

	Literacy	Maths	Science	Topic Art, DT, Geography	RE	PE	PSHE PPA rotation	ICT
Week 1	<p>L.O To write about personal experiences.</p> <p>To write simple sentences and sentence-like structure about their Easter holiday. COLD TASK edit and improve all week using descriptive language for appearance feelings and setting.</p> <p>To use adjectives for description.</p> <p>Include new vocabulary drawn from listening to and talking about books.</p>	<p><u>Shape</u> L.O To recognise and name common 2-D shapes in different orientations and sizes.</p> <p>To recognise and name 3D shapes cube, cuboids, sphere, cylinder, cone and pyramid. Name 2D shapes hexagon, heptagon, pentagon. Suggested activity: sorting shapes identifying faces and vertices</p>	N/A	<p><u>Jobs</u> To share key ideas and information about a range of jobs.</p> <p>To write down ideas and key words.</p> <p>To use capital sentences and full stop to demarcate sentence boundaries.</p> <p>Suggested activity: Selection of outfits for the children to dress up in linked to jobs.</p> <p>Remember to complete a mind map.</p>	N/A	<p><u>Athletics</u> To develop balance, agility and co-ordination. (One session Led by Premier Sports coach one session by class teacher)</p> <p>Dance with Miss Flowers</p>	<p><u>'Our feelings'</u> To understand why we have different feelings.</p> <p>To consider ways to cope with difficult feelings.</p>	N/A
Week 2	<p><u>The Snail and the Whale</u> L.O. To know about and use question marks more consistently To write for different purposes.</p> <p>To use and/but to join clauses Use capital letters and full stops to demarcate sentence boundaries. To write from memory simple sentences dictated by the teacher. Suggested activities: To ask children to form questions about the book.</p>	<p><u>Number and Place Value</u> L.O To be able to say one more or one less than a number beyond 100.</p> <p>L.O To write numbers 1-20 in numerals and words (not necessarily spelt correctly).</p> <p>To count in multiples of 2s, 5s and 10s to 100.</p> <p>To say one more and one less than a given number.</p> <p>Suggested activities Teacher to write numbers in chn books, 1 more 1 less. Introduce spelling of numbers in starter.</p>	N/A	<p>To use the conjunction "because" to extend a sentence orally. To use capital letters for the personal pronoun "I".</p>	<p><u>Belonging to the Wider Community</u> To understand that they belong to a class group.</p> <p>To know how people can help us.</p>	<p><u>Athletics</u> To develop balance, agility and co-ordination. (One session Led by Premier Sports coach one session by class teacher)</p> <p>Dance with Miss Flowers</p>	<p>Continue from last week. <u>'Our feelings'</u> To understand why we have different feelings.</p> <p>To consider ways to cope with difficult feelings.</p>	<p><u>Unit 1.5 We are treasure hunters</u> To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>To recognise common uses of technology beyond school.</p> <p>To use technology safely and respectfully.</p>

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Week 3	<p><u>The Snail and the Whale</u> L.O To use capital letters for some proper nouns and for the pronoun 'I'. Children make simple inferences based on knowledge of the text. To articulate responses to questions, speaking in sentences. To join ideas using and/ because.</p>	<p><u>Addition</u> L.O To add one-digit and two-digit numbers to 20 (including number bonds) To represent and use number bonds and related subtraction facts within 20 (using concrete objects or pictorial representations). To begin to know bonds of all numbers to 20 (using concrete objects or pictorial representations). To add and subtract one-digit and two-digit numbers to 20, including zero. To solve one-step problems that involve addition, using concrete objects and pictorial representations, and missing number problems such as $7 = [] - 9$.</p>	<p><u>Seasonal Changes</u> To observe changes across the four seasons. To observe and describe weather associated with the seasons and how day length varies.</p>	N/A	<p>Continue from last week <u>Belonging to the Wider Community</u> To understand that they belong to a class group. To know how people can help us.</p>	<p><u>Athletics</u> To develop balance, agility and co-ordination. (One session Led by Premier Sports coach one session by class teacher) Dance with Miss Flowers</p>	<p><u>'Not No Bernard'</u> To understand the skill of listening and discuss why it is important. To think about how we can make people happy.</p>	<p><u>Unit 1.5 We are treasure hunters</u> To use technology purposefully to create, organise, store, manipulate and retrieve digital content. To recognise common uses of technology beyond school. To use technology safely and respectfully.</p>
Week 4	<p><u>The Snail and the Whale</u> L.O To use some interesting descriptive language used; e.g. appearance, feelings, characters and settings. To use some expanded noun phrases for description.</p>	<p><u>Subtraction</u> L.O To subtract one-digit and two-digit numbers using concrete objects To subtract one-digit and two-digit numbers to 20, including zero. To solve one-step problems that involve subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = [] - 9$.</p>	<p>To observe changes across the four seasons. To observe and describe weather associated with the seasons and how day length varies.</p>	N/A	<p><u>Belonging to the Wider Community</u> To understand that adults and pupils work together to make the school community. Suggested activities: Children to draw a picture of an adult who helps them in school and explain what it is they do to help.</p>	<p><u>Athletics</u> To develop balance, agility and co-ordination. (One session Led by Premier Sports coach one session by class teacher) Dance with Miss Flowers</p>	<p>Continue from last week. <u>'Not No Bernard'</u> To understand the skill of listening and discuss why it is important. To think about how we can make people happy.</p>	N/A

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Week 5	<p><u>Non-fiction unit</u> L.O: To write for different purposes (narratives). To write sentences which are sequenced to form short narratives. Mostly grammatical accurate sentences, sequenced to form short narratives. Suggested activity: Fact file about whales. cold task.</p>	<p><u>Money</u> <u>Addition and, Subtraction</u></p> <p>L.O To recognise the value of different coins and notes.</p> <p>To recognise the value of different denominations of coins and notes (NOT conversion at this stage).</p> <p>To represent and use number bonds and related subtraction facts within 20 (using concrete objects or pictorial representations).</p> <p>To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = [] - 9$.</p>	N/A	<p><u>History</u> To know about changes within living memory.</p> <p>To know about the lives of individuals in the past who have contributed to national or international achievements.</p> <p>Suggested activities: Life of Florence Nightingale. Comparing hospitals in the past and present.</p>	<p>Continue from last week</p> <p><u>Belonging to the Wider Community</u> To understand that adults and pupils work together to make the school community.</p> <p>Suggested activities: Children to draw a picture of an adult who helps them in school and explain what it is they do to help.</p>	<p><u>Athletics</u> To develop balance, agility and co-ordination. (One session Led by Premier Sports coach one session by class teacher)</p> <p>Dance with Miss Flowers</p>	<p><u>'Frog is Frog'</u> To understand that we are all different.</p> <p>To understand that we all have special skills.</p> <p>To be proud of what we can do.</p>	N/A
Week 6	<p><u>Non-fiction unit</u> To write for different purposes (non-fiction). To write down key words, including some new vocabulary. To be able to answer simple questions/find information in response to a direct question. To use capital letters and full stop to demarcate sentence boundaries. To use and to join words and clauses. To use features of non-fiction in writing. Suggested activity; Fact file about snails.</p>	<p><u>Multiplication and Division</u> L.O To solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations</p> <p>To group objects into 2,5, or 10 to aid counting.</p> <p>and arrays with the support of the teacher.</p> <p>To recognise patterns of numbers in x2, x10, x5.</p>	N/A	<p><u>History</u> To know about changes within living memory.</p> <p>To know about the lives of individuals in the past who have contributed to national or international achievements.</p> <p>Suggested activities: Astronauts – Neil Armstrong and first moon landing.</p>	<p><u>Belonging to the Wider Community</u> To understand the ways in which we belong to different groups.</p> <p>Ask children if they belong to any clubs or something outside school e.g. football club, church, brownies, swimming club etc. Children to share their ideas. T to scribe a list on the IWB. How do you know if you belong? What do you do there? Do you have anything that shows that you belong there? (Badges, shirts, etc)</p>	<p><u>Athletics</u> To develop balance, agility and co-ordination. (One session Led by Premier Sports coach one session by class teacher)</p> <p>Dance with Miss Flowers</p>	<p>Continue from last week.</p> <p><u>Frog is Frog'</u> To understand that we are all different.</p> <p>To understand that we all have special skills.</p> <p>To be proud of what we can do.</p>	N/A

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HALF TERM								
Week 7	<p><u>Poetry</u> To write for different purposes To write down key words, including some new vocabulary. To be able to answer simple questions/find information in response to a direct question. To use capital letters and full stop to demarcate sentence boundaries. To use and to join words and clauses. To use features of non-fiction in writing.</p>	<p><u>Number and Fractions</u> L.O To recognise, find and name a quarter as one of four equal parts of an object, shape or a quantity using concrete objects. To count beyond 100, forwards and backwards, beginning with 0 or 1, or from any given number. To be able to say one more or one less than a number beyond 100. To count in multiples of 2s, 5s and 10s to 100. To write numbers 1-20 in numerals and words (not necessarily spelt correctly).</p>	N/A	<p><u>DT/Literacy</u> To write for different purposes (instructions). To select from a range of tools and equipment to cut, shape, join and finish. To evaluate ideas. To write for different purposes. Suggested Activities: Make stomp rockets. Stomp rocket experiment. Write up experiment.</p>	<p><u>Belonging to the Wider Community</u> To understand what happens to a child when they are initiated into a religion.</p>	<p><u>Athletics</u> To develop balance, agility and co-ordination. (One session Led by Premier Sports coach) <u>Sports day</u> Preparation for sports day with class teacher. Dance with Miss Flowers</p>	N/A	N/A

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Week 8	<u>Lila and the Rain</u> L.O To write for different purposes . To use descriptive language. To use appropriate vocabulary.	<u>Number and Place Value</u> L.O. To begin to understand place value. To count beyond 100, forwards and backwards, beginning with 0 or 1, or from any given number. To be able to say one more or one less than a number beyond 100. To count in multiples of 2s, 5s and 10s to 100. To say one more and one less than a given number. To write numbers 1-20 in numerals and words (not necessarily spelt correctly).	<u>Plants</u> To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. To identify and describe the basic structure of a variety of common flowering plants, including trees.	N/A	Continue from last week <u>Belonging to the Wider Community</u> To understand what happens to a child when they are initiated into a religion.	<u>Athletics</u> To develop balance, agility and co-ordination. (One session Led by Premier Sports coach) <u>Sports day</u> Preparation for sports day with class teacher. Dance with Miss Flowers	<u>Finding Nemo</u> What did Nemo do that was wrong? How do you think dad felt? Why? What should Nemo do? Why is it important that we listen to our grown ups and follow instructions at all times? What do you think Nemo's dad was worried about?	N/A
Week 9	To write for different purposes (poetry). To use descriptive language. To use appropriate vocabulary.	<u>Addition and Subtraction</u> To begin to know bonds of all numbers to 20 (using concrete objects or pictorial representations). To add and subtract one-digit and two-digit numbers to 20, including zero. To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = [] - 9$.	<u>Plants</u> To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. To identify and describe the basic structure of a variety of common flowering plants, including trees.	N/A	<u>Belonging to the Wider Community</u> To recognise some of the signs of belonging to the Christian religion.	<u>Athletics</u> To develop balance, agility and co-ordination. (One session Led by Premier Sports coach) <u>Sports day</u> Preparation for sports day with class teacher. Dance with Miss Flowers	Continue from last week What did Nemo do that was wrong? How do you think dad felt? Why? What should Nemo do? Why is it important that we listen to our grown ups and follow instructions at all times? What do you think Nemo's dad was worried about?	N/A

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Week 10	<p>Enrichment week</p> <p>To use capital letters and full stops to demarcate sentence boundaries.</p> <p>To use and/but to join clauses.</p>	<p><u>Position and Direction</u></p> <p>L.O To describe position and use positional language.</p> <p>To know the vocabulary "left" and "right"</p> <p>To describe position, direction and movement using the term "whole" and "half" turns practically.</p> <p>To use terms such as "quarter" and "three quarter" turns</p>	N/A	<p><u>Holidays</u></p> <p><u>Geography</u></p> <p>To compare contrasting locations.</p> <p>To identify seasonal and daily weather patterns of hot and cold areas.</p> <p>To use basic vocabulary to refer to: physical features e.g. beech, cliff, forest, mountain and key human features e.g. city, town, farm, factory.</p>	<p>Continue from last week.</p> <p><u>Belonging to the Wider Community</u></p> <p>To recognise some of the signs of belonging to the Christian religion</p>	<p><u>Athletics</u></p> <p>To develop balance, agility and co-ordination. (One session Led by Premier Sports coach)</p> <p><u>Sports day</u></p> <p>Preparation for sports day with class teacher.</p> <p>Dance with Miss Flowers</p>	<p><u>I will take you to Mrs Cole</u></p> <p>Look at the power-point How would you feel about Mrs Cole? How did the characters' feelings change throughout the story? Should we judge people by their appearance and possessions? What is the story trying to teach us?</p>	<p><u>1.4 We are collectors</u></p> <p>To understand what algorithms are.</p> <p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>To recognise common uses of technology beyond school.</p> <p>To use technology safely and respectfully.</p>
Week 11	<p><u>Lila and the Rain</u></p> <p>L.O To write sentences which are sequenced to form short narratives</p> <p>To show some use of question marks and exclamation marks.</p> <p>To use and/but to join clauses.</p>	<p><u>Multiplication and Division</u></p> <p>To group objects into 2,5, or 10 to aid counting.</p> <p>To solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>To recognize patterns of numbers in x2, x10, x5.</p>	N/A	<p><u>Holidays</u></p> <p>To compare contrasting locations.</p> <p>To identify seasonal and daily weather patterns of hot and cold areas.</p> <p>To use basic vocabulary to refer to: physical features e.g. beech, cliff, forest, mountain and key human features e.g. city, town, farm, factory.</p>	<p><u>Belonging to the Wider Community</u></p> <p>To understand why people believe Jesus was special.</p>	<p><u>Athletics</u></p> <p>To develop balance, agility and co-ordination. (One session Led by Premier Sports coach)</p> <p><u>Sports day</u></p> <p>Preparation for sports day with class teacher.</p> <p>Dance with Miss Flowers</p>	<p>Continue from last week.</p> <p><u>I will take you to Mrs Cole</u></p> <p>Look at the power-point How would you feel about Mrs Cole? How did the characters' feelings change throughout the story? Should we judge people by their appearance and possessions? What is the story trying to teach us?</p>	<p><u>1.4 We are collectors</u></p> <p>To understand what algorithms are.</p> <p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>To recognise common uses of technology beyond school.</p> <p>To use technology safely and respectfully.</p>

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Week 12	<p><u>Transition Text: To be confirmed</u> To write for different purposes (narratives).</p> <p>To write sentences which are sequenced to form short narratives.</p> <p>Mostly grammatical accurate sentences, sequenced to form short narratives.</p> <p>Writing includes some interesting descriptive language used; e.g. appearance, feelings, characters and settings.</p>	<p><u>Time</u> To use everyday language to compare, describe and solve practical problems for time for example, quicker, slower, earlier and later.</p> <p>To measure and begin to record time (hours, minutes, seconds).</p> <p>To know the names of the seasons.</p> <p>To know the names and sequence of the months.</p> <p>To tell the time to the hour and half past the hour and begin to draw the hands on a clock face to show these times.</p>	N/A	<p><u>Holidays</u> History To recognise changes within living memory. To understand historical concepts such as continuity</p> <p>Suggested activities: Compare pictures of the seaside now and then. Compare seaside activities now and then. Postcard from the past.</p>	<p>Continue from last week <u>Belonging to the Wider Community</u> To understand why people believe Jesus was special.</p>	<p><u>Athletics</u> To develop balance, agility and co-ordination. (One session Led by Premier Sports coach)</p> <p><u>Sports day</u> Preparation for sports day with class teacher.</p> <p>Dance with Miss Flowers</p>	<p><u>Squash and a squeeze</u> Look at the two images: one of a small mud hut in Kenya and one of a mansion in Kenya. Chn to individually consider their thoughts. Then read the book 'A Squash and a Squeeze' (via the powerpoint).</p>	<p><u>1.4 We are collectors</u> To understand what algorithms are.</p> <p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>To recognise common uses of technology beyond school.</p> <p>To use technology safely and respectfully.</p>
Week 13	<p><u>Transition Text: To be confirmed</u> To write for different purposes (narratives).</p> <p>To write sentences which are sequenced to form short narratives.</p> <p>Mostly grammatical accurate sentences, sequenced to form short narratives.</p> <p>Writing includes some interesting descriptive language used; e.g. appearance, feelings, characters and settings.</p>	<p><u>Addition, Subtraction and Money</u> To represent and use number bonds and related subtraction facts within 20 (using concrete objects or pictorial representations).</p> <p>To begin to know bonds of all numbers to 20 (using concrete objects or pictorial representations).</p> <p>To add and subtract one-digit and two-digit numbers to 20, including zero.</p> <p>To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = [] - 9$.</p>	N/A	<p><u>Holidays</u> History To recognise changes within living memory. To understand historical concepts such as continuity</p> <p>Suggested activities: Compare pictures of the seaside now and then. Compare seaside activities now and then. Postcard from the past.</p>	<p><u>Belonging to the Wider Community</u> To understand that people who follow Jesus are called Christians.</p>	<p><u>Athletics</u> To develop balance, agility and co-ordination. (One session Led by Premier Sports coach)</p> <p><u>Sports day</u> Preparation for sports day with class teacher.</p> <p>Dance with Miss Flowers</p>	<p>Continue from last week. <u>Squash and a squeeze</u> Look at the two images: one of a small mud hut in Kenya and one of a mansion in Kenya. Chn to individually consider their thoughts. Then read the book 'A Squash and a Squeeze' (via the powerpoint).</p>	<p><u>1.4 We are collectors</u> To understand what algorithms are.</p> <p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>To recognise common uses of technology beyond school.</p> <p>To use technology safely and respectfully.</p>