

	Week 1 (5/9)	Week 2 (12/9)	Week 3 (19/9)	Week 4 (26/9)	Week 5 (3/10) CELEBRATION	Week 6 (10/10)	Week 7 (17/10)
ENG	<p><i>I can write in sentences using basic punctuation. I use time words to say what happens next. I can tell the beginning of a story introducing the characters and the setting. I can put a story into a sequence.</i></p> <p>Hansel & Gretel (Usborne)</p> <p>Explore the sequence of events and draw this as a story map. Say what you think might happen next.</p> <p>(Sequencing, discussion, characterisations)</p>	<p><i>I begin to check my work to see if the capitals are in the correct places. I start to find the right places for all full stops. I can also use exclamation marks to show the exciting parts in my writing. Sometimes I use a question mark.</i></p> <p>Use excerpts from the text to add full stops and punctuation. Rearrange sentences to change a statement into a question.</p> <p>(Development of expression for letter writing)</p>	<p><i>I can correctly write all capital letters and I know which capital corresponds to which lower case letter. I can pause when I see a comma in a list of words.</i></p> <p>Shared write: model storyboarding. Independent: chn create storyboard versions of own stories using outcomes of group discussion. Shared write: increase use of time connectives.</p> <p>Identification of characters Create bank of story characters etc for use.</p>	<p><i>I can ask a question and add a question mark at the end. I read questions with the correct expression. I can think about the character as I ask questions and I use this to help me describe the character.</i></p> <p>Describing a character from the story, explore role reversal. Finding evidence about characters from descriptions.</p> <p>Class discussion Interviews Hotseating Comparison chart</p>	<p><i>I can explore a range of vocabulary and find the meanings of these. I attempt to use these new words in my writing, using a range of punctuation correctly, including commas in a list.</i></p> <p>Using nonsense poems, colloquialism (exerpts from Hobbit, pirate language) chn create vocabulary to write nonsense poetry.</p> <p>(Cont. to next week if needed)</p>	<p><i>I can find where a poet has used descriptive, alliterative words to create a mood or effect. I can use a rhyming word as I write sentences.</i></p> <p>Reading the Tell me, Tell Me poem by Charles Causley, add another verse to the poem, following work on alliteration and description.</p> <p>Find 6 poems (different structures):</p> <p>Exploration of poems – structure, vocabulary, rhyming (differently patterned poems)</p> <p>Adding movement/music?? Model/invent actions for performance, chn to show class their ideas.</p> <p>What is effect of poem on listener?</p> <p>Harvest poem?</p>	<p><i>I can identify patterns in poems and demonstrate how it can be continued. I can focus on interesting and inventive language.</i></p> <p>Cont. from last week, how can patterns be continued in poems?</p> <p>Development of vocabulary – can use some nonsense words from previous sessions – performance linked to work, class evaluation and discussion.</p>

RDG	<p><i>Guided and private reading: read most words quickly and accurately when frequently encountered; reading books aloud to increase fluency and confidence, improving phonic knowledge, sounding out unfamiliar words accurately and automatically.</i> Topic – birds (investigation will include books and internet research)</p> <p><i>Developing pleasure in reading”- discussion and reading of different genres (fairy tales – literacy unit, fiction, non-fiction). Making predictions and discussing opinions of books.</i></p>			<p><i>Guided / private reading – continuation of fluency, vocabulary and confidence development.</i></p>	<p><i>Developing a motivation to read, vocabulary and understanding through different genres and styles of literature. Literacy unit – poetry (discussing different styles of the same genre).</i></p> <p><i>Clarifying meanings and use of words in different ways; applying phonic knowledge to decode words until embedded and blending graphemes learnt so far to read words of two or more syllables.</i></p>		
SP	N/A for first week	<p>Ay sounds Rain, pain, away, day, made, make, delay, eight, weight</p>	<p>Ee sounds Sea, week, weak, bead, meat, chief, bee, read, seat, seed, receive, key, donkey</p>	<p>Igh sounds Cry, night, time, polite, shine, nice, slide, try, pie, nine, delightful</p>	<p>Oa sounds Toe, alone, grow, soap, slow, home, low, show, phone, though, window, dolphin,</p>	<p>Oo/ue sounds New, knew, blew, blue, tune, cube, huge, Grew, through, using, usual</p>	<p>Revise all the long vowel sounds from this term.</p>
BW	<p>Narrative A first person recount of the start of Hansel & Gretel. Describe the events at the start of the story, use time words to sequence what happened.</p>	<p>Letter A letter to parents from the gingerbread house/enchanted forest. Describe the setting. Focus on punctuation!!!</p>	<p>Instructions How build a bird feeder or bird house. Discuss materials; instructions in correct sequence.</p>	<p>Information Text Cross curricular: geography. Information about what to take on holiday to a destination visited by chn.</p>	<p>Review Write a review of an element of class project – could be music, fashion, toys etc.</p>	<p>Diary Entry Write a diary entry based on one of the characters in a poem used in exploration during lesson.</p>	TBC

<p>NUM</p>	<p><i>I can demonstrate my skills in a variety of activities. I can speak about and write number sentences. I can correctly identify and order numbers up to 50. I can use place value and number facts to solve problems.</i></p> <p>Intro and assessment – using maths mats, diennes game (roll dice, exchange diennes for 10 bars, first to 50 wins), snakes and ladders (addition and subtraction) and partner work.</p> <p>Begin to explore repeated addition (counting in 2, 5, 10 and beginning with 3)</p>	<p><i>I begin to count in 3s and I consolidate counting in steps of 2, 5 and 10, relating this to repeated addition and times tables. I group objects to count them. I can use place value and number facts to solve problems.</i></p> <p>Count in 2, 5, and 10 on 100 squares. Ordering 2 digit numbers</p> <p>Understand the word multiple, show these on 100 square. Why?</p> <p>Multiples of 10, ordering multiples of 10.</p> <p>Recall odd & even.</p>	<p>Statistics</p> <p>Interpret and construct a range of pictograms, tally charts, block diagrams and tables. Ask and answer questions that involve sorting by categories and counting the totals.</p> <p><i>I can use vocabulary such as common, popular, most, least to describe what I have found. I can ask and answer questions and solve a problem by counting and sorting objects in different categories and by comparing sets of results.</i></p> <p>Discuss investigation – class decision. Collect results (each child has own clipboard and needs 24 results) – how to use table to show results. Compare your results to another person. Make statements about what you have found. Develop the way you present your results, using the squares in your maths book to order your work. Make representations of what you have found.</p> <p>Demonstrate how to display this information in a bar chart and a line graph.</p>	<p><i>Use mathematical vocabulary to describe position, direction and movement. Give compass directions and use words including left, right, ahead, sideways etc. I can create a map using straight lines and rotations and use clockwise and anticlockwise to describe movement and direction.</i></p> <p>Use a grid to make Enchanted Forest maps with keys and symbols, link to geography, use these maps to explore position and movement.</p> <p><i>I can identify and describe 2D shapes and find their lines of symmetry. I can use my knowledge to solve a task.</i></p> <p>Construct 2D castle pictures based on grids and explore the lines of symmetry.</p>	<p>Fractions</p> <p><i>Recognise, name and write $1/3$, $1/4$, $2/4$, $3/4$, of a shape or set of objects.</i></p> <p>Link to DT, prepare a healthy snack by cutting bread wraps into fractions and sharing out topping ingredients into equal groups.</p>
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BM		Multiples Step 1,2,3 Count in steps of 2, 5, 10	Multiples Step 1,2,3 Count in steps of 3 as well as 2, 5, 10	Counting On Steps 1-5 Count on and back 1, 2, 3, 4 or 5	Counting On Steps 1-5 Count on and back 1, 2, 3, 4 or 5	Partitioning Step 1, 2 Partition 2d and 3d numbers	Partitioning Step 1, 2 Partition 2d and 3d numbers
C							
L		Steps 1, 2 and 6 Revise the doubles for 1d number	Step 5 4+3 5+3 X10	Step 7 6+3 7+3 X10	Step 7 8+3 9+3 X10	Step 7 5+4 6+4 X10	Step 7 7+4 8+4 9+4 X10
I		Pim Step 1 and 2 Swap amounts and objects	Pim Step 1 and 2 Swap amounts and objects	Adding with Pim Step 1, adding in 10s.	Jigsaw Numbers Step 1, finding the missing part to 10.	Doubling with Pim Step 1, double and half a 1d number.	Doubling with Pim Step 1, double and half a 1d number.
C		Multiplying Steps 3, 4, 5 Make groups of blocks and find totals of groups of blocks and objects	Adding Steps 5/10 Add numbers of objects	Adding Step 12, Add a 1d number to a number up to 20.	Subtraction Step 12, subtract a 1d number from a number to 10.	Addition Step 13, Add 1 to any 2d number	Subtraction Step 13, Take 1 from any 2d number.
SCI	<p><i>I can identify the changes that have taken place in our growing garden throughout the summer. I know what the plants needed to survive throughout the year.</i></p> <p>Observe and collect runner beans, note changes from before the summer. Label the parts that have changes.</p>	<p><i>I can collect natural materials from our outdoor areas and say if they are alive, dead or non-living.</i></p> <p>Collect items as we move along the different boundaries of the outdoor areas. Compare the length and size of feathers.</p> <p>Nests – feathers (link to art). Discussion – characteristics and properties.</p>	<p><i>I can identify the fruits, berries and seeds in our autumn ground and begin to see these as part of the food chain for different birds around the school.</i></p> <p>Identify the edible and non-edible fruits, berries and seeds. Look for signs that they are being eaten. Name birds and identify where they are eating and what they are eating. Plan to carry out an investigation to see which types of birds eat which things.</p> <p>Carnivore/herbivore Seasonality – availability of food Migration Food chains</p> <p><i>(Making bird feeders)</i></p>	<p><i>I can use different sources to find information about a topic. I can identify and label different birds and the things in their food chains. I can begin to present my findings in a formal way.</i></p> <p>Research project – chn to choose two birds and research, creating a formally presented fact-file about each bird (illustration and 5 facts). Cont to next week.</p>	<p><i>I can identify the most common birds in the school ground and can begin to say if they are visiting or living here.</i></p> <p>Begin to use bird spotter guided to identify species.</p> <p>Finishing projects – display for classroom.</p> <p>Assembly presentation?</p> <p>Links with Art</p>		

<p>ART</p>	<p>Summer holiday snapshots illustrations.</p>	<p><i>I can take care of the materials and begin to know how to use them independently in the classroom. I can find the correct shade of colour by mixing.</i></p> <p>Make observational drawings and paintings of different birds using books and ICT.</p>	<p><i>I can explore line and pattern with a variety of tools other than paintbrushes. I can make paint from natural materials.</i></p> <p>Crush edible berries to make paints and use feathers and natural objects as quills and pens to write help messages and make marks.</p> <p>(Discussion – use examples of cave paintings and stone age mark making)</p> <p>Observational drawings using different media (paint, charcoal, pencils, chalks, pastels, collage, natural materials)</p>	<p><i>I can begin to collect ideas in a sketchbook and make notes to label these with my ideas.</i></p> <p><i>Use the sketchbooks as we observe birds in flight, feathers, nest sites. Make a note for each drawing.</i></p> <p>Create display content for classroom – Bunting, silhouettes, painted feathers Collages</p> <p>Make felt birds!</p> <p>Cont. to next week.</p>	<p><i>I can explore texture, pattern and form in abstract art in 2d.</i></p> <p>Create and use textured printing blocks based on the silhouette shapes of birds. Explore how to change the textures and pattern of your bird shape.</p> <p>Further display creation – part of science research project.</p>	
<p>IT</p>	<p>Coding Use the espresso Starter Links to recap the Year 1 units, learning your way around the coding pages and revisiting vocabulary such as code, design, icon etc.</p> <p>Fairy Stories, Burst the Bubble and The Magic Castle. Make icons move in different ways and change the background. Work your way through the units at individual levels and be able to support a friend who is in need by using the correct vocabulary.</p>		<p><i>Coding 2a Use different kinds of input including the keyboard – a letter import to make a command</i></p>	<p>Stop and Go Change and design your own background layout using a grid and colour palette. Make objects stop and go.</p>	<p><i>Change direction Use the arrow keys to change the direction of an object as it is moving.</i></p>	
<p>Continue to use the ipad to support learning in different areas. Become confident with recording you work using text, sound and images, particularly using Book Creator to do this. Take turns to add blog posts in small groups.</p> <p>Science – for research project Art – finding birds for observational drawings Maths – where possible Geography – exploring the world Reunion project – exploring the culture of the 1980s and 1990s.</p>						

DT			<p><i>I can design my project based on my prior knowledge and what I have learnt in another subject.</i></p> <p>Designing and making bird feeders or bird houses.</p>	<p><i>I can generate, model and communicate my ideas for a design.</i></p> <p>Survey natural and manmade nesting sites for birds.</p> <p>Use books and ICT resources to research different types of bird boxes and nesting boxes. Discussion – why are they different? Present ideas in writing and to class.</p> <p>Look for signs of activity in our bird boxes.</p>	<p><i>I can build and then improve the structure of my design, making it appealing and purposeful.</i></p> <p>Using junk materials, make model designs for nest boxes, considering roof angle, size of hole etc.</p> <p>Find different ways to fix the materials and evaluate your designs.</p>	<p><i>Continue bird boxes (celebration week likely to disrupt)</i></p> <p><i>DT task in celebration week – cooking for tea party.</i></p>
GEO		<p><i>I can use a maps to locate places locally. I begin to be able to say the town, county and country I live in. I am starting to understand capital cities and where in the world my holidays have been.</i></p> <p>I make comparisons with a similar village to Goonhavern in Scotland and locate this on a map of the British Isles. <i>I know my address.</i></p>	<p><i>I am starting to know the names of the oceans and can find these on the world map. I am starting to locate European countries.</i></p> <p>Add photos, tickets, stories and labels to our world map to show places we have been or have heard of.</p>	<p><i>I can create maps and use symbols to show places and objects on the map. I use a grid and compass to describe the position of places.</i></p> <p>Make enchanted forest maps to relate to fairy tales in literacy and numeracy.</p>	<p><i>I can find places on a map of our school grounds.</i></p> <p><i>Use the school map and mark nesting sites or where we have seen birds visiting.</i></p>	
HIST		<p>History Focus Next Term</p> <p>This term – exploration of history of area and wider world through anniversary celebration project.</p>				
MFL		<p>French – counting, body parts, basic greetings.</p>				
MUS		<p><i>I can find my singing voice and use my voices confidently.</i> <i>I can sing a melody accurately at my own pitch.</i> <i>I can follow pitch movements with my hands and use high, low and middle voices.</i></p> <p>Preparation of songs for Harvest Festival. Learn to warm up your voice with a range of games and exercises.</p> <p>Introduction of sounds and rhythms to poetry unit.</p>				

PE		<p><i>Swimming</i> <i>Work with confidence in the water</i> <i>Explore and use skills, actions and ideas individually and in combination eg use arms to pull and push the water; use legs in kicking actions; hold their breath under water</i> <i>Remember, repeat and link skills.</i> <i>Know how to choose and use skills for different swimming tasks e.g. using arms to stay balanced, knowing what to push against the water to move in a particular direction</i> <i>Improve the control and co-ordination of their bodies in water Know that being active is fun and good for them</i> <i>Recognise what their bodies feel like during different activities</i> <i>Watch, copy and describe what they and others have done and use the information to improve their work</i></p>					
RE	Religious Education	<p>Main RE focus next term – explore harvest time.</p> <p>Watch and discuss clips of Christians attending a harvest festival in church. What do you see? What do you think? What do you wonder?</p> <p>Use the Christian aid website to see how Christians work to support communities in countries other than our own.</p>			Diwali / Christmas		
PSHE	<p>Learning promise</p> <p>Golden rules</p> <p>My expectations and the children's expectations</p> <p>Golden Time / rewards</p> <p>Using quiet voices and respecting others during discussions.</p>	<p><i>I can work as part of a class team and I help to set the goals and rules for the classroom. I take responsibility for our classroom.</i></p> <p>As a class go over golden rules and choose jobs and areas of responsibility within the classroom and outdoors.</p>	<p><i>I can recognise the people who I work well with. I can agree on a plan and consider other people's ideas.</i></p> <p>Choose a group of three friends and say why you work well together. Design and make a map together and agree on the layout and where you will add features. Take turns to complete each part.</p>	<p><i>I can make the right choices in and outside the classroom and make the right choices</i></p> <p>Make a plan as a group to help each other with difficulties on the playground. Find ways to plan how to share den and nest making equipment on the playground. Develop ways of problem solving together.</p>	<p><i>I begin to solve problems independently but know when to speak to a teacher.</i></p> <p>Through drama act out scenarios and responses to different situations and assess where we solve these problems ourselves. What kind of words and phrases do we use?</p>	<p><i>I am becoming independent within class 2.I can make a judgement about my actions so I can help myself to make decisions.</i></p> <p>Discuss in small groups how you would act in different situations, such as if an adult is busy speaking, if you are not sure what to do next or if you need something to continue your work.</p>	<p><i>I can talk about my successes and can plan what I need to do to achieve my next step.</i></p> <p>Evaluate your own progress in swimming. What have you achieved this term and what will you move onto next? How will you do this?</p>

	Discussion Skills	I can use a quiet partner voice, sit with our knees almost touching and use eye contact to have a discussion with a friend.	I listen to what my partner said and then I tell the rest of the class. I know that I need to listen carefully to remember what they say.	I can give reasons using because. Should children in class 2 be able to bring a toy to school, and if so which toys would be suitable.	I can work in a group of three to share ideas. What marble treat would most of our class enjoy and why? You need to find something that most people will enjoy.	I know how to politely disagree with what someone else has said. I value other people's opinions. Which is the best pet to have?	I can report back on what has been said in my group of four. What is the best tv programme for children in class 2 to watch?
	Sustainability	Plan and implement together a way of reducing litter around our school. Organise litter picks in different areas and try to identify where the litter is coming from and why. Organise ourselves into work teams to be responsible for different areas in the school. Class jobs – lights, doors and whiteboard.					