




Larks Autumn Term Cycle B		 <h1>Inspire and Aspire Superheroes</h1>
As a Reader	Word reading	Phonic programme: Sounds-Write
	Comprehension	<p>I can listen to and discuss a range of narratives, poems and non-fiction.</p> <p>Class texts:</p> <ul style="list-style-type: none"> • Supertatoe/ Michael Recycle
As a Writer	Transcription	Phonics / Spelling programme (NC Appendix 1)
	Composition	<p>I can plan, write, revise and read aloud my writing.</p> <p>I can sequence sentences to form a short narrative.</p>
	SPAG	<p>I can spell Year 1 and Year 2 common exception words and high frequency words.</p> <p>I can use common suffixes –ing, -ed, -er, est, -y, -ly, -ment, -ness, -ful, -less</p> <p>I can spell days of the week.</p> <p>I can recognise some homophones.</p> <p>I can name the letters of the alphabet</p> <p>I can use full stops, capital letters, question marks, exclamation marks, commas in lists and apostrophes for contraction.</p> <p>I can use conjunctions, descriptive language, expanded noun phrases and verbs.</p> <p>I can recognise and use different types of sentence.</p>
Speaking and listening		12 Statutory statements (NC p 17)
As a Mathematician		<p>I can count forwards and backwards to and across 100.</p> <p>I can count in multiples of 2, 3, 5 and 10.</p> <p>I can give a number 1 more/less than a given number.</p> <p>I can identify, represent and estimate numbers using concrete objects, pictures and number lines.</p> <p>I can read, write, compare and order numbers to 100.</p> <p>I can recognise place value in 2-digit numbers.</p> <p>I can use place value and number facts to solve problems.</p> <p>I can read, write and interpret simple mathematical statements.</p> <p>I can recall and use addition and subtraction facts to 20.</p> <p>I can add and subtract 2-digit numbers using pictorial representations or mentally.</p> <p>I can show that addition can be done in any order, but subtraction cannot.</p> <p>I can use the inverse relationship between addition and subtraction.</p> <p>I can interpret and construct pictograms, tally charts, block diagrams and tables.</p>
As a Scientist		<p><u>Humans – Keeping Healthy</u></p> <p>I can describe the basic needs of animals, including humans, for survival (water, food, air)</p> <p>I can describe the importance of exercise, eating the right amount of different types of food, and hygiene, for humans.</p> <p>I know that animals, including humans, have offspring which grow into adults.</p> <p>Working Scientifically – on going across the year</p>
As a Computing learner		<p>I can use an i-pad purposefully to create, store, manipulate and retrieve digital images of examples of foods from different food groups e.g. vegetables, fruits, dairy.</p> <p>I can programme a BeeBot to move around a simple map of Barnard Castle, debugging the programme to improve the route.</p>

	<p>I can use Word to make an information leaflet about heroes from the past – insert images and words.</p> <p>I can use technology safely and respectfully (Ongoing E-safety)</p>
<p>As a Historian</p> <p>Visit the Quad & Recycling Centre</p>	<p>I can describe changes in living memories</p> <ul style="list-style-type: none"> • The building of the Quad – visited by Prince Charles/our school and community. • The building of the new recycling centre <p>I can talk about significant heroes from the past</p> <ul style="list-style-type: none"> • Mary Seacole – nurse (1805-1881) • Florence Nightingale – nurse (1820 – 1910) • Edith Cavell – nurse (1865 - 1915) • NHS nurse during the Covid 19 pandemic/ Sir Tom Moore ‘100 Steps’
<p>As a Geographer</p>	<p>I can identify important human features in Barnard Castle.</p> <p>I can use aerial photographs and plan perspectives to find human features of Barnard Castle and to draw simple maps.</p> <p>I can explain why the quad and the recycling centre were built in our locality.</p> <p>I can explain how/why the quad and the recycling centre have spoilt/improved our locality.</p>
<p>As a D.T. learner</p>	<p style="text-align: center;">Healthy Superhero Lunch</p>  <p>I can talk about where food comes from.</p> <p>I understand which foods are healthy and the importance of a varied diet.</p> <p>I can design and make a healthy lunch for a superhero.</p>
<p>As an Artist</p>	 <p>Super hero self-portraits Supertatoe heroes (using real potatoes and link to core text)</p>
<p>As a Musician</p> <p>Charanga</p>	<p>Charanga scheme Autumn 1 Hands feet, heart Autumn 2 Ho Ho Ho</p> <p>I can find the pulse, clap rhythms, play instruments, improvise.</p> <p>I can understand musical style - south African pop , rapping.</p>
<p>MFL- as a linguist</p>	<p>BHCET scheme</p> <p>I can talk about the activities I am good or bad at both in and out of school; I can respond to questions about activities; I can use praise words; I can recognise key verbs and opinions; I can join in with a simple song and recognise my birthday.</p>

PE- as a sportsperson

Real PE – **Personal Cog** – Coordination (Footwork) and Static Balance (One Leg)

Level 3

I have begun to challenge myself.
I know where I am with my learning.

Level 2

I try several times if at first I don't succeed.
I ask for help when appropriate.

Level 1

I can work on simple tasks by myself.
I can follow instructions and practise safely.

Real PE – **Social Cog** – Dynamic Balance to Agility (Jumping and Landing) and Static Balance (Seated)

Level 3

I am happy to show and tell others about my ideas.
I show patience and support others listening carefully to them about our work.

Level 2

I can help, praise and encourage others in their learning.

Level 1

I can work sensibly with others, taking turns and sharing