



	<p>- I know what the title says and means.</p> <p>- I can use my knowledge of texts that I have read to answer questions, e.g. What usually happens to good and bad characters?</p> <p>- I can recognise the difference between a story and an information text.</p> <p>- I understand the familiar structure in certain stories and I can join in with repeated language.</p> <p>- I can use my knowledge of texts to support reading of unfamiliar words, and sometimes remember them the next time I come across them.</p> <p>- I can guess what new words mean, using clues from my teacher.</p> <p>- I understand rhyming words and how they can be used in poems.</p> <p>- I know a few traditional tales very well and I know the key characteristics.</p> <p>Making inferences:</p> <p>- I am beginning to understand how the characters have an impact on the main events in a story.</p> <p>- I know the simple structure of the texts I am reading, and can make a prediction based on these.</p> <p>- I understand the feelings of the main characters within a story. I can link this to my own experience.</p>						
<p><b>Writing</b></p>	<p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>• With prompting, I can say out loud what I am going to write about.</li> <li>• In a group, I compose a sentence orally before writing it. My teacher helps me compose my own sentence out loud.</li> </ul>	<p><b>LQ: Who was Robert Falcon Scott?</b></p> <ul style="list-style-type: none"> <li>○ Suitcase hook – who does it belong to?</li> <li>○ Who was Robert Falcon Scott?</li> </ul>	<p><b>LQ: Can I write a diary entry?</b></p> <ul style="list-style-type: none"> <li>○ Look at features of different diary entries.</li> <li>○ Act out Robert Falcon Scott's journey</li> </ul>	<p><b>LQ: Introduction to 'Lost &amp; Found'</b></p> <ul style="list-style-type: none"> <li>○ Hook: video of a penguin in the classroom</li> <li>○ Read blurb – class thoughts on what will happen in story</li> </ul>	<p><b>LQ: Can I retell the story of 'Lost and Found'?</b></p> <ul style="list-style-type: none"> <li>○ Talk for writing</li> <li>○ story map</li> <li>○ Write the story of Lost and Found</li> </ul>	<p><b>LQ: Can I write my own version of the story 'Lost and Found'?</b></p> <ul style="list-style-type: none"> <li>○ Assessment</li> <li>○ Change the animal and place. Can change it to a girl if they wish to</li> </ul>	<p><b>LQ: What is a fact file?</b></p> <ul style="list-style-type: none"> <li>○ Label a penguin</li> <li>○ Write a fact file about an emperor penguin</li> </ul>

	<ul style="list-style-type: none"> <li>• With guidance or in a group, I can put events of a short story in order; we write sentences to sequence the story.</li> <li>• 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.</li> <li>• Together, we read our writing aloud. Sometimes I read my writing aloud to the teacher.</li> <li>• We talk about our shared writing together. My teacher talks about my own writing with me.</li> </ul> <p>I write simple structures which recount an event from my experience.</p> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> <li>• I sit correctly and am gaining better control of my pencil when I write.</li> <li>• I begin to form lower case letters in the correct direction, starting and finishing in the right place.</li> <li>• I am learning and practising more handwriting families and can choose some of these letters by myself.</li> </ul> <p>I can form many capital letters correctly, and mostly form the digits 0-9.</p>	<ul style="list-style-type: none"> <li>○ Create a fact file about him</li> </ul>	<ul style="list-style-type: none"> <li>○ Write a diary entry from Robert Falcon Scott. – How would he be feeling?</li> </ul>	<ul style="list-style-type: none"> <li>○ Retrieval questions</li> <li>○ Can you write a caption for the characters in the story?</li> <li>○ What would you pack in your suitcase?</li> </ul>			
GPS	<p><u>Spelling:</u></p> <ul style="list-style-type: none"> <li>• I can spell words containing many of the phonemes already taught; I represent the phonemes I hear with increasing phonic plausibility.</li> <li>• I can spell many of the Y1 CE words.</li> <li>• I sometimes spell the days of the week by myself.</li> <li>• I am learning to say the letters of the alphabet in order from memory.</li> <li>• I know many letter names and can use them when we talk about how words are spelt.</li> <li>• I am learning to add -ed, -er, -est to a root word where no change is needed in spelling.</li> <li>• I am beginning to understand the difference between singular and plural; I</li> </ul>	<p><u>LQ: conjunctions – ‘but’ &amp; ‘and’</u></p> <p><u>Capital letters for names</u></p>	<p><u>LQ: commands with exclamation marks</u></p>	<p><u>LQ: exclamation mark or full stop?</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>sometimes add -s or -es correctly.</p> <p>I can write simple sentences using the Y1 spelling rules and the GPCs I know.</p> <p><b><u>Vocabulary &amp; Grammar:</u></b></p> <ul style="list-style-type: none"> <li>I am beginning to use the joining word 'and'.</li> <li>I can use a question mark.</li> <li>I can use an exclamation mark.</li> </ul> <p>I sometimes use describing words in my writing.</p> <p><b><u>Punctuation:</u></b></p> <ul style="list-style-type: none"> <li>I can leave spaces between my words to help the reader see what I have written.</li> <li>I sometimes use a capital letter and full stop on my own. I am beginning to use ? and ! with help.</li> <li>I can match CL and lower case letters which look dissimilar.</li> </ul> <p>I can write many capital letters (e.g. days of the week, my friends' names and 'I').</p>						
<p><b>Maths</b></p>	<p>Place Value</p> <ul style="list-style-type: none"> <li>count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>count, read and write numbers to 50 in numerals;</li> <li>given a number, identify one more and one less</li> <li>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</li> <li>read and write numbers from 1 to 20 in</li> </ul>	<p><b><u>LQ:</u></b></p> <ul style="list-style-type: none"> <li>Compare objects within 50</li> <li>Compare numbers within 50</li> <li>Order numbers within 50</li> <li>Count in 2s activity</li> </ul>	<p><b><u>LQ:</u></b></p> <ul style="list-style-type: none"> <li>Count in 2s</li> <li>Count in 5s</li> <li>Assessment</li> </ul>	<p><b><u>LQ:</u></b></p> <ul style="list-style-type: none"> <li>Compare lengths</li> <li>Compare heights</li> <li>Compare length and height</li> <li>Measuring length (non standard units)</li> <li>Measure length (1)</li> </ul>	<p><b><u>LQ:</u></b></p> <ul style="list-style-type: none"> <li>Introducing the ruler</li> <li>Measure length (2)</li> <li>Adding length</li> <li>Subtracting length</li> </ul>	<p><b><u>LQ:</u></b></p> <ul style="list-style-type: none"> <li>Introducing weight and mass</li> <li>Measure mass</li> <li>Compare mass</li> <li>Weight and mass problems</li> </ul>	<p><b><u>LQ:</u></b></p> <ul style="list-style-type: none"> <li>Capacity and volume</li> <li>Measure capacity</li> <li>Compare capacity</li> </ul>

	numerals and words.						
Science	<ul style="list-style-type: none"> <li>Animals, inc humans: <ul style="list-style-type: none"> <li>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> </ul> </li> <li>Materials: <ul style="list-style-type: none"> <li>What is the best material for a boat?</li> <li>How do boats float?</li> </ul> </li> <li>Seasonal change: <ul style="list-style-type: none"> <li>observe changes across the four seasons</li> <li>observe and describe weather associated with the seasons and how day length varies.</li> </ul> </li> </ul>	LQ:	LQ:	LQ: Can you hatch your penguin from the ice?	LQ: Can you make a boat for your penguin?	LQ: What types of animals are there? Can you sort and categorize them?	LQ: How do animals in the Arctic stay warm? <ul style="list-style-type: none"> <li>Blubber experiment</li> </ul> Spring walk
RE		LQ: Final thoughts on What is the Good News that Jesus brings?	LQ: What is humanism?	LQ: How do humanists believe we can be happy?	LQ: Why do humanists think we should be good to each other?	LQ: What is Easter?	LQ: Why do we celebrate Easter?
Computing	<ul style="list-style-type: none"> <li>Pupils know the difference between a traditional book and an e-book.</li> <li>Pupils can use the different drawing tools to create a picture on the page.</li> <li>Pupils can add text to a page and change the colour, font and size of the text.</li> <li>Pupils can open previously saved work.</li> <li>Pupils can add an animation to a page.</li> <li>Pupils can play the pages created.</li> <li>Pupils can save changes and overwrite the file.</li> <li>Pupils can add a sound to the page.</li> <li>Pupils can add voice recording to the page.</li> <li>Pupils can create music for a page.</li> <li>Pupils can add a background to the page.</li> <li>Pupils can copy and paste a page in the book.</li> <li>Pupils can enhance the features of an ebook by adding additional pages and animations.</li> <li>Pupils can share ebooks on a class story book display board.</li> </ul>	LQ: What is an e-book and can I create a picture?	LQ: Can I find my saved work and add an animation?	LQ: Can I draw the story of lost and found?	LQ: Can I animate my story?	LQ: Can I add music to my story?	LQ: How can I enhance my story?
History	<ul style="list-style-type: none"> <li>the lives of significant individuals in the past who have contributed to national and</li> </ul>	LQ: Who was Robert Falcon Scott?	LQ: Who was Robert Falcon Scott	LQ:	LQ:	LQ:	LQ:

	<ul style="list-style-type: none"> <li>international achievements</li> <li>events beyond living memory that are significant nationally or globally</li> </ul>	<ul style="list-style-type: none"> <li>To be combined with English</li> </ul>	<ul style="list-style-type: none"> <li>Combined with English</li> </ul>				
Geography	<ul style="list-style-type: none"> <li><b>Locational knowledge:</b></li> <li>name and locate the world's seven continents and five oceans</li> <li>Human and Physical: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul>	<p><b>LQ: Where is the South Pole?</b></p> <ul style="list-style-type: none"> <li>Learn the continents.</li> <li>Look at a globe atlas. Let children have some free time to explore themselves.</li> </ul>	<p><b>LQ: Where is it hot? Where is it cold?</b></p>	LQ:	<p><b>LQ: What oceans could the boy travel across?</b></p> <ul style="list-style-type: none"> <li>Recap continents.</li> <li>Learn the oceans</li> </ul>	LQ:	LQ:
Art	<ul style="list-style-type: none"> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<p><b>LQ: What is inuit art and can I create my own?</b></p>	LQ:	LQ: What is block printing?	LQ:	LQ:	LQ:
P.E	<ul style="list-style-type: none"> <li>perform dances using simple movement patterns.</li> </ul>	<p><b>LQ: Can you dance like you're travelling through the Antarctic?</b></p>	LQ: dance	LQ: dance	LQ: dance	LQ: dance	LQ: dance
PHSE		<p><b>LQ: Can I make a healthy choice?</b></p>	<p><b>LQ: How do I eat a healthy, balanced diet?</b></p>	<p><b>LQ: How can I be physically active?</b></p>	<p><b>LQ: How can I keep myself and others safe?</b></p>	<p><b>LQ: How can I be a good friend?</b></p>	<p><b>LQ: How can I keep calm in difficult situations?</b></p>
Music		LQ:	LQ:	LQ:	LQ:	LQ:	LQ:
LG to plan							
Learning Environment in corridor displays	Add to achievement tree			Lost and found display in book corner		Change seasons display – spring  Change achievement tree to a blossom tree	