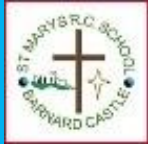
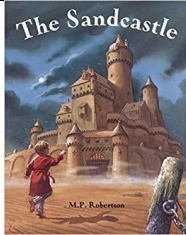


Larks Summer Term Cycle A		 <b>On Our Travels Seaside Holidays – Past and Present</b>
As a Reader	Word reading	Phonic programme Sounds Write
	Comprehension	<p>I can listen to and discuss a range of narratives, poems and non-fiction.</p> <p>Class texts:</p> <ul style="list-style-type: none"> <li>• Katie Morag</li> <li>• Range of poems</li> </ul>
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>Measure – Time &amp; Money</p> <p>Problem Solving and Investigations</p>
As a Scientist		<p>I can explore and compare the differences between things that are living, dead, and things that have never been dead.</p> <p>I can describe how different habitats (coastal &amp; woodland habitat) provide for the basic needs of different animals and plants, and how they depend on each other.</p> <p>I can identify and name a variety of plants and animals living in a coastal habitat.</p> <p>I can describe how animals obtain their food, using a simple food chain.</p> <p>I can identify and name different sources of food.</p>

	<p>I can describe how fossils are formed when living things are trapped in rocks.</p> <p><b>Working Scientifically</b> – on going across the year</p>
As a Computing learner	<p>I can programme and debug a Beebot to move through a beach themed maze to collect fossils points or to create a simple food chain.</p> <p>I can use the internet to find information about Saltburn cliff lift - 'swiggle' search engine</p> <p>I can create a poster about Saltburn cliff lift - combining simple text and graphics..</p> <p>I can use technology safely and respectfully (Ongoing E-safety)</p>
As a Historian	I can talk about how holidays have changed.
As a Geographer	<p>I can describe the physical and human features of <b>Saltburn</b></p> <p>(beach, cliff, coast, sea, ocean, harbour, port)</p> <p>I can use simple aerial photographs and plan perspectives to recognise landmarks.</p> <p>I can draw a simple map of Saltburn using simple symbols in a key.</p>
As a D.T learner	
As an Artist	<div style="text-align: center;">  <p><b>The Sand Castle</b></p> </div> <p>I can design and make a sculpture using sand and loose objects found on the beach.</p>
As a Musician	<p><b>Charanga scheme summer 1 Your imagination Summer 2 Reflect rewind</b></p> <p>I can clap rhythms, recognise more instruments, Appraise classical music, play instrumental parts C</p>
MFL- as a linguist	<p><b>Carmel scheme</b></p> <p>I can describe a sea monster using the appropriate language structures.</p> <p>I can draw a sea monster from a description.</p>
PE- as a sportsperson	<p>Real PE – <b>Physical Cog</b> – Coordination (sending and receiving) and Agility (reaction/response)</p> <p><b>Level 3</b></p> <p>I can perform and repeat longer sequences with clear shapes and controlled movement.</p> <p>I can select and apply a range of skills with good control and consistency.</p> <p><b>Level 2</b></p>

I can perform a sequence of movements with some changes in level, direction or speed.

I can perform a range of skills with some control and consistency.

**Level 1**

I can perform a small range of skills and link two movements together.

I can perform a single skill or movement with some control.

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Real PE – **Health and Fitness Cog** – Agility (ball chasing) and Static Balance (floor work)

**Level 3**

I can explain why we need to warm-up and cool down.

I can describe how and why my body changes during and after exercise.

**Level 2**

I use equipment appropriately and move and land safely.

I can say how my body feels before, during and after exercise.

**Level 1**

I am aware of why exercise is important for good health.