

	<ul style="list-style-type: none"> ○ 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 characters. ○ <u>Making inferences:</u> ○ I am beginning to understand how the characters have an impact on the main events in a story ○ I know the simple structure of the texts I am reading and can make predictions based on these ○ I understand the feelings of the main characters within a story and I can link this to my own experience 						
Writing	<ul style="list-style-type: none"> ○ continue and use a repeating pattern in poetry writing, compose a sentence orally before writing it 	<p><u>LQ: What do buildings need?</u></p> <p>What are instructions?</p> <p>Ordering instructions</p>	<p><u>LQ: How do you build a house for one of the little pigs?</u></p> <p>Write instructions for how to build a house using lego. Pre-build lego house and break it –</p>	<p><u>LQ: How will you catch the Big Bad Wolf?</u></p> <p>Write instructions for how you will trap the wolf.</p>	<p><u>LQ: Can you act out the story of 'The Three Little Pigs?'</u></p> <p><u>What would the wolf say?</u></p>	<p><u>LQ: Can you write the story of 'The Three Little Pigs'?</u></p>	<p><u>LQ: What was the true story of the three little pigs?</u></p> <p>Read the true story of the three little pigs. Write a letter.</p>

	<ul style="list-style-type: none"> ○ re-tell/imitate familiar stories and recounts events; include main events in sequence, focusing on who is in the event, where events take place and what happens in each event, continue and uses a repeating pattern ○ make some choices of appropriate vocabulary ○ act out stories and portray characters and their motives ○ say out loud what they are going to write about ○ independently choose what to write about, orally rehearse, plan and develop own imaginative ideas for settings and characters in stories, using ideas from reading for some incidents and events ○ begin to plan stories with a simple structure: beginning/middle/end ○ discuss what they have written with the teacher or other pupils ○ re-read what they have written to check that it makes sense and attempts to edit for sense. read aloud their writing, clearly enough to be heard by peers and teacher 	<p>What materials are needed</p> <p>What people are needed = what do builders need? Tools and protective wear – Get helmets, high vis and ear defenders for construction area.</p> <p>What questions would you ask a builder?</p>	<p>get chn to say instructions for how to fix it.</p> <p>Use hold a sentence to write instructions.</p> <p>Sequence pictures</p>		<p><u>What would the little pigs say?</u></p> <p>Read the story and then teach the Talk for Writing version.</p> <p>Retrieve and interpret questions from the book.</p> <p>Practise writing key words from the story.</p> <p>Chn to write captions for the wolf and each pig</p>		
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	<ul style="list-style-type: none">○ listen and respond appropriately to adults and their peers○ ask relevant questions to extend their understanding and knowledge○ use relevant strategies to build their vocabulary maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments○ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas○ speak audibly and fluently with an increasing command of Standard English○ participate in discussions, presentations, performances, role play and debates○ gain, maintain and monitor the interest of the listener(s)○ use the conjunction 'and' to link words and join clauses, understand how words can combine to make sentences○ <u>Handwriting:</u>○ sit correctly at a table, holding a pencil comfortably and correctly						
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	<ul style="list-style-type: none"> begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 <p>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>						
GPS	<ul style="list-style-type: none"> Conjunctions - understand how words can combine to make sentences use the conjunction 'and' to link words and join clauses separate words with spaces begin to use capital letters, full stops, question marks and exclamation marks to demarcate sentences Terminology: letter, capital letter, word, sentence, punctuation, full stop, question mark, exclamation mark 	<p>LQ: Capital letters and full stops</p> <ul style="list-style-type: none"> When do we use capital letters and full stops? <p>Can you write the date?</p>	<p>LQ: verbs</p> <ul style="list-style-type: none"> Recognising verbs in sentences <p>Using verbs in sentences</p>	<p>LQ: adjectives</p> <p>Recognising and using adjectives in sentences</p>	<p>LQ: conjunctions</p> <ul style="list-style-type: none"> Recognising a sentence Recognising 'and' Writing 'and' <p>Recognising 'but'</p>	<p>LQ: conjunctions</p> <ul style="list-style-type: none"> Writing 'but' Recognising 'or' <p>Writing 'or'</p>	<p>LQ: exclamation marks</p> <ul style="list-style-type: none"> One word <p>Exclamation or full stop?</p>
Maths	<ul style="list-style-type: none"> Place Value count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 50 in numerals; given a number, identify one more and 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 read and write numbers from 1 to 20 	<p>LQ: Place value to 20</p> <ul style="list-style-type: none"> Tens and ones Count one more and one less Compare groups of objects Compare numbers 	<p>LQ: Place value to 20</p> <ul style="list-style-type: none"> Order groups of objects Order numbers <p>Place value assessment</p>	<p>LQ: Addition and Subtraction</p> <ul style="list-style-type: none"> Add by counting on within 20 Add ones using number bonds <p>Find and make number bonds to 20</p>	<p>LQ: Addition and Subtraction</p> <ul style="list-style-type: none"> Add by making 10 activity Subtraction – not crossing 10 <p>Subtraction – crossing 10</p>	<p>LQ: Addition and Subtraction</p> <ul style="list-style-type: none"> Subtraction – crossing 10 Related facts Compare number sentences <p>Assessment</p>	<p>LQ: Place Value to 50</p> <ul style="list-style-type: none"> Counting to 50 by making 10 Numbers to 50 Counting forwards and backwards within 50 Tens and ones <p>Represent numbers to 50</p> <ul style="list-style-type: none"> One more one less activity One more, one less Compare objects within 50 Compare numbers within 50 <p>Order numbers within 50</p>

	<p>in numerals and words.</p> <ul style="list-style-type: none"> ○ <u>Addition and Subtraction</u> ○ read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs ○ represent and use number bonds and related subtraction facts within 20 ○ add and subtract one-digit and two-digit numbers to 20, including zero ○ solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. ○ In Computing: describe position, direction and movement, including whole, half, quarter and three- quarter turns. 						
Science	<p><u>Seasons:</u></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 	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<p><u>LQ: Which material will make the best roof to keep the pigs dry?</u></p> <p><u>LQ: What happens in Winter?</u></p>	<p><u>LQ: What happens to materials when they are heated and cooled?</u></p>

	<p>properties of a variety of everyday materials.</p> <ul style="list-style-type: none"> o I can compare and group together a variety of everyday materials on the basis of their physical properties <p>Skills: Asking questions: Children should ask simple questions and recognise that they can be answered in different ways.</p> <p>Monitoring and recording: Observations, simple tests. They should gather and record data to suggest answers to their questions. With help, they should record in a range of ways and begin to use simple scientific language.</p> <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>						
RE	<p>Christians believe Jesus brings good news for all people.</p> <p>For Christians, this good news includes being loved by God, and being forgiven for bad things.</p> <p>Christians believe Jesus is a friend to the poor and friendless.</p> <p>Christians believe Jesus' teachings make people think hard about how to live and show them the right way.</p> <p>SKILLS:</p> <ul style="list-style-type: none"> o Talk about some simple ideas o Retell a story o Talk about issues o Ask and suggest some good questions 	<p>LQ: What is the good news that Jesus brings?</p> <p>Final thoughts from last term's q.</p> <p>Story of the tax collector – Zaccheaus</p>	<p>LQ: Why might Christians see Matthew being chosen as a Disciple as good news?</p> <ul style="list-style-type: none"> o Do we give people a second chance? o What is a disciple? (RE Wall) o Why was choosing Mathew a surprise? (big book) o Why might Christian's see Matthew being chosen as a Disciple as good news? (response bubbles in bb) o Who would be our 12 world changers? 	<p>LQ: Do Christians think Jesus was 'Good News' because he gave God's forgiveness to everyone who was sorry?</p> <p>Why is forgiveness something that we should all try to do?</p>	<p>LQ: What is peace and how can you find it?</p>	<p>LQ: What do Jesus' teachings show about how to live? How do Christians put their beliefs into practise? Is Jesus' good news only for Christians?</p>	<p>LQ: Final thoughts</p>

	<ul style="list-style-type: none"> ○ 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 ○ Use creative ways to express their own ideas 						
Computing	<p>Computer science:</p> <p>Can I understand that an algorithm is a set of instructions used to solve a problem or achieve an objective? Do I know that an algorithm written for a computer is called a program? Can I work out what is wrong with a simple algorithm when the steps are out of order? Can I understand that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code? Can I look at a program and read a code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program? Can I interpret where the turtle in 2Go challenges will end up at the end of the program?</p>	<p><u>LQ: Can I follow instructions?</u></p> <p><u>Project evolve - Online reputation</u></p>	<p><u>LQ: Can I follow and create simple instructions on the computer?</u></p> <p><u>Project evolve - Online reputation</u></p>	<p><u>LQ: How does the order of instructions affect the result?</u></p> <p><u>Project evolve – managing online info</u></p>	<p><u>LQ: How do I use the direction keys?</u></p> <p><u>Project evolve – managing online info</u></p>	<p><u>LQ: How do I create and debug a set of instructions?</u></p> <p><u>Project evolve – managing online info</u></p>	<p><u>LQ: Can I use more than one directional key in my instructions?</u></p>
Geography	<p>Place knowledge:</p> <ul style="list-style-type: none"> ○ Can I study a small area in the UK and in a non-European country can identify 1 similarity and 1 difference in physical geography? ○ Can I talk about where I live? 	<p><u>LQ: Can you use an aerial photograph to name landscape features?</u></p> <p><u>LQ: Can you use an aerial photograph to name landscape features?</u></p>	<p><u>LQ: What do maps include? Why?</u></p> <p><u>LQ: What do you need for a map of your town?</u></p> <p>Do all towns and villages have the same features? Look at wider world.</p>	LQ:	LQ:	LQ:	LQ:

	<p>Human and physical:</p> <ul style="list-style-type: none"> ○ Can I notice seasonal patterns? ○ Can I use basic geographical vocabulary to refer to human features? ○ Can I use basic geographical vocabulary to refer to physical features? <p>Geographical skills and fieldwork?</p> <ul style="list-style-type: none"> ○ Can I begin to use maps, atlases and globes to identify studied regions? ○ Can I begin to recognise landmarks e.g. the church / school? ○ Can I begin to devise a simple map with support? ○ Can I observe and record – local area – sketch / plan? ○ Can I begin to use a globe / atlas / google earth to locate countries and features studied e.g. seas or rivers? ○ 						
Art	<p>I know how to cut, roll and coil materials</p> <p>Evaluation, comparison and reflection</p> <p>I describe what I can see and give an opinion about the work of an artist I can ask questions about a piece of art</p>	<u>LQ:</u>	<u>LQ:</u>	<p><u>LQ: Can I plan and design my mask?</u></p> <p><u>LQ: Can I create my mask following my plan?</u></p> <p><u>LQ: Can I evaluate my mask and a peers?</u></p>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>
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 	<u>LQ:</u>	<u>LQ:</u>	<p><u>LQ: Can you use your knowledge to construct a house to trap the Big Bad Wolf?</u></p> <p><u>LQ: What makes a good trap? Can you plan your trap?</u></p>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>

	<ul style="list-style-type: none"> ○ Use pictures and words to plan, begin to use models ○ Design a product for myself following design criteria ○ Research similar existing products <p><u>Make:</u></p> <ul style="list-style-type: none"> ○ Explain what I'm making and why consider what I need to do next ○ 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><u>Evaluate:</u></p> <ul style="list-style-type: none"> ○ Talk about my work, linking it to what I was asked to do ○ Talk about things that other people have made ○ Begin to talk about what could make a product better <p><u>Technical knowledge:</u> <u>Materials/structures:</u></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><u>LQ: Can you evaluate your trap?</u></p> <p>Knowledge learnt from science (materials)</p>			

	<ul style="list-style-type: none"> ○ <u>Technical knowledge:</u> <u>Textiles</u> ○ Measure, cut and join textiles to make a product, with some support 						
P.E	<ul style="list-style-type: none"> ○ Respond to instructions. ○ Copies and explores basic movements with some control and coordination. ○ Can perform different body shapes. ○ Performs at different levels. ○ Can perform a 2 footed jump showing balance. ○ Can use equipment safely. ○ Balances with some control. ○ Can link 2 movements with simple transitions. ○ 	<u>LQ: ELITE – GYMNASTICS</u> To develop actions of curling and stretching	<u>LQ: ELITE – GYMNASTICS</u> To develop actions of curling and stretching – use of space and jump	<u>LQ: ELITE – GYMNASTICS</u> To develop actions of curling and stretching – use of space and jump	<u>LQ: ELITE – GYMNASTICS</u> To develop actions of curling and stretching	<u>LQ: ELITE – GYMNASTICS</u> To develop actions of curling and stretching	<u>LQ: ELITE – GYMNASTICS</u> To develop actions of curling and stretching
PHSE	<u>Social and emotional:</u> <ul style="list-style-type: none"> ○ Recognise things that they do well ○ Explain how they learn best ○ Celebrate an achievement with a friend ○ Recognise their own feelings when faced with a challenge ○ Recognise their own feelings when they are faced with an obstacle ○ Recognise how they feel when they overcome an obstacle ○ Can store feelings of success so that they can be used in the future ○ Knowledge: ○ Know how to set simple goals 	<u>LQ: How can I set simple goals?</u>	<u>LQ: How can I achieve a goal?</u>	<u>LQ: How do I work well with a partner?</u>	<u>LQ: How am I able to tackle a new challenge?</u>	<u>LQ: What obstacles might I face and how can I overcome them?</u>	<u>LQ: How do I feel when I succeed in a new challenge? How do I celebrate?</u>

	<ul style="list-style-type: none"> ○ Know how to achieve a goal ○ Know how to work well with a partner ○ Know that tackling a challenge can stretch their learning ○ Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them ○ Know when a goal has been achieved ○ Questions for family learning: ○ What goals have you set at school? ○ What goal would you like to set for home? ○ What do you need to do achieve your goal? ○ How do you feel when something is difficult? ○ How do you feel when you have achieved a goal? ○ How can we celebrate your achievements together? ○ How does Jigsaw Jack help you in lessons? ○ Can you tell me about Calm Me time? 						
<p>Music- Charanga In the Groove</p>	<ul style="list-style-type: none"> • I know and recognise the names of some of the instruments I hear. • I know that music has a steady pulse. • I know that we create rhythms from our names, food, colours. • I can find a pulse. • I can listen and clap back a rhythm • I know the names of the notes I play. • I know the name of the instrument I play 	<p><u>LQ: Listening and appraising: Can I move in time with a pulse?</u></p>	<p><u>LQ: Can I play an instrument and treat it with respect?</u></p>	<p><u>LQ: Can I play a rhythm in time with a given pulse?</u></p>	<p><u>LQ: Can I make up a tune (improvise) using one or two notes?</u></p>	<p><u>LQ: Can I sing a well known song whilst playing a rhythm or keeping the pulse?</u></p>	<p><u>LQ: Can I perform and discuss what has gone well?</u></p>

	<p>and treat is with respect.</p> <ul style="list-style-type: none"> • I know improvisation is making up tunes. • I can improvise using one or two notes. 						
<p>Learning Environment in corridor displays</p>		<p><u>Three little pigs corridor display</u></p> <p><u>Add construction role play indoors and outside</u></p>		<p><u>Create 3 little pigs role play house</u></p> <p><u>Outdoor learning: making stick and straw houses. Include other materials for chn to use – what makes the strongest house? Can it survive the Wolf's huff and puff?</u></p>			