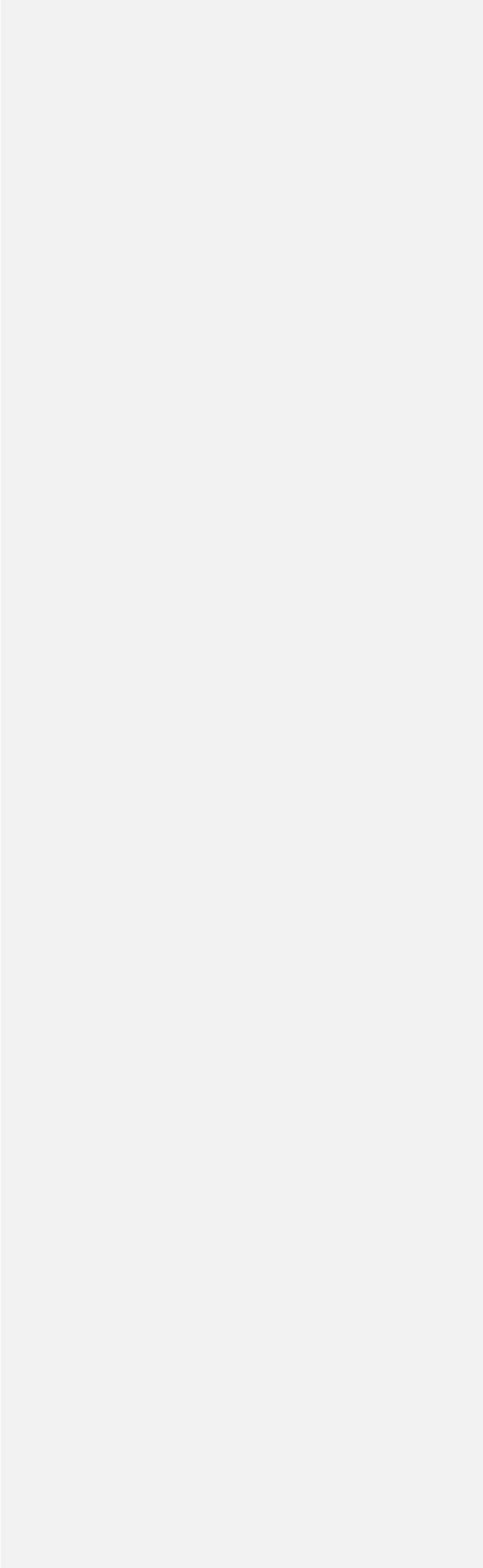


	<p>simple texts and ready many CEW</p> <ul style="list-style-type: none"> ○ I am learning to check that what I am reading makes sense. <p>Comprehension:</p> <ul style="list-style-type: none"> ○ I know a range of familiar stories and I can talk about main events. ○ I know what the title says and means ○ I can use my knowledge of texts that I have read to answer questions. ○ I can recognise the difference between a story and an information text. ○ I understand the familiar structure in certain stories and I can join in with repeated language. ○ I can use my knowledge of texts to support reading unfamiliar words, and sometimes remember them the next time I come across them. ○ I can guess what new words mean, using clues from my teacher. ○ I understand rhyming words and how they can be used in poems. ○ I know a few traditional tales very well and I know the key characteristics. <p>Making inferences:</p> <ul style="list-style-type: none"> ○ I am beginning to understand how the characters have an impact on the main events in a story. ○ I know the simple structure of texts I am reading and can make predictions ○ I understand the feelings of the main characters within a story and can link this to my own experiences. 							
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Writing	Composition	<u>LQ: Can I create a freeze frame and caption it?</u>	<u>LQ: What do you need to create a recipe?</u>	<u>LQ: Can I write a guest list? Can I write an invitation?</u>	<u>LQ: Can I write instructions for how to make my healthy jelly?</u>	<u>LQ: Can I write a thank you letter?</u>	<u>LQ: Can I write about a time I lost a toy?</u>	<u>LQ: Can I find answers to questions using the text and pictures?</u>
	<ul style="list-style-type: none"> With prompting, I can say out loud what I am going to write about In a group, I compose a sentence orally before writing it. My teacher helps me compose my own sentence out loud. With guidance or in a group, I can put events of a short story in order; we write sentences to sequence the story. In a group, we are learning to read back what we have written to check it makes sense. My teacher helps me to do this. Together, we read our writing aloud. Sometimes I read my writing aloud to the teacher. We talk about our shared writing together. My teacher talks about my own writing with me. I write simple structures which recount an event from my experience. <p>Handwriting</p> <ul style="list-style-type: none"> I sit correctly and am gaining better control of my pencil when I write. I begin to form lower case letters in the correct direction, starting and finishing in the correct place. I am learning and practising more handwriting families and can choose some of these letters by myself. I can form many capital letters correctly and mostly form the digits 0-9. 	<p>Charlie and Lola – This is actually my party!</p> <p>Freeze frame</p> <p>Captions</p> <p>Using exclamation marks – GD only</p>	<p>Can you write a shopping list for Miss Thomas? (cupcakes)</p> <p>To write sentences asking for what they would like from the shop. Focus on capital letters and full stops and writing it in the list format.</p> <p>Features of a recipe</p> <p>How to write a shopping list</p> <p>Recipe for cupcakes</p>	<p>Kipper’s Birthday</p> <p>Write a guest list – capital letters for names</p> <p>Invitation – what does an invitation need to include – date, time, place</p>	<p>Look at different fruits and taste test.</p> <p>Going to make a healthy jelly – how do we make it? What will we need?</p> <p>Hold a sentence</p>	<p>Assessment</p> <p>Capital letters for names</p> <p>How do you start and end a letter?</p>	<p>Dogger – writing a recount of when they lost a toy.</p>	<p>Winnie the Pooh</p>

Commented [s3]: What is the writing skill you are focusing on?

Commented [s2]: What about for your children who can write sentences?

Commented [s1]: Will all children be ready for this? Will some just look at capital letters and fullstops?

<p>GPS</p>	<ul style="list-style-type: none"> Spacing – space sixes, spacing letters and words Using upper and lower case letters How and when to use capital letters How to use full stops Recognising sentences I can use a question mark I can use an exclamation mark <p>Word classes – nouns, verbs, adjectives</p>	<p><u>LQ: Why do names have a capital letter?</u></p>	<p><u>LQ: What is a capital letter and where do I put a full stop?</u></p>	<p><u>LQ: What is an adjective? What is a question mark?</u></p>	<p><u>LQ: What is a noun?</u></p>	<p><u>LQ: What is an exclamation mark?</u></p>	<p><u>LQ: Why do days and months have a capital letter?</u></p>	<p><u>LQ: What is a verb?</u></p>
<p>Maths</p>	<p>Number system:</p> <ul style="list-style-type: none"> I can count across 10 to 50, forwards and backwards, beginning from 0 or 1 or from any given number. I can count, read and write numbers to 20 I know one more/less for numbers to 10 I can identify and represent numbers using objects and use the language more/less I can read and write numbers from 1 to 10 in numerals and words <p>Addition and Subtraction:</p> <ul style="list-style-type: none"> I know that addition is the total of two sets and that subtraction is taking away and finding out how many are left. I can use addition facts to 10 to determine related subtraction facts. I can subtract 2 1 digit numbers I am beginning to work out the value of a missing number. <p>Properties of Shapes:</p> <ul style="list-style-type: none"> I can recognise and name 2-D shapes <p>Measurement:</p> <ul style="list-style-type: none"> I know the days of the week 	<p><u>LQ: Number bonds within and to 10</u></p> <ul style="list-style-type: none"> Find number bonds for numbers within 10 Systematic number bonds within 10 Number bonds to 10 Compare number bonds 	<p><u>LQ: Addition</u></p> <ul style="list-style-type: none"> Addition – adding together Addition – adding more Addition – using bonds Finding a part 	<p><u>LQ: Subtraction</u></p> <ul style="list-style-type: none"> Subtraction – taking away – crossing out Subtraction – taking away – using the symbol Subtraction – find a part Fact families – the 8 facts Subtraction counting back 	<p><u>LQ: Subtraction</u></p> <ul style="list-style-type: none"> Subtraction finding the difference Comparing addition and subtraction statements 	<p><u>LQ: Shapes</u></p> <ul style="list-style-type: none"> Recognise and name 3-D shapes Sort 3-D shapes Recognise and name 2-D shapes Sort 2-D shapes Patterns with 2-D and 3-D shapes <p>End of unit assessment</p>	<p><u>LQ: Numbers to 20</u></p> <ul style="list-style-type: none"> Count forwards and backwards and write numbers to 20 Numbers from 11 to 20 Tens and ones Count one more, one less 	<p><u>LQ: Comparing numbers</u></p> <ul style="list-style-type: none"> Compare groups of objects Compare numbers Order groups of objects Order numbers

<p>Science</p>	<ul style="list-style-type: none"> ◦ Observe closely, using simple equipment. ◦ Perform simple tests ◦ Gathering and recording data to help in answering simple questions ◦ Materials: ◦ Distinguish between an object and the material from which it is made ◦ Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock ◦ Describe the simple physical properties of a variety of everyday materials ◦ Compare ◦ Seasons: ◦ Observe change across the four seasons <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p><u>LQ: How can we track the weather?</u></p>	<p><u>LQ: How does combining materials create a new one?</u></p> <p>WOW - Baking cupcakes</p>	<p><u>LQ: What happens to a material when it is heated?</u></p>	<p><u>LQ: What is a thermometer and how do I use it?</u></p> <p>WOW - Making jelly (linked with DT and English)</p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>
<p>RE</p>	<ul style="list-style-type: none"> ◦ I can give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians ◦ I can recognise that stories of Jesus' life come from the Gospels ◦ I can give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas ◦ I can decide what they personally have to be thankful for at Christmas time 	<p><u>LQ: Big Question from last term – final thoughts</u></p>	<p><u>LQ: What is the story of Jesus' birth? Why is Jesus important to Christians?</u></p>	<p><u>LQ: What stories of Jesus' life came from the Gospels? What are the Gospels?</u></p>	<p><u>LQ: How do Christians use the story of the Nativity to guide their beliefs and actions at Christmas?</u></p>	<p><u>LQ: What am I thankful for at Christmas time?</u></p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>
<p>Computing</p>	<ul style="list-style-type: none"> • Children can discuss and illustrate the transport used to travel to school. • Children can contribute to the collection of class data. • Children have used these illustrations to 	<p><u>LQ: How can data be shown through pictures?</u></p>	<p><u>LQ: What is a pictogram?</u></p>	<p><u>LQ: Can I create a pictogram to record the results of an experiment?</u></p>	<p><u>LQ:</u></p>	<p><u>LQ: How can I sort items?</u></p>	<p><u>LQ: Can I sort items on the computer, using the 'grouping' activities on Purple Mash?</u></p>	<p><u>LQ:</u></p>

	<p>create a simple pictogram.</p> <ul style="list-style-type: none"> Children can contribute to a class pictogram. Children can discuss what the pictogram shows. Children can collect data from rolling a die 20 times and recording the results. Children can represent the results as a pictogram. Children have sorted items using a range of criteria on the carpet as a class and in pairs Children have used Purple Mash activities to sort various items online using a variety of criteria. 							
History	<ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. <p>Knowledge and understanding of events, people and changes in the past</p> <ul style="list-style-type: none"> Recall some facts about people/events before living memory Say why people may have acted the way they did. <p>Historical enquiry</p> <ul style="list-style-type: none"> Explore events, look at pictures and ask questions i.e. "Which things are old and which are new?" or "What were people doing?" Look at objects from the past and ask questions i.e. "What were they used for?" and try to answer. <p>Historical interpretation Look at books, videos, photographs, pictures and artefacts to find out about the past.</p> <p>Organisation and communication</p> <ul style="list-style-type: none"> Sort events or objects into groups (i.e. then and now.) 	<p>LQ: What can you tell me about British birthday celebrations, traditions and differences in other parts of the world?</p> <p>Why is bonfire night celebrated? How do we celebrate bonfire night and how might people in the past have celebrated bonfire night?</p>	<p>LQ: What tradition do you like best? Why?</p>	<p>LQ: Why and how do we celebrate birthdays? What are traditions of birthdays? What tradition do you like best? Why?</p>	<p>LQ:</p>	<p>LQ: How have toys changed?</p> <p>Chn have explored how children traditionally celebrated their birthdays – they are now going to look at what children use to receive as presents on their birthdays.</p>	<p>LQ: WOW Mexican themed party</p>	<p>LQ:</p>

Commented [s4]: How does this build on from previous learning?

	✓ Talk, write and draw about things from the past.							
Geography	N/A	LQ:	LQ:	LQ:	LQ:	LQ:	LQ:	LQ:
Art	<p>Work of artists</p> <ul style="list-style-type: none"> study the work of a range of great artists, craft makers and designers and understand the historical and cultural development of their art forms evaluate and analyse creative works using the language of art, craft and design. <p>Painting</p> <ul style="list-style-type: none"> ✓ use a variety of tools and techniques i.e. brush sizes and types ✓ mix and match colours to artefacts and objects ✓ work on different scales ✓ experiment with tools and techniques e.g. layering, mixing ✓ name and mix primary colours, shades and tones <p>Collage</p> <ul style="list-style-type: none"> ✓ arrange and glue materials to different backgrounds ✓ fold, crumple, tear and overlap paper 	LQ:	LQ:	LQ:	<p>LQ: How are celebrations represented in art?</p> <p>John Dyer's 'Gateway to Cornwall'</p> <p>LQ: How can you use other artists works to create your own firework painting?</p>	LQ: What is the style of Chidi Okove?	LQ: How can we make a Piñata?	LQ:
D.T	<p>Design:</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and others based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing. <p>Make:</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks. 	LQ:	LQ:	LQ:	<p>LQ: Can I make a healthy jelly?</p> <p>How can we explore and evaluate different fruits?</p>	LQ:	LQ: How can we make a Piñata?	LQ:

	<ul style="list-style-type: none"> Select from and use a wide range of tools and components <p>Evaluate:</p> <ul style="list-style-type: none"> Evaluate their ideas and products against design criteria. Explore what they like and dislike <p>Cooking and nutrition:</p> <ul style="list-style-type: none"> how to prepare simple dishes safely and hygienically, without using a heat source how to use techniques such as cutting, peeling and grating 							
P.E		LQ: ELITE	LQ: ELITE	LQ: ELITE	LQ: ELITE	LQ: ELITE	LQ: ELITE	LQ: ELITE
PHSE		LQ: What is the same about me and my class?	LQ: What is different about me compared to my class?	LQ: What is bullying?	LQ: What do I do about bullying?	LQ: How can I make new friends?	LQ: How can I celebrate me?	LQ:
French	N/A	LQ:	LQ:	LQ:	LQ:	LQ:	LQ:	LQ:
Music Lucy to plan		LQ:	LQ: How do you sing happy birthday in another language?	LQ: nativity	LQ: nativity	LQ: nativity	LQ: nativity	LQ:
Learning Environment in corridor displays		Achievement tree			Art work to go on topic display			