



## English

### Writing to inform – Simple recount – Diaries and journals

- Concept of a sentence.
- Capital letters and end marks.
- Word choices.
- Correct past tense form.
- Written in the first person.

### Writing to Entertain– A journey tale (an innovated tale)

- Concept of a sentence.
- Basic sequencing of sentences.
- Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
- Correct past tense form.
- Written in the third person.
- Conjunction 'and' to join ideas.
- Separate words with spaces.
- Capital letters for names of people, places, the days of the week and the personal pronoun 'I'.

### 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

- Phonics Screening Check Practice.
- Phonics Screening Check.
- Suffix morphemes: ing, ed.
- Plural morphemes: s, es.
- Prefix morphemes: re, un prefix + root + suffix.

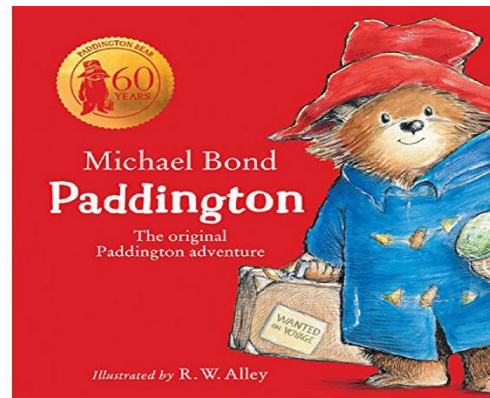
## Topic

### The Great Fire of London



## Class Book

### Paddington by Michael Bond



## Maths

### Fractions

- Recognise a half an object or shape.
- Find a half of an object or shape.
- Recognise a half of a quantity.
- Find a half of a quantity.
- Recognise a quarter an object or shape.
- Find a quarter of an object or shape.
- Recognise a quarter of a quantity.
- Find a quarter of a quantity.
- End of Unit Assessment.

### Place Value (within 100)

- Count from 50 to 100.
- Tens to 100.
- Partition into tens and ones.
- The number line to 100.
- 1 more; 1 less.
- Compare numbers with the same number of tens.
- Compare any two numbers.
- End of Unit Assessment.

### Position and Direction

- Describe turns.
- Describe position left and right.
- Describe position forwards and backwards.
- Describe position above and below.
- Ordinal numbers.

### Money

- Unitising.
- Recognising coins.
- Recognising notes.
- Count in coins.

### Time

- Before and after.
- Days of the week.
- Months of the Year.
- Hours, minute and seconds.
- Tell the time to the hour.
- Tell the time to the half hour.
- End of units assessments

## **Science**

### **Animals**

Pupils should be able to:

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).

### **Seasonal Changes**

#### **Spring to Summer**

Pupils should be able to:

- Name different types of weather.
- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies.
- Observe wind speed and direction.
- Measure rainfall.
- Measure temperature.

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**

### **The Great Fire of London**

#### **What happened to London during the Fire of 1666?**

By the end of the unit, pupils will learn:

- How can we work out how the Great Fire started?
- What actually happened during the Great Fire and how can we know for sure, 350 years later?
- Why did the Great Fire burn down so many buildings?
- If more could have been done to stop the Fire?
- How did people manage to live through the Great Fire?
- How London was rebuilt after the Great fire?

## **RE**

### **How can I make a difference in the world?**

By the end of the unit, pupils will learn to:

- Look at and respond to our world and learn about caring for it.
- Identify and respond to values about caring, expressed through faith stories.
- Understand that we are part of a wider global community.
- Understand that their class is a community made up of different individuals.
- Consider who cares for them, and how they respond to that care.
- Understand that they can give and care for others, and how they may do this.
- Describe other communities, and how people in religious communities.

Pupils should be able to:

- Talk about how they feel when they give to others. Make link with golden rule and need to share love and generosity.
- Identify a situation, local or worldwide, in which they have a role in making a difference and relate to Jesus' teaching.

<p style="text-align: center;"><b>Music</b> <b>High and Low – Exploring Pitch</b></p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Imitate changes in pitch.</li> <li>• Use informal notation.</li> <li>• Compose melodies using higher and lower notes.</li> <li>• Create graphic notation to represent a pattern of higher and lower notes.</li> <li>• Order sounds in structure.</li> <li>• Compose simple melodies.</li> <li>• Perform simple rhythmic patterns based on spoken words.</li> </ul>	<p style="text-align: center;"><b>Design and Technology</b> <b>Wheels and Axles</b></p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Explain that wheels move because they are attached to an axle.</li> <li>• Recognise that wheels and axles are used in everyday life, not just in cars.</li> <li>• Identify and explain vehicle design flaws using the correct vocabulary.</li> <li>• Design a vehicle that includes functioning wheels, axles and axle holders.</li> <li>• Make a moving vehicle with working wheels and axles.</li> <li>• Explain what must be changed if there are any operational issues.</li> </ul>	<p style="text-align: center;"><b>Computing</b> <b>Programming B – Introduction to animation</b></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Choose a command for a given purpose.</li> <li>• Show that a series of commands can be joined together.</li> <li>• Identify the effect of changing a value.</li> <li>• Explain that each sprite has its own instruction.</li> <li>• Design the parts of a project.</li> <li>• Use their algorithm to create a project.</li> </ul>
<p style="text-align: center;"><b>PHSE</b> <b>Me in the World</b></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Share their opinions and explain their views.</li> <li>• Recognise living things have needs.</li> <li>• Consider social and moral dilemmas.</li> <li>• Recognise that living things have needs and that they have responsibilities to meet them.</li> <li>• Recognise the needs people have.</li> <li>• Understand the contribution a range of people have to their school.</li> </ul>	<p style="text-align: center;"><b>PE</b> <b>Athletics</b></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• To learn to move at different speeds for varying distances.</li> <li>• To develop a foundation for balance and stability.</li> <li>• To develop agility and coordination.</li> <li>• To explore hopping, jumping and leaping for distance.</li> <li>• To develop throwing for distance.</li> <li>• To develop throwing for accuracy.</li> </ul>	<p style="text-align: center;"><b>PE</b> <b>Striking and Fielding</b></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Throw and catch and apply these in small, sided games.</li> <li>• Develop overarm throwing.</li> <li>• Develop striking a ball with hands and equipment.</li> <li>• Collect a ball when fielding.</li> <li>• Understand how to get a batter out.</li> <li>• Develop decision making and understand how to score points.</li> </ul>