



- I can read words containing taught GPCs and endings -s, -es, -ing, -ed, -er, and -est.

- I read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter/s.

- I check the text makes sense to me as I read and correct inaccurate reading.

**Comprehension:**

I know why the main events are important; I can discuss the significance of the title.

- I can answer straightforward questions about a story.

- I can recognise some differences between fiction and non-fiction.

- I can recognise story language e.g. 'Once upon a time.. Big Bad Wolf..' and recognise a range of patterns in texts, including stories, rhymes and non-fiction.

- I can explain clearly my understanding of what is read to me.

- I can recognise repetition of language in my reading.

- I can discuss what new words mean, linking new meanings to those I already know.

- I can appreciate rhymes and poems, and recite some by heart; join in with predictable phrases.

- I am very familiar with key stories, fairy stories and traditional tales, retelling

	<p>them and considering their particular characteristics.</p> <p>- I can participate in discussion about what is read to me, taking turns and listening to what others say.</p> <p><b>Making inferences:</b></p> <p>- I can make inferences on the basis of what is said and done e.g. I can recognise why a character is feeling a certain way.</p> <p>-I can express opinions about main events and characters in a story</p> <p>- I can make predictions on the basis of what I have read so far, e.g. about what the character might do next.</p> <p>- I can link what I read or hear read to my own experiences.</p>						
<p><b>Writing</b></p>	<p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>◦ I can say out loud what I am going to write about, using my own ideas.</li> <li>◦ I can compose a sentence orally before writing it. -I can repeat my sentence so that it is clear in my head and helps me remember it.</li> <li>◦ I can sequence sentences on my own to form short narratives.</li> <li>◦ I can re-read what I have written to check that it makes sense.</li> <li>◦ I can read aloud my writing clearly enough to be heard</li> </ul>	<p><u><b>LQ: Who is Jack and what did he climb?</b></u></p> <p>Jack and the Jelly bean stalk</p> <ul style="list-style-type: none"> <li>◦ Beanstalk in the classroom – jelly beans in the classroom, giant’s button and footprints</li> <li>◦ Adjectives – eating a jelly bean and writing a sentence describing it.</li> <li>◦ Describing the giant → Term 5 display</li> <li>◦ Questions for the giant/mum/Jack → hot seat</li> <li>◦</li> </ul>	<p><u><b>LQ: Can you retell the story of Jack and the Jelly Beanstalk? Can you change the story?</b></u></p> <ul style="list-style-type: none"> <li>◦ . Learn the T4W</li> <li>◦ Changing the giant – what will your new character say?</li> <li>◦ What beanstalk does Jack climb?</li> <li>◦ What does Jack steal from the giant?</li> </ul>	<p><u><b>LQ: Who did Jack meet at the top of the Beanstalk?</b></u></p> <ul style="list-style-type: none"> <li>◦ Story map</li> <li>◦ Writing their new version</li> <li>◦ <u><b>Assessment</b></u></li> </ul>	<p><u><b>LQ: Can you improve Jasper’s Beanstalk?</b></u></p> <p><u><b>LQ: Do you know the days of the week?</b></u></p> <ul style="list-style-type: none"> <li>◦ Sequencing the story</li> <li>◦ Practising days of the week</li> <li>◦ Story map</li> <li>◦ Writing new version</li> <li>◦ Editing and improving their work</li> <li>◦ <b>Assessment</b></li> </ul>	<p><u><b>LQ: Do you know the story ‘We’re going on a bear hunt’?</b></u></p> <ul style="list-style-type: none"> <li>◦ Learn the story</li> <li>◦ Go outside and act out the story</li> <li>◦ <u><b>LINK TO HISTORY</b></u></li> <li>◦ Who was George Forrest?</li> <li>◦ What did he discover?</li> <li>◦ Where did George Forrest explore?</li> </ul>	<p><u><b>LQ: Can you write the new story, ‘We’re going on a plant hunt’?</b></u></p> <p>Change the story to ‘we’re going on a plant hunt’, linking to what George Forrest discovered and his journey.</p>

	<p>by my peers and the teacher.</p> <ul style="list-style-type: none"> <li>◦ I can discuss what I have written with the teacher or another pupil. Sometimes I can think of my own things to say about it.</li> <li>◦ I can write for different purposes, such as retelling a key story, writing about my experiences or writing for information.</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>◦ I reliably sit correctly at the table and hold my pencil comfortably and correctly.</li> <li>◦ I can write lower case letters in the correct direction, starting and finishing in the right place, according to the school's handwriting policy.</li> <li>◦ I understand which letters belong to which handwriting families and I practise these [* sometimes joining letters].</li> <li>◦ I can form digits 0-9 and most capital letters correctly on my own.</li> </ul>						
GPS	<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>◦ I can confidently spell words containing the 40 phonemes, e.g. long vowel phonemes.</li> <li>◦ I can independently spell most Y1 CE words.</li> </ul>	<p><u>LQ: Adjectives</u></p> <p><u>Question marks</u></p>	<p><u>LQ: adding -er. -est</u></p> <p><u>Adjectives</u></p>	<p><u>Adding -ed</u></p>	<p><u>LQ: adding -ed, -ing</u></p> <p><u>Days of the week</u></p> <p><u>Capital letters</u></p>	<p><u>LQ: exclamation marks</u></p>	<p><u>LQ: singular or plural?</u></p>

- I can reliably spell the days of the week.
- I can name the letters of the alphabet in order without help.
- I can confidently use letter names to distinguish between different spellings with the same sound.
- I can add the prefix un- and recognise its impact on meaning.  
- I can add suffixes to a root word where no change is needed in spelling.
- I understand and use singular and plural, adding -s or -es correctly. I add -s/es to form verbs e.g. takes; catches.
- I can write simple dictated sentences, applying Y1 spelling rules and my knowledge of CE words.

**Vocabulary and Grammar:**

- I can regularly join words and clauses using 'and', by myself. Sometimes we use other joining words too.
- I can write simple sentences from memory, dictated by the teacher. Sometimes these are different kinds of sentences.
- I can use describing words to create an effect. When I am ready, my teacher calls them 'adjectives'.

**Punctuation:**

	<ul style="list-style-type: none"> <li>◦ I can regularly use spaces to separate words.</li> <li>◦ I am beginning to punctuate sentences using a capital letter and full stop, question mark or exclamation mark.</li> <li>◦ I show that I can use a capital letter for the names of people, places, the days of the week and 'I', sometimes by myself.</li> </ul>						
Maths	<p><b>Weight and Volume</b></p> <ul style="list-style-type: none"> <li>◦ Compare mass</li> <li>◦ Introduce capacity and volume</li> <li>◦ Measure capacity</li> <li>◦ Compare capacity</li> </ul> <p><b>Multiplication and division</b></p> <ul style="list-style-type: none"> <li>◦ Count in 2s</li> <li>◦ Count in 5s</li> <li>◦ Count in 10s</li> <li>◦ Make equal groups</li> <li>◦ Add equal groups</li> <li>◦ Make arrays</li> <li>◦ Make doubles</li> <li>◦ Make equal groups – grouping</li> <li>◦ Make equal groups – sharing</li> <li>◦ Find a half</li> <li>◦ Find a quarter</li> </ul>	<p><b>LQ: What is weight and volume?</b></p> <ul style="list-style-type: none"> <li>◦ Compare mass</li> <li>◦ Introduce capacity and volume</li> <li>◦ Measure capacity</li> <li>◦ Compare capacity</li> </ul>	<p><b>LQ: Can I count in 2s, 5s and 10s?</b></p> <ul style="list-style-type: none"> <li>◦ Count in 2s</li> <li>◦ Count in 5s</li> <li>◦ Count in 10s</li> <li>◦ Make equal groups (activity)</li> </ul>	<p><b>LQ: Can I make equal groups? What is an array?</b></p> <ul style="list-style-type: none"> <li>◦ Make equal groups</li> <li>◦ Add equal groups</li> <li>◦ Make arrays (activity)</li> <li>◦ Make arrays</li> <li>◦ Make doubles</li> </ul>	<p><b>LQ: What does 'equal' mean?</b></p> <ul style="list-style-type: none"> <li>◦ Make equal groups (grouping activity)</li> <li>◦ Make equal groups (grouping)</li> <li>◦ Make equal groups (sharing activity)</li> <li>◦ Make equal groups (sharing)</li> <li>◦ <b>Assessment</b></li> </ul>	<p><b>LQ: What is a 'half'?</b></p> <ul style="list-style-type: none"> <li>◦ Making a half</li> <li>◦ Making a whole</li> <li>◦ Find a half</li> <li>◦ Find half a quantity</li> <li>◦ Find a half (2)</li> </ul>	<p><b>LQ: What is a 'quarter'?</b></p> <ul style="list-style-type: none"> <li>◦ Making a quarter</li> <li>◦ Find a quarter</li> <li>◦ Find a quarter of a quantity</li> <li>◦ Find a quarter (2)</li> <li>◦ <b>Assessment</b></li> </ul>
Science	<ul style="list-style-type: none"> <li>◦ Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen</li> <li>◦ Identify and describe the basic structure of a variety of common plants including</li> </ul>	<p><b>LQ: What is a plant? Can we grow our own beanstalk like Jack?</b></p> <p>What do plants need to grow?</p> <p>Experiment -&gt; bean in the dark, no water, no soil, jelly bean</p>	<p><b>LQ: What are the features of a plant?</b></p>	<p><b>LQ: Does the height of a tree affect the trunk?</b></p>	<p><b>LQ: What are the leaves like on different trees?</b></p>	<p><b>LQ:</b></p>	<p><b>LQ: How are the same parts of different plants the same and different?</b></p>

	<p>roots, stem/trunk, leaves and flowers.</p> <p><b>Skills</b>  <b>Asking questions:</b>  Children should ask simple questions and recognise that they can be answered in different ways.</p> <p><b>Monitoring and recording:</b>  <b>Scientific enquiries.</b> They should be able to do the following types of enquiry:</p> <ul style="list-style-type: none"> <li>• Observations. They should observe closely, using simple equipment.</li> <li>• Simple tests</li> </ul> <p><b>Concluding:</b>  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><b>JUDAISM</b> - Who is Jewish and what do they believe?</p> <ul style="list-style-type: none"> <li>◦ The mezuzah in the home reminds Jewish people about God.</li> <li>◦ I can make links between some Jewish teaching and how Jewish people live.</li> <li>◦ I can talk about how Shabbat is a special day of the week for Jewish people.</li> <li>◦ I can give some examples of what Jewish people might do to celebrate Shabbat.</li> <li>◦ I can express my own ideas about the value of times of reflection, thanksgiving, praise</li> </ul>	<p><b>LQ: Who is Jewish? What is precious to us? What is precious to Jewish people?</b></p>	<p><b>LQ: What does a Mezuzah remind Jewish people about?</b></p>	<p><b>LQ: What does a Mezuzah remind Jewish people about?</b></p>	<p><b>LQ: How and why do Jewish people celebrate Shabbat?</b></p>	<p><b>LQ: How and why do Jewish people celebrate Shabbat?</b></p> <p>Shabbat day – making the bread, drinking ‘wine’ (fruit juice), no electricity</p>	<p><b>LQ: What have we learnt about Judaism?</b></p>

	<p>and remembrance, in light of their learning about why Jewish people choose to celebrate in these ways.</p> <ul style="list-style-type: none"> <li>◦ Talk about some simple ideas</li> <li>◦ Retell a story</li> <li>◦ Talk about issues</li> <li>◦ Ask and suggest some good questions</li> <li>◦ Offer ideas of their own</li> <li>◦ Recognise some objects and suggest why these are important</li> <li>◦ Identify some ways</li> <li>◦ Describe some ways</li> <li>◦ Collect examples</li> <li>◦ Give an account</li> <li>◦ Use creative ways to express their own ideas</li> </ul>						
Computing	<p><b><u>Information technology – Animated stories 1.6</u></b></p> <ul style="list-style-type: none"> <li>◦ Can I discuss what an e-book is?</li> <li>◦ Can I add animation and sound to a story?</li> <li>◦ Can I work on a more complex animated story</li> </ul> <p><b><u>Project evolve – health, wellbeing and lifestyle</u></b></p> <ul style="list-style-type: none"> <li>◦ I can explain rules to keep us safe when we are using technology both in and beyond the home.</li> <li>◦ I can give examples of some of these rules.</li> </ul> <p><b><u>Information technology – Spreadsheets 1.9</u></b></p>	<p><b><u>LQ: Can I animate and add music to my story?</u></b></p> <p>Continued animated stories from last term</p> <p>Continued Project Evolve</p> <p><b><u>Project evolve – health, wellbeing and lifestyle</u></b></p>	<p><b><u>LQ: Can I enhance my story?</u></b></p> <p>Continued animated stories from last term</p> <p><b><u>Project evolve – health, wellbeing and lifestyle</u></b></p>	<p><b><u>LQ: What is a spreadsheet?</u></b></p> <p><b><u>Spreadsheets 1.9</u></b></p> <p><b><u>Project Evolve – Self image and identity</u></b></p>	<p><b><u>LQ: Can you add images to a spreadsheet?</u></b></p> <p><b><u>Spreadsheets 1.9</u></b></p> <p><b><u>Project Evolve – Self image and identity</u></b></p>	<p><b><u>LQ: Can I use the ‘speak’ and ‘count’ tools?</u></b></p> <p><b><u>Spreadsheets 1.9</u></b></p> <p><b><u>Project Evolve – Self image and identity</u></b></p>	<p><b><u>LQ:</u></b></p>



	<ul style="list-style-type: none"> <li>◦ Can I discuss what a spreadsheet program looks like?</li> <li>◦ Can I enter data into spreadsheet cells?</li> <li>◦ Can I use image and control tools on 2Calculate?</li> </ul> <p><b><u>Project Evolve – Self image and identity</u></b></p> <ul style="list-style-type: none"> <li>◦ I can recognise that there may be people online who could make me feel sad, embarrassed or upset.</li> <li>◦ If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust.</li> </ul>						
History	<p><b><u>Chronological understanding</u></b></p> <ul style="list-style-type: none"> <li>◦ Can I use words old, new and a long time ago?</li> <li>◦ Can I understand that some things belong I the <b>past</b>?</li> <li>◦ Days of the week, months of the year, which month is my birthday? (ongoing throughout the year)</li> </ul> <p><b><u>Knowledge and understanding</u></b></p> <ul style="list-style-type: none"> <li>◦ Can I appreciate that some famous people have helped our lives be better today? (What if they hadn't ..... ?)</li> <li>◦ Can I recount the life of someone famous from Britain who lived in the past</li> </ul>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<p><b><u>LQ: Who was George Forrest?</u></b></p> <p><b><u>What happened to George Forrest?</u></b></p> <ul style="list-style-type: none"> <li>◦ Look at when and where he explored (link to Geography)</li> <li>◦ Hook – suitcase</li> <li>◦ Receive letters to find out what happened to him</li> </ul>	<p><b><u>LQ: What did George Forrest discover?</u></b></p> <p><b><u>How has plant hunting changed?</u></b></p> <ul style="list-style-type: none"> <li>◦ Describe the situations he encountered and describe the plants.</li> <li>◦ Time words – how has plant hunting changed</li> <li>◦ Compare with modern plant hunter → Daniel Hinkley</li> </ul>

	<p>giving attention to what they did earlier and what they did later in their lives?</p> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>◦ Can I spot old and new things in a picture?</li> <li>◦ Can I answer questions using photo/artefact?</li> <li>◦ Can I find out more about a famous person from the past and carry out some research on him or her? (using pictures / photos)</li> <li>◦</li> </ul>						
Geography	<p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>◦ Can I begin to use maps, atlases and globes to identify studied regions?</li> <li>◦ Can I begin to devise a simple map with support?</li> <li>◦</li> </ul>	<b>LQ:</b>	<b>LQ:</b>	<b>LQ:</b>	<b>LQ:</b>	<p><b>LQ: Where did George Forrest explore?</b></p> <ul style="list-style-type: none"> <li>◦ Look on google earth at where Forrest explored</li> </ul>	<p><b>LQ: What plants can you find?</b></p> <ul style="list-style-type: none"> <li>◦ Go on a plant hunt and label on a map where they find the plants.</li> <li>◦ Fieldwork.</li> </ul>
Art	<ul style="list-style-type: none"> <li>◦ I know how to create moods in artwork</li> <li>◦ I know how to use pencils to create lines of different thickness in drawings</li> </ul> <p><b>Evaluation, comparison and reflection</b></p> <ul style="list-style-type: none"> <li>◦ I describe what I can see and give an opinion about the work of an artist</li> <li>◦ I can ask questions about a piece of art.</li> </ul>	<b>LQ:</b>	<b>LQ:</b>	<p><b>LQ: Who was Van Gogh?</b></p> <ul style="list-style-type: none"> <li>◦ Study Van Gogh's work</li> <li>◦ Evaluate and analyse pieces of Van Gogh's work – Sunflower and Starry Night</li> </ul>	<p><b>LQ: Can I recreate Van Gogh's 'Sunflowers'?</b></p> <p>Practise using oil pastels, experimenting with different techniques</p> <p>Create and evaluate</p>	<b>LQ:</b>	<b>LQ:</b>

	<p>KS1 pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Use a range of materials creatively to design and make products</li> <li>• Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• The work of a range of artists and describing the differences and similarities between different practices and disciplines, and making links to their own works</li> </ul>						
DT	<p>Design</p> <ul style="list-style-type: none"> <li>• Have own ideas</li> <li>• Explain what I want to do</li> <li>• Explain what my product is for, and how it will work</li> <li>• Use pictures and words to plan, begin to use models</li> <li>• Design a product for myself following design criteria</li> <li>• Research similar existing products</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>◦ Explain what I'm making and why consider what I need to do next</li> <li>◦ Select tools/equipment to cut, shape, join, finish and explain choices measure, mark out, cut and shape, with support</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>◦ Talk about my work, linking it to what I was asked to do</li> </ul>	<p><u>LQ: Can I plan and explore how to make a moving picture with a lift the flap?</u></p> <ul style="list-style-type: none"> <li>◦ Practise different slits, making the slit</li> <li>◦ exploring different moving picture books</li> <li>◦ Experiment with creating different flaps.</li> </ul>	<p><u>LQ: Can I follow my plan and create my moving picture?</u></p> <ul style="list-style-type: none"> <li>◦ Peer review and evaluate</li> <li>◦ Showcase their moving picture to the class</li> </ul>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>

	<ul style="list-style-type: none"> <li>◦ Talk about existing products considering: use, materials, how they work, audience ,where they might be used</li> <li>◦ Talk about existing products,and say what is and isn't good</li> <li>◦ Talk about things that other people have made</li> <li>◦ Begin to talk about what could make product better</li> </ul>						
P.E	<p>Athletics</p> <ul style="list-style-type: none"> <li>• Can change speed and direction whilst running.</li> <li>• Can jump from a standing position with accuracy and stability.</li> <li>• Performs a variety of throws with control and co-ordination.</li> <li>• Prepare for throwing events. Can use equipment safely.</li> </ul>	<p><u>LQ: Can I develop my running technique?</u></p> <p><u>Elite</u></p>	<p><u>LQ: Can I develop my technique for skipping and jumping?</u></p> <p><u>Elite</u></p>	<p><u>LQ: Can I develop my jumping technique?</u></p> <p><u>Elite</u></p>	<p><u>LQ: Can I continue to develop my new techniques?</u></p> <p><u>Elite</u></p>	<p><u>LQ: Can I continue to develop my new techniques?</u></p> <p><u>Elite</u></p>	<p><u>LQ: Can I continue to develop my new techniques?</u></p> <p><u>Elite</u></p>
PHSE	<p>Relationships</p> <ul style="list-style-type: none"> <li>• Knowledge Know that everyone's family is different</li> <li>• Know that there are lots of different types of families</li> <li>• Know that families are founded on belonging, love and care</li> <li>• Know how to make a friend</li> <li>• Know the characteristics of healthy and safe friends</li> </ul>	<p><u>LQ: Who is in my family</u></p>	<p><u>LQ: What does being a good friend mean to you?</u></p>	<p><u>LQ: How can I greet my friends?</u></p>	<p><u>LQ: Who can help me at school?</u></p>	<p><u>LQ: Why am I a good friend?</u></p>	<p><u>LQ: Why is someone special to me?</u></p>

	<ul style="list-style-type: none"> <li>• Know that physical contact can be used as a greeting</li> <li>• Know about the different people in the school community and how they help</li> </ul> <p>Know who to ask for help in the school community</p> <p>Social and emotional skills</p> <ul style="list-style-type: none"> <li>• Can express how it feels to be part of a family and to care for family members</li> <li>• Can say what being a good friend means</li> <li>• Can show skills of friendship</li> <li>• Can identify forms of physical contact they prefer</li> <li>• Can say no when they receive a touch they don't like</li> <li>• Can praise themselves and others</li> <li>• Can recognise some of their personal qualities</li> </ul> <p>Can say why they appreciate a special relationship</p> <p>Questions</p> <ul style="list-style-type: none"> <li>• Who is in our family? Do any of your friends have a family that is different?</li> <li>• What does 'being a good friend' mean?</li> <li>• Who are you good friends?</li> <li>• Who do you / don't you hug?</li> <li>• Who can you ask for help at school? (In the class, in the playground, in the hall)</li> <li>• Can we share a Calm Me time together?</li> </ul>						
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	<ul style="list-style-type: none"> <li>Can we share what we both like best about our family, and what we are grateful for?</li> </ul>						
French	<b>Speaking</b> <ul style="list-style-type: none"> <li>Join in with a rhyme, story or song.</li> <li>Respond to familiar questions using single words, or simple phrases.</li> </ul>	<u>LQ: Can I say hello/goodbye?</u>	<u>LQ: Can I say my lunch order in French?</u>	<u>LQ: Can I sing the days of the week?</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>
Music	<b>Rhythm</b> <ul style="list-style-type: none"> <li>I can create rhythms for others to copy.</li> <li>I know that when someone improvises, they make something up.</li> <li>I can add my own ideas to a performance.</li> </ul>	<u>LQ: Can you use your imagination to show what the music makes you think about? (drawing/moving)</u>	<u>LQ: Can you use words to describe how the music makes you feel?</u>	<u>LQ: Can you sing back some of 'your imagination'?</u>	<u>LQ: Can you add your own movements to the 'your imagination' song?</u>	<u>LQ: Can you add some instruments to the performance?</u>	<u>LQ: Can we record our performance and talk about what went well?</u>
Learning Environment in corridor displays		<u>Displays:</u>  <u>Topic: Jack and the jelly bean stalk</u>  <u>Change achievement tree to blossom</u>  <u>Beanstalk in the classroom</u>	<u>Cosy shed delivery – create English and Maths shed for outdoor learning</u>	<u>Maths resources to make arrays in learning shed</u>	<u>Bear hunt – quotes from the story outside, story spoons</u>	<u>George Forrest info in learning shed, photos of different plants discovered with key words to write poster</u>	<u>R.E display → Shabbat</u>  <u>Include Mezzuzah</u>