

<p>Writing Genre:</p>	<p>Non-Fiction: Instructional Texts Class Text: George’s marvellous Medicine Model Text: How to Make a Magical Potion Poetry: Instructions for Growing poetry</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 <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</p> <ul style="list-style-type: none"> • use expanded noun phrases to describe and specify [for example, the blue butterfly]
<p>Reading</p>	<p>Class Text: George’s marvellous Medicine</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 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 graphemes met so far <p>Comprehension</p> <ul style="list-style-type: none"> • listen to, discuss and express 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 • discuss the sequence of events in books and how items of information are related • discuss and clarify the meanings of words, linking new meanings to known vocabulary • discuss their favourite words and phrases • draw on what they already know or on background information and vocabulary provided by the teacher
<p>SPAG</p>	<ul style="list-style-type: none"> • /igh/ spelt -y at the end of words Example words: cry, fly, dry, try, reply, July. • /s/ spelt c before e, i and y Example words: race, ice, cell, city, fancy. • /j/ spelt g before e, i and y Example words: gem, giraffe, magic. • /j/ spelt -ge and -dge at the end of words Example words: bulge, charge, bridge. • /r/ spelt wr- and /m/ spelt -mb Example words: write, wrote, lamb, comb. • /n/ spelt kn- and gn- at the beginning of words Example words: knee, knight, gnat, gnaw. • Common exception word spellings: <i>old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty</i> • learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks. • Use sentences with different forms: statement, question, exclamation, command
<p>Mathematics</p>	<p>Number: Place Value</p> <ul style="list-style-type: none"> • Read and write numbers to at least 100 in numerals and in words. • Recognise the place value of each digit in a two digit number (tens, ones) • Identify, represent and estimate numbers using different representations including the number line. • Compare and order numbers from 0 up to 100; use <, > and = signs. • Use place value and number facts to solve problems. • Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward. <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>Arithmetic</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. <p>Problem Solving</p> <ul style="list-style-type: none"> Visualising Reasoning logically
Science	<p>Animals Including Humans</p> <ul style="list-style-type: none"> A life cycle is the series of changes that an animal or plant passes through from the beginning of its life until its death. To ask simple questions in order to classify the main stages of a life cycle. How to describe the main changes as offspring from young animals, including humans, grow into adults. That for 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. To name and locate parts of the human body, including those related to the senses and describe them. That animals, including humans, have offspring, which grow into adults. To compare and contrast offspring to their parents. That the young of some animals do not look like their parents e.g. tadpoles. 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. To ask simple questions on what is healthy and what is crucial for survival can often be contextual (snowshoes in in Antarctic but sun hats in the desert).
Religious Education	<p>How should we care for others in the world and why does it matter?</p> <ul style="list-style-type: none"> That in religion we can learn what is special about our world and caring for others, from the story of how God blesses the children (Matthew 19); the paralyzed man. That stories show believers how to be good. That the Creation story gives us an idea of what God is like (creative, great, that creation and people are important). That the Golden Rule is a way for Christians. Muslims and Humanists to treat others (Matthew 7:12) and how that impacts on their lives. That in religion believing tells us how to treat others and the world (Genesis 2 that we should look after the world as a gardener). That religion can be a power for peace or a cause of conflict in the world through believers having different beliefs. That serving others and supporting the poor are important parts of being a religious believer (Zakat, alms giving, in Islam; tzedekah (charity) in Judaism).
Physical Education	<p>Swimming Pupils learn:</p> <p>To develop confidence when entering and moving in the water.</p> <ul style="list-style-type: none"> To safely enter and exit the pool and develop confidence in the water. To develop confidence when travelling in the water. To begin to develop floating. To develop confidence to submerge in the water.

	<ul style="list-style-type: none"> • To develop floating on front and back. • To develop the kicking action on front. • To develop the kicking action and introduce breathing. • To develop the arm action of pulling. • To develop the pulling arm action and begin to glide on fronts. • To develop the kicking action and gliding on backs. • To develop confidence and consistency in a range of skills. <p>Fundamentals To explore how the body moves when running at different speeds.</p> <ul style="list-style-type: none"> • To develop changing direction and dodging. • To develop balance, stability and landing safely. • To explore and develop jumping, hopping and skipping actions. • To develop co-ordination and combining jumps. • To develop combination jumping and skipping in an individual rope. • To describe how my body feels during exercise.
<p>History</p>	<p>The Gunpowder Plot</p> <ul style="list-style-type: none"> • How historians decide what makes an event significant e.g. a threat against monarchy (treason). • That Bonfire Night is a national festival held on 5th November to mark the anniversary of the Gunpowder Plot. • That the Gunpowder Plot was a failed attempt to blow up the Houses of Parliament, around 400 years ago. • That historians use sources to find out about the past and make claims about the Gunpowder Plot. • That historical knowledge of the Gunpowder Plot is predominantly based on letters or written sources by the King, the government or the soldiers who arrested Guy Fawkes. • That Guy Fawkes and others tried to blow up the Houses of Parliament because the monarch and government were there. • That Guy Fawkes and the other plotters were catholic, and the King was a protestant. Know that these are different forms of the Christian religion with some different beliefs. • That Guy Fawkes was arrested before he could blow up the barrels of gunpowder and was later executed for treason, which is no longer a punishment in the UK.
<p>RSHE</p>	<p>Families and close positive relationships</p> <ul style="list-style-type: none"> • That everyone has different likes and dislikes and to identify some of their own. • 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. <p>Keeping Safe</p> <ul style="list-style-type: none"> • 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 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. • 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>Computing</p>	<p>Stop Motion</p> <ul style="list-style-type: none"> That an animation is a sequence of images that slightly alter so that it looks like they are moving. That images are called frames and multiple are needed to create an animation. What stop motion animation is used for beyond school. That creators must plan their project before beginning to make it To make a storyboard to plan a stop motion animation using Stop Motion Studio. To create a stop motion animation. How to debug and improve their animation by resequencing, deleting and inserting using Stop Motion Studio. What is safe to share online and what is not. (Safety in SMART rules). What to do if something is shared online which upsets you or concerns you. To discuss the impact of a scenario and if it is safe according to the SMART rules.
<p>Art</p>	<p>Human Form: Emotion Fashion Show</p> <ul style="list-style-type: none"> That complementary colours are two colours that are on opposite sides of the colour wheel. Being very different, they can make the art stand out. That monochromatic colours are different colours that are the same base colour with black, white or grey added. That adding black makes a new shade, adding white makes a tint and adding grey makes a tone. That certain colours, shapes and textures can be used to show emotions. That we can use art to express an emotion without needing to draw a face. That abstract art can be used to show things you cannot touch or see. That people are affected emotionally by art in different ways. To talk about how it makes you feel when viewing art. To understand the purpose of making art for self-expression over practical use. To be able to explain their choices of colour, shape and texture and how these express their chosen emotion. To show their finished art to an audience. That an audience may think different things about a piece of art than the artist. To constructively evaluate their work and the work of others on how well it expresses the emotion.
<p>Primary Languages – Spanish</p>	<p>Under the Sea</p> <ul style="list-style-type: none"> How to say and write all 7 sea creatures How to say how an animals 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'