



WRITING	MATHS
<p><i>Based on: The Lighthouse Keeper’s Lunch, The Storm Whale)</i> Non – Fiction writing on whales</p> <p><i>Genres covered:</i> Fiction, Non-fiction, composing sentences, role play, writing short narrative, postcards, non fiction features, writing a non fiction text, character description, story maps, letters, diary entry</p> <p><i>Cross Curricular:</i> Information report on whales</p> <p><i>Other focus:</i> Making inferences, building sentences and vocabulary, oral dialogue, suffix, expanded nouns, question marks, exclamation marks, writing short narrative, adjectives, alphabetical order, punctuating sentences, non fiction writing</p>	<p><u>Addition and subtraction</u> Add by counting on Find and make number bonds Add by making 10 Subtraction – Not crossing 10 Subtraction – Crossing 10 (1) Subtraction – Crossing 10 (2) Related Facts Compare Number Sentences</p> <p><u>Place Value</u> Numbers to 50. Tens and ones. Represent numbers to 50. One more one less. Compare objects within 50. Compare numbers within 50. Order numbers within 50. Count in 2s. Count in 5s.</p> <p><u>Length and height</u> Compare lengths and heights. Measure length (1). Measure length (2).</p> <p><u>Weight and volume</u> Introduce weight and mass. Measure mass. Compare mass. Introduce capacity. Measure capacity. Compare capacity</p>
SPAG	
<p><u>Conjunctions</u> Recognising a sentence, Recognising ‘and’, Using ‘and’, Recognising ‘but’, Using ‘but’, Recognising ‘or’, Using ‘or’, Using ‘and’, ‘but’ and ‘or’</p> <p><u>Exclamations</u> One Word Only, Commands with Exclamations, Exclamation or Full Stop?</p> <p><u>Capital letter</u> Capital letters to start sentences and...</p> <ul style="list-style-type: none"> • for dates • for names of people • the word ‘I’ • for places 	



SPELLING	READING
<ul style="list-style-type: none"> Name the letters of the alphabet Using letter names to distinguish between alternative spelling of the same sound Spell words containing the 40+ phonemes already taught: /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder/igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone, /l/ le al apple metal /s/ c ice /v/ ve give, /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey, /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa, /ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk, /ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*, /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there, /ur/ ear learn /r/ wr wrist /s/ st sc whistle science schwa at the end of words: actor, /c/ ch school /sh/ ch chef /z/ ze freeze Learning to spell tricky words: any many again who whole where two school call different thought through friend work once laugh because eyes Spell some common exception words Write from memory simple sentences Using the spelling rule for adding s or es 	<p>Texts covered: The Lighthouse Keeper’s Lunch, The Storm Whale, Non Fiction writing</p> <ul style="list-style-type: none"> Read common expectation words Read aloud, accurately and independently books that are consistent with their developing phonics Respond speedily with the correct sound to graphemes for all 40+ phonemes Checking the text makes sense as they read and self correct mistakes Predicting what might happen from what has been read so far Retelling well known stories Participating in discussions about both books that are read to them and those they can read for themselves Apply phonic knowledge and skills as the route to decode word Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings Read words with contractions, and understand that the apostrophe represents the omitted letters Develop pleasure in reading and read a wide range of books Participate in discussions about what has been read to them Learning to read words with the phonemes already taught: /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder/igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone, /l/ le al apple metal /s/ c ice /v/ ve give, /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey, /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa, /ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk, /ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*, /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there, /ur/ ear learn /r/ wr wrist /s/ st sc whistle science schwa at the end of words: actor, /c/ ch school /sh/ ch chef /z/ ze freeze <i>learning to read tricky words</i>: any many again who whole where two school call different thought through friend work once laugh because eyes



GEOGRAPHY	HISTORY
<p>Seas and Coasts</p> <ul style="list-style-type: none"> Identifying and locating the five oceans and seven continents of the world Exploring the human and physical features of beaches in Britain Identifying the location and features of the seas surrounding the United Kingdom Using fieldwork skills to find out about a particular beach Comparing a British beach with a beach in another part of the world Using compass points to move around a map between seas and oceans 	<p>Victorian Seaside</p> <ul style="list-style-type: none"> Exploring and describing the features of seaside holidays Using photographs to help deduce what seaside holidays were like in the past Discovering how, when and why seaside holidays became popular in Victorian Britain Finding out what seaside holidays were like in Victorian Britain To be able to order photographs of seaside holidays chronologically Identifying similarities and differences between seaside holidays now and in the past
SCIENCE	PE
<p>Animals (Ocean Life)</p> <ul style="list-style-type: none"> To be able to identify, describe and classify a variety of ocean animals To be able to identify and describe the structure of a variety of ocean animals To consider how ocean animals are suited to the environment in which they live To identify the life cycle of a sea turtle explore and compare the differences between things that are living, dead, and things that have never been alive Identify and name a variety of plants and animals in their habitats, including microhabitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food <p>Human body</p> <ul style="list-style-type: none"> To name parts of the human body To name the body parts used for each sense To identify the body parts used for the sense of taste and touch To identify the body parts used for the sense of smell and sight To identify the body part used for the sense of hearing To recognise how the senses are used in everyday life 	<p>Dance</p> <ul style="list-style-type: none"> Begin to use counts Copy, remember and repeat actions Move confidently and safely Use different parts of the body in isolation and together Work with others to share ideas and select actions Choose appropriate movements for different dance ideas Say what you liked about someone else's performance Show some sense of dynamic and expressive qualities in my dance <p>Ball Skills</p> <ul style="list-style-type: none"> Begin to catch with two hands Begin to dribble a ball with my hands and feet Begin to understand simple tactics Roll and throw with some accuracy towards a target Say when someone was successful Track a ball that is coming towards me Work co-operatively with a partner



MUSIC	RE
<p>By the sea – Vocal and body sounds</p> <ul style="list-style-type: none"> • Create movements that match the music, explaining why they are moving in that way • Identify descriptive sounds within the music • Recreate and then adapt descriptive sounds heard using their voice or body • Make appropriate instrument choices to represent a descriptive sound • Control instruments and voices to make both quiet and loud sounds • Follow simple instructions during a group performance • Create their own graphic score and play from it • Make more than one sound on their instrument and with their voice <p>Musical Vocabulary</p> <ul style="list-style-type: none"> • Understand that pitch means how high or low a note sounds • Know that ‘timbre’ means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch • Know that music has layers called ‘texture’ 	<p>What is God’s job?</p> <p>To investigate different beliefs about God through exploring the 99 names of Allah</p> <ul style="list-style-type: none"> • To identify beliefs about special relationships with God from a Jewish story • To describe what some people believe about God using Jewish scripture • To describe what some people believe about God using a Christian story • To understand what some Hindus believe about God’s different forms and identify the roles of the Trimurti • To explore some Zoroastrian beliefs about God through their creation story <p>Why should we care about the world?</p> <ul style="list-style-type: none"> • Explain different beliefs about who owns the world • Recognise the belief that humans were created last for a reason • Recognise why only humans can care for the world • Identify the belief that God created humans as stewards over nature through scripture • Recognise what some stories about Muhammad tell us about looking after the world • Express why stewardship is important to some Muslim people • Identify why people who believe in ahimsa may think it is important to look after all living creatures • Identify reasons why it is important to care for the world
	<p style="text-align: center;">COMPUTING</p> <p>Pictograms</p> <ul style="list-style-type: none"> • Understand that data can be represented in picture format • Contribute to a class pictogram • Use a pictogram to record the results of an experiment. <p>Lego builders</p> <ul style="list-style-type: none"> • Follow and create simple instructions • Consider how the order of instructions affects the results



ART	DESIGN TECHNOLOGY
<p>Woven wonders</p> <ul style="list-style-type: none">• Know that art can be made in different ways• Choose, measure, arrange and fix materials• Explore plaiting, threading and knotting techniques• Learn how to weave• Combine techniques in a woven artwork	<p>That a blender is a machine which mixes ingredients together into a smooth liquid</p> <p>That a fruit has seeds and a vegetable does not</p> <p>That fruits grow on trees or vines</p> <p>That vegetables can grow either above or below ground</p> <p>That vegetables are any edible part of a plant</p>
PSHE	
<p>Health and wellbeing</p> <ul style="list-style-type: none">• Describe how they feel using appropriate vocabulary, recognising what different emotions might look/feel like• Describe situations which may provoke certain feelings• Describe their own qualities and strengths and recognise something they want to get better at• Describe their bedtime routine, explaining why sleep is important• Explain how rest and relaxation affects our bodies, including mental functions• Identify examples where they could use relaxation to help manage difficult emotions• Understand that germs can be spread via our hands• Know how to wash their hands properly• Know the three things they need to do when out in the sun to keep safe• Know people can be allergic to certain things and how to help with an allergic reaction• Understand that there are a range of people who help to keep us healthy <p>Safety and changing bodies</p> <ul style="list-style-type: none">• Know a number of adults in school• Know that they should speak to an adult if they are ever worried or feel uncomfortable about another adult• Understand ways to keep safe and not get lost and know the steps to take if they do get lost• Know the number for the emergency services and their own address• Understand that some types of physical contact are never acceptable• Know what can go into or onto the body and when they should check with an adult• Understand that there are hazards in houses and know how to avoid them• Understand and name jobs that people do to help keep us safe	