest, and it may snow. That a rain gauge measures how much rain has fallen, a wind vane shows which way the wind is blowing and a thermometer measures the temperature. To know that weather forecasts help people to prepare for different kinds of weather.
<p>RSHE</p>	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> 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. Some simple strategies for managing feelings, including sadness, anger and loneliness. That it is important to ask for help with feelings and how to ask for it. 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. 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. 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. How to respond safely to adults they do not know. 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. <p>SRE</p> <ul style="list-style-type: none"> 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 & 3)

<p>Music</p>	<p>Musical conversations</p> <p><u>Singing</u></p> <ul style="list-style-type: none"> • To understand and follow a leader or conductor • Talk about feelings created by a song. <p><u>Listening</u></p> <ul style="list-style-type: none"> • To listen actively and follow a 'score.' <p><u>Composing</u></p> <ul style="list-style-type: none"> • To work with a partner to improvise question and answer phrases to be sung and played on untuned percussion to create a musical conversation • To use graphic notation to record, as appropriate. <p><u>Musicianship</u></p> <ul style="list-style-type: none"> • To play copycat rhythms • To create rhythms using words as a starting point • To read and respond to rhythm patterns. Represent rhythm patterns with stick notations inc. Crotchets, quavers, and crotchet rests. • To create and perform own chanted rhythms with stick notation <p><u>Instruments: tuned percussion</u></p>
<p>DT</p>	<p>Cooking: Baking Oatmeal Cookies</p> <ul style="list-style-type: none"> • <p>Knowledge statements unfinished</p>
<p>Primary Languages – Spanish</p>	<p>Fruits (cont)</p> <ul style="list-style-type: none"> • How to name and recognise up to 10 fruits in Spanish and attempt to spell some of these nouns. • How to go from the singular to the plural form for fruit using <i>'un/una'</i> and <i>'los/las'</i> • 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>'si'</i> and <i>'no'</i>. • That <i>'and'</i> can be used in Spanish to lengthen spoken sentences (e.g. I like apples and bananas). • That they can give a spoken and written opinion on fruit using <i>'me gusta'</i>, <i>'no me gusta'</i>, <i>'si'</i> and <i>'no'</i>. • That an upside-down question mark is used at the start of a question. • How to say the 'j' sound in <i>'naranja'</i>.