



English

Simple Narrative: Writing

- Compose a sentence orally before writing it.
- Sequence sentences to form a short narrative.
- Discuss what they have written with the teacher or a peer.

Grammar/Punctuation

- Separate words with spaces,
- Punctuate sentences with a capital letter and full stop.

Transcription

- Write from memory simple dictated sentences that include words using the GPCs and common exception words taught so far.

Handwriting

- Sit correctly at a table, holding a pencil comfortably and correctly
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place

Phonics/Spellings

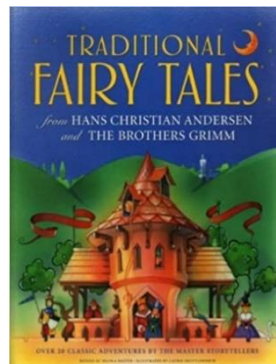
- The phonemes wh, ph,
- The phoneme 'ai' written as ay, a-e, eigh, ey, ie
- The phoneme 'ee' written as ea, e-e, ie, ey, y
- The phoneme 'igh' written as ie, i-e, l, y
- The phoneme 'oa' written as ow, o-e, oe and o
- The phoneme long 'oo' written as ew, ue, u-e
- The phoneme short 'oo' written as u and oul

Topic

Significant Individuals in the local area



Class Book Traditional Tales



Maths

In maths over the term, we will be covering the following objectives:

Place Value (within 20)

- Start of Unit Assessment
- Count within 20
- Understand 10
- Understand 11, 12 and 13
- Understand 14, 15 and 16
- Understand 17 18 and 19
- Understand 20
- 1 more and 1 less
- The number line to 20
- Use a number line to 20
- Estimate on a number line to 20
- Compare numbers to 20.
- Order numbers to 20.
- End of Unit Assessment

Addition and subtraction (within 20)

- Start of Unit Assessment
- Add by counting on within 20
- Adding ones using number bonds
- Find and make number bonds to 20
- Doubles
- Near doubles
- Subtraction using number bonds
- Subtraction- counting back
- Subtraction – finding the difference
- Related facts
- Missing number problems
- End of Unit Assessment

Science Everyday Materials

Pupils should be able to:

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.

The following skills will be covered whilst working scientifically:

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Performing simple tests
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions

History Significant individuals in their own locality

Pupils will explore the significance of Josiah Wedgwood, Clarice Cliff and Emma Bridgewater in the pottery industry. Pupils will learn:

KQ1: Why was the pottery industry important to Stoke-on-Trent?

Learning Objective

- Understand how the local area is different from a long time ago.

KQ2: Who was Josiah Wedgwood and when did he live?

Learning Objective

- Name a famous person from the past and explain why they are famous.
- To locate Josiah Wedgwood on a timeline.

KQ3: How and why should Josiah Wedgwood be remembered?

Learning Objectives

- Use sources to find out about Wedgwood's achievements.
- Design a memorial to celebrate Wedgwood's services to the pottery industry.

KQ4: Who was Clarice Cliff and why was she important?

Learning Objectives

- Know the name of a famous person from their local area.
- Locate Clarice Cliff on a timeline.

KQ5: What is special about Wedgwood, Cliff and Emma Bridgewater?

- Make comparisons between Wedgwood, Cliff and Emma Bridgewater identifying similarities and differences over time.

KQ6: What impact have Josiah Wedgwood and Clarice Cliff had on the pottery industry?

Learning Objectives

- Describe how Josiah Wedgwood's and Clarice Cliff's work impacted on Stoke-on-Trent and the Pottery industry.

RE What are festivals and why do we have them?

As part of our focus on this topic pupils will learn to:

Pupils will learn:

- To learn what celebrations and festivals are. People celebrate for many reasons but most festivals are connected with stories.
- Diwali, Purim and Advent are festivals of different faiths, but all are joyful remembrance of stories from the sacred texts.
- How Diwali, Purim and Advent are celebrated by believers.
- The Hindu story linked with Diwali is the Ramayana.
- Purim is celebrated by Jews and remembers the story of Esther.
- Advent is a Christian period of preparation for Jesus' coming.
- Diwali is shared by Hindus & Sikhs.

Pupils should be able to:

- Know that important religious stories are often connected to festivals, which are a way of remembering.
- Be able to link the stories behind the festivals studied with some of the celebrations.

<p style="text-align: center;">Music Exploring Rhythm and Pulse</p> <p>Pupils will learn:</p> <ol style="list-style-type: none"> Exploring how sounds can be changed <ul style="list-style-type: none"> To investigate how sounds can be changed To recognize and describe musical changes To create a variety of different vocal sounds (longer and shorter, louder and quieter, higher and lower) To investigate different ways of playing an instrument To explore vocal timbre 	<p style="text-align: center;">Art Exploring Watercolour</p> <ul style="list-style-type: none"> Develop experience of primary and secondary colours Understand watercolour is a media which uses water and pigment. Explore watercolour in an intuitive way to build understanding of the properties of the medium. Work back into a painting with paint, pen or coloured pencil to develop the imaginative imagery. Look at the work of artists who draw and paint, listening to the artists' intention behind the work and the context in which it was made. Respond to our painting; understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. 	<p style="text-align: center;">Computing Creating Media - Digital Writing</p> <p>Pupils will develop their understanding of the various aspects of using a computer to create and change text. Pupils will familiarise themselves with typing on a keyboard and begin using tools to change the look of their writing, and then they will consider the differences between using a computer and writing on paper to create text.</p> <ul style="list-style-type: none"> To explore the keyboard. To add and remove text. To explore the toolbar. To make changes to text. To explore choices. To make comparisons between writing on paper and using a computer for writing.
<p style="text-align: center;">PHSE Happy and Healthy Me</p> <p>As part of our focus on 'Happy and Healthy Me', pupils will be looking at the following objectives and working towards having a secure knowledge of how to:</p> <ul style="list-style-type: none"> The correct names for the parts of the body. Describe how they have changed since they were born. Describe how they might change in the future. Identify some new opportunities and responsibilities they may have as they grow up. Name a range of things that help them keep physically healthy. Choose what they like and dislike and give reasons for their choices. Recognise that choices have consequences, both good and bad. Identify things which help them to feel emotionally healthy. List people they can ask for help if they are worried about anything. 	<p style="text-align: center;">PE Gymnastics</p> <p>In this unit pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.</p> <ul style="list-style-type: none"> To explore travelling movements. To develop quality when performing and linking shapes. To develop stability and control when performing balances. To develop technique and control when performing shape jumps. To develop technique in the barrel, straight and forward roll. To link gymnastic actions to form a sequence. 	<p style="text-align: center;">PE Sending and Receiving</p> <p>Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by the rules to keep themselves and others safe.</p> <ul style="list-style-type: none"> To develop rolling and throwing a ball to a target. To develop receiving a rolling ball and tracking skills. To be able to send and receive a ball with your feet. To develop throwing and catching skills over a short distance. To develop throwing and catching skills over a longer distance. To apply sending and receiving skills to a small game.