

	<p>remember them the next time I come across them.</p> <ul style="list-style-type: none"> ○ 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><u>Making inferences:</u></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 <p>I understand the feelings of the main characters within a story and can link this to my own experiences</p>							
Writing	<p><u>Composition</u></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><u>Handwriting</u></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. <p>I can form many capital letters correctly and mostly form the digits 0-9.</p>	<p><u>LQ: Do you have a special teddy?</u></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><u>LQ: Where’s my teddy?</u></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><u>LQ: Where’s Kevin the Koala?</u></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><u>LQ: What happened to Dogger?</u></p> <ul style="list-style-type: none"> ○ Order the story ○ Look at features ○ Create a story map and T4W 	<p><u>LQ: Can you retell Dogger, but with a time when you lost your favourite toy?</u></p> <ul style="list-style-type: none"> ○ Change the toy and the place. ○ What’s the beginning? Middle? End? ○ T4W ○ ASSESSMENT 	<p><u>LQ: What happened at the Teddy Bear’s Picnic?</u></p> <p>_Write a recount</p>	<p><u>LQ: Consolidation</u></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 	<p><u>LQ: Can you match the upper case and lower case letters?</u></p>	<p><u>LQ: Why do names have a capital letter?</u></p>	<p><u>LQ: What is an exclamation mark?</u></p>	<p><u>LQ: Can you recognise a noun in a sentence?</u></p>	<p><u>LQ: Can you use a noun in a sentence?</u></p>	<p><u>LQ: What is a verb? Can you recognise a verb in a sentence?</u></p>	<p><u>LQ: Can you use a verb in a sentence?</u></p>

	<ul style="list-style-type: none"> I can use an exclamation mark <p>Word classes – nouns, verbs, adjectives</p>			<p><u>What is a question mark?</u></p>				
<p>Maths</p>	<p>Addition and subtraction</p> <p>Step 5 Number bonds within 10</p> <p>Step 6 Systematic number bonds within 10</p> <p>Step 7 Number bonds to 10</p> <p>Step 8 Addition – add together</p> <p>Step 9 Addition – add more</p> <p>Step 10 Addition problems</p> <p>Step 11 Find a part</p> <p>Step 12 Subtraction – find a part</p> <p>Step 13 Fact families – the eight facts</p> <p>Step 14 Subtraction – take away/cross out (How many left?)</p> <p>Step 15 Subtraction – take away (How many left?)</p> <p>Step 16 Subtraction on a number line</p> <p>Step 17 Add or subtract 1 or 2</p> <p>Shapes</p> <p>Step 1 Recognise and name 3-D shapes</p> <p>Step 2 Sort 3-D shapes</p> <p>Step 3 Recognise and name 2-D shapes</p> <p>Step 4 Sort 2-D shapes</p> <p>Step 5 Patterns with 2-D and 3-D shapes</p>	<p><u>LQ: Number bonds within and to 10</u></p> <ul style="list-style-type: none"> Do you know your number bonds within 10? Can you work systematically to show your number bonds within 10? What are the number bonds to 10? (X2 lessons) 	<p><u>LQ: Addition</u></p> <ul style="list-style-type: none"> Can you add numbers together? Can you add more? Can you solve the addition problems? How do you find a part? 	<p><u>LQ: Subtraction</u></p> <ul style="list-style-type: none"> What is subtraction? (introduction of the symbol) Can you write addition and subtraction facts? (x2 lessons) Can you take away by crossing out? 	<p><u>LQ: Subtraction</u></p> <ul style="list-style-type: none"> Can you take away? How many are left? Can you use a number line to subtract? Can you use a number line to solve the word problems? Can you add or subtract 1 or 2? 	<p><u>LQ: ADDITION AND SUBTRACTION CONSOLIDATION</u></p> <p><u>END OF UNIT ASSESSMENT</u></p>	<p><u>LQ: Shape</u></p> <ul style="list-style-type: none"> Can you recognise and name 3-D shapes? Can you sort 3D shapes? Can you recognise and name 3D shapes? Can you sort 2D shapes? Can you create patterns using 2D and 3D shapes? 	<p><u>LQ: Consolidation</u></p>

<p>Science</p>	<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 Children should ask simple questions and recognise that 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 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>	<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>Jelly</p> <p>Sandwiches</p>	<p>LQ:</p>	<p>LQ: What are the changes from Autumn to winter?</p> <p>On going throughout the term</p>
<p>RE</p>	<p>To learn that: 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>Skills</p> <ul style="list-style-type: none"> ○ Talk about some simple ideas ○ Retell a story ○ Talk about issues ○ Ask and suggest some good questions ○ Offer ideas of their own ○ Recognise some objects and suggest why these are important ○ Identify some ways ○ Describe some ways ○ Collect examples ○ Give an account 	<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>

	<ul style="list-style-type: none"> Use creative ways to express their own ideas 							
Computing	<p><u>Lego Builders</u> – computer science</p> <ul style="list-style-type: none"> Can I sort items using a range of criteria? Can I compare the effects of adhering strictly to instructions to completing tasks without complete instructions? Can I follow and create simple instructions on the computer and can consider how the order of instructions affects the result? <p><u>Grouping and sorting</u></p> <ul style="list-style-type: none"> Can I sort items using a range of criteria? Project evolve – managing online information I can use the internet to find things out. I can use simple keywords in search engines I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened. <p>Project evolve – online bullying</p> <ul style="list-style-type: none"> I can describe how to behave online in ways that do not upset others and can give examples. 	<p><u>LQ: Can you follow instructions?</u></p> <p><u>PROJECT EVOLVE – Managing online information</u></p>	<p><u>LQ: Can you follow and create simple instructions on the computer?</u></p> <p><u>PROJECT EVOLVE – Managing online information</u></p>	<p><u>LQ: Is the order of instructions important?</u></p> <p><u>PROJECT EVOLVE – Managing online information</u></p>	<p><u>LQ:</u></p>	<p><u>LQ: How can I sort items?</u></p> <p><u>Project evolve – online bullying</u></p>	<p><u>LQ: Can I sort items on the computer, using the ‘grouping’ activities on Purple Mash?</u></p> <p><u>Project evolve – online bullying</u></p>	<p><u>LQ:</u></p>
History	<p>How have teddies / toys changed in living memory? (CHILDHOOD)</p> <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>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>

D.T	<p>Design</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 · Design a product for myself following design criteria · Research similar existing products <p>Make</p> <p>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 hygenic 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 	LQ:	LQ:	LQ:	LQ:	<p>LQ: Can I design a teddy bear puppet?</p> <p>Can I plan my healthy jelly and sandwiches?</p> <p>Can I make my healthy jelly?</p> <p>How do we stay hygienic?</p>	<p>LQ: Can I make a teddy bear puppet?</p> <p>Can I make sandwiches?</p> <p>Can I evaluate my jelly?</p>	<p>LQ: Can I evaluate my teddy bear puppet?</p>
P.E	<ul style="list-style-type: none"> o Copies and explores basic movements and body patterns. o Remembers simple movements and dance steps. o Links movements to sounds and music. o Use movements to communicate feelings. 	LQ: ELITE - Dance	LQ: ELITE- Dance	LQ: ELITE- Dance	LQ: ELITE- Dance	LQ: ELITE - Dance	LQ: ELITE- Dance	LQ: No lesson – Inset day
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 	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?	

	<ul style="list-style-type: none"> · 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 							
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> <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 I felt about it?</p>	<u>LQ:</u>	<u>LQ: Can I learn the songs for the nativity?</u>	<u>LQ: Can I learn the songs for the nativity?</u>	<u>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?</u>	<u>LQ: Can I explain what a song is about?</u>	<u>LQ: Can I confidently sing songs in unison from memory?</u>	<u>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?</u>
Learning Environment in corridor displays		<u>RE Display</u> <u>Create a teddy bear museum</u>						