

	Key Learning	Activities Including Writing Opportunities and Numeracy-Application of skills	Speaking and listening	Assessment
English	<p><b>Genres covered:</b> Labels and captions List poem Information/Explanation text Character description</p> <p><b>Key texts/stories:</b> Toys in Space Lost in The Toy Museum Kipper's Toy Box The Naughty Bus</p> <p><b>Reading</b> Reading many common exception words. Answering questions and making inferences from a story heard. Re-enact stories in a variety of ways, e.g. through role-play, using dolls or puppets.</p>	<p><b>Writing Opportunities:</b> An explanation text on an old Victorian toy Writing captions with photographs taken at school and/or at home</p> <p>-Capital letters including for personal pronouns -Separate words with spaces -Varied punctuation (experimenting with sentences using question marks and exclamation marks) -Conjunction: and -Plural noun suffixes (-s and -es) -Adjectives</p> <p><b>Numeracy Application of skills:</b> Sharing equal quantities of food Pricing up toys and adding sums of money</p>	<p>• Participate in discussions, presentations, performances, role play, improvisations and debates: -Pretend to be someone else in a role play after someone explains a character to them. • Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings: -Understand feelings beyond happy and sad. -Say how someone might be feeling and why. • Give well-structured descriptions and explanations -Know when to use pronouns correctly -Speak in full sentences most of the time.</p>	<p>Formative and summative assessment</p> <p>Performances (poetry)</p> <p>Termly assessments and updating of individual targets based on progress demonstrated in a range of daily activities</p> <p>Focus on key aspects of ARE that individuals need support with.</p> <p>Termly assessments</p>

Maths	<p><b>Place Value</b>  <b>Addition and subtraction:</b>  Within 20</p> <p><b>Number (ongoing):</b>  Counting in 2s and 10s</p> <p><b>Place Value:</b>  Numbers to 50</p> <p><b>Fractions:</b>  Halves and quarters</p> <p><b>Measurements:</b>  Length and height  Weight and Volume</p> <p><b>Time (ongoing):</b>  O' clock / half past.</p>	<p>Sharing equal quantities of food</p> <p>Pricing up toys and adding sums of money</p> <p>Role play hairdressers/barbers:  Exchanging money and giving change</p> <p>Update our shared cohort measuring chart</p> <p>Time games such as: What's the time Mr Wolf?</p>	<ul style="list-style-type: none"> <li>• Use relevant strategies to build vocabulary:  -Draw pictures  -Use words that reflect immediate surroundings and feelings.  -Use alternative words for simple vocabulary choices.</li> <li>• Articulate and justify answers by using 'because' to explain thinking.</li> <li>• Use questions that require more than one-word answers.</li> </ul>	<p>Formative/summative assessments</p> <p>Termly maths assessment:  White Rose</p> <p>Termly assessments  Mastering Number - rekenrek</p> <p>Daily Maths meeting</p> <p>How many days daily task</p>
Science	<p><b>Everyday Materials (conclude Autumn topic):</b>  Old and new.</p> <p><b>Seasonal Changes:</b>  Identifying changes including the weather throughout a year, including day length variation.</p> <p><b>Light:</b>  Recognise light is needed to see things and dark is the absence of light.</p>	<p>Measuring rainfall</p> <p>Winter and Spring walk - Find signs of Winter and Spring and will take photographs (Computing link- photography skills) of their findings to contribute to our seasons working wall  Collect signs of Winter and Spring to use as loose parts, create Winter and Spring scenes/crafts.</p> <p>Observing hours of daylight (geography link)</p>	<ul style="list-style-type: none"> <li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li> </ul>	<p>Formative / summative assessments</p> <p>Retrieval PPTs</p> <p>Investigations and experiments</p> <p>Continuous provision science investigation area observations</p> <p>Termly assessments</p>

STEM	<p>Torch and box investigation (absence of light)</p> <p>Make a rain gauge and wind sock</p> <p>Spring walk</p>	<p>Writing and evaluating an investigation. Analysing results.</p> <p>Measure amount of rain in mm/cm</p> <p>Taking photographs and uploading</p>	<ul style="list-style-type: none"> <li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li> </ul>	
History	<p><b>Similarities and differences:</b> Old and new - toys in living memory</p> <p><b>Continuity and change:</b> Generations of royalty- or the colours they place next to each other.</p>	<p>Timeline focusing on toys</p> <p>Interview family members of varying generations to establish their favourite toys</p> <p>Visit Discovery Museum</p> <p>To organise and sort artefacts - Venn diagram</p>	<ul style="list-style-type: none"> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li> <li>-Speak about what happened in the past mostly correctly.</li> <li>• Can sometimes ask relevant questions to build knowledge and understanding.</li> <li>• Articulate and justify answers by using 'because' to explain thinking.</li> </ul>	<p>Retrieval PPTs</p> <p>Termly assessments</p>
Geography	<p><b>Kapow - What is the weather like in the UK?</b></p> <p><b>Geographical changes</b></p> <ul style="list-style-type: none"> <li>-Identify the four seasons.</li> <li>-Describe some seasonal changes.</li> <li>-Identify the four compass directions.</li> </ul>	<p>Analyse and describe weather over time - pattern seeking</p> <p>Perform their own weather report</p>	<ul style="list-style-type: none"> <li>• Can sometimes ask relevant questions to build knowledge and understanding.</li> <li>• Articulate and justify answers by</li> </ul>	<p>Summative/ formative assessment</p> <p>Retrieval PPTs</p>

	<ul style="list-style-type: none"> <li>-Use the compass directions to describe the location of features.</li> <li>-Observe and describe daily weather patterns.</li> <li>-Explain what the weather is like during each season in the UK.</li> <li>-Suggest appropriate clothing and activities for each season.</li> </ul> <p><b>Continuation of Paddington Postcards:</b> Find on the map where he has visited- moving to a wider scale UK and beyond.</p>	Continue to use compass points in correlation with the map of the UK and world map.	<p>using 'because' to explain thinking.</p> <ul style="list-style-type: none"> <li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English:</li> <li>-Speak in full sentences most of the time.</li> </ul>	Termly assessments
Art	<p><b>Kapow:</b> <b>Sculpture and 3D-Paper play</b></p> <ul style="list-style-type: none"> <li>-Roll paper tubes and attach them to a base securely.</li> <li>-Make choices about their sculpture, e.g. how they arrange the tubes on the base.</li> <li>-Shape paper strips in a variety of ways to make 3D drawings.</li> <li>-Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest.</li> <li>-Create a tree of life sculpture that includes several different techniques for shaping paper.</li> <li>-Work successfully with others, sustaining effort over a time.</li> </ul>	<p>Tube towers- 3d shapes and introduction of nets</p> <p>Repeated patterns</p> <p>Types of lines</p> <p>Evaluate and assess their own and peers' designs</p>	<ul style="list-style-type: none"> <li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li> <li>• Can sometimes ask relevant questions to build knowledge and understanding.</li> <li>• Articulate and justify answers by using 'because' to explain thinking.</li> </ul>	<p>Self and peer assessments</p> <p>Books</p> <p>Discussion/sophistication of feedback on artist's work</p> <p>Termly assessments</p>

	-Paint with good technique, ensuring good coverage.			
Music	<p><b>Kapow- Dynamics:</b> Seaside</p> <p><b>Kapow- Sound patterns:</b> Fairytale</p>	<p>Setting description</p> <p>Perform a storm narrative sequence using background music and actions</p>	<ul style="list-style-type: none"> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates: <ul style="list-style-type: none"> <li>-Pretend to be someone else in a role play after someone explains a character to them.</li> <li>-Give reasons why something is good or bad with help.</li> <li>-Can speak in front of larger audiences.</li> </ul> </li> <li>• Select and use appropriate registers for effective communication: <ul style="list-style-type: none"> <li>-Begin to tell when to speak loudly or quietly most of the time.</li> </ul> </li> </ul>	<p>Self (via recording) and peer assessment (via performing)</p> <p>Termly assessments</p>
D/T	<p><b>Kapow:</b> <b>Textiles -Making puppet</b></p> <ul style="list-style-type: none"> <li>-To sew using a simple sewing technique.</li> <li>-Join fabrics together using pins, staples or glue.</li> <li>-Design a puppet and use a template.</li> </ul>	<p>Perform puppet shows- narrative</p> <p>Write and follow instructions to make puppets</p> <p>Evaluate and assess their own and peers' design</p> <p>Shapes</p>	<ul style="list-style-type: none"> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates: <ul style="list-style-type: none"> <li>-Pretend to be someone else in a</li> </ul> </li> </ul>	<p>Self and peer assessment of completed work</p> <p>Mini self-assessments throughout the design, planning</p>

	<p>-Join their two puppets' faces together as one.</p> <p>-Decorate a puppet to match their design.</p>		<p>role play after someone explains a character to them.</p> <p>-Give reasons why something is good or bad with help.</p> <p>-Can speak in front of larger audiences.</p>	<p>and creating process.</p> <p>Termly assessments</p>
PE	<b>REAL PE: DANCE</b>	<p>Following sequences</p> <p>Making shapes with their body</p>	<p>• Participate in discussions, presentations, performances, role play, improvisations and debates:</p> <p>-Pretend to be someone else in a role play after someone explains a character to them.</p> <p>-Give reasons why something is good or bad with help.</p> <p>-Can speak in front of larger audiences.</p>	<p>Weekly check-ins with coach to monitor progress</p> <p>Termly assessments</p>
RE	<p>Who made the world?</p> <p>What is the Easter story?</p>	<p>Recite the Easter story (basic sequencing of events)</p> <p>Design a creation wheel</p> <p>Participate in the Holy Trail</p>	<p>• Use relevant strategies to build vocabulary:</p> <p>-Draw pictures</p> <p>-Use words that reflect immediate surroundings and feelings.</p> <p>-Use alternative words for simple vocabulary choices.</p>	<p>Adaptations</p> <p>Retrieval PPTs</p> <p>Formative / summative assessment</p> <p>Photography choice</p>

				Termly assessments
PSHCE Me, You and the World	<p>Similarities and differences</p> <p>Consent</p> <p>Environmental debates/current affairs</p>	<p>Homework: interview family members to establish family tree</p> <p>Hold a debate linked to our Global/Eco links</p>	<ul style="list-style-type: none"> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. (Stay focussed for up to 5 minutes.)</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates: <ul style="list-style-type: none"> <li>-Pretend to be someone else in a role play after someone explains a character to them.</li> <li>-Give reasons why something is good or bad with help.</li> <li>-Can speak in front of larger audiences.</li> </ul> </li> <li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others.</li> <li>• Gain, maintain and monitor the</li> </ul>	<p>Floor books</p> <p>Termly assessments</p>

			interest of the listener(s).	
Computing	<p><b>Creating media:</b> Digital writing</p> <p><b>Data and information:</b> Grouping data</p>	<p>Collecting and analysing data</p> <p>Typing keyboard skills- consolidation of upper case</p> <p>Use of the shift key to add punctuation to a sentence.</p>	<ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers.</li> </ul>	Termly assessments
Global/Eco links	Should all toys be made from plastic?	<p>Hold a debate- conscious alley</p> <p>Research impact</p> <p>Write a shared letter/ record a persuasive video to a leading toy manufacturer about alternative materials being used.</p>	<ul style="list-style-type: none"> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. (Stay focussed for up to 5 minutes.)</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates: <ul style="list-style-type: none"> <li>-Pretend to be someone else in a role play after someone explains a character to them.</li> <li>-Give reasons why something is good or bad with help.</li> <li>-Can speak in front of larger audiences</li> </ul> </li> </ul>	Evidence can be found within our geography and science curriculum/books and discussions



			<ul style="list-style-type: none"> <li>• Gain, maintain and monitor the interest of the listener(s).</li> </ul>	
Career links	<p>Weather - meteorologist.</p> <p>Museum curator</p>	<p>Generate questions to interview</p> <p>Visit Discovery Museum</p> <p>Pose questions (S&amp;L)</p>	<ul style="list-style-type: none"> <li>• Can sometimes ask relevant questions to build knowledge and understanding.</li> <li>• Articulate and justify answers by using 'because' to explain thinking.</li> <li>• Use questions that require more than one-word answers.</li> </ul>	YM&TW/ PSHCE floor books