

	Literacy	Maths	Science	Topic Art, DT, Geography	RE	PE	PSHE PPA rotation	ICT
Week 1 1st Jan	<p><u>The Lighthouse Keepers Lunch</u></p> <p>To use full stops, capital letters, question marks and exclamation marks</p>	<p><u>Number and Place Value</u></p> <p>To count in steps of ten from any number, forward and backward.</p> <p>To recognise the place value of each digit in a two-digit number .</p> <p>To partition numbers into tens and ones.</p>	<p><u>Animals including humans</u></p> <p>To know that animals have offspring that grow into adults.</p> <p>To know that animals including humans need water, food and air to survive.</p>	<p><u>Art</u></p> <p>I can collect visual and other information to help me develop my ideas for example, in a sketch books, using techniques for line, colour, pattern, texture, shape and space.</p>	<p><u>Christianity</u></p> <p>To know that Christians believe Jesus was a special person who taught about how to behave.</p>	<p><u>Dance</u></p> <p>I can perform with control and co-ordination.</p> <p>I can copy, remember, explore and repeat simple actions, varying speed and levels.</p> <p>I can respond imaginatively.</p> <p>I can discuss my own and others performance with simple vocabulary.</p>	<p><u>Choices</u></p> <p>To recognise what they like and dislike</p> <p>To share opinions on things that matter to them and explain their views;</p> <p>To take part in discussions with one other person and the whole class;</p>	
Week 2 8 th Jan	<p>To begin to spell longer words with suffixes.</p> <p>To use full stops, capital letters, question marks and exclamation marks</p>	<p><u>Number and Place Value</u></p> <p>To compare and order numbers from 0 up to 100; use <, > and = signs</p> <p>To recognise the place value of each digit in a two-digit number .</p> <p>To read and write numbers to at least 100 in numerals and in words.</p> <p>To identify odd and even numbers</p>	<p>To know that healthy living for humans includes exercise, hygiene and food.</p>	<p><u>Art</u></p> <p>I can collect visual and other information to help me develop my ideas for example, in a sketch books, using techniques for line, colour, pattern, texture, shape and space.</p>	<p>To know that Christians believe Jesus was a special person who helped others</p>	<p><u>Dance</u></p> <p>I can perform with control and co-ordination.</p> <p>I can copy, remember, explore and repeat simple actions, varying speed and levels.</p> <p>I can respond imaginatively.</p> <p>I can discuss my own and others performance with simple vocabulary.</p>	<p><u>P4C</u></p> <p>Willy and Hugh</p> <p>To explore the topic of bullying.</p> <p>To understand what bullying is and how to identify bullying.</p>	
Week 3 15 th Jan	<p>To use a range of conjunctions to make a compound sentence. E.g, and, but, so, because.</p> <p>To begin to demonstrate experiment with apostrophes for contraction and possession.</p>	<p><u>Measures - Mass and capacity</u></p> <p>To choose and use appropriate standard units to estimate and measure mass (kg/g); capacity.</p> <p>To compare and order mass, length and capacity and record results using < > and =</p>		<p><u>Time Detectives</u></p> <p>To know about events beyond living memory that are significant nationally.</p> <p>To know about the lives of significant people who have contributed to national events.</p>	<p>To know that we should be thankful when someone helps us.</p>	<p><u>Dance</u></p> <p>I can perform with control and co-ordination.</p> <p>I can copy, remember, explore and repeat simple actions, varying speed and levels.</p> <p>I can respond imaginatively.</p> <p>I can discuss my own and others performance with simple vocabulary.</p>	<p><u>Choices</u></p> <p>To recognise choices they can make</p> <p>To recognise, name and deal with their feelings in a positive way;</p> <p>To take part in discussions with one other person and the whole class;</p>	<p><u>Unit 2.3 We are Games Testers</u></p> <p>To understand what algorithms are and how they are implemented as programs on digital devices.</p> <p>To use logical reasoning to predict the behaviour of simple programs.</p>

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Week 4 22 nd Jan	To produce a variety of written pieces for different purposes. To write about events. To use past and present tense more consistently..	<p><u>Multiplication and Division</u></p> <p>To calculate number sentences for multiplication and division.</p> <p>To recall and use multiplication facts 2's, 5's and 10's.</p> <p>To make connections between multiplication by 2 and doubling and halving. (Use these to reason about problems)</p> <p>To solve problems that involve division.</p>		To know about events beyond living memory that are significant nationally. To know about the lives of significant people who have contributed to national events.	To know that Christians believe Jesus was a friend to all. To know that we should try to be friends to all.	<p><u>Dance</u></p> <p>I can perform with control and co-ordination.</p> <p>I can copy, remember, explore and repeat simple actions, varying speed and levels.</p> <p>I can respond imaginatively.</p> <p>I can discuss my own and others performance with simple vocabulary.</p>	<p><u>P4C</u></p> <p>Give that back Jack</p> <p>To understand the importance of making choices.</p>	
Week 5 29 th Jan	To produce a variety of written pieces for different purposes. To write about events. To use past and present tense more consistently..	<p><u>Fractions</u></p> <p>To recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$ of a , shape, set of objects or quantity using objects.</p> <p>To recognise, find, name and write fractions of a $\frac{1}{2}$ a length, shape, set of objects or quantity.</p> <p><u>Properties of Shape</u></p> <p>To identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</p> <p>To identify 2-D shapes on the surface of 3-D shapes.</p>	<p><u>Animals including humans</u></p> <p>To know that animals have offspring that grow into adults.</p> <p>To know that animals including humans need water, food and air to survive.</p>	<p><u>Art</u></p> <p>To understand how different materials look and feel and use this knowledge to make choices.</p> <p>I am beginning to investigate and combine, line, colour, pattern, texture, shape and space for a specific given purpose.</p>		<p><u>Dance</u></p> <p>I can perform with control and co-ordination.</p> <p>I can copy, remember, explore and repeat simple actions, varying speed and levels.</p> <p>I can respond imaginatively.</p> <p>I can discuss my own and others performance with simple vocabulary.</p>	<p><u>Choices</u></p> <p>To realise that money comes from different sources and can be used for different purposes</p> <p>To understand how to make simple choices that improve their health and well-being</p>	

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Week 6 5 th Feb	To produce a variety of written pieces for different purposes. To write about events. To use past and present tense more consistently..	<u>Calculation – Addition and Subtraction</u> To solve 2 step problems with addition and subtraction. To recall and use addition and subtraction facts to at least 10, and begin to derive and use related facts up to 100. To recognise and use the inverse relationship between addition and subtraction and solve missing number problems.	To know that healthy living for humans includes exercise, hygiene and food.	<u>Art</u> To understand how different materials look and feel and use this knowledge to make choices. I am beginning to investigate and combine, line, colour, pattern, texture, shape and space for a specific given purpose.		<u>Dance</u> I can perform with control and co-ordination. I can copy, remember, explore and repeat simple actions, varying speed and levels. I can respond imaginatively. I can discuss my own and others performance with simple vocabulary.	<u>Choices</u> To appreciate rules for and ways of keeping safe and about people who can help them to stay safe. To listen to other people, and play and work cooperatively	<u>Unit 2.4 We are researchers</u> To use technology purposefully to create, store, manipulate and retrieve digital content. To use technology safely.
HALF TERM								
Week 7 19 th Feb	<u>The Princess and the White Bear King.</u> To produce a variety of written pieces for different purposes. To write about fiction events. To use adjectives to describe. To use a range of conjunctions to make a compound sentence. E.g, and, but, so, because.	<u>Calculation – Addition and Subtraction</u> To solve 2 step problems with addition and subtraction. To recall and use addition and subtraction facts to at least 10, and begin to derive and use related facts up to 100. To recognise and use the inverse relationship between addition and subtraction and solve missing number problems.		<u>Castles</u> To know about events beyond living memory that are significant nationally. To know about the lives of significant individuals in the past who have contributed national achievements. To know about significant historical events, people and places in their own locality.	<u>Christianity/Easter</u> To know that Christians believe Jesus helped people to be friends with each other.	<u>Gymnastics</u> I am beginning to select simple actions to construct basic sequences when travelling. I perform a series of movements and steps with greater co-ordination and control. I can vary dynamics, levels, speed and direction. I understand the need for warm up and cool down.	<u>Good To Be Me</u> To recognise, name and deal with their feelings in a positive way; To think about themselves, learn from their experiences and recognise what they are good at; To understand how to set a simple goal;	

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Week 8 26 th Feb	<p>To produce a variety of written pieces for different purposes. To write about fiction events. To use adjectives to describe.</p> <p>To use the past and present tense more consistently.</p>	<p><u>Measures – Time</u></p> <p>To tell and write the time to (o'clock, half past, quarter past and) quarter to the hour and draw the hands on a clock face to show these times.</p> <p>To know the number of minutes in an hour and the number of hours in a day.</p> <p><u>Position and Movement</u></p> <p>To describe position, direction and movement, including, straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns.</p>		<p>To know about events beyond living memory that are significant nationally.</p> <p>To know about the lives of significant individuals in the past who have contributed national achievements.</p> <p>To know about significant historical events, people and places in their own locality.</p>	<p>To understand that one way of helping others is to share with them.</p>	<p>I am beginning to select simple actions to construct basic sequences when travelling.</p> <p>I perform a series of movements and steps with greater co-ordination and control.</p> <p>I can vary dynamics, levels, speed and direction.</p> <p>I understand the need for warm up and cool down.</p>	<p><u>.P4C</u></p> <p>Owl Babies To understand how to deal with emotions of anxiety and separation</p>	
Week 9 5 th Mar	<p>To produce a variety of written pieces for different purposes. To write about fiction events. To use adjectives to describe.</p>	<p><u>Calculation – Multiplication and Division</u></p> <p>To make connections between multiplication by 2 and doubling and halving.</p> <p>To recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables.</p> <p>To calculate mathematical statements for multiplication and division.</p> <p>To solve 1 step problems involving multiplication and division.</p>		<p>To know about events beyond living memory that are significant nationally.</p> <p>To know about the lives of significant individuals in the past who have contributed national achievements.</p> <p>To know about significant historical events, people and places in their own locality.</p>	<p>To know that Christians remember the death of Jesus on Good Friday.</p>	<p>I am beginning to select simple actions to construct basic sequences when travelling.</p> <p>I perform a series of movements and steps with greater co-ordination and control.</p> <p>I can vary dynamics, levels, speed and direction.</p> <p>I understand the need for warm up and cool down.</p>	<p><u>Good To Be Me</u></p> <p>To contribute to the life of the class and the school;</p> <p>To listen to other people and work and play cooperatively;</p> <p>To identify and respect the differences and similarities between people;</p>	

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Week 10 12 th Mar	<p>To use full stops, capital letters, question marks and exclamation marks</p> <p>To begin to spell longer words with suffixes. To write about fiction events.</p>	<p><u>Number and Place Value</u></p> <p>To count in steps of ten from any number, forward and backward.</p> <p>To recognise the place value of each digit in a two-digit number .</p> <p>To partition numbers into tens and ones.</p> <p>To compare and order numbers from 0 up to 100; use <, > and = signs</p> <p>To read and write numbers to at least 100 in numerals and in words.</p> <p>To identify odd and even numbers</p>		<p>To build structures, exploring how they can be made stronger, stiffer and more stable (DT).</p> <p>To select from and use a wide range of materials according to their characteristics (DT).</p>	<p>To understand that the story of Jesus' death on Good Friday is linked to the crucifix.</p>	<p>I am beginning to select simple actions to construct basic sequences when travelling.</p> <p>I perform a series of movements and steps with greater co-ordination and control.</p> <p>I can vary dynamics, levels, speed and direction.</p> <p>I understand the need for warm up and cool down.</p>	<p><u>P4C</u> The tunnel To understand the importance of following rules and staying safe.</p>	<p><u>Unit 2.3 We are Games Testers</u> To understand what algorithms are and how they are implemented as programs on digital devices.</p> <p>To use logical reasoning to predict the behaviour of simple programs.</p>
Week 11 19 th Mar		<p><u>Statistics</u></p> <p>To interpret and construct simple tables To ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p>			<p>To know that the story of Jesus coming to life on Easter Sunday is linked to an empty cross. To learn that the fundamental Christian belief of Jesus' resurrection. To know about the Christian belief of new life after death.</p>	<p>I am beginning to select simple actions to construct basic sequences when travelling.</p> <p>I perform a series of movements and steps with greater co-ordination and control.</p> <p>I can vary dynamics, levels, speed and direction.</p> <p>I understand the need for warm up and cool down.</p>	<p><u>Good to be me</u> To consider social and moral dilemmas that they come across in everyday life.</p>	<p><u>Unit 2.3 We are Games Testers</u> To understand what algorithms are and how they are implemented as programs on digital devices.</p> <p>To use logical reasoning to predict the behaviour of simple programs.</p>