

<p>Writing Genre: Portal stories</p>	<p>Non-Fiction: recount Class Text: Jack and the Beanstalk Model Text: Jack and the Beanstalk</p> <p>Handwriting</p> <ul style="list-style-type: none"> • form lower-case letters in the correct way and of a consistent size. • write capital letters that relate to lower case letters. • To write ascenders (d,b) and descenders (p,y) correctly in relation to other letters. <p>Composition</p> <ul style="list-style-type: none"> • Oral composition of a simple portal story including typical story language e.g. Once upon a time, long ago, there was a... One day... But when... And so... • Plan and say orally a sentence that they can write and that makes sense using the word 'saw' and the joining word 'and' e.g., Jack saw the shiny gold and the brown hen. • Write two simple sentences that are correctly punctuated with capital letters and full stops, then re-read and check for the sense of the sentence. • To spell some common words correctly and make phonetically plausible attempts at others e.g. chimney – chimnee. <p>Vocabulary</p> <ul style="list-style-type: none"> • Orally use story language such as Once upon a time. • Use a describing word (adjective/adverb) e.g., Jack saw the <i>clucking</i> hen and the <i>shimmering</i> harp.
<p>Reading</p>	<p>Class Text: Jack and the Beanstalk</p> <p>Word Reading</p> <ul style="list-style-type: none"> • Use their phonic knowledge taught so far to decode unfamiliar words. • To use all reading strategies when they read – sense of the sentence, prior knowledge of the theme of the book/page, pictures and then self-correct when they notice an error. • To recognise and read whole words that are from the Year 1 common exception word list. • Recognise alternate sounds for graphemes e.g., /e/ee/ea/y and e-e. <p>Comprehension</p> <ul style="list-style-type: none"> • Recall of the focus text Jack and the Beanstalk being able to re-tell it in a simple way using the repeating phrases. • READING • Familiarity with books, stories & rhymes: • Tom Percival – author study: Ravi's Roar, Ruby's Worry, Tilda Tries Again, Fin's Little Fibs, Milo's Monster, Perfectly Norman • Decoding - Fluency & Word Reading: • GPCs: ng/ spelt 'n' before k /f/ ph, /w/ wh, /v/ -ve, /ch/ -tch, /or/ ore • Common Exception Words: friend your today says were there • Vocabulary, comprehension & metacognition: • Character & perspectives/viewpoints: each of TP's books centre on a main character, usually a child. What perspectives do we take when reading these? What does TP do to promote different points of view? What messages might TP be trying to share... • ...Main themes/ideas/messages: many books have messages in them. What are some of the more and less obvious messages in TP's books? • How are the above similar to or different from books by Julia Donaldson? • Reading as a habit: • Tom Percival author focus: TP writes with a certain style about certain topics and ideas. Explore author and reader preferences: what does TP often include in his stories? What do pupils think of them? How do they compare to Julia Donaldson? What preferences do children have?
<p>SPAG</p>	<ul style="list-style-type: none"> • GPCs: nk, ph-graph; wh-white; ve-have; tch- witch; ore- more. • Common Exception Words: friend your today says were there. • To use capital letters to start sentence, for names, places, days of the week and for the personal pronoun I. • To use 'and' to join two ideas in a sentence.

Mathematics	<p>Number: Place Value (Within 20)</p> <ul style="list-style-type: none"> Count to twenty, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 20 in numerals and words. Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. <p>Number: Addition and Subtraction (within 20)</p> <ul style="list-style-type: none"> Represent and use number bonds and related subtraction facts within 20 Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one-digit and two digit numbers to 20, including zero. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ <p>Fluency- Mastering Number Pupils will continue to explore the composition of numbers within 10 and explore addition and subtraction structures and the related language (without the use of symbols).</p> <ul style="list-style-type: none"> Explore the composition of each of the numbers 7 and 9. Explore the composition of odd and even numbers, seeing that even numbers can be made of two odd or two even parts, and that odd numbers can be composed of one odd part and one even part. Identify the number that is two more or two less than a given odd or even number, identifying that two more/ less than an odd number is the next/ previous odd number, and two more/ less than an even number is the next/ previous even number. Explore the aggregation and partitioning structures of addition and subtraction through systematically partitioning and re-combining numbers within 10 and connecting this to the part-part-whole diagram, including using the language of parts and wholes. Explore the augmentation and reduction structures of addition and reduction using number stories, including introducing the 'first, then, now' language structure. <p>Problem Solving</p> <ul style="list-style-type: none"> Conjecturing Working systematically
Science	<p>Plants</p> <ul style="list-style-type: none"> Know and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and classify plants as garden plants, wild plants, trees or weeds. To know that roots are part of the plant that grows underground. How to identify and describe flowers, petals, roots, stem and leaves of flowering plants. That scientists observe plants closely to gather data about different species.
Religious Education	<p>Who is a Christian and what do they believe?</p> <ul style="list-style-type: none"> That individual religions can have similar and different beliefs about God. (all powerful, loving, close and forgiving). That Christians follow the religion of Christianity and celebrate in a church. That Christians express their beliefs through art (symbols and images) and music. To understand the importance of Jesus in Christians' lives (resurrection Christmas story, prodigal son, Jonah). To explore the message behind some of the parables and stories and what this tells us about Jesus. To observe what Christians do in their everyday life and what is important to them. (prayer, treating others kindly- explore some prayers). That we can ask questions of believers to find out about their religion and what they believe about God.

Physical Education	<p>Dance</p> <ul style="list-style-type: none"> To use counts of 8 to move in time and make my dance look interesting. To explore pathways in my dance. To create my own dance using, actions, pathways and counts. To explore speeds and actions. To copy, remember and repeat actions that represent the theme. To copy, repeat, create and perform actions that represent the theme. To use a pathway when travelling. To show some sense of dynamic and expressive qualities in my dance. <p>Invasion</p> <ul style="list-style-type: none"> To understand the role of defenders and attackers. To recognise who to pass to and why. To move towards goal with the ball. To support a teammate when playing in attack. To move into space showing an awareness of defenders. To stay with a player when defending. To explore dribbling a ball, how to make it bounce high, low. To understand changes to the body during exercise.
History	<p>Travel</p> <ul style="list-style-type: none"> To know that transport is the way in which people or objects are carried from one place to another, usually on roads, water, and rail or through the air. That historians use sources to find out about the past, specifically how historians make claims about the earliest forms of communication. How to organise a variety of sources showing modes of transports from different time into 'then' and 'now'. To know that the earliest humans had few forms of transport and walked, used boats or used animals to travel from one place to another. To know that the wheel was invented around 5,000 years ago and changed the way many people travelled. To know that people today are being encouraged to buy electric cars, ride bikes, walk or use public transport (buses, trains) because it is better for the environment. To compare and suggest reasons why these images look different, such as: <ul style="list-style-type: none"> PAST: Horse drawn carriages and lots of pedestrians as these were common modes of transport NOW: Cars and buses as roads take up a lot of space FUTURE: Plans to make it pedestrian only to reduce air pollution as it's better for the environment How to identify which mode of transport is older by looking at it (introduce the concept of chronology). To decide which mode of transport they think is the best and why e.g. it is the fastest, it is the best for the environment.
RSHE	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> That a physically healthy lifestyle involves daily exercise, a balanced diet and good hygiene. That a mentally healthy lifestyle involves talking about their feelings and emotions and spending time doing things they enjoy. That personal hygiene includes cleaning their body every day, washing their hands with soap after going to the toilet and before they eat, brushing their teeth twice a day, and covering their mouth and nose when they cough or sneeze. That diseases can be spread if they do not maintain personal hygiene. How to brush their teeth correctly and that they must do this twice a day and that some food and drink support dental health and some do not. Pupils also learn that they must visit the dentist regularly. That babies need care and support and that older children can do more by themselves (SRE lesson 2).

	<ul style="list-style-type: none"> The names for the main parts of the body, include using the name penis and vulva for external genitalia (SRE lesson 2).
Computing	<p>Creating Media and Programming</p> <ul style="list-style-type: none"> To plan a story using photos. Photos sequence a story Photos help to recognise the sequence of a story. When taking a photo, position can be adjusted to match the character's level. That checking the screen can show what is included in a photo. Pressing the button gently keeps a camera steady When taking a photo the area should be well lit and you should move slowly To edit photos using Google photos on an i-pad To tinker with the buttons of a Bee-Bot to see what they do. To complete a cycle of predict, test and review (writing own algorithm) To move the beebot from one place to another. To plan a Bee-Bot route. To program a Bee-Bot to follow my planned route.
Art	<p>Drawing architecture Primary and secondary colours</p> <ul style="list-style-type: none"> That the secondary colours are green, orange and purple, and you mix the three primary colours in different ways to get them. That you can add black to make a colour darker, white to make it paler and more of the same colour to make it stronger/grey to make it weaker (Appendix 1b). That artists like Friedensreich Hundertwasser who design buildings can sometimes express their thoughts, opinions and feelings through how the building looks. To form their own opinions of what they do and do not like when viewing art. To use straight lines and square corners to make the closed shape of a building, doors and windows. To use different mediums (including pencils, crayons and pastels). That artists like to make art using different mediums based on which they like to use most.