

	Key Learning	Activities Including Writing Opportunities and Numeracy-Application of skills	Speaking and listening	Assessment
English	<p>Genres covered: Non-chronological reports Acrostic poem Retell a story with an innovated ending Information/explanatory</p> <p>Key text/stories <i>Grandad's Secret Giant</i> <i>The Great Stink</i> <i>Lights on Cotton Rock</i> <i>If you were a carrot by Berlie Doherty</i></p> <p><i>Grandad's Secret Giant</i> - retell a story with an innovated ending</p> <p><i>The Great Stink</i> - Information /Explanatory</p> <p><i>Lights on Cotton Rock</i> non-chronological report</p> <p><i>If you were a carrot by Berlie Doherty</i> - Acrostic poem</p>	<p>Spag: Phonics: Revision of all phonics previously covered Read Write Inc Book 2 spellings - recap all spellings from book 1</p> <p>Punctuation: Capital letters and full stops Question marks Exclamation mark (expression) Commas for lists Apostrophes for contracted forms and the possessive (singular)</p> <p>Grammar: Expanded noun phrases - what is a noun, what is an adjective? Simple past tense Suffixes (-er, -est + recap on -ing and -ed) Synonyms Simple conjunctions - and, but, because Sentences with different forms: statement, question, exclamation, command Present and past tenses used correctly and consistently including the progressive form Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>Reading: Follow Oxford reading scheme for home reading. Read words containing common suffixes Fluency and expression Literal questioning Inference questioning Identification of Fiction and Non-Fiction (features) Characters and emotions Ability to discuss events- chronology and sequencing. Develop written responses to comprehension questions.</p>	<p>Organise thoughts to speak in full sentences 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. -Begin to describe feelings of character in role. Gain, maintain and monitor the interest of the listener(s). Consider and evaluate different viewpoints, attending to and building on the contributions of others: -Can remember some of the main points that others have said in a class discussion.</p>	<p>Use of assessment sheets in English books.</p> <p>Summative reading assessment.</p> <p>Continued use of formative assessment in lessons.</p>

Maths	<p>Money</p> <p>Multiplication & Division</p> <p>Shape</p>	<p>TT Rockstars</p> <p>Hit the Button</p> <p>IZAK 9</p>	<p>Listen and respond appropriately to adults and their peers.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. (Stay focussed for up to 5 - 7 minutes.)</p> <p>Can begin to ask relevant questions to build knowledge and understanding.</p> <p>Articulate and justify answers, arguments and opinions using the word 'because' to explain thinking.</p> <p>Sometimes gives more than one reason why something might be true.</p> <p>Can remember some of the main points that others have</p>	

			<p>said in a class discussion.</p> <p>Begin to tell when to speak loudly or quietly most of the time during group work.</p>	
Science	<p>Plants Find out and describe how plants need water, light and a suitable temperature to grow</p> <p>Electricity Identify common appliances that run on electricity</p> <p>Uses of everyday materials identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Working Scientifically: Observing over time: plant experiment. Pattern seeking: pattern of plant growth. Fair testing: Plant experiment. Gathering and recording data. Research: How plants grow? Identifying/classifying: Edible and none edible plants.</p>	<p>Examine bulbs and compare them to seeds.</p> <p>See STEM</p> <p>Writing up of experiments using subheadings to organise writing. Measuring.</p> <p>Observe and grow a seed growing in different environments and write a diary to record changes and differences</p>	<p>Listen and respond appropriately to adults and their peers. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. (Stay focussed for up to 5 - 7 minutes.) Articulate and justify answers, arguments and opinions using the word 'because' to explain thinking. Sometimes gives more than one reason why something might be true. Understand that people might have</p>	<p>Retrieval practice and ongoing work in books to reveal understanding and progress Use of assessment sheets in science books Use of assessment spreadsheet for year group</p>

			different opinions.	
STEM	<p>Make a plant pot to grow plant in to take home.</p> <p>Research appropriate materials to make a vessel suitable to grow a plant in. Design and construct the vessel. Make it fit for purpose (decor).</p>		Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	
History	<p>Continuity and change Enquiry into the lives of significant individuals. Research and compare the life of Queen Victoria and Elizabeth. Lives of significant individuals who have contributed to international achievements - The Victorians. Explore changes in Victorian childhood and compare it to our own.</p> <p>Chronology - sequence British Monarchs on a timeline. Use time period as a context to make comparisons of our local area and how it has changed.</p> <p>Compare a typical Victorian school day to our own. Contrast the rich and poor.</p>	<p>Explore the timeline of the Royal family from King Charles back to Queen Victoria. Make links with work from year 1</p> <p>Victorian workshop with 'That History Bloke' to explore life in the local area during Victorian times and explore the Great Fire of Gateshead.</p> <p>Visit Gateshead Quayside to look at what has changed/compare to old photos and maps</p> <p>Use photographs from their own life to create a personal timeline of their own life- link to homework for parental engagement from home.</p> <p>Explore some artefacts we would have found in a Victorian classroom.</p> <p>Compare Victorian games to games we play today.</p> <p>Explore Victorian features of a park- Marine Park, South Shields.</p> <p>Victorian Day - last day of term</p>	<p>Maintain attention and participate actively in collaborative conversations, staying on topic and responding to comments.</p> <p>Can begin to ask relevant questions to build knowledge and understanding. Articulate and justify answers, arguments and opinions using the word 'because' to explain thinking. Sometimes gives more than one reason why something might be true.</p>	<p>Double page spread</p> <p>Ongoing formative assessment throughout the unit by way of targeted questioning and discussions along with analysis of written work. Use of assessment spreadsheet for year group</p> <p>Retrieval practice</p>

	<p>Understand the impact of being poor in Victorian times by exploring the experiences of working and non-working children.</p> <p>Significant local people: Beatrix Potter - Research why she is significant and compare and contrast her childhood to the typical Victorian child as well as our own childhood.</p> <p>Explore the effect the Great Fire of Gateshead had on the working people of Gateshead and Newcastle.</p>		Organise thoughts to speak in full sentences	
Geography	<p>Kapow unit - why is our world wonderful?</p> <p>Identify and locate characteristics of the UK on a map.</p> <p>Identify human and physical features.</p> <p>Locate human and physical features on a world map.</p> <p>Explain the difference between oceans and seas.</p> <p>Name and locate the five oceans on a world map.</p> <p>Use an aerial photograph to draw a simple sketch map.</p>	<p>To investigate local habitats and record findings. - link to work in science from Autumn Term</p> <p>Carry out field work in Forest School</p> <p>Identify and locate characteristics of the UK on a map.</p> <p>Identify human and physical features.</p> <p>Locate human and physical features on a world map.</p> <p>Explain the difference between oceans and seas.</p> <p>Name and locate the five oceans on a world map.</p> <p>Use an aerial photograph to draw a simple sketch map.</p> <p>Collect data by sketching findings on a map and completing a tally chart.</p> <p>Present their findings in a bar chart</p>	<p>Listen and respond appropriately to adults and their peers.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and responding to comments. (Stay focussed for up to 5 - 7 minutes.)</p> <p>Can begin to ask relevant questions to build knowledge and understanding.</p>	<p>Ongoing formative assessment - use of progression of skills and knowledge</p> <p>Use of assessment spread sheet for year group.</p> <p>Retrieval practice</p>

			Articulate and justify answers, arguments and opinions using the word 'because' to explain thinking. Understand that people might have different opinions	
Art	<p>Kapow-Painting and mixed media: Life in colour. Develop a knowledge of colour mixing.</p> <p>Understand how texture can be created with paint. Use paint to explore texture and pattern.</p> <p>Compose a collage, choosing and arranging materials for effect.</p>	<p>Name the primary and secondary colours.</p> <p>Talk about the colour changes they notice and make predictions about what will happen when two colours mix.</p> <p>Describe the colours and textures they see.</p> <p>Try different tools to recreate a texture and decide which tool works best.</p> <p>Show they can identify different textures in a collaged artwork.</p> <p>Apply their knowledge of colour mixing to match colours effectively.</p> <p>Choose collage materials based on colour and texture.</p> <p>Talk about their ideas for an overall collage.</p> <p>Try different arrangements of materials, including overlapping shapes.</p> <p>Give likes and dislikes about their work and others'.</p> <p>Describe ideas for developing their collages.</p> <p>Choose materials and tools after trying them out.</p>	<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Can begin to ask relevant questions to build knowledge and understanding.</p> <p>Articulate and justify answers, arguments and opinions using the word 'because' to explain thinking.</p>	<p>Ongoing formative assessment - use of progression of skills and knowledge</p> <p>Use of assessment spreadsheet for year group.</p>
Music	<p>Kapow Unit - Musical Me - Pitch</p> <p>Clap the rhythm of their name.</p> <p>Sing the melody accurately while playing their instrument in time.</p> <p>Show a range of emotions using their voices.</p> <p>Describe the dynamics and timbre of their pieces.</p>	<p>Singing with Laura Parkin</p> <p>Move their eyes from left to right to read pitch patterns.</p> <p>Sing high and low notes including the notes in between.</p> <p>Play a pattern of high and low notes on a glockenspiel</p> <p>Read notation from left to right.</p> <p>Draw high and low sounds using dots at the top and bottom of a page, respectively.</p> <p>Recognise when notes stay the same.</p> <p>Recognise missing notes on a stave.</p>	<p>Start to use specific vocabulary for the topic.</p> <p>Talk about themselves and their feelings confidently and clearly</p>	<p>Peer assessment (reflect and improve performance)</p> <p>Use of assessment spreadsheet for year group</p>

	<p>Play a known melody from letter notation in the right order, if not with the right rhythms.</p> <p>Play a new melody from letter notation in the right order, if not in time.</p> <p>Invent a melody, write it down and play it back.</p> <p>Select instruments with different timbres.</p> <p>Compose and perform a piece using different dynamic levels.</p>		Organise thoughts to speak in full sentences	
D/T	<p>Kapow- Textiles: To create a pouch for a child to keep a coin inside.</p> <p>Use a running stitch to join fabric and decorate using fabric glue and stitching.</p>	<p>Sew a running stitch with regular-sized stitches and understand that both ends must be knotted.</p> <p>Prepare and cut fabric to make a pouch from a template.</p> <p>Use a running stitch to join the two pieces of fabric together.</p> <p>Decorate their pouch using the materials provided.</p>		
PE	Cricket- Durham Cricket club.			
RE	<p>What is the good news Jesus brings?</p> <p>Tell stories from the Bible and recognise a link between Gospel and good news.</p> <p>The Easter Story and how we celebrate Easter today.</p>	<p>Role play about tax collectors</p> <p>An Easter lunch box with chocolate eggs, pancakes and a hot cross bun - link food to the symbolism of Christianity.</p> <p>Create prayers</p> <p>Retell the Easter story</p>	<p>Organise thoughts to speak in full sentences</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>	

	Place the events of Easter on the Frieze.		Begin to speak confidently in a group of familiar peers to get-message across.	
PSHCE Me, You and the World	Kidsafe - Continue FP2 The environment, recycling and personal responsibility.	Trust; not having a trusted grown-up; being bullied online. Emotional impact of and harm resulting from exposure to violent films and games; defining peer pressure. Choices; what constitutes cyber bullying. Peer pressure, why it's hard to say no to friends. Anger, what it is and how to deal with it in a positive way. Recognising and controlling angry feelings, defining mental health and emotional wellbeing. Parents and carers arguing; how it makes children feel; children's evaluation of the programme. Recap; not keeping yukky secrets; full FP2 evaluation with children Explore the impact of litter on the environment, humans and animals.	Organise thoughts to speak in full sentences Gain, maintain and monitor the interest of the listener(s). Consider and evaluate different viewpoints, attending to and building on the contributions of others:	
Computing	Programming Programming A - Robot algorithms Have a clear understanding of sequences and algorithms. Convert simple algorithms. Predict what a simple programme will do. Spot and fix errors in their programmes. Use logical reasoning to make predictions. Test these predictions. Think critically about computer games and their use. Use technology safely Creating media - Making music	Give and follow clear instructions Create sequences and understand the importance of the order Make predictions and understand that they are reasoned decisions rather than guesses. Design, create and test a mat for a robot to follow Use a computer or iPad to make music Explore features of Chrome Music Lab Use a computer to create and refine musical patterns.	Can remember some of the main points that others have said in a class discussion. Begin to tell when to speak loudly or quietly most of the time. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. (Stay	

			focussed for up to 5 - 7 minutes.)	
Global Eco links	Community influence- Litter pick in local park with the Friends of Jarrow park. Classroom recycling Waste management linked to the sewers	Forest school Links with history	Can begin to ask relevant questions to build knowledge and understanding.	Responses and participation in class discussions and events.
Career Links	Discuss roles and jobs during educational visits and with visitors in class.	Interview local gardener. Interview historian 'That History Bloke'. Talk with Rev Lesley	Listen and respond appropriately to adults and their peers	Responses and participation in class discussions and events.