

<p><b>Writing</b> Genre:</p>	<p><b>Non-Fiction: Warning</b> <b>Class Text: The Selfish Giant and the Dragon Post</b> <b>Model Text: Kassim and The Greedy Dragon</b> <b>Poetry: Choc. Cake</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> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• Use language of the warning tale to signal the 5 key sections of the story: Once upon a time..., One (warm/chilly/dark/cold) morning..., Without thinking..., It was lucky that... Eventually, he... Learn new vocabulary included in the below particularly adjectives to describe.</li> <li>• Focus toolkits: description using well-chosen adjectives and simple similes, as well as a few well-placed verbs e.g. <i>creeping</i>.</li> <li>• Level of innovation: maintain story around Kassim as MC; change threat and setting for the threat (linked to descriptive choices made).</li> </ul>
<p><b>Reading</b></p>	<p><b>Class Text: The Selfish Giant and the Dragon Post</b> <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 aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</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> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</li> <li>• recognise simple recurring literary language in stories and poetry</li> <li>• discuss their favourite words and phrases</li> <li>• check that the text makes sense to them as they read, and correct inaccurate reading</li> <li>• ask and answer questions about their reading</li> </ul>
<p><b>SPAG</b></p>	<ul style="list-style-type: none"> <li>• /ee/ ey /l/ le, el, al, il</li> <li>• Common Exception Words: beautiful after fast last</li> <li>• Contractions including contractions with 's</li> <li>• learn the possessive apostrophe (singular) [for example, the girl's book]</li> <li>• HW: print letters with focus on letter sizing of descending and ascending letters e.g. dbh ypq</li> <li>• Use commas in a simple list of three (linked to descriptive pattern of 3)</li> </ul>
<p><b>Mathematics</b></p>	<p><b>Number: Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>• Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</li> <li>• 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.</li> <li>• Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</li> <li>• 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.</li> </ul>

	<p><b>Geometry: Properties of Shapes</b></p> <ul style="list-style-type: none"> <li>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</li> <li>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.]</li> </ul> <p><b>Arithmetic: Mastering Number</b></p> <ul style="list-style-type: none"> <li>review the composition of the numbers 6 to 9 as '5 and a bit'</li> <li>compare numbers using the language of comparison and use the symbols <math>&lt;</math> <math>&gt;</math> <math>=</math></li> <li>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</li> <li>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</li> <li>consolidate their understanding of the numbers 10 and 20 as '10 and a bit'</li> <li>consolidate their understanding of the linear number system to 20 and reason about midpoints</li> <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> <li>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</li> </ul> <p><b>Problem Solving:</b></p> <ul style="list-style-type: none"> <li>Visualising</li> </ul>
<b>Science</b>	<p><b>Living Things and their Habitats</b> <b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>To know that there are a range of different habitats around the world.</li> <li>To know that different animals and plants are suited to different habitats.</li> <li>To know what some of these animals and plants are.</li> <li>That scientists gather information from a range of sources and record the most useful and appropriate information for future reference.</li> <li>That living things depend on each other.</li> <li>That a simple food chain is made up of a producer (plant), an animal who eats that plant (prey) and the predator that hunts and eats that prey.</li> <li>To know that energy is transferred between living things in a food chain.</li> </ul>
<b>Religious Education</b>	<p><b>How can we learn from sacred books?</b> <b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>That religious people have special books that contain stories that are special to them and need to be respected. (The Bible for Christians, the Torah Scrolls for Jews and the Qur'an for Muslims).</li> <li>How sacred books are used and treated (Torah scrolls are often read from the Synagogue and is in Hebrew; the Bible is written in many languages so all can read it; the Qur'an is in Arabic as that is how it was given to Prophet Muhammad.)</li> </ul>

	<ul style="list-style-type: none"> <li>That stories from religious books have a message about <b>caring, trust, love and loyalty</b> – the <b>lost coin</b> (Bible); the <b>thirsty camel</b> (Qur'an) and <b>Noah's ark</b> that is sacred to Christians, Muslims and Jews.</li> <li>That the Bible tells us how Christians view the festival of Christmas.</li> <li>That the Bible story of Christmas teaches us to think only of others and love, hope and joy.</li> <li>That the story of Christmas has a message about how God views Jesus. Jesus was his only Son and was sent to save the world.</li> <li>That the message from the Christmas story can also be important to non-believers.</li> </ul>
<b>Physical Education</b>	<p><b>Outdoor PE: Ball Skills</b></p> <ul style="list-style-type: none"> <li>To be able to <b>roll</b> a ball to <b>hit</b> a <b>target</b>.</li> <li>To develop <b>co-ordination</b> and be able to stop a rolling ball.</li> <li>To develop technique and control when <b>dribbling a ball with your feet</b>.</li> <li>To develop control and technique when <b>kicking</b> a ball.</li> <li>To develop co-ordination and technique when <b>throwing</b> and <b>catching</b>.</li> <li>To develop control and co-ordination when <b>dribbling a ball with your hands</b>.</li> </ul> <p>To observe changes in the body and breathing after exercise</p> <p><b>Indoor PE: Fitness</b></p> <ul style="list-style-type: none"> <li>To understand how to run for longer periods of time.</li> <li>To develop <b>co-ordination</b> and <b>timing</b> when <b>jumping</b> in a long rope.</li> <li>To develop individual <b>skipping</b>.</li> <li>To develop <b>stamina</b> and <b>agility</b>.</li> <li>To explore exercises that use your own <b>body weight</b>.</li> <li>To develop <b>'ABC,' agility, balance and co-ordination</b>.</li> <li>To understand that humans feel differently when <b>performing</b> different exercises.</li> <li>To explore exercises to develop different areas of <b>fitness</b>.</li> </ul>
<b>Geography</b>	<p><b>Continents and Oceans</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>To use simple compass directions (North, South, East &amp; West) and locational and directional (LEFT and RIGHT, NEAR and FAR) language to describe the location of features and routes on a map.</li> <li>That Geographers use maps to show how people have divided the land.</li> <li>To identify the UK, the continents and oceans.</li> <li>That maps represent landmarks and basic human and physical features, including beach, coast, cliff, forest, hill, mountain, ocean, river, valley, vegetation, city, town, village, factory, farm, office, house, port, harbour, shop).</li> <li>That continents are very large areas of land, which sometimes have seas within them.</li> <li>That there are seven continents on Earth named Asia, Europe, Africa, North America, South America, Australia and Antarctica.</li> <li>There are five oceans on Earth named the Atlantic Ocean, the Arctic Ocean, the Indian Ocean, the Pacific Ocean and the Southern Ocean.</li> <li>That Physical features like seas, mountains and rivers are natural. They would be here even if there were no people around.</li> <li>Some key facts about the physical features of each continent, including that Mount Everest, the world's tallest mountain, is in Asia, the Alps are a famous mountain chain in Europe, the River Nile, the world's longest river, is in Africa, the Grand Canyon is in North America, the River Amazon is in South America, the Great Barrier Reef is in Australia, and the South Pole is in Antarctica.</li> <li>That human features are things like houses, roads and bridges. They have been built by people.</li> <li>Some key facts about the human features of each continent, including that the Great Wall of China is a famous landmark in Asia, the Eiffel Tower is a famous landmark in Europe, the Pyramids are a famous landmark in Africa, the Statue of Liberty is in North America, Machu Picchu, an ancient city, is in South America, the Sydney Opera House is in Australia.</li> </ul>

<b>RSHE</b>	<p><b>Relationships (cont.)</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• That it is never okay to tease or bully anyone, including joining in with someone who may be teasing or bullying someone else.</li> <li>• The importance of telling a trusted adult, either at school or at home, if they experience or witness teasing or bullying.</li> <li>• How to offer and receive constructive support and feedback to and from others.</li> <li>• To identify and respect the differences and similarities between people, including age, gender, appearance, talents, likes and dislikes, religion, culture and disabilities.</li> </ul> <p><b>SRE</b></p> <ul style="list-style-type: none"> <li>• That some people have fixed ideas (stereotypes) about the differences between males and females but that these are often not accurate. (SRE lesson 1)</li> </ul>
<b>DT</b>	<p><b>Mechanisms: Building Fire engines</b></p> <p><b>...pupils learn</b></p> <ul style="list-style-type: none"> <li>• To name common features of them (<b>steering wheel, wheels, windows</b>) and those which are for fire engines only.</li> <li>• To compare the similarities and differences such as they were made of wood, smaller, pushed by firemen, the water was <b>pumped</b>. Today's fire engines in the modern world are <b>hydraulically operated</b> and have many <b>operated ladders</b>, can access water via pumps and are driven by one person.</li> <li>• That there are <b>wheels, axles and chassis</b> to create the base of a fire engine and there are different ways of attaching the chassis to axles.</li> <li>• That designers consider the audience and purpose of their build and sometimes work to specific criteria.</li> <li>• To select the materials they will need, noting their design ideas using notes and diagrams.</li> <li>• That designers consider how their design will look, including colour and choice of material.</li> <li>• To follow their designs carefully.</li> <li>• To safely use a range of different materials, tools and techniques:</li> <li>• <i><b>Materials:</b> cardboard boxes, cartons, card, lolly sticks, paper</i></li> <li>• <i><b>Tools:</b> scissors, masking tape, glue,</i></li> <li>• <i><b>Decoration:</b> paint, crayons, scraps of shiny paper, etc...</i></li> <li>• To identify what they did well.</li> <li>• To <b>evaluate</b> their fire engine to identify what could be improved.</li> <li>• To suggest ideas of how modern day fire engines can be improved to be more effective.</li> </ul>
<b>Music</b>	<p><b>Tony Chestnut</b></p> <p><b>Pupils learn:</b></p> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>• To sing songs with a pitch range of do-so with increasing vocal control.</li> <li>• Sing with good diction.</li> </ul> <p><u>Musicianship</u></p> <ul style="list-style-type: none"> <li>• To improvise rhythms along to a backing track using the note C or G.</li> </ul>

	<ul style="list-style-type: none"> <li>To compose call-and-response music.</li> <li>To play a melody on a tuned percussion instrument.</li> <li>To respond to pitch changes heard in short melodic phrases, indicating with actions</li> <li>To play tuned and untuned instruments musically.</li> </ul>
<b>Primary Languages – Spanish</b>	<p><b>Animals (los animales)</b></p> <p><b>Pupils learn:</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>How to say 10 animals in Spanish:</li> <li>A horse (<i>un caballo</i>)</li> <li>A rat (<i>un ratón</i>)</li> <li>A pig (<i>un cerdo</i>)</li> <li>A lion (<i>un león</i>)</li> <li>A rabbit (<i>un conejo</i>)</li> <li>A bird (<i>un pájaro</i>)</li> <li>A sheep (<i>una oveja</i>)</li> <li>A cow (<i>una vaca</i>)</li> <li>A monkey (<i>un mono</i>)</li> <li>A duck (<i>un pato</i>)</li> <li>That listening and speaking are key skills when learning a new language and enable us to communicate with people around the globe.</li> <li>That many words are similar to French and English and we can use these cognates to help us understand new vocabulary (<i>un león</i>).</li> <li><b>Grammar:</b></li> <li>That nouns in Spanish have different determiners based on their gender. For masculine nouns, the indefinite article 'un' is used and for feminine nouns, 'una' is used.</li> <li>That '<i>soy</i>' means I am and this can be used to build a short sentence.</li> <li><b>Phonics:</b> How to accurately pronounce J (in <i>oveja, pájaro &amp; conejo</i>) and LL (<i>caballo</i>).</li> <li>That for words that end in a vowel or 'n' and 's' it is normally the second to last syllable that is stressed (co-ne-jo and ca-na-rio).</li> <li>That accents indicate the vowel is stressed (le-ón, pá-ja-ro and ra-tón).</li> </ul>