

	<ul style="list-style-type: none">○ I know a range of familiar stories and I can talk about the 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 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						
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	link this to my own experience						
Writing	<ul style="list-style-type: none"> With an adult, children are learning how to proof-read their work <i>e.g. Have you remembered your full stop?</i> (in RWI too) Discuss shared writing with an adult In a group, compose sentences orally before writing it. Teacher helps compose sentence <i>e.g. Get the lego</i> With little prompting, say what they are going to write about <i>e.g. what did the first little pig build a house with?</i> In a group, pit events of a short story in order. Write a few sentences to demonstrate this. <i>E.g. Can you order the story of the Three Little Pigs?</i> <p>Handwriting</p> <ul style="list-style-type: none"> Sit at a table and gain better control of a pencil Begin to form lower case letters in the correct direction, starting and finishing in the correct place. Begin to use lead in strokes, starting on the line. Familiar with handwriting families Form many capital letters correctly and form the digits 0-9 with increasing accuracy. 	<p><u>LQ: What do buildings need?</u></p> <p>What are instructions?</p> <p>Ordering instructions</p> <p>What materials are needed</p> <p>What people are needed = what do builders need? Tools and protective wear – <i>Get helmets, high vis and ear defenders for construction area.</i></p> <p>What questions would you ask a builder?</p> <p>Curious cat</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 – 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>Collaborative crocodiles</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>Collaborative crocodile, curious cat, resilient rhino, busy bee</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>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>	<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>
GPS	<ul style="list-style-type: none"> Conjunctions -understand how words can combine to make sentences 	<p><u>LQ: Capital letters and full stops</u></p>	<p><u>LQ: verbs</u></p>	<p><u>LQ: adjectives</u></p>	<p><u>LQ: conjunctions</u></p> <ul style="list-style-type: none"> Recognising a sentence 	<p><u>LQ: conjunctions</u></p> <ul style="list-style-type: none"> Writing 'but' 	<p><u>LQ: exclamation marks</u></p> <ul style="list-style-type: none"> One word

	<ul style="list-style-type: none"> ○ 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 ○ Division of words into syllables ○ the /v/ sound at the end of words ○ adding the endings <i>-ing</i>, <i>-ed</i> and <i>-er</i> to verbs where no change is needed in the root word ○ adding <i>-er</i> and <i>-est</i> to adjectives where no change is needed in the root word 	<ul style="list-style-type: none"> ○ When do we use capital letters and full stops? <p>Can you write the date?</p> <p><u>-tch spelling</u></p> <p><u>Days of the week song</u></p> <p><u>Months of the year song</u></p>	<ul style="list-style-type: none"> ○ Recognising verbs in sentences <p>Using verbs in sentences</p> <p><u>Adding -ing</u></p>	<p>Recognising and using adjectives in sentences</p> <p>Syllable clapping (-er words, -est words)</p> <p><u>Go noodle – syllables</u></p>	<ul style="list-style-type: none"> ○ Recognising 'and' ○ Writing 'and' <p>Recognising 'but'</p>	<ul style="list-style-type: none"> ○ Recognising 'or' <p>Writing 'or'</p> <p>Adding -ed</p>	<p>Exclamation or full stop?</p>
	<p>Red words:</p> <p>What, they, do, old, was</p> <p>Come, says, here, house</p>						

<p>Maths</p>	<p>Place value to 20</p> <p>Step 1 Count within 20</p> <p>Step 2 Understand 10</p> <p>Step 3 Understand 11, 12 and 13</p> <p>Step 4 Understand 14, 15 and 16</p> <p>Step 5 Understand 17, 18 and 19</p> <p>Step 6 Understand 20</p> <p>Step 7 1 more and 1 less</p> <p>Step 8 The number line to 20</p> <p>Step 9 Use a number line to 20</p> <p>Step 10 Estimate on a number line to 20</p> <p>Step 11 Compare numbers to 20</p> <p>Step 12 Order numbers to 20</p> <p>Addition and subtraction to 20</p> <p>Step 1 Add by counting on within 20</p> <p>Step 2 Add ones using number bonds</p> <p>Step 3 Find and make number bonds to 20</p> <p>Step 4 Doubles</p> <p>Step 5 Near doubles</p> <p>Step 6 Subtract ones using number bonds</p> <p>Step 7 Subtraction - counting back</p> <p>Step 8 Subtraction - finding the difference</p> <p>Step 9 Related facts</p> <p>Step 10 Missing number problems</p>	<p><u>LQ: Place value to 20</u></p> <p>LQ: Can I count within 20?</p> <p>LQ: What is 10?</p> <p>LQ: What is 11, 12 and 13?</p> <p>Busy bee</p> <p><u>Count with me to 20 song</u></p>	<p><u>LQ: Place value to 20</u></p> <p>LQ: What is 14, 15 and 16?</p> <p>LQ: What is 17, 18 and 19?</p> <p>LQ: What is 20?</p> <p>LQ: Can you find one more and one less of a number within 20?</p> <p>Busy bee</p>	<p><u>LQ: Place value to 20</u></p> <p>LQ: What is the number line to 20?</p> <p>LQ: Can you use a number line to 20?</p> <p>LQ: How can you estimate on a number line to 20?</p> <p>LQ: Can you compare numbers to 20?</p>	<p><u>LQ: Addition within 20</u></p> <p>LQ: Can you order numbers to 20?</p> <p>END OF BLOCK ASSESSMENT</p> <p>LQ: Can you add by counting on within 20?</p> <p>LQ: Can you add ones using number bonds?</p>	<p><u>LQ: Addition within 20</u></p> <p>LQ: Can you find and make number bonds to 20?</p> <p>LQ: What are doubles?</p> <p>LQ: How can you use your knowledge of doubles to help you work out near doubles?</p>	<p><u>LQ: Addition within 20</u></p> <p>LQ: Can you subtract ones using number bonds?</p> <p>LQ: Can you count back to subtract?</p> <p>LQ: Can you find the difference?</p> <p>LQ: Can you write the related facts?</p>
<p>Science</p>	<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 	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>	<p><u>LQ: Which material will make the best roof to keep the pigs dry?</u></p> <p>Collaborative crocodiles, curious cats</p>	<p><u>LQ: Which material would be best to make a house to withstand the wolf's huff and puff?</u></p>

	<p>seasons and how day length varies</p> <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>Skills:</p> <p>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>					<p><u>LQ: What happens in Winter?</u></p>	<p><u>Collaborative crocodiles, busy bees</u></p>
<p>RE</p>	<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><u>LQ: What is the good news that Jesus brings?</u></p> <p>Final thoughts from last term's q.</p>	<p><u>LQ: Why might Christians see Matthew being chosen as a Disciple as good news?</u></p>	<p><u>LQ: Do Christians think Jesus was 'Good News' because he gave God's forgiveness to everyone who was sorry?</u></p>	<p><u>LQ: What is peace and how can you find it?</u></p>	<p><u>LQ: What do Jesus' teachings show about how to live? How do Christians put their beliefs into practise? Is</u></p>	<p><u>LQ: Final thoughts</u></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"> ○ 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 ○ Use creative ways to express their own ideas 	<p>Story of the tax collector – Zaccheaus</p>	<ul style="list-style-type: none"> ○ Do we give people a second chance? ○ What is a disciple? (RE Wall) ○ Why was choosing Mathew a surprise? (big book) ○ Why might Christian's see Matthew being chosen as a Disciple as good news? (response bubbles in bb) ○ Who would be our 12 world changers? 	<p>Why is forgiveness something that we should all try to do?</p>		<p><u>Jesus' good news only for Christians?</u></p>	
<p>Computing</p>	<p><u>Computer science:</u></p> <p>Can I understand the functionality of the direction keys and can use them as part of an algorithm?</p> <p>Can I begin to create and debug a set of instructions (algorithm)?</p> <p>Can I begin to change, extend and create a longer algorithm.</p> <p>Can I set challenges for peers?</p> <p><u>Project evolve – Managing online information</u></p> <p>I can use the internet to find things out.</p> <p>I can use simple keywords in search engines</p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>	<p><u>LQ:</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> <p><u>Project evolve – managing online info</u></p>

	<p>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>						
<p>Geography</p>	<p><u>Place knowledge:</u></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 study a small area in the UK and in a non-European country can identify 1 similarity and 1 difference in human geography? ○ Can I talk about where I live? <p><u>Human and physical:</u></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><u>Geographical skills and fieldwork?</u></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? 	<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>Curious cat</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>	<p><u>LQ: Can you create a map of Eastry high street?</u></p> <p><u>Collaborative crocodiles, busy bees</u></p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>

	<ul style="list-style-type: none"> ○ 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><u>Evaluation, comparison and reflection</u> 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> <p>Art gallery. Others to try on masks. Write down comments, peer review</p>	<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 ○ 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, 	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<p><u>LQ: What is a hinge?</u></p> <p><u>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> <p><u>LQ: Can you evaluate your trap?</u></p> <p>Knowledge learnt from science (materials)</p>	<u>LQ:</u>	<u>LQ:</u>

	<p>mark out, cut and shape, with support</p> <ul style="list-style-type: none"> ○ 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></p> <p><u>Materials/structures:</u></p> <ul style="list-style-type: none"> ○ Begin to measure and join materials, with some support <ul style="list-style-type: none"> *Describe differences in materials ○ *Suggest ways to make material/product stronger ○ <u>Technical knowledge:</u> ○ <u>Textiles</u> ○ Measure, cut and join textiles to make a product, with some support 						
<p>P.E</p>	<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. 	<p><u>LQ: ELITE – GYMNASTICS</u></p> <p>To develop actions of curling and stretching</p>	<p><u>LQ: ELITE – GYMNASTICS</u></p> <p>To develop actions of curling and stretching – use of space and jump</p>	<p><u>LQ: ELITE – GYMNASTICS</u></p> <p>To develop actions of curling and stretching – use of space and jump</p>	<p><u>LQ: ELITE – GYMNASTICS</u></p> <p>To develop actions of curling and stretching</p>	<p><u>LQ: ELITE – GYMNASTICS</u></p> <p>To develop actions of curling and stretching</p>	<p><u>LQ: ELITE – GYMNASTICS</u></p> <p>To develop actions of curling and stretching</p>

	<ul style="list-style-type: none"> ○ Can use equipment safely. ○ Balances with some control. ○ Can link 2 movements with simple transitions. ○ 						
PHSE	<p><u>Social and emotional:</u></p> <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 ○ 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: 	<p><u>LQ: How can I set simple goals?</u></p>	<p><u>LQ: How can I achieve a goal?</u></p>	<p><u>LQ: How do I work well with a partner?</u></p>	<p><u>LQ: How am I able to tackle a new challenge?</u></p>	<p><u>LQ: What obstacles might I face and how can I overcome them?</u></p>	<p><u>LQ: How do I feel when I succeed in a new challenge? How do I celebrate?</u></p>

	<ul style="list-style-type: none"> ○ 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? 						
Music- Improvisation	<p>Knowledge/Skills: I know that we can create rhythms from words, names, food, colours and animals. I can copy and make up my own rhythm. I can perform and share with an audience. I know there are different styles of music. I know the names of the notes in their instrumental part from memory or when written down. I know how to play an instrumental part with a song I perform. I know the names of the instruments I am playing and know how to treat them with respect. I know what it is and how to improvise.</p>	<p><u>LQ:</u> Can I play my own rhythm in time to a given beat?</p> <p><u>Wake up, shake ups</u></p>	<p><u>LQ:</u> Can I improvise using F,G,A?</p> <p><u>Wake up, shake ups</u></p>	<p><u>LQ:</u> Can I sing 'sing me a song', while playing in time?</p> <p><u>Wake up, shake ups</u></p>	<p><u>LQ:</u> Can I improvise to sing me a song?</p> <p><u>Wake up, shake ups</u></p>	<p><u>LQ:</u> Can I sing and improvise?</p> <p><u>Wake up, shake ups</u></p>	<p><u>LQ:</u> Can I perform my song with improvisation?</p> <p><u>Wake up, shake ups</u></p>
Learning Environment in corridor displays		<p><u>Three little pigs corridor display</u></p> <p><u>Add construction role play indoors and outside</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</u></p>			

				<u>survive the Wolf's huff and puff?</u>			
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