

stories and I can talk about the main events, such as: beginning, middle and end.

- I know what the title says and means.

- I can use my knowledge of texts that I have read to answer questions, e.g. What usually happens to good and bad characters?

- 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 of 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 the texts I am reading, and can make a prediction based on these.

- I understand the feelings of the main characters within a story. I

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	can link this to my own experience.						
Writing	<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 do this with my own writing too. 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. <p>I write simple structures which recount an event from my experience.</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 right place. I am learning and practising more handwriting families and can choose some of these letters by myself. 	<p>LQ: Introduction to 'Lost & Found'</p> <ul style="list-style-type: none"> Hook: video of a penguin in the classroom Read blurb – class thoughts on what will happen in story Retrieval questions Can you write a caption for the characters in the story? <p>What would you pack in your suitcase?</p>	<p>LQ: Can I retell the story of 'Lost and Found'?</p> <ul style="list-style-type: none"> Talk for writing story map Write the story of Lost and Found 	<p>LQ: Can I write my own version of the story 'Lost and Found'?</p> <ul style="list-style-type: none"> Assessment Change the animal and place. Can change it to a girl if they wish to 	<p>LQ: What is a fact file?</p> <ul style="list-style-type: none"> Label a penguin Write a fact file about an emperor penguin 	<p>LQ: Who was Robert Falcon Scott?</p> <ul style="list-style-type: none"> Suitcase hook – who does it belong to? Who was Robert Falcon Scott? Create a fact file about him 	<p>LQ: Can I write a diary entry?</p> <ul style="list-style-type: none"> Look at features of different diary entries. Act out Robert Falcon Scott's journey <p>Write a diary entry from Robert Falcon Scott. – How would he be feeling?</p>

	I can form many capital letters correctly, and mostly form the digits 0-9.						
GPS	<p>Spelling:</p> <ul style="list-style-type: none"> I can spell words containing many of the phonemes already taught; I represent the phonemes I hear with increasing phonic plausibility. I can spell many of the Y1 CE words. I sometimes spell the days of the week by myself. I am learning to say the letters of the alphabet in order from memory. I know many letter names and can use them when we talk about how words are spelt. I am learning to add -ed, -er, -est to a root word where no change is needed in spelling. I am beginning to understand the difference between singular and plural; I sometimes add -s or -es correctly. <p>I can write simple sentences using the Y1 spelling rules and the GPCs I know.</p> <p>Vocabulary & Grammar:</p> <ul style="list-style-type: none"> I am beginning to use the joining word 'and'. I can use a question mark. I can use an exclamation mark. <p>I sometimes use describing words in my writing.</p> <p>Punctuation:</p> <ul style="list-style-type: none"> I can leave spaces between my words to help the reader see what I have written. I sometimes use a capital letter and full stop on my 	<p>LQ: conjunctions – 'but' & 'and'</p> <p>Capital letters for names</p>	LQ: commands with exclamation marks	LQ: exclamation mark or full stop?	LQ: Capital letters for places	LQ: Capital letters	LQ: GPS consolidation

	<p>own. I am beginning to use ? and ! with help.</p> <ul style="list-style-type: none"> I can match CL and lower case letters which look dissimilar. <p>I can write many capital letters (e.g. days of the week, my friends' names and 'I').</p>						
<p>Maths</p>	<p>Place Value</p> <ul style="list-style-type: none"> 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. 	<p><u>LQ: Place value to 50</u></p> <ul style="list-style-type: none"> Numbers to 50 Count 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 Compare objects within 50 Compare numbers within 50 Count in 2s 	<p><u>LQ: Place value to 50 and Length and height</u></p> <ul style="list-style-type: none"> Count in 5s <u>End of unit assessment</u> Compare length and height Measure length 	<p><u>LQ: Length and height</u></p> <ul style="list-style-type: none"> Introducing the ruler Measure length (2) Adding length Subtracting length 	<p><u>LQ: Weight and mass</u></p> <ul style="list-style-type: none"> Introducing weight and mass Measure mass Compare mass Weight and mass problems 	<p><u>LQ: weight and mass</u></p> <ul style="list-style-type: none"> Capacity and volume Measure capacity Compare capacity
<p>Science</p>	<p><u>Animals, inc humans:</u></p> <ul style="list-style-type: none"> I can identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals I can identify and name a variety of common animals that are 	<p><u>LQ: Can you hatch your penguin from the ice?</u></p>	<p><u>LQ: What types of animals are there? Can you sort and categorize them?</u></p>	<p><u>LQ: What is the structure of your pet?</u></p>	<p><u>LQ: How do animals in Antarctica stay warm?</u></p> <p>Blubber experiment</p>	<p><u>LQ: What do animals eat? Are they all the same?</u></p> <p>Omnivores, carnivores, herbivores</p>	<p><u>LQ: What's the difference between Autumn and Spring?</u></p> <p>Spring walk</p>

	<p>carnivores, herbivores and omnivores.</p> <ul style="list-style-type: none"> ○ I can describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles and mammals, and including pets). <p>Seasonal change:</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>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: Scientific enquiries. They should be able to do the following types of enquiry:</p> <ul style="list-style-type: none"> ● Observations. They should observe closely, using simple equipment. ● Simple tests <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>Core learning: Easter is very important in the 'big story' of the Bible. Christians believe Jesus rose again, giving people hope of a new life.</p>	<p>LQ: How is incarnation and salvation part of a 'big story' of a bible? Collect initial thoughts</p>	<p>LQ: How is the idea of salvation linked to the stories of Holy Week and Easter?</p>	<p>LQ: What instructions did Jesus give his followers on how they should behave?</p>	<p>LQ: How do Christians show their beliefs about Jesus' death and resurrection in church worship at Easter?</p>	<p>LQ: What questions to I have about the Easter story? What does this story say to me?</p>	<p>LQ: Final thoughts</p>

	<p>Skills</p> <p>Talk about some simple ideas</p> <p>Retell a story</p> <p>Talk about issues</p> <p>Ask and suggest some good questions</p> <p>Offer ideas of their own</p> <p>Recognise some objects and suggest why these are important</p> <p>Identify some ways</p> <p>Describe some ways</p> <p>Collect examples</p> <p>Give an account</p> <p>Use creative ways to express their own ideas</p>						
<p>Computing</p>	<p>Computer science - Maze explorers 1.5</p> <ul style="list-style-type: none"> ○ 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? ○ I understand the functionality of the direction keys and can use them as part of an algorithm? ○ Can I begin to create and debug a set of instructions (algorithm)? ○ Can I begin to change, extend and create a longer algorithm. ○ Can I set challenges for peers? ○ Do I know what instructions are and predict what might happen when they are followed? 	<p><u>LQ: Can I use more than one directional key in my instructions?</u></p> <p>(from last term)</p> <p><u>Project evolve – health, wellbeing and lifestyle</u></p>	<p><u>LQ: What is an e-book and can I create a picture?</u></p> <p><u>Can I find my saved work and add an animation?</u></p> <p><u>Project evolve – health, wellbeing and lifestyle</u></p>	<p><u>LQ: Can I draw the story of lost and found?</u></p> <p><u>Project evolve – health, wellbeing and lifestyle</u></p>	<p><u>LQ: Can I animate my story?</u></p> <p><u>Project evolve – health, wellbeing and lifestyle</u></p>	<p><u>LQ: Can I add music to my story?</u></p> <p><u>Project evolve – health, wellbeing and lifestyle</u></p>	<p><u>LQ: How can I enhance my story?</u></p> <p><u>Project evolve – health, wellbeing and lifestyle</u></p>

	<ul style="list-style-type: none"> ○ Can I begin to use code to make a computer program? <p>Information technology – Animated stories 1.6</p> <ul style="list-style-type: none"> ○ Can I discuss what an e-book is? ○ Can I add animation and sound to a story? ○ Can I work on a more complex animated story <p>Project evolve – health, wellbeing and lifestyle</p> <ul style="list-style-type: none"> ○ I can explain rules to keep us safe when we are using technology both in and beyond the home. ○ I can give examples of some of these rules. 						
History	<p>Chronological understanding</p> <ul style="list-style-type: none"> ○ Can I use words old, new and a long time ago? ○ Can I understand that some things belong to the past? <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> ○ Can I identify the main differences between old and new objects? ○ Can I appreciate that some famous people have helped our lives be better today? (What if they hadn't ?) ○ Can I recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later in their lives? ○ As above and make comparisons to today / me? 			<u>LQ:</u>	<u>LQ:</u>	<p><u>LQ: Who was Robert Falcon Scott?</u></p> <p>To be combined with English</p> <p>Suitcase – who's suitcase is it? Look at what Robert Falcon Scott would have packed in his suitcase to the South Pole.</p>	<p><u>LQ: Who was Robert Falcon Scott? What did he achieve?</u></p> <p>Combined with English</p>

	<p>Historical enquiry</p> <ul style="list-style-type: none"> ○ Can I identify the main differences between old and new objects? ○ Can I appreciate that some famous people have helped our lives be better today? (What if they hadn't ?) ○ Can I recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later in their lives? ○ As above and make comparisons to today / me? ○ Can I spot old and new things in a picture ○ Can I answer questions using photo/artefact? ○ Can I explain what an artefact might have been used for in the past? ○ Can I find out more about a famous person from the past and carry out some research on him or her? (using pictures / photos) 						
<p>Geography</p>	<ul style="list-style-type: none"> ○ Locational knowledge: ○ Can I name and locate two of the seven continents of the world? ○ Can I name and locate one of the world's oceans? ○ Can I name locate 2 of the four countries of the UK? ○ Can I name 1 of the four capital cities in the UK? <p>Place Knowledge</p>	<p>LQ: Where is the South Pole?</p> <ul style="list-style-type: none"> ○ Learn the continents. ○ Look at a globe, atlas. Let children have some free time to explore themselves. <p>Combined with English when we</p>	<p>LQ: Where is it hot? Where is it cold?</p>	<p>LQ: What oceans could the boy travel across?</p> <ul style="list-style-type: none"> ○ Recap continents. <p>Learn the oceans</p> <p>Combined with English</p>		<p>LQ: How is the South Pole different to England?</p> <p>What are the physical differences?</p> <p>What are the human differences?</p>	<p>LQ:</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 human geography? ○ 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? ○ Can I compare England with a contrasting country? ○ Can I recognise similarities and differences in my immediate environment? ○ Human and physical geography ○ 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? ○ Can I use geographical vocabulary when describing a place? ○ Where in the world is cold? ○ Can I make predictions about hottest and coldest places in the world? <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ○ Can I notice seasonal patterns? ○ Can I begin to use maps, atlases and globes to identify studied regions? 	learn about Robert Falcon Scott					
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	<ul style="list-style-type: none"> ○ Can I use north and south accurately? 						
Art	<ul style="list-style-type: none"> ○ I name the primary and secondary colours ○ I know how to create a repeating pattern in print ○ I know how to use IT to create a picture ○ 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 	<u>LQ:</u>	<u>LQ:</u>	<u>LQ: What is Inuit art? What is an Inuit? What do you like about it?</u> <u>What would you like to find out about Inuit art?</u>	<u>LQ: What are primary and secondary colours?</u> Experiment with paints and repeating patterns	<u>LQ: Can you create a piece of art inspired by Inuit art?</u>	<u>LQ: Can you evaluate your piece of art?</u>
P.E	<u>Hockey</u> <ul style="list-style-type: none"> ○ To develop the technique of striking a moving ball with a bat using a two handed grip. ○ To introduce skills required for Unihoc 	<u>Hockey Elite</u> <u>LQ: Can I strike a ball using two hands?</u>	<u>Hockey with Elite</u> <u>LQ: Can I strike a ball using two hands?</u>	<u>Hockey with Elite</u> <u>LQ: Can I use my new hockey skills in a competitive situation?</u>	<u>Hockey with Elite</u> <u>LQ: Can I use my new hockey skills in a competitive situation?</u>	<u>Hockey with Elite</u> <u>LQ: Can I use my new hockey skills in a competitive situation?</u>	<u>Hockey with Elite</u> <u>LQ: Can I use my new hockey skills in a competitive situation?</u>
PHSE	<u>Healthy me</u> <ul style="list-style-type: none"> ○ I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy ○ I know how to make healthy lifestyle choices ○ I know how to keep myself clean and healthy, and understand how germs cause disease/illness ○ I know that all household products including medicines can be harmful if not used properly ○ I understand that medicines can help me if I feel poorly and I know how to use them safely ○ I know how to keep safe when crossing the road, and about people who can help me to stay safe 	<u>LQ: Can I make a healthy choice?</u>	<u>LQ: How do I eat a healthy, balanced diet?</u>	<u>LQ: How can I be physically active?</u>	<u>LQ: How can I keep myself and others safe?</u>	<u>LQ: How can I be a good friend?</u>	<u>LQ: How can I keep calm in difficult situations?</u>

	<ul style="list-style-type: none"> ○ I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy <p>Social and emotional development</p> <ul style="list-style-type: none"> ○ I feel good about myself when I make healthy choices ○ I am special so I keep myself safe ○ I know some ways to help myself when I feel poorly ○ I can recognise when I feel frightened and know who to ask for help ○ I can recognise how being healthy helps me to feel happy 						
<p>Music LG to plan</p>	<ul style="list-style-type: none"> ● I can listen and sing back to la. ● I can play an instrumental part that matches my musical challenge. ● I can clap back an in improvised rhythm. ● I know composing is like making up a story. ● Can I add my ideas to a composition? <p>Can I listen back to the performance and say what I liked about it?</p>	<p><u>LQ: Listening and appraising: Can I listen and sing back to la??</u></p>	<p><u>LQ: Can I sing the song and add an instrumental part in time?</u></p>	<p><u>LQ: Can I improvise using my voice or instrument?</u></p>	<p><u>LQ: Can I make up a composition to go with the song?</u></p>	<p><u>LQ: Can I choose what to perform? An improvisation, the song or my composition?</u></p>	<p><u>LQ: Can I perform and discuss what has gone well?</u></p>
<p>Learning Environment in corridor displays</p>	<p>Add to achievement tree</p>	<p>Lost and found display in book corner</p> <p>RE display</p> <p>Set up outdoor maths and English shed when it arrives</p>					