

simple texts and ready many CEW

- I am learning to check that what I am reading makes sense.

Comprehension:

- 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.

Making inferences:

- 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

<p>Writing</p>	<p>Composition</p> <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>LQ: Do you have a special teddy?</p> <ul style="list-style-type: none"> ○ Bring special teddys in – take photo of chn with bears ○ Describe their bears ○ Why is it special? 	<p>LQ: Where’s my teddy?</p> <ul style="list-style-type: none"> ○ Hide a small and giant teddy in Forest school, read the story! ○ Adjectives to describe the bears ○ Sentences with adjectives. ○ Where did the bears come from? Who do they belong to? ○ Read the story! 	<p>LQ: Where’s Kevin the Koala?</p> <ul style="list-style-type: none"> ○ Kevin has gone missing! ○ Write a sentence about how they feel. ○ Change where’s my teddy to where’s Kevin? ○ Mid-week – find Kevin and add to our story ○ Discuss features of a story – beginning, middle end – what’s the problem? How was it resolved? 	<p>LQ: What happened to Dogger?</p> <ul style="list-style-type: none"> ○ Order the story ○ Look at features ○ Create a story map and T4W 	<p>LQ: Can you retell Dogger, but with a time when you lost your favourite toy?</p> <ul style="list-style-type: none"> ○ Change the toy and the place. ○ What’s the beginning? Middle? End? ○ T4W ○ ASSESSMENT 	<p>LQ: What happened at the Teddy Bear’s Picnic?</p> <p>_Write a recount</p>	<p>LQ: Consolidation</p>
	<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 							

	<p>some of these letters by myself.</p> <p>I can form many capital letters correctly and mostly form the digits 0-9.</p>							
GPS	<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>	<u>LQ: Can you match the upper case and lower case letters?</u>	<u>LQ: Why do names have a capital letter?</u>	<u>LQ: What is an exclamation mark?</u>	<u>LQ: Can you recognise a noun in a sentence?</u>	<u>LQ: Can you use a noun in a sentence?</u>	<u>LQ: What is a verb? Can you recognise a verb in a sentence?</u>	<u>LQ: Can you use a verb in a sentence?</u>
Maths	<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. 	<p><u>LQ: Number bonds within and to 10</u></p> <ul style="list-style-type: none"> Addition recap Number bonds to 10 Compare number bonds Addition – adding together 	<p><u>LQ: Addition</u></p> <ul style="list-style-type: none"> Addition – adding more Addition – using bonds Finding a part Subtraction – taking away – crossing out 	<p><u>LQ: Subtraction</u></p> <ul style="list-style-type: none"> 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>End of unit assessment</p>	<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>End of unit assessment</p>

	<ul style="list-style-type: none"> ○ 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> <p>I know the days of the week</p>							
Science	<p>Seasons</p> <ul style="list-style-type: none"> ○ I can observe changes across the four seasons ○ I can observe and describe weather associated with the seasons and how day length varies. <p>Materials</p> <ul style="list-style-type: none"> ○ I can distinguish between an object and the material from which it is made. ○ I can identify and name a variety of everyday materials, including wood, plastic, glass, water and rock. ○ I can describe the simple physical properties of a variety of everyday materials. ○ I can compare and group together a variety of everyday materials on the basis of their physical properties. <p>Asking Questions</p> <p>Children should ask simple questions and recognise that</p>	<p>LQ: What are objects made from?</p>	<p>LQ: What are the properties of different materials?</p>	<p>LQ: What happens to materials when they are heated or cooled?</p>	<p>LQ:</p>	<p>LQ: How can we change food materials in the kitchen?</p>	<p>LQ:</p>	<p>LQ: What are the changes from Autumn to winter?</p> <p>On going throughout the term</p>

	<p>they can be answered in different ways.</p> <p>Scientific enquiries</p> <ul style="list-style-type: none"> ○ Observations. They should observe closely, using simple equipment. ○ Simple tests ○ Identifying and classifying ○ Secondary sources. They should use simple secondary sources to find answers. <p>Concluding</p> <p>They should use their observations and ideas to suggest answers to questions. They should notice patterns and relationships in their observations. They should talk about what they have found out and how they found out.</p>							
RE	<p>To learn that:</p> <p>Christians believe that Jesus is God and that he was born as a baby in Bethlehem. The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.</p>	<p>LQ: RE display</p> <p>Draw and paint what God looks like – write key vocab</p>	<p>LQ: What is the story of Jesus' birth? Why is Jesus important to Christians?</p>	<p>LQ: What stories of Jesus life came from the Gospels? What are the Gospels?</p>	<p>LQ: How do Christians use the story of the Nativity to guide their beliefs and actions at Christmas?</p>	<p>LQ: What am I thankful for at Christmas time?</p>	<p>LQ: Final thoughts</p>	<p>LQ:</p>
Computing	<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 create a simple pictogram. • Children can contribute to a class pictogram. • Children can discuss what the pictogram shows. 	<p>LQ: How can data be shown through pictures?</p>	<p>LQ: What is a pictogram?</p>	<p>LQ: Can I create a pictogram to record the results of an experiment?</p>	<p>LQ:</p>	<p>LQ: How can I sort items?</p>	<p>LQ: Can I sort items on the computer, using the 'grouping' activities on Purple Mash?</p>	<p>LQ:</p>

	<ul style="list-style-type: none"> 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	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> Can I use words like 'old / new' or 'a long time ago' today, yesterday, past, present, recent, living memory, older, younger, decade, photo, artefact? Can I understand some things belong in the 'past'? Can I say the days of the week in order? <p><u>Knowledge and interpretation</u></p> <ul style="list-style-type: none"> Can I identify the main differences between old and new objects or times? Can I recognise we celebrate certain events because of what happened years before? <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> Can I ask questions about photographs and artefacts? Can I spot old and new things in pictures and sort pictures into older and newer? Can I explain what artefacts may have be used for? 	<p><u>LQ: What is the history of teddy bears?</u></p> <ul style="list-style-type: none"> Sorting old and new bears. 	<p><u>LQ: How have teddy bears changed?</u></p> <ul style="list-style-type: none"> Look at different teddy bears – Miss Thomas' first teddy bear, Mrs Moss' bear, Mrs Moss' dad's bear, Mrs Sugden's bear. Ask questions about teddy bears. Ordering teddy bears through the ages. Explore the differences 	<p><u>LQ: How have all toys changed?</u></p> <p>Link to Science – Materials</p> <p>Add to Toy museum</p>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>
D.T	<p><u>Design</u></p> <ul style="list-style-type: none"> Have own ideas Explain what I want to do Explain what my product is for, and how it will work Use pictures and words to plan, begin to use models 	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<p><u>LQ: Can I design a teddy bear puppet?</u></p> <p><u>Can I plan my healthy jelly and sandwiches?</u></p> <p><u>Can I make my healthy jelly?</u></p>	<p><u>LQ: Can I make a teddy bear puppet?</u></p> <p><u>Can I make sandwiches?</u></p> <p><u>Can I evaluate my jelly?</u></p>	<p><u>LQ: Can I evaluate my teddy bear puppet?</u></p>

	<ul style="list-style-type: none"> · Design a product for myself following design criteria · Research similar existing products <p>Make Explain what I'm making and why consider what I need to do next</p> <ul style="list-style-type: none"> · Select tools/equipment to cut, shape, join, finish and explain choices measure, mark out, cut and shape, with support · Choose suitable materials and explain choices try to use finishing techniques to make product look good <p>Work in a safe and hygienic manner</p> <p>Evaluate</p> <ul style="list-style-type: none"> *Talk about my work, linking it to what I was asked to do * Talk about existing products considering: use, materials, how they work, audience, where they might be used *Talk about existing products, and say what is and isn't good * Talk about things that other people have made *Begin to talk about what could make it better <p>Technical knowledge: materials</p> <ul style="list-style-type: none"> *Begin to measure and join materials, with some support *Describe differences in materials *Suggest ways to make material/product stronger <p>Technical knowledge: textiles</p> <ul style="list-style-type: none"> *Measure, cut and join textiles to make a product, with some support *Choose suitable textiles 					How do we stay hygienic?		
P.E	<ul style="list-style-type: none"> ○ Copies and explores basic movements and body patterns. ○ Remembers simple movements and dance steps. ○ Links movements to sounds and music. 	<u>LQ: ELITE - Dance</u>	<u>LQ: ELITE- Dance</u>	<u>LQ: ELITE- Dance</u>	<u>LQ: ELITE- Dance</u>	<u>LQ: ELITE - Dance</u>	<u>LQ: ELITE- Dance</u>	<u>LQ:</u>

	<ul style="list-style-type: none"> Use movements to communicate feelings. 							
PHSE	<p>Celebrating differences</p> <p>Knowledge</p> <ul style="list-style-type: none"> Know that people have differences and similarities Know what bullying means Know who to tell if they or someone else is being bullied or is feeling unhappy Know skills to make friendships Know that people are unique and that it is OK to be different <p>Social and emotional skills</p> <ul style="list-style-type: none"> Recognise ways in which they are the same as their friends and ways they are different Identify what is bullying and what isn't Understand how being bullied might feel Know ways to help a person who is being bullied Identify emotions associated with making a new friend Verbalise some of the attributes that make them unique and special 	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?	
Music	<p>Listening and responding:</p> <p>Knowledge: I know 5 songs off by heart? I know what the songs are about?</p> <p>Skills: Can I show how I can enjoy music by dancing, marching, being animals or pop stars.</p> <p>Singing:</p> <p>Knowledge: To confidently sing or rap five songs from memory and sing them in unison.</p> <p>Skills: I can use my voice to sing notes of different pitches (high and low). I can make different types of sounds with my voices – you can rap or say words in rhythm. I can start and stop singing when following a leader.</p>	LQ:	LQ: Can I learn the songs for the nativity?	LQ: Can I learn the songs for the nativity?	LQ: Can I copy and sing a long to a new song using different pitches in my voice whilst also showing how I enjoy the music by moving to it in different ways?	LQ: Can I explain what a song is about?	LQ: Can I confidently sing songs in unison from memory?	LQ: Can I perform a song/ or songs I have learnt? Can I listen back to the performance and say how I felt about it?

	<p>Performance: Knowledge: I know a performance is sharing music with other people, called an audience.</p> <p>Skills: Can I choose a song I have learnt from the scheme and perform it. I know Can I listen back to the performance and say how it felt about it?</p>							
<p>Learning Environment in corridor displays</p>		<p><u>RE Display</u></p> <p><u>Create a teddy bear museum</u></p>						