

	Key Learning	Activities Including Writing Opportunities and Numeracy- Application of skills	Speaking and listening	Assessment
English	<p><b>Genres covered:</b> Instructions Postcards Information text Character description</p> <p><b>Key texts/stories:</b> The Gruffalo Paddington Bear</p> <p><b>Poetry</b> -Join in with class rhymes and poems. -Identify and appreciate rhyme in poetry. -Join in with class rhymes and poems predicting words from the rhyming pattern. -Explore Shape Poems/Calligrams noting how the poem is presented in the shape of the object which it is describing and how the layout may either be with the words inside a shape or around the outline of the shape. -Collect class and individual favourite poems for class anthologies, participate in reading aloud.</p> <p><b>Reading</b> -Explore and understand the difference between fiction and non-fiction and the distinguishing features of each.</p>	<p><b>Writing opportunities:</b> <b>Character description of the Gruffalo:</b> •Spaces left between words •Use capital letters and full stops to demarcate sentences. •Join words using 'and' and 'then'. •Add detail to writing using simple descriptive language. •Take an interest in and explore new vocabulary.</p> <p><b>Instructions on how to make a marmalade/jam sandwich:</b> •Spaces left between words •Use capital letters and full stops to demarcate sentences. •Join words using 'and'.</p> <p><b>Postcards from Paddington to Aunt Lucy:</b> •Spaces left between words •Use capital letters and full stops to demarcate sentences. •Join words using 'and'. •Use capital letter for the personal pronoun 'I'. •Use/ experiment with sentences using exclamation marks.</p> <p><b>Information text on Landmarks in London:</b> •Spaces left between words •Use capital letters and full stops to demarcate sentences. •Join words using 'and'. •Use capital letters for names. •Some use of past and present tense.</p> <p><b>Numeracy Application:</b> -Measuring based on following instructions to make a marmalade sandwich. -Popularity or height of landmarks using cubes -Counting to 10 (how many purple prickles?)</p>	<p><b>Instructions:</b> •Listen to and follow a single more detailed instruction. •Plan and give clear single oral instructions. •Contribute to class composition if instructions with teacher scribing.</p> <p><b>Postcards:</b> •Describe incidents using sequencing words and phrases such as 'then' and 'after-that'.</p> <p><b>Information text:</b> •Find out about a subject by listening and following using sources such as text and video. •Contribute to a discussion on the subject as information is assembled.</p> <p><b>Character description:</b> •Compose sentences orally. •Use simple sentences to recount own experiences •Innovate on patterns from a familiar story using a series of sentences orally.</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>

	<p>-Accurately blend set 1, 2 and set 3 phonemes.</p> <p>-Answering questions and making inferences to texts that have been read independently.</p> <p>-Identify descriptive language e.g. adjectives.</p> <p>-Identify and discuss characters and how they are described</p> <p>Identify and discuss characters, e.g. appearance, behaviour, qualities; speculate about how they might behave.</p> <p>-Identify and record some key features of story language from a range of stories, and practise reading and using them.</p> <p>-Describe story settings and incidents and relate them to own experience and that of others.</p> <p>-Read and note basic features of simple instructional texts e.g. recipes.</p>			
<p>Maths</p>	<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</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:</li> <li>-Draw pictures</li> <li>-Use words that reflect immediate surroundings and feelings.</li> <li>-Use alternative words for simple vocabulary choices.</li> <li>• Articulate and justify answers by using 'because' to explain thinking.</li> </ul>	<p>Formative/ summative assessments</p> <p>Termly maths assessment: White Rose</p> <p>Termly assessments Mastering in Number - Rekenrek</p>

	<p>Weight and Volume</p> <p><b>Time (ongoing):</b> O' clock / half past.</p>		<ul style="list-style-type: none"> <li>• Use questions that require more than one-word answers.</li> </ul>	<p>Daily Maths meeting</p> <p>How many days daily task</p>
Science	<p><b>Seasonal Changes:</b> Identifying changes including the weather throughout a year, including day length variation.</p> <p>Focus: Winter/Spring</p> <p><b>Light:</b> Recognise light is needed to see things and dark is the absence of light.</p>	<p><b>Working scientifically and fair testing:</b> Absence of light investigation</p> <p><b>Outdoor learning:</b> Find signs of Winter and Spring Photography of their findings for our seasons working wall Collect signs of Autumn (conkers etc) to use as: loose parts, Create Winter and Spring scenes/crafts.</p> <p><b>Maths Application:</b> Measuring rainfall to the nearest cm (geography link) 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> <li>• Articulate and justify answers by using 'because' to explain thinking.</li> <li>• Use alternative words for simple vocabulary choices.</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 windmill</p> <p>Make a rain and wind gauge (geography link)</p>	<p><b>Maths Application:</b> Measure amount of rain in mm/cm</p> <p><b>Writing Opportunities:</b> Write up of scientific investigation and conclusions.</p>		
History	<p>British values.</p> <p>How was the Union Jack created?</p>	<p><b>Maths Application:</b> <b>Continuous Provision:</b> Creating Union Jack and Flags of the 4 countries in the UK using Peg boards</p>	<ul style="list-style-type: none"> <li>• Maintain attention and participate actively in collaborative conversations, staying on</li> </ul>	<p>Retrieval PPTs</p> <p>Termly assessments</p>

	<p>The Royal Family - three generations.</p>	<p>Vocabulary related to direction: horizontal, vertical and diagonal - when making Union Jack.  Rocket pictures that include counting backwards and a focus on number formation</p> <p><b><u>Writing Opportunities:</u></b>  The Royal Family tree</p>	<p>topic and initiating and responding to comments. (Stay focussed for up to 5 minutes.)</p> <ul style="list-style-type: none"> <li>• Use questions that require more than one-word answers.</li> <li>• Speak about what happened in the past mostly correctly.</li> </ul>	
<p>Geography</p>	<p><b>Knowledge of places and locations:</b>  -Name and locate the four countries on a map of the UK including capital cities.  -Identify the country they live in.  -Flag identification  -Name famous landmarks  -Name the continent they live in.  -Use an atlas to locate the UK on a world map.</p> <p><b>Geographical skills:</b>  -Use simple compass directions</p> <p><b>Kapow - What is the weather like in the UK?</b>  <b>Geographical changes</b>  -Identify the four seasons.  -Describe some seasonal changes.  -Identify the four compass directions.  -Use the compass directions to describe the location of features.  -Observe and describe daily weather patterns.  -Explain what the weather is like during each season in the UK.</p>	<p><b><u>Writing Opportunities:</u></b>  Recording weather over time  Perform their own weather report  Virtual London tour prior to writing information text</p> <p>Use of postcards and photographs from Paddington that have been collected from local branching out to national locations that will be used to help locate areas on different maps including Google Maps.</p> <p><b><u>Maths Application:</u></b>  Measuring weather over time  Analyse and describe weather over time - pattern seeking</p> <p><b>Continuous Provision:</b>  Make 3D models of London landmarks  Union Jack and flags of the 4 countries in the UK using peg boards</p> <p>Use 4 compass points to locate London landmarks.</p> <p><b>Continuous Provision:</b>  4 Flags using tissue paper</p> <p><b>Hook into learning about the UK:</b>  Explore 4 countries that make the United Kingdom where clues will be provided for the children to work out which</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>• 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>	<p>Summative/  formative  assessment</p> <p>Retrieval PPTs</p> <p>Termly  assessments</p>

	-Suggest appropriate clothing and activities for each season.	country each table represents- use of all senses. Children are required to vote on a physical bar chart using cubes to predict which country each table represents.  <b>Computing link:</b> iPad use for Digimaps and Google Maps to locate local and national areas including landmarks.		
Art	<b>Kapow:</b> <b>Sculpture and 3D-Paper play</b> -Roll paper tubes and attach them to a base securely. -Make choices about their sculpture, e.g. how they arrange the tubes on the base. -Shape paper strips in a variety of ways to make 3D drawings. -Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest. -Create a tree of life sculpture that includes several different techniques for shaping paper. -Work successfully with others, sustaining effort over a time. -Paint with good technique, ensuring good coverage.	<b>Maths Application:</b> Tube towers- 3d shapes and introduction of nets Repeated patterns  <b>Writing Opportunities:</b> Poster of types of lines Evaluate and assess their own and peers' designs	<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>	Self and peer assessments  Books  Discussion/sophistication of feedback on artist's work  Termly assessments
Music	<b>Kapow- Dynamics:</b> Seaside  <b>Kapow- Sound patterns:</b> Fairytale	Verbal setting description  Perform a storm narrative sequence using background music and actions	<ul style="list-style-type: none"> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates:</li> <li>-Pretend to be someone else in a role play after</li> </ul>	Self (via recording) and peer assessment (via performing)  Termly assessments

			<p>someone explains a character to them.</p> <ul style="list-style-type: none"> <li>-Give reasons why something is good or bad with help.</li> <li>-Can speak in front of larger audiences.</li> <li>• Select and use appropriate registers for effective communication:</li> <li>-Begin to tell when to speak loudly or quietly most of the time.</li> </ul>	
D/T	<p><b>Kapow:</b>  <b>Structures- Constructing a windmill</b>          -Follow design criteria to meet the needs of a user.          -Make a stable structure.          -Make functioning sails/blades that attach to the supporting structure.          -Improve their windmill.</p> <p><b>To use a slider mechanism- Christmas cards</b></p>	<p><b><u>Writing Opportunities:</u></b>          Write shared instructions to be displayed on our D&amp;T display</p> <p><b><u>Maths Application:</u></b>          Position and direction          Measuring materials</p>	<ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers.</li> <li>• Articulate and justify answers by using 'because' to explain thinking.</li> <li>• Use relevant strategies to build vocabulary:            -Draw pictures            -Use words that reflect immediate surroundings and feelings.</li> </ul>	<p>Self and peer assessment of completed work</p> <p>Mini self-assessments throughout the design, planning and creating process.</p> <p>Termly assessments</p>
PE	<p><b>Get Set PE:</b>          Sending and receiving</p> <p><b>Get Set PE:</b>          Dance</p>	<p>Develop underarm throwing and catching          Develop overarm throwing          Hitting a ball          Catching a ball          How to get a batter out          Understand how to score points in games</p> <p>Counts of 8          Explore pathways in dance.          Dance using, actions, pathways and counts</p>	<ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers.</li> <li>• Maintain attention and participate actively in collaborative conversations</li> <li>-Give reasons why something is good or bad with help.</li> </ul>	<p>Weekly check-ins with coach to monitor progress</p> <p>Termly assessments</p>

		<p>Explore speeds and actions  Copy, remember and repeat actions  Use expression and create actions  Use a pathway when travelling  Travelling actions and use counts of 8 to move in time with the music</p>	<ul style="list-style-type: none"> <li>• Speak about what happened mostly correctly.</li> </ul>	
RE	Who is Jewish and how do they live? (D)	<p><b>Hook/Case Study:</b> Gal Gadot</p> <p><b>Educational Visits:</b> Virtual synagogue (within school)</p> <p><b>Interview:</b> Interview a member of the Jewish community</p> <p><b><u>Writing Opportunities:</u></b></p> <p><b><u>Maths Application:</u></b></p>	<ul style="list-style-type: none"> <li>• Use relevant strategies to build vocabulary: Draw pictures</li> <li>• Use words that reflect immediate surroundings and feelings.</li> <li>• Can speak in front of larger audiences, e.g, show and tell or assemblies</li> <li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others.</li> </ul>	<p>Adaptations</p> <p>Retrieval PPTs</p> <p>Formative / summative assessment</p> <p>Photography choice</p> <p>Termly assessments</p>
PSHCE Me, You and the World	<p>Similarities and differences</p> <p>Consent</p> <p>Environmental debates/current affairs</p>	<p><b><u>Writing Opportunities:</u></b> Hold a debate linked to our Global/Eco links Homework: interview family members to establish family tree</p> <p><b><u>Maths Application:</u></b> Chronologic order- timeline of family tree</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:</li> </ul>	<p>Floor books</p> <p>Termly assessments</p>

			<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> <li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others.</li> <li>• Gain, maintain and monitor the interest of the listener(s).</li> </ul>	
Computing	<p><b>Creating media:</b> Digital writing</p> <p><b>Data and information:</b> Grouping data</p>	<p><b><u>Writing Opportunities:</u></b> Typing keyboard skills- consolidation of upper case Use of the shift key to add punctuation to a sentence.</p> <p><b><u>Maths Application:</u></b> Collecting and analysing data</p>	<ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers.</li> </ul>	Termly assessments
Global/Eco links	<p>Should public transport be free? Should health care be free (dentist, prescriptions etc)?</p>	<p><b><u>Writing Opportunities:</u></b> Generate questions to ask a bus/train driver and nurse</p> <p><b><u>Maths Application:</u></b> Cost of a single prescription and compare to children being free</p>	<ul style="list-style-type: none"> <li>• Use questions that require more than one-word answers.</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• Consider and evaluate different viewpoints,</li> </ul>	Evidence can be found within our geography and science curriculum/books and discussions

			attending to and building on the contributions of others.	
Career links	<b>Weather - meteorologist (Geography).</b> <b>Construction worker (D&amp;T)</b> Teacher Nurse	<b>Writing opportunities:</b> Create and complete interview questionnaires Prepare and perform a weather report  <b>Interview:</b> A construction worker (D&T) A nurse about health care (global links)  <b>Visitors/educational visit:</b> Construction site	• Use questions that require more than one-word answers.	YM&TW/ PSHCE floor books