



Literacy

Reading (Whole Class reader and 1:1):

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known

Genres:

Stories

Focus text: Megs Car/ Megs car at Sea

Journey 1:

Genre: Retelling a Story

Purpose: Retell a story to our friends.

Audience: Children in Year One.

SPaG

Suffixes added to verbs where no change is needed in the root word [help, helping, helped, helper]

Capital letters for names

Immerse

Retelling the story verbally.

Acting out the story.

Analysis

To identify and order the different parts of the story.
Analyse the features of the story (story mountain).

Skills

To write in full sentences using capital letters and full stops.
To add the suffix –ed to a verb where the root doesn't change.

Write

To retell the story of we're going on a bear hunt.

Review/ Edit

Partner work- checking and improving

Focus Text: We're Going on a Bear Hunt (alternatives)

Journey 2:

Genre: Stories (Retell with different transport)

Audience: A FS2 child.

Purpose: To write our own version of Bear Hunt

Immerse

To explore alternative bear hunt stories.
To go on a transport hunt.

Analysis

To identify and order the different parts of the story.
Highlight story features.

Skill

To write in full sentences using capital letters and full stops.
To add the suffix –ing to a verb where the root doesn't change.

Plan

To plan our story with new transport.

Write

To write our alternative transport story.

Review/ Edit

Exploring steps to check our own work

Class editing for improvement

Focus Text: Meg's Car

Journey 3:

Genre: Stories (Retell with a new resolution)

Audience: Children who go to the school library.

Purpose: To write our own version of Meg's car with a new resolution.

Immerse

To explore the story through role play.

To explore spells and potions for Meg's car.

Analysis

To identify and order the different parts of the story.

Explore the story mountain.

Skill

To write in full sentences using capital letters and full stops.

Plan

To plan our Meg's car story.

Write

To write our own Meg's car story with a new resolution.

Review/ Edit

	<p>Exploring steps to check our own work Class editing for improvement</p> <p><u>Writing Non-Negotiables:</u></p> <ul style="list-style-type: none">• Children will hold their pencil correctly in their most dominant hand.• Sit at the tables ready to write, demonstrating positive posture.• Form most letters correctly, starting and finishing in the correct place.• Use known phonics sounds in their writing and use phonics strategy's to help them write words.

Maths	<p><u>Addition and subtraction within 20</u></p> <ul style="list-style-type: none">• Illustrate, explain and link addition and subtraction with equations• Apply 'Make Ten' strategy • Use language to quantify and compare difference <p><u>Fractions</u></p> <ul style="list-style-type: none">• Identify $\frac{1}{2}$ and $\frac{1}{4}$ of a shape or object• Find $\frac{1}{2}$ and $\frac{1}{4}$ of a quantity <p><u>Measures: Length and Mass</u></p> <ul style="list-style-type: none">• Compare and measure lengths and mass using cm and kg• Doubling and halving
-------	---

<p>Science</p>	<p><u>Amazing Animals (spring 1 cont.)</u></p> <ul style="list-style-type: none"> • identify and name a variety of common animals. • identify and name carnivores, herbivores and omnivores • describe and compare the structure of a variety of animals. • identify, name, draw and label the basic parts of the human body and say which part is associated with each sense. <p><u>Pupils will acquire the following scientific knowledge throughout this unit of work:</u></p> <ul style="list-style-type: none"> • recognise and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals • recognise and name a variety of common animals that are carnivores, herbivores, and omnivores • know similarities and differences across a variety of common animals (fish, amphibians, reptiles, birds, and mammals, including pets) • recognise and name the basic parts of the human body and say which part of the body is associated with each sense
<p>History</p>	<p><u>Travel and Transport (Spring 1 cont.)</u></p> <ul style="list-style-type: none"> • How people used to travel in the past • How to compare and contrast old modes of transportation with how we travel today • An understanding of how technology has changed transport, focusing on different modes of transportation in land, sea and air • Significant events and people, such as the Wright brothers and the first space flight in 1961 • How transport might change and what it could look like in the future

Geography	History is the focus next half term.
Art	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> • 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 or the colours they place next to each other. • 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.
Design Technology	Art is the focus next half term.
Computing	<p><u>iProgramme (unit 1)</u></p> <p>Pupils will know and understand...</p> <ul style="list-style-type: none"> • To understand that programs execute by following precise and unambiguous instructions • To use logical reasoning to predict the behaviour of simple programs • To create and debug simple programs

	<ul style="list-style-type: none">• To use technology purposefully to create, organise, store, manipulate and retrieve digital content. <p>Pupils will learn:</p> <ul style="list-style-type: none">• To understand that algorithms are implemented as programs on a range of digital devices.• To give instructions to a programmable toy.• To plan a simple algorithm to that controls a toy.• To program a virtual object to move to on-screen objects.• To record a sequence of instructions in a common forma
PE	<p>Striking and Fielding</p> <ul style="list-style-type: none">• I know how to catch a ball and beanbag.• I know how to roll a ball. I know which part of my hand to strike a ball with.• I know how to track a ball coming towards me. I know the rules of the game.• I know how to be a sportsman.• I know how to be successful.

RE

Branch Four: Desert to Garden

Hear: By the end of this unit of study, pupils will know:

- Jesus enters Jerusalem (Lk 19:28-38)
- Jesus teaches in the temple (Lk 19:47-48)
- The widow's mite (Lk 21:1-6)
- The last supper (Lk 22:7-23)
- The Crucifixion and death of Jesus (Lk 23:33-46)
- The angel's message (Lk 24:1-8)

For Lent:

- Jesus is tempted in the desert for 40 days (Lk 4:1-13)

Believe: By the end of this unit of study pupils will know that the Church teaches:

- That Lent is a special time for praying, fasting, and helping others as Jesus taught us to do.
- Jesus died and rose again.

Celebrate: By the end of this unit of study pupils will know

- Some simple words, actions, and symbols from the Ash Wednesday liturgy and the Palm Sunday liturgy.
- Lent is when Christians prepare for Easter by thinking about how they could be closer to God
- by praying, giving up things that are not needed (fasting), and giving to those in need.
- Experience music or art that reflects how Christian communities in another part of the world celebrate Lent and the last week of Jesus' life

Live: By the end of this unit of study, pupils will know:

- Fasting in Lent is a way of giving things up to help others and for Catholics, CAFOD Family Fast Day is a way of responding to this call.
- Fasting, praying, and giving to others are ways of following Jesus' example.

Understand

Discern

Respond

<p>Music</p>	<p><u>Pitch: Superheroes</u></p> <ul style="list-style-type: none"> • Identify high and low notes. • Perform high and low notes. • Create and perform a two-note and three-note pattern. • Identify and perform changes in tempo. • Contribute musical ideas and cooperate within a group. • Prepare and perform a musical piece. • Demonstrate a musical understanding of tempo and pitch. • Participate in discussions about pitch and tempo. • Offer feedback to groups on their performance. • Follow instructions during a performance.
<p>RSE</p>	<p>Module 2- Unit 1: Religious Understanding God loves you</p> <p>Module 2- Unit 2: Personal Relationships Special People Treat others well ...and Say Sorry</p>
<p>Immersive Events/Visits/Vistors etc</p>	<p>Library visit Trip to transport museum School nurse visit Mass</p>



1

-