<table>
<tr><td colspan="2">Larks
Spring Term
Cycle A</td><td>[logo]</td><td colspan="2">The Best of Britain
Our Capital City - London</td></tr>
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As a Reader	Word reading	Phonic programme SoundsWrite
	Comprehension	I can listen to and discuss a range of narratives, poems and non-fiction. Class texts: • The Great Fire of London • Non-fiction books
As a Writer	Transcription	Phonics / Spelling programme (NC Appendix 1)
	Composition	I can plan, write, revise and read aloud my writing. I can sequence sentences to form a short narrative.
	SPAG	I can spell Year 1 and Year 2 common exception words and high frequency words. I can use common suffixes –ing, -ed, -er, est, -y, -ly, -ment, -ness, -ful , -less I can recognise some homophones. I can use full stops, capital letters, question marks, exclamation marks, commas in lists and apostrophes for contraction. I can use subordinating and coordinating conjunctions to develop ideas fully. I can use descriptive language to write expanded noun phrases. I can recognise and use different types of sentence. I can use the past tense or the present tense consistently in my writing.
Speaking and listening		12 Statutory statements (NC p 17)
As a Mathematician		I can recognise odd and even numbers. I can count in 2s, 5s and 10s. I can use multiplication and division facts for the 2, 5 and 10 tables. I can record mathematical statements using x ÷ and = signs. I understand that multiplications can be done in any order but divisions can not. I can solve multiplication and division problems using a range of concrete, pictorial and mental methods. I can recognise, find and name halves, quarters and thirds of a length, shape or set of objects. I am beginning to recognise some fractions are equivalent. I can measure, record and compare lengths, heights, weights and temperatures, using appropriate units and apparatus. I can recognise, name and describe the properties of common 2D and 3D shapes. I can use vocabulary associated with 2D shapes – sides and corners. I can use vocabulary associated with 3D shapes – edges, vertices and faces. I can use the Beebot to explore position, direction and movement. I can describe rotation using appropriate vocabulary.
As a Scientist		<u>Humans</u> I can identify, name, draw and label the basic parts of the human body and say which part is associated with each sense.
		Working Scientifically – on going across the year
As a Computing learner		I can programme a Beebot to move to a given coordinate point on a map of London. I can use word to make an information leaflet about London's landmarks – insert images and words. I can record a voice over for a big red bus tour of London's landmarks. I can use technology safely and respectfully (Ongoing E-safety)
As a Historian		I can name our monarch – Elizabeth II I can describe the causes and consequences of the Great Fire of London.

As a Geographer	I can use maps and atlases to locate the United Kingdom/Great Britain and its countries. I can name the capital city of England, Scotland, Ireland and Wales. I can describe the physical and human features of London (River Thames, Buckingham Palace, Houses of Parliament) I can use simple aerial photographs and plan perspectives to recognise landmarks. I can name and locate the river Thames.
As a D.T learner	I can make a model of a big red bus, using wheels and an axel.
As an Artist	**Fire! Fire!** I can talk about warm and cold colours. I can create silhouettes of objects using line. I can create an image of the Great Fire of London using different media. (marbling, chalks, paint, collage)
As a Musician	**Charanga Spring 1 In the groove spring 2 Round and round** I can identify 5 different musical styles. I can recognise instruments. I can find the pulse., clap rhythms, sing, play instrumental partD,F C, compose
MFL- as a linguist	**Carmel scheme** I can recognise and say parts of the body to take part in a song. I can identify colours and sing a simple song. I can read the words for body parts. I can count to 12.
PE- as a sportsperson	Real PE – **Cognitive Cog** – Dynamic Balance (on a line) and Static Balance (stance) **Level 3** I can explain what I am doing well and I have begun to identify areas for improvement **Level 2** I can begin to order instructions, movements and skills. I can explain why someone is working or performing well. With help, I can recognise similarities and differences in performance. **Level 1** I can name some things I am good at. I can understand and follow simple rules. --- Real PE – **Creative Cog** – Coordination (Ball Skills) and Counter Balance (with a partner) **Level 3** I can recognise similarities and differences in movements and expression. I can make up my own rules and versions of activities. I can respond differently to a variety of tasks. **Level 2** I can select and link movements together to fit a theme. I can begin to compare my movements and skills with those of others. **Level 1** I can explore and describe different movements.