

	<ul style="list-style-type: none"> ○ 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 						
<p style="text-align: center;">Writing</p>	<ul style="list-style-type: none"> ○ continue and use a repeating pattern in poetry writing, compose a sentence orally before writing it ○ 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 	<p><u>LQ: What are rhyming words?</u></p> <ul style="list-style-type: none"> ○ What do you like most about the story? ○ What are rhyming words? ○ What could Stickman do? ○ How might Stickman be feeling? <p>Stickman</p>	<p><u>LQ: What is a postcard?</u></p> <ul style="list-style-type: none"> ○ Receive a postcard from Stickman – WOW moment ○ Reply to Stickman – looking at features of a postcard. ○ What is stickman's biggest problem? <p>Stickman</p>	<p><u>LQ: Do I know the story of the Gruffalo?</u></p> <ul style="list-style-type: none"> ○ Retelling the story, Talk for writing, story map. ○ Describe the Gruffalo and the characters – make the classroom look like the Gruffalo has visited! Chn to describe for a 'wanted' poster. WOW moment ○ How are the characters feeling? 	<p><u>LQ: Can I create my own rhyming phrase?</u></p> <p>Can I write my own version of the Gruffalo?</p> <p>The Gruffalo</p> <p>Assessment</p>	<p><u>LQ: Where would you like to travel to?</u></p> <p>Look at how each place the snail and whale visit is described. Create own rhyming phrase for their location using adjectives</p> <p>The Snail and the Whale</p>	<p><u>LQ: How can I retrieve information from a text?</u></p> <p>The Snail and the Whale</p>

	<p>uses a repeating pattern</p> <ul style="list-style-type: none"> ○ 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 ○ 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 			The Gruffalo			
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	<p>conversations, staying on topic and initiating and responding to comments</p> <ul style="list-style-type: none"> ○ 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 ○ begin to form lower-case letters in the correct direction, starting and finishing in the right place ○ form capital letters ○ form digits 0-9 ○ understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. 						
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> <ul style="list-style-type: none"> ○ When do we use capital letters and full stops? ○ Can you write the date? 	<p><u>LQ: verbs</u></p> <ul style="list-style-type: none"> ○ Recognising verbs in sentences ○ Using verbs in sentences 	<p><u>LQ: adjectives</u></p> <ul style="list-style-type: none"> ○ Recognising and using adjectives in sentences 	<p><u>LQ: conjunctions</u></p> <ul style="list-style-type: none"> ○ Recognising a sentence ○ Recognising 'and' ○ Writing 'and' ○ Recognising 'but' 	<p><u>LQ: conjunctions</u></p> <ul style="list-style-type: none"> ○ Writing 'but' ○ Recognising 'or' ○ Writing 'or' 	<p><u>LQ: exclamation marks</u></p> <ul style="list-style-type: none"> ○ One word ○ Exclamation or full stop?

	<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 						
<p style="text-align: center;">Maths</p>	<ul style="list-style-type: none"> ○ <u>Place Value</u> ○ 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 in numerals and words. ○ <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 	<p><u>LQ: Place value to 20</u></p> <ul style="list-style-type: none"> ○ Count one more and one less ○ Compare groups of objects ○ Compare numbers ○ Order groups of objects ○ Order numbers 	<p><u>LQ: Addition and Subtraction</u></p> <p>Place value assessment</p> <ul style="list-style-type: none"> ○ Add by counting on within 20 ○ Add ones using number bonds ○ Find and make number bonds to 20 	<p><u>LQ: Addition and Subtraction</u></p> <ul style="list-style-type: none"> ○ Add by making 10 activity ○ Subtraction – not crossing 10 ○ Subtraction – crossing 10 	<p><u>LQ: Addition and Subtraction</u></p> <ul style="list-style-type: none"> ○ Subtraction – crossing 10 ○ Related facts ○ Compare number sentences ○ Assessment 	<p><u>LQ: Place Value to 50</u></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 ○ Represent numbers to 50 	<p><u>LQ: Place value to 50</u></p> <ul style="list-style-type: none"> ○ One more one less activity ○ One more, one less ○ Compare objects within 50 ○ Compare numbers within 50 ○ Order numbers within 50

	<p>addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.</p> <ul style="list-style-type: none"> In Computing: describe position, direction and movement, including whole, half, quarter and three-quarter turns. 						
Science	<ul style="list-style-type: none"> <u>Plants:</u> identify & name a variety of common wild & garden plants, including deciduous & evergreen trees identify & describe the basic structure of a variety of common flowering plants, including trees. <u>Seasons:</u> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. 	<u>LQ: What is your favourite season? Why?</u>	<u>LQ: What happens to nature in the different seasons?</u> Look at trees, flowering plants, number of animals, other changes.	<u>LQ: How much wind is there in the different seasons?</u> Blow bubbles and see how fast they travel	<u>LQ: How much wind is there in the different seasons?</u> Make windmills – Chn to decorate (possibly make waterproof to go in outdoor area?)	<u>LQ: What types of clouds are there in different seasons?</u>	<u>LQ: Revisit - What happens to nature in the different seasons?</u> Look at trees, flowering plants, number of animals, other changes. Can they spot any changes?
RE		<u>LQ: What is the good news that Jesus brings?</u> o Story of the tax collector – Zaccheaus	<u>LQ: Why might Christians see Matthew being chosen as a Disciple as good news?</u> 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?	<u>LQ: Do Christians think Jesus was 'Good News' because he gave God's forgiveness to everyone who was sorry?</u> Why is forgiveness something that we should all try to do?	<u>LQ: What is peace and how can you find it?</u>	<u>LQ: What do Jesus' teaching show about how to live? How do Christians put their beliefs into practise? Is Jesus' good news only for Christians?</u>	<u>LQ: Review: What is the good news that Jesus brings?</u>
Computing	<ul style="list-style-type: none"> <u>Lego Builders 1.4:</u> Children know that to achieve the effect they want when 	<u>LQ: Can I follow instructions?</u>	<u>LQ: Can I follow and create simple instructions on the computer?</u>	<u>LQ: How does the order of instructions affect the result?</u>	<u>LQ: How do I use the direction keys?</u>	<u>LQ: How do I create and debug a set of instructions?</u>	<u>LQ: Can I use more than one directional key in my instructions?</u>

	<p>building something, they need to follow accurate instructions.</p> <ul style="list-style-type: none">○ Children know that by following the instructions correctly, they will get the correct result.○ Children know that an algorithm is a precise, step-by-step set of instructions used to solve a problem or achieve an objective.○ Children can follow instructions in a computer program.○ Children can explain the effect of carrying out a task with no instructions.○ Children know that computers need precise instructions to follow.○ Children know that an algorithm written for a computer to follow is called a program.○ Children understand how the order in which the steps of a recipe are presented affects the outcome.○ Children can organise instructions for a simple recipe.○ Children know that correcting errors in an algorithm or program is called 'debugging'.○ <u>Maze explorers 1.5:</u>○ Children know how to use the direction keys in 2Go to move forwards, backwards, left and right.○ Children know how to add a unit of measurement to the direction in 2Go Challenge 2.○ Children know how to undo their last move.○ Children know how to move their character back to the starting point.○ Children can use diagonal direction keys to move the characters in the right direction.○ Children know how to create a simple algorithm.						
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	<ul style="list-style-type: none"> ○ Children know how to debug their algorithm. ○ Children can use the additional direction keys to create a new algorithm. ○ Children can challenge themselves by using the longer algorithm to complete challenges. ○ Children can change the background images in their chosen challenge and save their new challenge. ○ Children have tried each other's challenges as 2Dos. 						
History	<ul style="list-style-type: none"> • <u>Chronological understanding:</u> Order a set of events, -Use a timeline to place important events. - Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young • <u>Organisation and communication:</u> • Sort events or objects into groups (i.e. then and now.) • Use timelines to order events or objects. • Tell stories about the past. • Talk, write and draw about things from the past. 	<u>LQ: Who is your family?</u>	<u>LQ: Who is your family?</u> Pictures of family to be brought in for display on working wall	<u>LQ:</u>	<u>LQ: Can we label our family on a family tree diagram?</u>	<u>LQ:</u>	<u>LQ:</u>
D.T	<ul style="list-style-type: none"> ○ <u>Understanding contexts, users and purposes:</u> ○ work confidently within a range of contexts, such as imaginary, 	<u>LQ:</u>	<u>LQ:</u>	<u>LQ: Can we create our own sculpture inspired by Andy Goldsworthy?</u> <u>Use natural materials – sticks</u> <u>Put in forest school?</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>

	<p>storybased, school, gardens, playgrounds,</p> <ul style="list-style-type: none"> o <u>Generating, developing, modelling and communicating ideas</u>- model ideas by exploring materials <p>Making - use a range of materials and components assemble, join and combine materials and components use finishing techniques, including those from art and design</p>			<p>Can they follow their plan?</p> <p>Peer review and self review</p>			
<p>P.E</p> <p>Dance</p>	<ul style="list-style-type: none"> • Children will focus on spatial awareness and being able to move confidently and safely in their own and general space whilst exploring basic agility, balance and coordination skills. • They create and repeat a variety of short dances inspired by a range of stimuli. • They work individually, in pairs, small groups and as a whole class. • They will develop an awareness of different dances through a choice of themes. 	<p><u>LQ: How do you skip?</u></p>	<p><u>LQ: Can I skip in different directions?</u></p>	<p><u>LQ: Can I create a routine with my partner?</u></p> <p>Peer review – chn to say what they liked about routines and what could be improved.</p>	<p><u>LQ: Can I learn a routine with my peers?</u></p>	<p><u>LQ: Can I remember a routine?</u></p>	<p><u>LQ: Can I perform my routine?</u></p> <p>Film routine and post on dojo</p>
<p>PHSE</p> <p>Lucy to teach</p>	<p>Following Jigsaw</p>	<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>
<p>Music</p> <p>Lucy to teach/plan</p>		<p><u>LQ:</u></p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>
<p>Learning Environment in corridor displays</p>		<p><u>Topic display board – stickman display linked with seasons – stickman running through each season?</u></p> <p><u>R.E board</u></p>					