



## English

### **Narrative: Writing – To write a traditional tale** **Grammar/Punctuation/Transcription**

- Use the concept of a sentence.
- Use basic sequencing of sentences.
- Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
- Use the correct past tense form.
- Write in the third person.
- Use the conjunction 'and' to join ideas.
- Separate words with spaces.
- Use capital letters for names of people, places, the days of the week and the personal pronoun 'I'.
- Write from memory simple dictated sentences that include words using the phonics and common exception words taught so far.

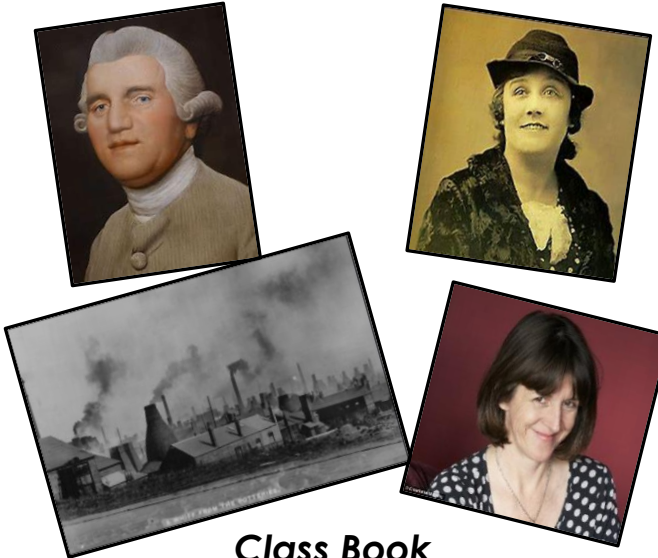
### **Handwriting**

- 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.
- Form capital letters and digits 0-9.

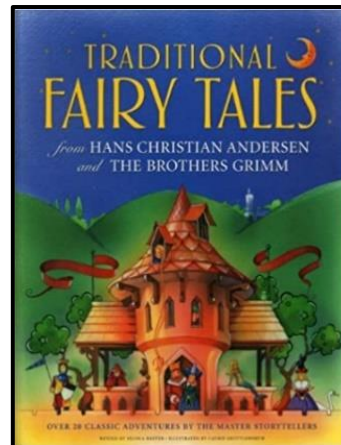
### **Phonics/Spellings**

- To know the phoneme /or/ written as aw, au, al.
- To know the phoneme /ur/ written as ir, er and ear.
- To know the phoneme /ow/ written as 'ou'.
- To know the phoneme /oi/ written as 'oy'.
- To know the phoneme /ear/ written as 'ere' and 'eer' and the phoneme /air/ written as 'are' and 'ear'.
- To know how to read and spell the irregular words work, laughed, because, different, any, many, eyes, friends, two, once and the high frequency words, thirteen, thirty, Saturday and Thursday.

## Significant Individuals in the local area



### **Class Book** **Traditional Tales**



## Maths

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

### **Addition and subtraction (within 20)**

- 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

### **Place Value (within 50)**

- Count from 20 to 50.
- 20, 30, 40 and 50 .
- Count by making groups of ten.
- Groups of tens and ones.
- Partition into tens and ones.
- The number line to 50.
- Estimate on a number line to 50.
- 1 more and 1 less.
- End of Unit Assessment.

### **Assessment Week**

<p style="text-align: center;"><b>Science</b> <b>Seasonal Changes</b> <b>Winter/Spring</b></p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Name different types of weather.</li> <li>• Observe changes across the four seasons.</li> <li>• Observe and describe weather associated with the seasons and how day length varies.</li> <li>• Observe wind speed and direction.</li> <li>• Measure rainfall.</li> <li>• Measure temperature.</li> </ul> <p>The following skills will be covered whilst working scientifically:</p> <ul style="list-style-type: none"> <li>• Asking simple questions and recognising that they can be answered in different ways.</li> <li>• Observing closely, using simple equipment.</li> <li>• Performing simple tests.</li> <li>• Using their observations and ideas to suggest answers to questions.</li> <li>• Gathering and recording data to help in answering questions.</li> </ul>	<p style="text-align: center;"><b>History</b> <b>Significant Individuals in the Local Area</b></p> <p>Pupils will explore the significance of Josiah Wedgwood, Clarice Cliff and Emma Bridgewater in the pottery industry.</p> <p>Enquiry 1: Why was the pottery industry important to Stoke-on-Trent?</p> <p>Enquiry 2: Who was Josiah Wedgwood and when did he live?</p> <p>Enquiry 3: How and why should Josiah Wedgwood be remembered?</p> <p>Enquiry 4: Who was Clarice Cliff and why was she important?</p> <p>Enquiry 5: What is special about Wedgwood, Cliff and Emma Bridgewater?</p> <p>Enquiry 6: What impact have Josiah Wedgwood and Clarice Cliff had on the pottery industry?</p>	<p style="text-align: center;"><b>RE</b> <b>Why does Easter matter to Christians?</b></p> <p>By the end of the unit, pupils are expected to be able to:</p> <ul style="list-style-type: none"> <li>• Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.</li> <li>• Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</li> <li>• Recognise that Jesus gives instructions about how to behave.</li> <li>• Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</li> <li>• Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.</li> </ul> <p>Pupils will know that:</p> <ul style="list-style-type: none"> <li>• Easter is very important in the 'big story' of the Bible.</li> <li>• Christians believe Jesus rose again, giving people hope of a new life.</li> </ul>
<p style="text-align: center;"><b>PHSE</b> <b>Me and my Relationships</b></p> <p>As part of our focus on 'Me and My Relationships', 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"> <li>• To begin to value themselves.</li> <li>• To recognise and value similarities and differences between people.</li> <li>• To know that all families are different but they are special.</li> <li>• To begin to understand friendship.</li> <li>• To understand the difference between good and bad secrets.</li> <li>• To recognise some choices they can make.</li> </ul>	<p style="text-align: center;"><b>Music</b> <b>Sequencing sounds to tell stories and create effects</b></p> <p><b>Create a Character</b></p> <ul style="list-style-type: none"> <li>• Recognise how music can create a character.</li> </ul> <p><b>The Mouse and The Giant</b></p> <ul style="list-style-type: none"> <li>• To begin to control dynamics using voices and instruments.</li> <li>• To use music to tell a story.</li> </ul> <p><b>Copying rhythmic patterns</b></p> <p><b>A Tiny Seed</b></p> <ul style="list-style-type: none"> <li>• To experiment with musical texture.</li> <li>• To follow simple notation.</li> </ul> <p><b>EASTER SERVICE</b> – Practice for the Easter Service.</p>	<p style="text-align: center;"><b>D&amp;T</b> <b>Fruits and Vegetables</b></p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Describe fruits and vegetables and explain why they are a fruit or vegetable.</li> <li>• Name a range of places that fruit and veg grow.</li> <li>• Describe basic characteristic of fruit and veg.</li> <li>• Prepare fruit and veg to make a smoothie.</li> </ul>

**PE**  
**Sending and Receiving**

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.

- 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.

**PE**  
**Gymnastics**

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.

Pupils will be able to:

- 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.

**Computing**  
**Creating Media - Digital Writing**

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.

Pupils will learn:

- 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.