




Larks Spring Term Cycle B		 <h2 style="text-align: center;">Great Explorers</h2> <h3 style="text-align: center;">Exploring New Worlds</h3>
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"> • Lost and Found • Non-fiction books
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 recognise some homophones.</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 subordinating and coordinating conjunctions to develop ideas fully. I can use descriptive language to write expanded noun phrases.</p> <p>I can recognise and use different types of sentence.</p> <p>I can use the past tense or the present tense consistently in my writing.</p>
Speaking and listening		12 Statutory statements (NC p 17)
As a Mathematician		<p>I can recognise odd and even numbers.</p> <p>I can count in 2s, 5s and 10s.</p> <p>I can use multiplication and division facts for the 2, 5 and 10 tables.</p> <p>I can record mathematical statements using \times \div and $=$ signs.</p> <p>I understand that multiplications can be done in any order but divisions can not.</p> <p>I can solve multiplication and division problems using a range of concrete, pictorial and mental methods.</p> <p>I can recognise, find and name halves, quarters and thirds of a length, shape or set of objects.</p> <p>I am beginning to recognise some fractions are equivalent.</p> <p>I can measure, record and compare lengths, heights, weights and temperatures, using appropriate units and apparatus.</p> <p>I can recognise, name and describe the properties of common 2D and 3D shapes.</p> <p>I can use vocabulary associated with 2D shapes – sides and corners.</p> <p>I can use vocabulary associated with 3D shapes – edges, vertices and faces.</p> <p>I can use the Beebot to explore position, direction and movement.</p> <p>I can describe rotation using appropriate vocabulary.</p>
As a Scientist		<p><u>Animals</u></p> <p>I can identify, name, describe and compare a variety of different animals – fish, amphibians, reptiles, birds and mammals.</p> <p>I can understand and use the terms carnivore, omnivore and herbivore to describe animals.</p>
		Working Scientifically – on going across the year
As a Computing learner		<p>I can programme a Beebot to move to a given continent on a World Map.</p> <p>I can use Word to make an information leaflet about animals that live in hot/cold countries – insert images and words.</p> <p>I can make a video presentation about a significant explorer.</p>

	I can use technology safely and respectfully (Ongoing E-safety)
As a Historian	<p>I can talk about significant explorers from the past</p> <ul style="list-style-type: none"> • Christopher Columbus - 15th century – crossed the Atlantic • Captain Cook - 18th century explorer - Australia • Roald Amundsen - Explored Polar Regions - • Ernest Shackleton - Explored Antarctic <p>I can describe the first aeroplane flight.</p>
As a Geographer	<p>I can use maps, atlases and globes to name and locate the World's 7 continents and 5 oceans.</p> <p>I can locate hot and cold countries on a world map in relation to the Equator and the North and South Poles.</p> <p>I can use simple compass directions and locational and directional language to describe locations and routes.</p>
As a D.T learner	<p style="text-align: center;">Sliders and Levers</p>  <p>I can use sliders and levers to make moving pictures.</p>
As an Artist	<p>Ship at Sea</p> <p>I can describe a piece of art and give opinions about the work of an artist.</p> <p>I can mix different shades of colours by adding white.</p> <p>I can print a pattern using pressing, rolling, rubbing and stamping.</p> <p>I can tear different papers to create shapes –eg; ship.</p> 
As a Musician	<p>Charanga Scheme Spring 1 I wanna play in a band Spring 2 Zootime</p> <p>I can find the pulse and know these units are about rock music and Reggae</p> <p>I can find the pulse and clap rhythms.</p> <p>I can play accurately and in time D and C</p> <p>I can recognise pitch</p>
MFL- as a linguist	<p>BHCET scheme</p> <p>I can understand and join in with stories and poems in French.</p> <p>I can count to 20.</p> <p>I can answer simple questions about favourite playground games.</p> <p>I can read and recognise some familiar words when written.</p>
PE- as a sportsperson	<p>Real PE – Cognitive Cog – Dynamic Balance (on a line) and Static Balance (stance)</p> <p>Level 3</p> <p>I can explain what I am doing well and I have begun to identify areas for improvement</p> <p>Level 2</p>

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.