

<p>Writing Genre:</p>	<p>Fiction: Narrative Warning Story (+ revisiting recount texts) Model Text: Kassim and the Greedy Dragon Poetry: Chocolate Cake</p> <p>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 • use spacing between words that reflects the size of the letters <p>Composition</p> <ul style="list-style-type: none"> • write narratives about personal experiences and those of others (real and fictional) • write for different purposes • plan or say out loud what they are going to write about • write down ideas and/or key words, including new vocabulary • encapsulate what they want to say, sentence by sentence <p>Vocabulary, Grammar and Punctuation</p> <ul style="list-style-type: none"> • use expanded noun phrases to describe and specify [for example, the blue butterfly] • 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 Text: The Selfish Giant, Dragon Post (and other dragon stories)</p> <p>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 aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word <p>Comprehension</p> <ul style="list-style-type: none"> • become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales • recognise simple recurring literary language in stories and poetry • discuss their favourite words and phrases • check that the text makes sense to them as they read, and correct inaccurate reading • ask and answer questions about their reading
<p>SPAG</p>	<ul style="list-style-type: none"> • /ee/ spelt -ey at the end of words Example words: key, donkey, monkey. • /l/ or /ul/ spelt -le, -el, -al and -il at the end of words (1) Example words: bottle, camel, metal, pencil. • Contractions Example words: she’s, he’d, I’ve, doesn’t. • The possessive apostrophe (singular nouns) Example words: Meg’s, Kit’s, the boy’s, the child’s, the woman’s. • Common exception word spellings: beautiful, <i>money</i>, <i>after</i>, fast, last, past, pass, grass, class • learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks. • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • learning to spell more words with contracted forms
<p>Mathematics</p>	<p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> • Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. • Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers. • Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.

	<ul style="list-style-type: none"> Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods. <p>Geometry: Properties of Shapes</p> <ul style="list-style-type: none"> Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.] <p>Arithmetic: Mastering Number</p> <ul style="list-style-type: none"> review the composition of the numbers 6 to 9 as '5 and a bit' compare numbers using the language of comparison and use the symbols $<$ $>$ $=$ review the structure of even numbers (including exploring how even numbers can be composed of two odd parts or two even parts) and the composition of each of 6, 8 and 10 review the structure of odd numbers (including exploring how odd numbers can be composed of one odd part and one even part) and the composition of each of 7 and 9 consolidate their understanding of the numbers 10 and 20 as '10 and a bit' consolidate their understanding of the linear number system to 20 and reason about midpoints 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 <p>Problem Solving:</p> <ul style="list-style-type: none"> Visualising
<p>Science</p>	<p>Animals Including Humans (cont.)</p> <ul style="list-style-type: none"> To name and locate parts of the human body, including those related to the senses and describe them. Animals, including humans, have offspring, which grow into adults. How to describe the main changes as offspring from young animals, including humans, grow into adults. In humans and some animals, these offspring will be young, such as babies or kittens, which grow into adults. In other animals, such as chickens or insects, there may be eggs laid that hatch to young or other stages which then grow to adults. The young of some animals do not look like their parents e.g. tadpoles. How to group animals according to what they eat, describe how animals get their food from other animals and/or plants, and use simple food chains to describe these relationships. All animals, including humans, have the basic needs of feeding, drinking and breathing that must be satisfied in order to survive. To grow into healthy adults, they also need the right amounts and types of food and exercise. Good hygiene is also important in preventing infections and illnesses. A life cycle is the series of changes that an animal or plant passes through from the beginning of its life until its death.
<p>Religious Education</p>	<p>How can we learn from sacred books?</p> <ul style="list-style-type: none"> To know that the Bible is a sacred book to Christians. Why some stories are special to Christians and why. Why some books are special to Christians and why. To know that the Bible teaches Christians right from wrong.

	<p>Why do Christians celebrate Christmas?</p> <ul style="list-style-type: none"> • What they can understand about Christmas from the Bible and how Christians use this knowledge in their daily lives. • The events in the Christmas story and how they teach Christians about right and wrong. • To know the Christmas story and the meaning behind Christmas for Christians.
<p>Physical Education</p>	<p>Outdoor PE: Sending and Receiving</p> <ul style="list-style-type: none"> • To dribble a ball with two hands on the move. • To dribble a ball with some success, stopping it when required. • 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. <p>Indoor PE: Fitness</p> <ul style="list-style-type: none"> • To show balance and coordination when running at different speeds. • To link running and jumping movements with some control and balance. • To show hopping and jumping movements with some balance and control. • To change technique to throw for distance. • To show control and balance when travelling at different speeds. • To demonstrate balance and co-ordination when changing direction. • To perform actions with increased control when co-ordinating their body with and without equipment.
<p>Geography</p>	<p>Continents and Oceans</p> <ul style="list-style-type: none"> • <u>NC Locational Knowledge</u>: name and locate the world’s seven continents and five oceans. • <u>NC Geographical Skills</u>: use simple compass directions (North, South, East & West) and locational and directional language to describe the location of features and routes on a map. • <u>NC Geographical Skills & Fieldwork</u>: use world maps, atlases and globes to identify the UK, the continents and oceans studied at this key stage. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
<p>RSHE</p>	<p>Relationships (cont.)</p> <ul style="list-style-type: none"> • To recognise how their behaviour affects other people. • That a friendship should be a two-way relationship in which both people are honest, caring and kind towards each other and that good friends listen to us, play with us and care for us. • That they should speak to a trusted adult if a friendship is making them feel unhappy or unsafe. • That secrets and surprises that are safe to keep are those that can be exciting and can make people happy. To know that any type of secret or surprise that leaves us feeling uncomfortable or worried is not safe and should be shared with a trusted adult. • That their body belongs to them and if someone does something to it that they are uncomfortable with, they should tell them to stop and this should always be listened to. Similarly, they must always stop if someone else is uncomfortable with, or unhappy about, something they are doing. • To know that they should always speak to a trusted adult if someone has been physical in a way that they find unacceptable or uncomfortable. • The PANTS rules: Privates are private; Always remember your body belongs to you; No means no; Talk about secrets that upset you; Speak up, someone can help. • That keeping things private means not telling or showing others things that are private to us and that they have a right to keep things private and they should respect the privacy of others. • That it is never okay to tease or bully anyone, including joining in with someone who may be teasing or bullying someone else. • The importance of telling a trusted adult, either at school or at home, if they experience or witness teasing or bullying. • How to offer and receive constructive support and feedback to and from others. • To share their opinions on things that matter to them and explain their views through discussions with one person and the whole class. • To identify and respect the differences and similarities between people, including age, gender, appearance, talents, likes and dislikes, religion, culture and disabilities. <p>SRE</p> <ul style="list-style-type: none"> • That some people have fixed ideas (stereotypes) about the differences between males and females but that these are often not accurate. (SRE lesson 1)

<p>Music</p>	<p>Magical Musical Emporium</p> <p>Singing:</p> <ul style="list-style-type: none"> To sing songs in unison with small pitch range To be able to change dynamic and tempo To respond to visual symbols for crescendo, decrescendo, pause <p>Listening:</p> <ul style="list-style-type: none"> To listen with concentration and respond with appropriate body movements <i>(Aquarium from carnival of the animals)</i> That the tempo of a piece of music can change. <p>Composing:</p> <ul style="list-style-type: none"> To create music using music technology to capture and change sounds. To record musical ideas using graphic score. That when you compose, it is like creating a story in music. <p>Musicianship:</p> <ul style="list-style-type: none"> To mark the beat by tapping and recognise a change in tempo. To begin to group beats in twos and threes by tapping knees and clapping eg https://www.youtube.com/watch?v=KwwWAE8UyMc <p>Instruments:</p> <ul style="list-style-type: none"> untuned and tuned percussion <p>Christmas Play Production</p>
<p>DT</p>	<p>Mechanisms: Building Vehicles</p> <ul style="list-style-type: none"> Explore modern fire engines and their features, looking at what features are common to all vehicles and which are specific to fire engines. Optional: look at a 17th century fire engine to compare how they are similar and different to modern fire engines. Investigate how wheels, axles and chassis work together to create the base of a fire engine. Explore different ways of attaching the chassis to axles Investigate different ways of creating the body of a fire engine, using materials such as <i>cardboard boxes, lolly sticks and other craft materials.</i> To explore how to create features such as ladders and fire hoses, considering which materials and tools are best suited for different tasks <p>Design</p> <ul style="list-style-type: none"> Design their own fire engines, based on the learning they have undertaken so far. Consider which materials and tools they will need, noting their design ideas using notes and diagrams. Design a modern or a 17th century fire (Great fire of London) engine to specific design criteria. <p>Make</p> <ul style="list-style-type: none"> Follow their designs to make their fire engines Safely use a range of different materials, tools and techniques: <i>Materials: cardboard boxes, cartons, card, lolly sticks, paper</i> <i>Tools: scissors, masking tape, glue,</i> <i>Decoration: paint, crayons, scraps of shiny paper, etc...</i> <p>Evaluate</p> <ul style="list-style-type: none"> Identify what they did well. Identify what could be improved Identify ways in which they could improve their fir engine in the future again.
<p>Primary Languages – Spanish</p>	<p>Under the Sea (cont.)</p> <ul style="list-style-type: none"> How to say and write all 7 sea creatures How to say how an animal moves (e.g. swims, dives) That there are two determiners in Spanish el/la and these depends on the noun that follows it That the trilled 'r' is made from the tongue tapping the roof of the mouth and is different to the 'r' sound in English (22-23 only as wasn't covered in Year 1 in 21-22) That the 'j' sound (e.g. in el cangrejo) is different to the English 'j'