

Key Literacy Texts:		Writing Outcomes:		Visits/experiences/hooks		Key artefacts/resources:		Author of the term				
<p>Week 1 - Winter Poetry</p> <p>Week 2 Description and instructions - How to Catch a star - Oliver Jeffers</p> <p>Week 3 and 4-Letter- Billywise - Judith Nicholls</p> <p>Week 5 and 6 - Non-Chronological Report - Hedgehog</p> <p>Week 7 and 8- Newspaper - Chapatti Moon - Pippa Goodhart</p> <p>Week 9 and 10- Narrative - Whatever Next! - Jill Murphy</p> <p>Week 11 and 12 - Diary - Day Monkey, Night Monkey - Julia Donaldson.</p>		<p>Poetry, narrative, letter, newspaper, diary, description and instructions.</p> <p>Locality Links:</p> <p>PSHE Central surgery - Barton Upon Humber.</p> <p>PSHE - how to look after yourself</p> <p>Geography - maps of the town with the surgery</p> <p>Who works there? - World of Work</p> <p>Who can you see?</p>		<p>Night time adventure in school</p> <p>Links to the world of work:</p> <p>Jobs in the central surgery - Receptionist, doctor, nurse, pharmacist, cleaner</p>		<p>Maps</p> <p>Spices</p> <p>Indian foods</p> <p>Moving picture books - levers, flaps, pop up, wheels</p> <p>Torches, reflectors, glow sticks</p>		<p>Oliver Jeffers</p> <p>Composer of the term</p> <p>Frederic Chopin</p> <p>Artist of the term</p> <p>Van Gogh - starry night</p> <p>Athlete of the term</p> <p>Emma Radacanu</p>				
Reading	Writing	Maths	Science	History	Geography	RE	PSHE	DT	Art	PE	Computing	Music and French
<p>Apply phonic knowledge and skills as a route to decode words (follow RWI programme)</p> <p>Read unfamiliar words, common exception words, words ending in -s, -es, -ing, -ed, -er and -est endings, words of more than one syllable, words with contractions</p> <p>Build up fluency and confidence</p> <p>Develop pleasure in reading, motivation to read and understanding</p> <p>In addition, Y2:</p> <p>Read accurately by blending</p> <p>Read words containing common suffixes</p> <p>Read most words quickly and accurately</p> <p>Read aloud books and re-read to build up fluency and confidence</p> <p>Understand books they have read and those that they listen to</p>	<p>Week 1 - Winter Poetry</p> <p>Tbat recite a poem using expression and actions.</p> <p>Tbat use a range of adjectives</p> <p>Tbat use rhyming couplets</p> <p>Tbat use features from a given poem to write descriptively</p> <p>Week 2 Description and instructions - How to Catch a star</p> <p>Tbat recognise nouns, verbs and adverbs.</p> <p>Tbat write commands.</p> <p>Tbat write sentences with different forms.</p> <p>Tbat use a range of conjunctions.</p> <p>Tbat to use adjectives.</p> <p>Tbat use emotive language.</p> <p>Tbat make inferences based on what is being said and done.</p> <p>Week 3- Assessment week (Year 2)</p> <p>Week 3 and 4-Letter- Billywise</p> <p>Tbat use a capital letter and full stop to punctuate a sentence.</p> <p>Tbat use a range of conjunctions</p> <p>Tbat use prefixes and suffixes.</p> <p>Tbat make inferences on the basis of what is being said and done</p> <p>Tbat write a list (y2 - using commas)</p> <p>Tbat write some words in contracted form.</p> <p>Week 5 and 6 - Non-Chronological Report - Hedgehog</p> <p>Tbat use a range of conjunctions</p> <p>Tbat use apostrophes for possession</p> <p>Tbat use prefix and suffixes</p> <p>Tbat use commas in a list</p> <p>Tbat use a capital letter and full stop to punctuate a sentence</p> <p>Week 7 and 8- Newspaper Chapatti Moon</p> <p>Tbat use a range of conjunctions</p> <p>Tbat write sentences with different forms</p> <p>Tbat to use a range of adjectives. (y2 expanded noun phrases)</p> <p>Tbat use prefixes and suffixes.</p> <p>Tbat write in the first person.</p> <p>Tbat recognise past and present tense.</p> <p>Tbat to write in past and present tense</p> <p>Tbat write a list (y2 - using commas)</p> <p>Tbat to edit and redraft a piece of writing.</p> <p>Week 9- Assessment Week (All)</p> <p>Week 9 and 10- Narrative Whatever Next!</p> <p>Tbat use a range of conjunctions</p> <p>Tbat write sentences with different forms</p> <p>Tbat to use a range of adjectives. (y2 expanded noun phrases)</p> <p>Tbat use a capital letter and full stop to punctuate a sentence.</p> <p>Tbat use the prefix un-</p> <p>Tbat can use the suffix -ly</p> <p>Tbat to use capital letters for names and for the personal pronoun I.</p> <p>Week 11 and 12 - Diary - Day Monkey, Night Monkey</p> <p>Tbat use prefixes and suffixes.</p> <p>Tbat write in the first person.</p> <p>Tbat recognise past and present tense.</p> <p>Tbat to write in past and present tense</p> <p>Tbat write a list (y2 - using commas)</p> <p>Tbat to edit and redraft a piece of writing.</p>	<p>W1 Year 1</p> <p>W1 - To Read & Write Number Patterns</p> <p>W2 - To double and find near double</p> <p>To add and subtract to 15</p> <p>W3 - To group and share</p> <p>W4 - To recognise ½ and 1/4 .</p> <p>W5 - To measure time</p> <p>W6 - To measure weight, capacity and length.</p> <p>W7 - To recognise 2D and 3D shapes- 2 days</p> <p>Money - 3 days</p> <p>W8 - To count 2's, 5's and 10's and recognise their place value.</p> <p>W9 - (Test week) To add and subtract totals to 10</p> <p>W10 - To solve one step problems using multiplication or division (concrete objects, pictorial representations and arrays)</p> <p>W11 - Data handling.</p> <p>Year 2.</p> <p>W1 - Place value. To estimate and count to 100.</p> <p>W2 - To add and subtract using recall and mental strategies.</p> <p>To use partitioning and counting on strategies.</p> <p>W3 - To multiply and divide using grouping, sharing and times tables facts.</p> <p>W4- To find fractions of shape, quantity and sets of objects.</p> <p>W5- To measure time to the nearest quarter.</p> <p>W6 - To use different units of measurements.</p> <p>W7 - To know the properties of 2D and 3D shapes - 2 days.</p> <p>Money - 3 days</p> <p>W8 - To count in 2's,3's, 5's and 10's.</p> <p>W9 - (Test week) To add and subtract using mental calculation strategies.</p> <p>W10- To multiply and divide using grouping, sharing and times tables facts.</p> <p>W11 - To collect and represent data.</p>	<p>How long are the days in winter?</p> <p>Tbat observe and describe the weather associated with the seasons and how day length varies.</p> <p>How does the weather change throughout the year?</p> <p>Tbat observe changes across the 4 seasons</p> <p>Which flowers are most common?</p> <p>To identify common flowering plants.</p> <p>What are the parts of a flower?</p> <p>To describe the basic structure of a variety of common flowering plants.</p> <p>What are the different types of trees?</p> <p>To identify deciduous and evergreen trees.</p> <p>What is the structure of a tree?</p> <p>To describe a basic structure of a tree.</p> <p>How do plants grow?</p> <p>To ask questions and plan a simple test to investigate how plants grow.</p> <p>What do plants need to grow?</p> <p>To observe and describe how seeds and bulbs grow into mature plants.</p> <p>Do plants need water to grow?</p> <p>To describe how plants need water to grow healthily.</p> <p>Do plants need light to grow?</p> <p>To describe how plants need light to grow healthily.</p> <p>What do plants need to grow?</p> <p>To use my findings to explain what plants need to grow.</p>	<p>Who is Florence Nightingale? [Golden Thread - Person]</p> <p>Significant person- To know about the life of Florence Nightingale and her importance in history. (Geography link - where did she live?)</p> <p>Why is Florence Nightingale significant? [Golden Thread - Person]</p> <p>Tbat know what a timeline is (Year 1)</p> <p>Tbat place areas of study on a timeline (Year 2) (Timeline of her life)</p> <p>Who is Mary Seacole? [Golden Thread - Person]</p> <p>Significant person - To know about the life of Mary Seacole and her importance in history. (Geography link - where did she live?)</p> <p>How have hospitals changed? [Golden Thread - Events]</p> <p>Tbat identify similarities and differences between an area of study (Hospital now and then)</p> <p>How can we use a range of sources to answer questions about the past? [Golden Thread - Person and Events]</p> <p>Tbat ask and answer questions using their knowledge from stories and other sources to show understanding</p>	<p>Golden Thread: Location</p> <p>Tbat devise a simple map and use and construct basic symbols in a key (make a map of the school garden)</p> <p>Golden Thread: Diversity and Relationships</p> <p>Tbat use simple fieldwork and observational skills to study the geography of their school and its grounds and its surrounding environment (walk around Barton).</p> <p>Golden Thread: Location and Diversity</p> <p>Tbat locate hot and cold areas of the world in relation to the equator and the North and South poles (locating India, Antarctica, North and south poles and the equator)</p> <p>Golden Thread: Diversity</p> <p>Tbat understand similarities and differences through studying the human and physical geography of a small area in the United Kingdom and of a small area in a contrasting non-European country (Learn about Guttack an Indian life - 2 weeks)</p>	<p>Spring 1</p> <p>LAS Compulsory</p> <p>God - Islam</p> <p>[How is Allah described in the Qur'an?</p> <p><i>What do Muslims learn about Allah and their faith through the Qur'an?</i></p> <p>To explore my ideas about God</p> <p>To know that Muslims believe in the oneness of God (tawhid)</p> <p>To know and recall the Muslim story of Creation from the Qur'an</p> <p>To understand the idea of the straight path in Islam</p> <p>To know the importance of the story of the Night of Power</p> <p>Spring 2</p> <p>LAS Compulsory</p> <p>Community - Islam</p> <p>[What do Muslims do to express their beliefs? Which celebrations are important to Muslims?]</p> <p>To know that prayer is one of the 5 pillars of Islam</p> <p>To experience a visit to a Mosque</p> <p>Tbat describe the key features of a mosque</p> <p>To explore the festival of Eid-Ul-Adha and its importance to Muslims</p> <p>To summarise what I know about God and community for Muslims - poster or summative assessment?</p>	<p>To identify trusted adults and understand that there are times when secrets should not be kept.</p> <p>To recognise what is safe and unsafe.</p> <p>To have an understand of road safety - crossing the road, rules for road users(cyclists)</p> <p>To understand how to stay safe online.</p>	<p>Tbat Design and make a moving picture for the monkeys to share and bring them together even though they're different</p> <p>Tbat design purposeful and functional products for themselves and other users</p> <p>FPT- Tbat explore and use mechanisms (levers, sliders, wheels) in their products</p> <p>Tbat select from and use a range of tools and equipment to perform practical tasks</p> <p>Tbat explore and evaluate a range of existing products.</p> <p>Tbat evaluate their ideas and products against design criteria</p>	<p>Starry Night</p> <p>Tbat analyse and evaluate an artists work.</p> <p>I can make observational sketches of a night sky and explore tone by using a pencil to draw light and dark lines.</p> <p>Tbat sketch using different media - looking at prospective and proportion.</p> <p>I can mix primary colours to create secondary colours and explore tint and shades.</p> <p>Tbat create a Van Gogh inspired piece.</p> <p>I can evaluate my own art piece.</p>	<p>Spring 1</p> <p>Gym floor</p> <p>To use different stepping gymnastic movements</p> <p>To adapt and perform gymnastic movements</p> <p>To use different rolls</p> <p>To perform a variety of rolls</p> <p>To create and perform a sequence</p> <p>To create and perform a complex sequence</p> <p>Object control</p> <p>To roll and receive with control</p> <p>To use equipment to send and receive</p> <p>To control an object whilst moving using a body part</p> <p>To use equipment to control an object whilst moving</p> <p>To use equipment to balance an object</p> <p>To send/receive and control an object on the move.</p> <p>Spring 2</p> <p>Gym flight</p> <p>To know principles of take-off and landing</p> <p>To alter shapes in the air</p> <p>To explore basic linking movements</p> <p>To create a simple sequence</p> <p>To refine a simple sequence</p> <p>To adapt a simple sequence</p> <p>Games sending and receiving</p> <p>To know the basic principles of sending and receiving</p> <p>To know effective striking technique</p> <p>To roll with accuracy</p> <p>To apply striking technique</p> <p>To bounce a ball accurately to self and catch</p> <p>To apply striking skills</p>	<p>Creating Media - Digital Painting (Year 1 folder)</p> <p>L1 - To describe what different freehand tools do</p> <p>To use the shape tool and line tool</p> <p>To make careful choices when painting a digital picture</p> <p>L2 - To explain why I chose the tools I used</p> <p>To use a computer on my own to paint a picture</p> <p>To compare painting a picture on a computer and on paper</p> <p>Programming A - Robot Algorithms (Year 2 folder)</p> <p>L3 - To describe a series of instructions a sequence</p> <p>To explain what happens when we change the order of instructions</p> <p>To use logical reasoning to predict the outcome of a program</p> <p>L4 - To explain that programming projects can have a code and artwork</p> <p>To design an algorithm</p> <p>To create and debug a program that I have written</p>	<p>Tbat make different sounds with untuned instruments</p> <p>Tbat make different sounds with tuned instruments</p> <p>Tbat make a sequence of sounds (plan in instrument pictures)</p> <p>Tbat listen to different types of music and say whether I like or dislike it</p> <p>Tbat listen to high quality live music and say whether I like it or dislike it</p> <p>Year 1 To be able to count to cinq</p> <p>Year 2 To be able to count to dix</p> <p>To understand comment t'appelle tu?</p> <p>To repeat je m'appelle....</p> <p>To understand and repeat Papa, Maman, le frere, la soeur, le bebe,</p> <p>To understand and repeat le chien, le chat, le lapin, le poisson</p> <p>To listen to songs, rhymes and simple stories</p> <p>To listen to new vocabulary and sentences</p> <p>To understand and repeat quel age as-tu?</p> <p>To repeat j'ai cinq/six/sept ans</p> <p>To understand and repeat le pain, une boisson, une banana, une pomme, une orange, un sandwich, le jambon, le fromage, du lait, un jus d'orange</p>