



English

Writing to Inform – Simple recount – Diaries and journals

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

Simple Narrative: Writing – To write a journey 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 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.
- Form capital letters and digits 0-9.

Phonics/Spellings

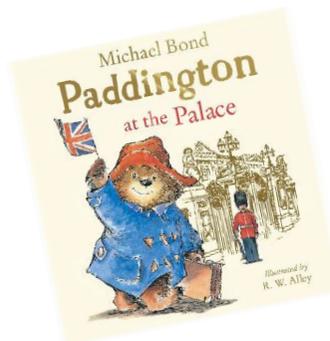
- To know the phoneme /or/ written as aw, au, al.
- To know the phoneme /ur/ written as ir, er and ear.
- To know the phoneme /ow/ written as 'ou'.

Topic

The Great Fire of London



Class Book Paddington by Michael Bond



Maths

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

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

- 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.

Science
Seasonal Changes
Winter/Spring

Pupils will learn 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

What to Christians believe God is like?

Pupils will learn to:

- Identify what a parable is
- Tell the story of the Lost Son from the Bible simply and recognise a link with the Christians idea of God as a forgiving Father.
- Give clear, simple accounts of what the story means to Christians
- Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)
- Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)
- Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas
- Give a reason for the ideas they have and the connections they make

<p style="text-align: center;">PE Sending and Receiving</p> <p>Pupils will learn to:</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. 	<p style="text-align: center;">PE Gymnastics</p> <p>Pupils will learn to:</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;">PHSE Safety and the Changing Body</p> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> • Know an adult 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.
<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;">Music Sound Patterns</p> <p>Through the medium of fairy tales pupils will learn to:</p> <ul style="list-style-type: none"> • Chant in time with others. • Make changes to the dynamics (volume) of their voice to represent a character. • Respond to hand signals when playing an instrument. • Choose a suitable sound to represent a point in the story. • Read simple rhythmic patterns comprising one beat sounds and one beat rests. • Clap or play a rhythmic pattern along with spoken words. • Play given sound patterns in time with the pulse. • Follow instructions during a performance. • Join in with repeated phrases using a character voice. 	<p style="text-align: center;">D&T Fruits and Vegetables</p> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> • Describe fruits and vegetables and explain why they are a fruit or vegetable. • Name a range of places that fruit and veg grow. • Describe basic characteristic of fruit and veg. • Prepare fruit and veg to make a smoothie.