

	<p>checking that the text makes sense to them as they read and</p> <ul style="list-style-type: none"> - correcting inaccurate reading - discussing the significance of the title and events 						
<p>Writing</p>	<p>Genres: Captions and labels</p> <p>Narrative</p> <p>Information texts (non-fiction)</p> <p>Composition:</p> <ul style="list-style-type: none"> o Say out loud what they are going to write about. Teacher helps build the sentence. E.g. <i>They travelled to the South Pole.</i> o With an adult, proof-read their work to check it makes sense e.g. <i>Have they missed out any words? What punctuation have they used?</i> o Add their ideas to a sentence formed by the teacher. E.g. <i>change the penguin in 'Lost and Found' to a different animal.</i> o Talk about shared writing together. E.g. <i>Can you tell me your new 'Lost and Found' story?</i> 	<p>LQ: Introduction to 'Lost & Found'</p> <ul style="list-style-type: none"> o Hook: video of a penguin in the classroom o Read blurb – class thoughts on what will happen in story o Retrieval questions o 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"> o Talk for writing o story map o 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"> o Assessment o 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"> o Label a penguin o Write a fact file about an emperor penguin 	<p>LQ: Who was Robert Falcon Scott?</p> <ul style="list-style-type: none"> o Suitcase hook – who does it belong to? o Who was Robert Falcon Scott? o Create a fact file about him 	<p>LQ: Can I write a diary entry?</p> <ul style="list-style-type: none"> o Look at features of different diary entries. o Act out Robert Falcon Scott's journey <p>Write a diary entry from Robert Falcon Scott. – How would he be feeling?</p>

	<p><i>What fact have you included about Robert Falcon Scott?</i></p> <p>Handwriting:</p> <ul style="list-style-type: none"> ○ Better pencil control ○ Form lower case letters in the correct direction, starting and finishing in the correct place. ○ Begin to use lead out strokes. ○ Familiar with handwriting families. <p>Form many capital letters and digits 0-9</p>						
<p>GPS</p> <p>Common exception words:</p> <p>Saw, watch, school, watches, small, their, were, who, tall, one, brother, I'm, there, fall, any, where, wall</p>	<p>Punctuation</p> <ul style="list-style-type: none"> ○ Using spaces between words. ○ Sometimes use capital letters and full stops independently. ○ Beginning to use ! and ? with support. ○ Match capital letters and lower case letters. ○ Write many capital letters ○ Write capital letters for places <p>Grammar:</p> <ul style="list-style-type: none"> ○ Sequencing sentences to form short narratives, sometimes independently ○ Write simple sentences from memory, dictated by the teacher. ○ Know what an adjective is and use in writing 	<p><u>LQ: conjunctions – 'but' & 'and'</u></p> <p><u>Capital letters for names</u></p>	<p>add the endings – ing, –ed to verbs where no change is needed to the root word: jumping, jumped</p>	<p><u>LQ: exclamation mark or full stop?</u></p> <p><u>Adding -er -est</u></p>	<p><u>LQ: Capital letters for places</u></p>	<p><u>LQ: Capital letters</u></p>	<p><u>LQ: GPS consolidation</u></p>

	<p>Use conjunctions: - and - but</p> <p>Spelling:</p> <ul style="list-style-type: none"> ○ Spelling multisyllabic words, using phonics to support them. ○ Recap -tch and introduce longer words ○ add the endings –ing, –ed to verbs where no change is needed to the root word ○ adding –er and –est to adjectives where no change is needed in the root word ○ Yellow RWI focus sounds ○ words ending in –y ○ new consonant spellings <i>ph</i> and <i>wh</i> ○ compound words ○ exposure to days of the week 						
<p style="text-align: center;">Maths</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Step 7 Subtraction – counting back</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Step 8 Subtraction – finding the difference</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Step 9 Related facts</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Step 10 Missing number problems</div> <p style="text-align: center;">Addition and subtraction</p>		<p>Addition and subtraction to 20</p> <p>LQ: Can you count back to subtract?</p> <p>LQ: Can you find the difference?</p>	<p>Addition and subtraction to 20</p> <p>LQ: Can you write the related facts?</p> <p>LQ: Can you find the missing number?</p> <p>End of unit assessment</p>	<p><u>Place value to 50</u></p> <p>LQ: Can you count from 20 to 50?</p> <p>LQ: What is 20, 30, 40 and 50?</p> <p>LQ: Can you count by making groups of tens?</p>	<p>Place value to 50</p> <p>LQ: How many groups of tens and ones are there?</p> <p>LQ: Can you partition into tens and ones?</p> <p>LQ: How can we use a number line to 50?</p>	<p>Place value to 50</p> <p>LQ: Can you estimate on a number line to 50?</p> <p>LQ: Can you find 1 more, 1 less within 50?</p> <p>Assessment</p>	<p>Length and Height</p> <p>LQ: What is length? What is height? Can you compare lengths and heights?</p> <p>LQ: Can you measure length using objects?</p> <p>LQ: What are centimetres? Can you measure length in cm?</p>

<p>Place value to 50</p> <p>Step 1 Count from 20 to 50</p> <p>Step 1 Compare lengths and heights</p> <p>Step 2 Measure length using objects</p> <p>Step 3 Measure length in centimetres</p> <p>Step 6 The number line to 50</p> <p>Step 7 Estimate on a number line to 50</p> <p>Step 8 1 more, 1 less</p> <p>Length and height</p>							
<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 carnivores, herbivores and omnivores. ○ I can describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles and mammals, and including pets). <p><u>Seasonal change:</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><u>LQ: Can you hatch your penguin from the ice?</u></p> <p><u>hook</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>Skills 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.</p> <p>Christians believe Jesus rose again, giving people hope of a new life.</p> <p>Skills Talk about some simple ideas Retell a story Talk about issues Ask and suggest some</p>	<p>LQ: How is incarnation and salvation part of a 'big story' of a bible?</p> <p>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>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>						
<p>Computing</p>	<p><u>Information technology – Animated stories 1.6</u></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><u>Project evolve – health, wellbeing and lifestyle</u></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. 		<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>How can we be healthy while online?</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>How do rules help keep us safe online?</u></p>	<p><u>LQ: Can I animate my story?</u></p> <p><u>Project evolve – health, wellbeing and lifestyle</u></p> <p><u>How do rules support our wellbeing?</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>Can I start to understand that rules may change depending on the context?</u></p>	<p><u>LQ: How can I enhance my story?</u></p> <p><u>Project evolve – health, wellbeing and lifestyle</u></p> <p><u>Can I start to understand that rules may change depending on the context?</u></p>
<p>History</p>	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> ○ Can I use words old, new and a long time ago? ○ Can I understand that some things 			<p><u>LQ:</u></p>	<p><u>LQ:</u></p>	<p><u>LQ: Who was Robert Falcon Scott?</u></p> <p><u>Who was the monarch with Scott was alive?</u></p>	<p><u>LQ: What did Robert Falcon Scott achieve?</u></p> <p>Combined with English</p>



belong I the
past?

**Knowledge and
Understanding**

- 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?

Historical enquiry

- 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?)

**What was Scott's
job? Is it like the
jobs people in
your family do?**

To be combined
with English

Suitcase – who's
suitcase is it? Look
at what Robert
Falcon Scott would
have packed in his
suitcase to the
South Pole.

	<ul style="list-style-type: none"> ○ 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 style="text-align: center;">Geography</p>	<ul style="list-style-type: none"> ○ <u>Locational knowledge:</u> ○ Can I name and locate two of the seven continents of the world? ○ Can I name and locate one of the world's oceans? 	<p><u>LQ: Where is the South Pole?</u></p> <ul style="list-style-type: none"> ○ Learn the continents. ○ Look at a globe, atlas. Let children have some free time to 	<p><u>LQ: Where is it hot? Where is it cold?</u></p> <p>Looking at the globe</p>	<p><u>LQ: What oceans could the boy travel across?</u></p> <ul style="list-style-type: none"> ○ Recap continents. <p>Learn the oceans</p>		<p><u>LQ: How is the South Pole different to England?</u></p> <p><u>What are the physical differences?</u></p>	<p><u>LQ:</u></p>

	<ul style="list-style-type: none"> ○ 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> <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 	<p>explore themselves.</p> <p>Combined with English when we learn about Robert Falcon Scott</p> <p>Hopscotch continent song</p>		<p>Combined with English</p> <p>Hopscotch ocean song</p>		<p><u>What are the human differences?</u></p>	
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	<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? ○ 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? ○ 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 	<u>LQ:</u>	<u>LQ:</u>	<u>LQ: What is Inuit art? What is an Inuit? What do you like about it?</u>	<u>LQ: What are primary and secondary colours?</u>	<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>repeating pattern in print</p> <ul style="list-style-type: none"> ○ 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>What would you like to find out about Inuit art?</u>	Experiment with paints and repeating patterns Paintbrushes	Paint brushes, sponges, end of a paint brush	
P.E	<p>Hockey</p> <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 	<p>Hockey Elite</p> <p><u>LQ: Can I strike a ball using two hands?</u></p>	<p>Hockey with Elite</p> <p><u>LQ: Can I strike a ball using two hands?</u></p>	<p>Hockey with Elite</p> <p><u>LQ: Can I use my new hockey skills in a competitive situation?</u></p>	<p>Hockey with Elite</p> <p><u>LQ: Can I use my new hockey skills in a competitive situation?</u></p>	<p>Hockey with Elite</p> <p><u>LQ: Can I use my new hockey skills in a competitive situation?</u></p>	<p>Hockey with Elite</p> <p><u>LQ: Can I use my new hockey skills in a competitive situation?</u></p>
PHSE	<p>Healthy me</p> <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 	<p><u>LQ: What does it mean to be healthy?</u></p>	<p><u>LQ: How can I make healthy choices?</u></p>	<p><u>LQ: How can I keep myself clean and healthy?</u></p>	<p><u>LQ: Why is medicine important and how can we use it safely?</u></p>	<p><u>LQ: How can I stay safe when crossing the road?</u></p>	<p><u>LQ: Why are our bodies amazing and how can we keep them safe and healthy?</u></p>

	<p>harmful if not used properly</p> <ul style="list-style-type: none"> ○ 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 ○ 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</p>	<p>Knowledge:</p> <p>I know the names of the notes on my instrumental part from memory or when written down.</p>	<p>Can I help to compose a class piece?</p>	<p>Can I perform in a class composition</p>	<p>Can I help to compose a piece of music using a</p>	<p>Can I perform in a class composition</p>	<p>Can I compose using a different form of notation?</p>	<p>Can I describe what a composition is?</p>

	<p>I know the names of the instruments I am playing.</p> <p>Skills:</p> <p>Can I treat instruments with respect?</p> <p>Can I play a tuned instrumental part with the song I perform?</p> <p>Can I play an instrumental part that matches my musical challenge, using one of the differentiated parts (a one-note part, a simple part, a medium part)</p> <p>Knowledge:</p> <p>I know composing is like writing a story with music.</p> <p>I know that everyone can compose.</p> <p>Skills:</p> <p>Can I help to create a simple melody using two or three notes?</p> <p>Can I learn how the notes of a composition can be written down and changed if necessary.</p> <p>Knowledge:</p> <p>I know a performance is sharing music with other people, called an audience.</p> <p>Skills:</p> <p>Can I choose a song I have learnt from the scheme and perform it.</p> <p>Can I add my ideas to the performance.</p> <p>Can I listen back to the performance and say how I felt about it?</p>	<p>Understanding Music(tep1)</p> <p>Listening (step1)</p> <p>Composing using FGACD</p> <p>DAYS OF THE WEEK</p> <p>One note or more each</p> <p>*colourful instruments</p>	<p>using one or more notes?</p> <p>Understanding music (step2)</p> <p>Singing (step 1)</p> <p>Composing using FGACD</p> <p>PERFORM</p> <p>DAYS OF THE WEEK</p> <p>Two or more notes</p> <p>*colourful instruments and glockenspiel</p>	<p>different set of notes?</p> <p>Understanding music (step 3)</p> <p>Listening(step 2)</p> <p>Composing CDEFG</p> <p>NAME SONG</p> <p>Two or more notes for most</p> <p>*some coloured instruments differentiated.</p>	<p>using two or more notes confidently?</p> <p>Understanding Music(step 4)</p> <p>Listening (step 2)</p> <p>Composing CDEFG</p> <p>NAME SONG</p>	<p>Understanding music (step 5)</p> <p>Listening (step 4)</p> <p>Composing using Graphics</p> <p>WALKING IN SPACE</p> <p>Unpitched percussion</p>	<p>REVIEW compositions</p> <p>Class choice- days of the week, name song or walking in space.</p> <p>Class unpitched percussion or glockenspiel</p>
<p>Learning Environment in corridor displays</p>		<p>Lost and found display in book corner</p> <p>RE display</p> <p>Set up outdoor area</p>	<p><u>Sorting animals – investigation station</u></p>			<p>Robert falcon scott investigation station</p>	