



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:

Narrative: The Lighthouse Keeper's Lunch: Story retell

Retell with new resolution Retell with new setting (picnic)

Journey 1:

Genre: Narrative

Purpose: To retell a story for other children to read.

Audience: KS1 children

SPaG

Capital letters for names Regular plural noun suffixes -s and -es [dog/dogs, wish/wishes] Suffixes added to verbs where no change is needed in the root word [help, helping, helped, helper]

Immerse

Retelling the story through drama (creating lighthouse picnic rope outside).

Analysis

To identify the features of a narrative.

Skills

To identify and use –ed suffix words.

To identify and use –s and –es and plural words.

To identify and use adjectives.

Plan

To plan our five part story.

Write

To write a retell of lighthouse keeper's lunch,

Review/ Edit

Partner work- checking and improving

Focus Text: Lighthouse keeper's lunch

Journey 2:

Genre: Narrative

Audience: KS1 children

Purpose: To write a story for other children to read.

Immerse

Explore changes to story with choices made by the character.

Analysis

To explore different resolutions to a story.

Skill

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

To identify and write words with suffix where the root word doesn't change.

Plan

To plan our retell with different resolution.

Write

To write the Lighthouse keeper's lunch with new resolution .

Review/ Edit

Exploring steps to check our own work

Class editing for improvement

Focus Text: The Lighthouse keeper's lunch/ The lighthouse keeper's tea.

Journey 3:

Genre: Narrative

Audience: KS1 children

Purpose: To write a retell with a different setting (picnic)

Immerse

To explore senses at a picnic setting.

Analysis

To analyse the features of a story mountain.

Skill

To use the capital letter 'I' for personal pronouns.

To use 's' and 'es' to make plural.

To use exclamation marks in our sentences.

Plan

To plan a story with different setting.

Write

To write a story with a new setting.

Review/ Edit

Exploring steps to check our own work

Class editing for improvement

	<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>Unit 14: Money</p> <ul style="list-style-type: none">• To identify the physical properties of coins• To recognise the value of different coins• To recognise the value of different coins• To identify the value of different coins and notes• To compare different amounts of money.• To use addition and subtraction in the context of money• To exchange money for items• To find the total cost of two items• To calculate change <p>Unit 15: Multiplication and Division</p> <ul style="list-style-type: none">• To describe arrays.• To create rectangular arrays.• To identify whether groups of objects are equal or unequal.• To share a total equally between a given number of groups.• To divide into equal groups and find the number of groups.
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- To solve multiplication problems.
- To connect doubling and halving.
- To find double and half of an amount of money.
- To develop understanding of halves and quarters.
- To find one quarter of a quantity. Unit 16: Capacity and Volume
- To directly compare the capacities of two containers.
- To indirectly compare capacities by measuring in non-standard units.
- To compare different volumes.
- To apply understanding of halves and quarters to capacity.
- To introduce a litre as a standard unit of measure.
- To explore difference by comparing measures of length and volume.
- To apply understanding of measurement in a real-life context

Science

Plants Pupils will know and understand...

- To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- To identify and describe the basic structure of a variety of common flowering plants, including trees.
- To know what a plant is and the basic parts of a plant.
- To recognise and name common garden plants.
- To recognise and name common wild plants.
- To recognise and name different types of trees.
- To know why plants are important.

Pupils will learn...

- To know what a plant is.
- To identify the main parts of a plant.
- To know the common garden plants.
- To know the common wild plants.
- To name and identify the main parts of a tree.
- To explain why plants are important

Pupils will acquire the following scientific knowledge throughout this unit of work:










Asking simple questions and recognising that they can be answered in different ways.

Observing closely, using simple equipment. Observing closely, using simple tests.

	<p>Gathering and recording data to help in answering questions. Identifying and classifying. Using their observations and ideas to suggest answers to questions.</p>
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History	Geography is the focus next half term.
Geography	<p>Beside the Sea Pupils will know and understand...</p> <ul style="list-style-type: none"> • The seaside is a place by the sea where people like to go for their holidays. • There are popular seaside resorts across the United Kingdom. • Seaside resorts are located along the coast. • Physical features are natural. • Physical features found at the seaside include beaches, cliffs, sand dunes, rockpools, and bays. • Human features are made by humans. • Human features found at the seaside include piers, harbours, promenades, lighthouses, fairgrounds, amusements, and caravan sites. • Water activities at the seaside include swimming, paddling, boat rides, jet skis, surfing, and fishing. • Land activities at the seaside include building sandcastles, exploring rockpools, sunbathing, going to fairgrounds, and ball games. • Popular seaside foods include ice cream and fish and chips. • We can use a map to plan a route by following directions. • We can use a compass to work out which direction we need to go. • Although visiting the seaside is a fun day out, it can also be dangerous. • To stay safe at the seaside, you have to follow the safety rules. <p>Pupils will learn...</p>

	<ul style="list-style-type: none"> • To know what the seaside is and where it is. • To understand what physical features are found at the seaside. • To understand what human features are found at the seaside. • To understand what people do at the seaside. • To plan a trip to the seaside. • To know how we can stay safe at the seaside.
Art	
Design Technology	Design and Technology is the focus next half term.
Computing	<p>iData Pupils will know and understand...</p> <ul style="list-style-type: none"> • To begin to understand data representation. • To use technology purposefully to create, organise, store, manipulate and retrieve digital content. Pupils will learn: <ul style="list-style-type: none"> • To understand why pictograms are useful • To collect and organise information to solve a problem • To create a graph using digital tools • To create a pictogram using collected data • To sort information and present data using a graph
PE	<p>Athletics</p> <ul style="list-style-type: none"> • Pupils will know and understand... <ul style="list-style-type: none"> • Running at varying speeds, agility, balance, jumping, hopping and leaping in combination and for distance, throwing for distance. Pupils will learn... <ul style="list-style-type: none"> • how to move at different speeds over varying distances. • how to develop balance. • how to develop changing direction quickly. • how to hop, jump and leap for distance.

	<ul style="list-style-type: none"> • how to throw for distance. • how to throw for accuracy. 						
RE	<table border="1"> <tr> <td data-bbox="528 331 589 619">Understand</td> <td data-bbox="589 331 1368 619">  <p>By the end of this unit of study, pupils will be able to:</p> <p>Know that Christian means follower of Jesus Christ.</p> <ul style="list-style-type: none"> • Recognise that Catholics are a part of a global Christian family, and all Christians are sisters and brothers. • Recognise simple connections between Jesus' life and message and how Christians live today. (RVE) • Recognise that the cross is a symbol of Christianity, and the sign of the cross is a prayer expressing Christian belief. • Correctly use religious words and phrases to recognise features of Jewish religious life and practice (e.g., including specific vocabulary about the Jewish belief in one God and the special clothes some Jewish people wear each day). (RVE) </td> </tr> <tr> <td data-bbox="528 619 589 847">Discern</td> <td data-bbox="589 619 1368 847">  <p>By the end of this unit of study, pupils will be able to:</p> <ul style="list-style-type: none"> • Listening to the stories and experiences of Christians from their local parish and asking them questions. (RVE) • Talking about their personal response to and artistic expression of Christian belief in a different Christian community (e.g., Missa Luba; Pentecostal Gospel music tradition; Contemporary Christian Praise and Worship music; Welsh choirs, Jesus Mafa paintings). • Asking questions about the stories and experiences of Jewish people. (RVE) </td> </tr> <tr> <td data-bbox="528 847 589 1091">Respond</td> <td data-bbox="589 847 1368 1091">  <p>By the end of this unit of study, pupils will be invited to:</p> <ul style="list-style-type: none"> • Considering how Christians in their local parish community could work together to help people. (RVE) </td> </tr> </table>	Understand	 <p>By the end of this unit of study, pupils will be able to:</p> <p>Know that Christian means follower of Jesus Christ.</p> <ul style="list-style-type: none"> • Recognise that Catholics are a part of a global Christian family, and all Christians are sisters and brothers. • Recognise simple connections between Jesus' life and message and how Christians live today. (RVE) • Recognise that the cross is a symbol of Christianity, and the sign of the cross is a prayer expressing Christian belief. • Correctly use religious words and phrases to recognise features of Jewish religious life and practice (e.g., including specific vocabulary about the Jewish belief in one God and the special clothes some Jewish people wear each day). (RVE) 	Discern	 <p>By the end of this unit of study, pupils will be able to:</p> <ul style="list-style-type: none"> • Listening to the stories and experiences of Christians from their local parish and asking them questions. (RVE) • Talking about their personal response to and artistic expression of Christian belief in a different Christian community (e.g., Missa Luba; Pentecostal Gospel music tradition; Contemporary Christian Praise and Worship music; Welsh choirs, Jesus Mafa paintings). • Asking questions about the stories and experiences of Jewish people. (RVE) 	Respond	 <p>By the end of this unit of study, pupils will be invited to:</p> <ul style="list-style-type: none"> • Considering how Christians in their local parish community could work together to help people. (RVE)
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Music	<p>Pitch and Tempo Pupils will know and understand...</p> <ul style="list-style-type: none"> • To understand that tempo can be used to represent mood or help tell a story. • To understand that 'tuned' instruments play more than one pitch of notes. • To know that following a leader when we perform helps everyone play together accurately. <p>Pupils will learn...</p> <ul style="list-style-type: none"> • To understand the concept of pitch.
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	<ul style="list-style-type: none"> • To create a pattern using two pitches. • To understand the concept of tempo. • To create a superhero theme tune. • To perform confidently as part of a group
RSE	<p>Created to Live in Community</p> <p>Unit 1: Religious Understanding Children will discuss:</p> <ul style="list-style-type: none"> • The story of The Good Samaritan and will be introduced to the concept of the Trinity. They will think about what the Trinity means for them. <p>Session 1: Three in One Pupils will know and understand:</p> <ul style="list-style-type: none"> • God is love: Father, Son and Holy Spirit • Being made in His image means being called to be loved and to love others <p>Session 2: Who is My Neighbour?</p> <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • To know what a community is, and that God calls us to live in community with one another • A scripture illustrating the importance of living in community as a consequence of this • Jesus' teaching on neighbours <p>Unit 2: Living in the Wider World Children will discuss:</p> <ul style="list-style-type: none"> • The different local and global communities that they are part of, and what rights and responsibilities come with belonging to these communities. <p>Session 1: The Communities We Live In Pupils will know and understand:</p> <ul style="list-style-type: none"> • That they belong to various communities such as home, school, parish, the wider local community, nation and global community • That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc. • That we have a duty of care for others and for the world we live in (charity work, recycling etc.) • About what harms and what improves the world in which we live.
Immersive Events/Visits/Visitors etc	<p>Seaside trip</p> <p>Sports day</p> <p>Mass</p>