

<p>Writing Genre: Journey stories</p>	<p>Non-Fiction: recount Class Text: The Cat's Breakfast Model Text: The Cat's Breakfast</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. <p>Composition</p> <ul style="list-style-type: none"> • Oral composition of a simple journey 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. • Write a simple sentence then re-read and check for the sense of the sentence. <p>Vocabulary</p> <ul style="list-style-type: none"> • Orally use story language such as Once upon a time.
<p>Reading</p>	<p>Class Text: The Cat's Breakfast</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"> • Recall of the focus text – The Cat's Breakfast and be able to re-tell it in a simple way. • To be able to use the repeating phrase from the Cat's Breakfast story to help predict what might come next. • To be able to use prior knowledge to make links with other texts that have a similar theme e.g., other journey stories such as Hansel and Gretel, Little Red Riding Hood. • To know who the main character is in familiar journey stories and be able to recall what happens to the main character in a simple way. • To be able to say how the main character behaves in familiar journey stories.
<p>SPAG</p>	<ul style="list-style-type: none"> • GPCs: /ai/ a_e, /igh/ i_e, / oa/ spelt o_e, /ee/ spelt e_e, /ew/ and /oo/ spelt u_e, • Common Exception Words: what where why when who people • 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>Mathematics</p>	<p>Number: Place Value (within 10)</p> <ul style="list-style-type: none"> • Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 10 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</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>Arithmetic- Mastering Number</p> <p>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. 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>Everyday Materials</p> <ul style="list-style-type: none"> To know that an object is something you can touch and a material is what the object is made from. To be able to identify and name a variety of everyday materials (wood, plastic, glass, metal, water and rock). To know how scientists sort objects according to the objects they are made from. To describe and name the simple physical properties of a variety of everyday materials. To be able to use our senses to describe the properties of materials using key vocabulary (hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; opaque/transparent) To know that scientists ask questions to find out answers. To understand the term absorbent and not absorbent. To be able to create a simple test e.g. how to test materials for their waterproof properties. That scientists use observations during a simple test to answer questions e.g. which materials were waterproof and how do we know this? To understand the terms waterproof and not waterproof. <p>Seasonal Change – taught for a week at the end of term</p> <ul style="list-style-type: none"> To know that there are four seasons: winter, spring, summer and autumn. To know the order of the seasons. To know that seasons lead to changes in plants and animal’s behaviour. To be able to make observations about living things in the local area in each season. To know that in different seasons, it gets light and dark at different times. To know the warmed temperatures are usually in the summer and the coldest in the winter. To know the changes in weather in each season. To gather, record and compare data.
<p>Religious Education</p>	<p>What does it mean to belong to a faith community?</p> <ul style="list-style-type: none"> That different people belong to a group that makes them special and important and that some of those are religious groups- family/school/clubs. How symbols in people’s own lives show that they belong e.g. symbols for scouts, gym club. That religions use symbols of ‘belonging, ‘e.g., in Christianity, baptismal candle in baptism; cross to symbolise the sacrifice Jesus made; prayer beads in Islam to show the 99 names of Allah and prayer mat to show respect for prayer. That in baptism the person is shown as being of value through the pouring of holy water for a symbol of life and the oil for strength and the person has the Holy Spirit. That in marriage Christians show they belong to each other with the symbols of a ring (eternal love); in Islam, a marriage contract is signed which is legal called the Nikah. What is good about being a Muslim and Christian today using the idea of coming together for prayer, having someone to talk to, having to pray 5 times a day.
<p>Physical Education</p>	<p>Fundamentals</p> <ul style="list-style-type: none"> To explore balance, stability and landing safely. To explore how the body moves differently when running at different speeds. To explore changing direction and dodging. To explore jumping, hopping and skipping actions. To explore co-ordination and combination jumps. To explore combination jumping and skipping in an individual rope. I can take turns. <p>Ball skills</p> <ul style="list-style-type: none"> To develop control and co-ordination when dribbling a ball with your hands. To explore accuracy when rolling a ball. To explore throwing with accuracy towards a target. To explore catching with two hands. To explore control and co-ordination when dribbling a ball with your feet. To explore tracking a ball that is coming towards me. To work independently, in pairs and small groups.
<p>History</p>	<p>Dover Castle pupils learn:</p> <ul style="list-style-type: none"> How historians decide what makes a place significant e.g., a king lived there. That a castle was a type of home built in the past by a powerful person, often Kings, Queens (monarchs) or other rulers.

	<ul style="list-style-type: none"> • That Dover Castle is near Folkestone and was built around 1000 years ago by a king. • That castles were often built to provide safety and protection from attack and to display the owner's rank and wealth. • The key features of many castles, including Dover Castle built on a hill, large in size, thick high walls, tower (keep), bailey, drawbridge, moat, portcullis, windows and arrow slits. • To make suggestions about reasons why Dover Castle was built where it was.
PSHE	<p>Relationships pupils learn:</p> <ul style="list-style-type: none"> • That feelings can be communicated via facial expressions, body language, actions and words. • That there are good and not so good feelings and that these include feeling happy, sad, angry, excited, scared and worried, and to recognise when someone is feeling these ways. • That the way someone is feeling can affect their behaviour. • That many people use the words 'secrets' and 'surprises' interchangeably and that secrets and surprises that are safe to keep are those that can be exciting and can make people happy, whereas any type of secret or surprise that leaves them 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.
Computing	<p>Computing systems and networks, Improving Mouse skills, Algorithms unplugged Pupils learn:</p> <ul style="list-style-type: none"> • To log in and log out means to begin and end a connection with a computer • A computer and mouse can be used to click, drag, fill, select, add backgrounds, text, layers, shapes and clipart. • Passwords are important for security and to keep us safe. • What an algorithm is • To follow instructions precisely to carry out an action • What decomposition is and can explain it • To debug an algorithm
Art	<p>Collage- self portraits</p> <ul style="list-style-type: none"> • That a collage is a piece of art made by sticking bits of different materials onto a backing. • That an artist can use collage to observe and show real things, but you can be creative with the use of colours and shapes. • That an artist usually builds up a collage layer-by-layer, starting with larger areas then adding the smaller detail. • That different materials have different textures, and these can be rough or smooth, or hard or soft. • That using different materials with different textures can make a piece of art that is both interesting to look at and interesting to touch. • That art does not have to look exactly like something you are looking at, and it can be used to express how you feel and think. • That artists can be inspired to make art by looking at art made by other people. • To understand that the art of yourself and other people is important because it has taken time and effort, and to be careful when touching it (especially when feeling for different textures).
Primary Languages – Spanish	<p>Under the sea (bajo el mar) <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 delfín 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>
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