



	<p>- I can explain clearly my understanding of what is read to me.</p> <p>- I can recognise repetition of language in my reading.</p> <p>- I can discuss what new words mean, linking new meanings to those I already know.</p> <p>- I can appreciate rhymes and poems, and recite some by heart; join in with predictable phrases.</p> <p>- I am very familiar with key stories, fairy stories and traditional tales, retelling 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>o I can say out loud what I am going to write about, using my own ideas.</li> <li>o 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>o I can sequence sentences on my own to form short narratives.</li> <li>o I can re-read what I have written to check that it makes sense.</li> <li>o I can read aloud my writing clearly enough to be heard by my peers and the teacher.</li> <li>o 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>o I can write for different purposes, such as retelling a key story, writing about my experiences or</li> </ul>	<p><b>LQ: Who is Jack and what did he climb?</b></p> <ul style="list-style-type: none"> <li>o Jack and the Jelly bean stalk</li> <li>o Beanstalk in the classroom – jelly beans in the classroom, giant’s button and footprints</li> <li>o Retrieval questions</li> <li>o Adjectives – eating a jelly bean and writing a sentence describing it.</li> <li>o Questions for the giant/mum/Jack → hot seat</li> </ul>	<p><b>LQ: Who did Jack meet at the top of the beanstalk?</b></p> <ul style="list-style-type: none"> <li>o Changing the giant, hen, money and harp from the story. Challenge: children can change the jelly beanstalk.</li> <li>o Story map</li> <li>o Talk for writing – acting new story</li> <li>o Writing their new version</li> </ul>	<p><b>LQ: Was the Giant really the bad guy?</b></p> <ul style="list-style-type: none"> <li>o Look at a sorry letter from the giant, explaining his side of the story.</li> <li>o Chn to write a reply as Jack</li> <li>o <b>Assessment</b></li> </ul>	<p><b>LQ: Can you write your own version of Jasper’s beanstalk?</b></p> <p><b>LQ: Do you know the days of the week?</b></p> <ul style="list-style-type: none"> <li>o Sequencing the story</li> <li>o Practising days of the week</li> <li>o Story map</li> <li>o Writing new version</li> <li>o Editing and improving their work</li> <li>o <b>Assessment</b></li> </ul>	<p><b>LQ: Do you know the story ‘We’re going on a bear hunt’?</b></p>	<p><b>LQ: Can you write the new story, ‘We’re going on a plant hunt’?</b></p>

	<p>writing for information.</p> <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> <li>◦ I can reliably spell the days of the week.</li> <li>◦ I can name the letters of the alphabet in order without help.</li> <li>◦ I can confidently use letter names to distinguish between different spellings with the same sound.</li> <li>◦ 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.</li> <li>◦ I understand and use singular and plural, adding -s or -es correctly. I add -s/es to form verbs e.g. takes; catches.</li> <li>◦ I can write simple dictated sentences, applying Y1 spelling</li> </ul>	<p><u>LQ: Adjectives</u></p> <p><u>Question marks</u></p>	<p><u>LQ: adding -ed</u></p> <p><u>Adjectives</u></p>	<p><u>Adding -er, -est</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>

	<p>rules and my knowledge of CE words.</p> <p><b>Vocabulary and Grammar:</b></p> <ul style="list-style-type: none"> <li>I can regularly join words and clauses using 'and', by myself. Sometimes we use other joining words too.</li> <li>I can write simple sentences from memory, dictated by the teacher. Sometimes these are different kinds of sentences.</li> <li>I can use describing words to create an effect. When I am ready, my teacher calls them 'adjectives'.</li> </ul> <p><b>Punctuation:</b></p> <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	<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><u>LQ: Consolidation</u></p> <ul style="list-style-type: none"> <li>Addition and subtraction to 10 and 20</li> </ul>	<p><u>LQ: Can I count in 2s, 5s and 10s?</u></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><u>LQ: Can I make equal groups? What is an array?</u></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><u>LQ: What does 'equal' mean?</u></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><u>LQ: What is a 'half'?</u></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><u>LQ: What is a 'quarter'?</u></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>To be able to identify and name a variety of common plants, including garden plants, wild plants and tree.</li> </ul>	<p><u>LQ: What is a plant? Can we grow our own beanstalk like Jack?</u></p>	<p><u>LQ: What are the features of a plant?</u></p>	<p><u>LQ: Does the height of a tree affect the trunk?</u></p>	<p><u>LQ: What are the leaves like on different trees?</u></p>	<p><u>LQ:</u></p>	<p><u>LQ: How are the same parts of different plants the same and different?</u></p>

	<ul style="list-style-type: none"> <li>To be able to observe closely.</li> <li>To be able to identify and describe roots.</li> <li>To be able to observe carefully using simple equipment.</li> <li>To be able to identify and describe flowers.</li> <li>To be able to use parts of the plant to identify and classify.</li> <li>To be able to describe and identify trees by observing their leaves.</li> <li>To identify and describe trunks.</li> <li>To be able to identify and describe the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers.</li> <li>Ask questions and recognise the ways in which they can be answered.</li> </ul>						
RE	<ul style="list-style-type: none"> <li>Talk about how the Mezuzah in the home reminds Jewish people about God.</li> <li>Make links between some Jewish teaching and how Jewish people live.</li> <li>Talk about how Shabbat is a special day of the week for Jewish people.</li> <li>Give examples of what Jewish people might do to celebrate Shabbat.</li> <li>Express own ideas on the value of times of reflection, thanksgiving, praise and remembrance.</li> </ul>	<u>LQ: Who is Jewish? What is precious to us? What is precious to Jewish people?</u>	<u>LQ: What does a Mezuzah remind Jewish people about?</u>	<u>LQ: What does a Mezuzah remind Jewish people about?</u>	<u>LQ: How and why do Jewish people celebrate Shabbat?</u>	<u>LQ: How and why do Jewish people celebrate Shabbat?</u>	<u>LQ: What have we learnt about Judaism?</u>
Computing	<ul style="list-style-type: none"> <li>To understand the functionality of the basic direction keys</li> <li>To be able to use the direction keys to complete the challenges successfully</li> <li>To understand how to create and debug a set</li> </ul>	<u>LQ:</u>	<u>LQ: Can you find and use the direction keys?</u>	<u>LQ: Can you create and debug a set of instructions?</u>	<u>LQ: How can you add additional direction keys?</u>	<u>LQ: Can you create a challenge for another pupil?</u>	<u>LQ:</u>

Commented [s1]: Project evolve starters for e safety

	<p>of instructions (algorithm).</p> <ul style="list-style-type: none"> <li>To use the additional direction keys as part of their algorithm. To understand how to change and extend the algorithm list. To create a longer algorithm for an activity.</li> <li>To provide an opportunity for the pupils to set challenges for each other.</li> </ul>						
History	<p><b><u>Chronological understanding</u></b> Develop an awareness of the past, using common words and phrases relating to the passing of time:.</p> <ul style="list-style-type: none"> <li>Can I use words like 'old / new' or 'a long time ago' today, yesterday, past, present, recent, living memory, older, younger, decade, photo, artefact?</li> <li>Can I understand some things belong in the 'past'?</li> <li>Can I say the days of the week in order?</li> </ul> <p><b><u>Knowledge and Interpretation</u></b> Know about lives of significant individuals in the past who have contributed to national achievements</p> <ul style="list-style-type: none"> <li>Can I appreciate some famous people helped our lives be better? (What if they hadn't....?)</li> <li>Can I recount earlier and later life of a famous person from history?</li> </ul> <p><b><u>Historical enquiry</u></b> Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand the key features of events</p> <ul style="list-style-type: none"> <li>Can I use photographs or pictures to carry out</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> </ul>

	<ul style="list-style-type: none"> <li>my own research about a person?</li> <li>Can I ask questions about photographs and artefacts?</li> <li>Can I sort pictures into older and newer?</li> <li>Can I explain what artefacts may have been used for?</li> </ul>						
Geography	<ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</li> </ul>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ: Where did George Forrest explore?</u> <ul style="list-style-type: none"> <li>Look on google earth at where Forrest explored</li> </ul>	<u>LQ: What plants can you find?</u> <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><b>Work of artists</b></li> <li>study the work of a range of great artists, craft makers and designers and understand the historical and cultural development of their art forms</li> <li>evaluate and analyse creative works using the language of art, craft and design.</li> <li><b>Exploring and evaluating ideas</b></li> <li>record and explore ideas from first hand observations</li> <li>ask and answer questions about starting points for their work</li> <li>develop and share their ideas, try things out and make changes</li> <li>describe the differences and similarities between different practices and disciplines, and making links to their own work.</li> <li>think critically about their art and design</li> </ul>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ: Who was Van Gogh?</u>	<u>LQ: Can I recreate Van Gogh's 'Sunflowers'?</u>	<u>LQ:</u>	<u>LQ:</u>

Commented [s2]: What art skills are you going to use?

	<ul style="list-style-type: none"> <li>work.</li> <li><b>Drawing</b></li> <li>experiment with and control marks made with different media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalks</li> </ul>						
<b>DT</b>	<ul style="list-style-type: none"> <li><b>Evaluating - Existing products</b></li> <li>explore what products are and who or what they are for</li> <li>explore how products work and how or where they might be used</li> <li>explore what materials products are made from</li> <li>explore what they like and dislike about products</li> <li><b>Designing – Understanding contexts, users and purposes</b></li> <li>describe what their products are for</li> <li>say how their products will work</li> <li><b>Making - Planning</b></li> <li>select from a range of tools and equipment, explaining their choices</li> <li>follow procedures for safety and hygiene</li> <li>measure, mark out, cut and shape materials and components</li> <li>assemble, join and combine materials and components</li> <li>use finishing techniques, including those from art and design.</li> <li><b>Technical knowledge – Making products work</b></li> <li>about the simple working characteristics of materials and components</li> <li>about the movement of simple</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><b>Peer review</b></li> <li>Showcase their moving picture to the class</li> </ul>	LQ:	LQ:	LQ:	LQ:



	<ul style="list-style-type: none"> <li>mechanisms such as levers</li> <li>the correct technical vocabulary for the projects they are undertaking</li> </ul>						
P.E	<ul style="list-style-type: none"> <li>Children develop basic game-playing skills, in particular throwing and catching. They play games based on net games (like tennis) and games based on striking and fielding games (like rounders and cricket)</li> <li>They have an opportunity to play competitive sports one against one, one against two and one against three</li> <li>Children have the opportunity to be physically active for sustained periods of time.</li> </ul>	LO: Games	LO: Games	LO: Games	LO: Games	LO: Games	LO: Games
PHSE	<ul style="list-style-type: none"> <li>Identify member of their family and understand that there are lots of different types of families.</li> <li>Identify what being a good friend means to me.</li> <li>Know appropriate ways of physical contact to greet my friends and know which ways I prefer.</li> <li>Know who can help me in my school community.</li> <li>Recognise my qualities as person and a friend.</li> <li>To be able to say why I appreciate someone who is special to me.</li> </ul>	LO: Who is in your family? Is it different to your friends?	LO: What does being a good friend mean to you?	LO: How do you greet your friends? How would you like to be greeted?	LO: Who can help me?	LO: What makes me a good person and friend?	LO: Who is special to me and why?
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>	LO: Can I say hello/goodbye?	LO: Can I say my lunch order in French?	LO: Can I sing the days of the week?	LO:	LO:	LO:
Music		LO:	LO:	LO:	LO:	LO:	LO:

Commented [s3]: What games and skills are you going to use?

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>R.E display?</u>
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