

<p>Writing Genre: Quest Stories</p>	<p>Fiction: Quest Stories Class Text: Stick Man Model Text: Stick Man</p> <p>Transcription</p> <ul style="list-style-type: none"> • GPCs: u-e /ur/ ir /oi/ oy /or/ aw, au, /ow/ spelt ou • Common Exception Words: children, does live word sentence • Core transcriptional focuses: finger spacing, full stops, capitals at beginning of sentences, handwriting with focus on letter sizing of ascending letters and capitals. <p>Composition</p> <ul style="list-style-type: none"> • Oral composition of innovated and invented stories including typical story language features from the below: Once upon a time, there was a... who lived... Early one morning, he... First, he saw... After that, he saw... Then, he saw... Later, he saw... Last, he saw... • Include appropriate actions words in spoken stories to describe what the creature is doing e.g. bounding, grinning, swooping, playing • Narrative sentences based on model text <p>Vocabulary</p> <ul style="list-style-type: none"> • Orally use story language such a Once upon a time, there was a... who lived... Early one morning, he... First, he saw... After that, he saw... Then, he saw... Later, he saw... Last, he saw...
<p>Reading</p>	<p>Class Text: Julia Donaldson author focus - Stick Man, Smeds and the Smoos, Monkey Puzzle, Zog, Zog & Flying Doctors, Snail & the Whale, Room on the Broom, Gruffalo, Gruffalo’s Child, Monkey Puzzle,</p> <p>Word Reading</p> <ul style="list-style-type: none"> • Use their phonic knowledge taught so far to decode unfamiliar words. • To decode faster so that they get more of the sense of what they are reading. • Recognise alternate sounds for graphemes e.g. ay and ai. <p>Comprehension</p> <ul style="list-style-type: none"> • Role of character: who are the characters in JD’s stories; are there patterns and similarities? What might we say about the characters she chooses? Are the dragons goodies or baddies? Is this common or not? • Main themes/ideas/arguments: Do JD’s books have messages? What is Stick Man really about? What is the Smeds and the Smoos really about? Explore family, friendship, prejudice • Perspectives: linked to above – author’s perspectives: what does JD often include in her stories? What might her interests/passions be?
<p>SPAG</p>	<p>GPCs: u-e /ur/ ir /oi/ oy /or/ aw, au, /ow/ spelt ou Common Exception Words: children, does live word sentence To use capital letters to start sentence, for names and for the personal pronoun I. To use spaces between words and a full stop to end a sentence.</p>
<p>Mathematics</p>	<p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> • Represent and use number bonds and related subtraction facts within 10 • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • Add and subtract one digit numbers to 10, including zero.

	<p>Geometry: Shape</p> <ul style="list-style-type: none"> Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles) Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.) <p>Arithmetic- Mastering Number Pupils will have an opportunity to consolidate the Early Learning Goals and continue to explore the composition of numbers within 10, and the position of these numbers in the linear number system.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> subitise within 5, including when using a rekenrek, and re-cap the composition of 5 develop their understanding of the numbers 6 to 9 using the '5 and a bit' structure compare numbers within 10 and use precise mathematical language when doing so re-cap the order of numbers within 10 and connect this to '1 more' and '1 less' than a given number <p>Problem Solving</p> <ul style="list-style-type: none"> Visualising Reasoning logically
<p>Science</p>	<p>Animals including humans (senses)</p> <ul style="list-style-type: none"> To know where parts of the body are - head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth. That scientists compare things and observe closely to answer questions. That eyes are associated with sight, ears with hearing, noses with smelling, skin with touching and tongues with taste. To know that all animals move freely, eat other living things, need water and produce young. That each animal group has a set of characteristics, some of which are unique to them. (birds and fish) To know that scientists classify animals into different groups to make sense of the world and understand how living things are related to each other.
<p>Religious Education</p>	<p>How and why do we celebrate special and sacred times?</p> <ul style="list-style-type: none"> That religious believers celebrate festivals to show a special time – Christmas, Easter (Holy week) Pentecost, Chanukah, Eid-ul Fitr. That non-believers celebrate special times – birthday, home coming. To observe how festivals are celebrated within different religions including Easter in Christianity, Eid-al-Fitr in Islam. (Giving gifts for Eid and eggs at Easter) That symbolism is used in different religious festivals (gifts at Christmas to represent gold, frankincense and myrrh, candy canes to represent Shepherds crook, star for the S; gifts for Eid –ul Futr, 8 pointed star to represent God’s Throne, crescent moon to represent end of Ramadam). The meaning and stories behind the festivals of Easter and Eid –ul Fitr. That festivals show how people feel about their religion - Easter shows the feelings of Jesus and the disciples (Palm Sunday processions, washing of feet, sorrow of Good Friday and the light and joy of Easter Sunday).

	<ul style="list-style-type: none"> • That today people celebrate festivals by singing, giving to others, remembering or making sacrifices.
<p>Physical Education</p>	<p>Fitness</p> <ul style="list-style-type: none"> • To develop knowledge of how exercise can make you feel. • To develop knowledge about how exercise can make you strong and healthy. • To develop knowledge about how exercise relates to breathing. • To develop my understanding of how exercise helps my brain. • To develop my understanding of how exercise helps my muscles. • To begin to understand the importance of daily exercise. <p>Football</p> <ul style="list-style-type: none"> • To develop rolling and throwing a ball towards a target. • To develop receiving a rolling ball and tracking skills. • To be able to send and receive a ball with your feet. • To develop throwing and catching skills over a short distance. • To develop throwing and catching over a longer distance • To apply sending and receiving skills to small games.
<p>Geography</p>	<p>The United Kingdom</p> <p>Pupils Learn...</p> <ul style="list-style-type: none"> • That maps are an important tool in Geography especially aerial maps. • To identify the United Kingdom and its countries. • How to identify the difference between land and sea. • To use the compass directions North South, East and West. • To describe each country's location relative to another, specifically that Scotland is north of England/that England is south of Scotland and that Wales is west of England/England is east of Wales. • Physical features like seas, mountains and rivers are natural. They would be here even if there were no people around. • Human features are things like houses, roads and bridges. They have been built by people.
<p>RSHE</p>	<p>Ourselves :Growing and Changing</p> <ul style="list-style-type: none"> • 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 there are different types of bullying, which can include physical and verbal bullying, including teasing, and that all types of teasing or bullying are wrong, unkind, and unacceptable, and that they can cause people to feel very upset and lonely. • That bullying is not a one-off incident, or an accident, but rather something that happens repeatedly and is deliberate. • The importance of telling a trusted adult, such as a member of school staff or a family member, if they are being bullied or know that someone else is being bullied. • That we are all different but can still be friends. • That there are many different types of families (e.g. different sizes, different family members, different living arrangements) but that no one family type is better than another and they should all provide love, security and stability. • The importance of telling someone, such as their teacher, if something about their family makes them unhappy or worried.

<p>Spanish</p>	<p>Under the sea (bajo el mar)</p> <p><u>Vocabulary:</u> How to say and write all 7 sea creatures</p> <ul style="list-style-type: none"> • The fish swims (<i>el pez nada</i>) • The crab clicks its claws (<i>el cangrejo chasquea sus pinzas</i>) • The starfish jumps (<i>la estrella de mar salta</i>) • The seahorse turns (<i>el caballito de mar gira</i>) • The octopus dances (<i>el pulpo baila</i>) • The walrus claps (<i>la morsa aplaude</i>) • The dolphin dives (<i>el delfin bucea</i>) • <p>How to say how an animal moves (e.g., swims, dives) in a short sentence.</p> <p><u>Grammar:</u> They will begin to notice that, in Spanish, there are different options for a single word in English (i.e the = el/la in. 'el cangrejo' and 'la morsa')</p> <p><u>Phonics:</u> That the 'j' sound (e.g., in el cangrejo) is different to the English 'j'. That the trilled 'r' is made from the tongue tapping the roof of the mouth and is different to the 'r' sound in English. That different languages sound different.</p> <p><u>Cultural links:</u> Look at sea life around the world to understand that different animals live in different places</p>
<p>Design and Technology</p>	<p>Cooking: Fruit Kebabs</p> <p>Pupils Learn...</p> <ul style="list-style-type: none"> • That different foods contribute to a healthy diet such as vegetables, fruit, fibre and protein. • That a nutritionist helps us to know how to eat healthily and make good choices. • That nutritionists explore which foods are healthy and unhealthy and share this information with us. This is usually on food packaging. • That food can be manufactured (made in a factory) or grown. • That food should be ripe before it is eaten • The difference between fruit and vegetables (e.g. bananas, mango, avocado, potato) and whether they are ripe or not (over/under ripe) • That they can communicate their ideas through talking and drawing when designing. <p>With close supervision:</p> <ul style="list-style-type: none"> • To use a bridge hold to cut hard foods using a serrated vegetable knife (e.g. apple) • To use the claw grip to cut soft foods using a serrated vegetable knife (e.g. tomato) • Mash cooked/soft food using a masher • Peel soft vegetables using a peeler (e.g. cucumber) • Peel harder vegetables using a peeler (e.g. apple, potato) • Cut food into evenly-sized largish pieces (e.g. potato) • Use a melon baller to core an apple • Use a grater to grate soft food (e.g. cheese) • Use a small table knife for spreading soft spreads onto bread • To assemble and arrange (with help if necessary) cold ingredients • To comment and evaluate on what they have made discussing what went well and what they would change next time.
<p>Music</p>	<p>Menu Song</p> <p>Pupils Learn...</p> <p><u>Singing</u></p> <ul style="list-style-type: none"> • To Sing songs with a very small pitch range • To Improvise vocal chants, question and answer phrases

Listening

- To listen to recorded music with concentration.

Composing

- To participate in creating a dramatic performance using kitchen themed props.

Musicianship

- To walk, move or clap a steady beat with others.
- To use body and classroom percussion to play repeated rhythm patterns.
- To respond to pulse through music and dance.