

[illegible]

	↳ GD objective: Spell most common exception words. Spell by learning to spell some words with contracted forms. ↳ GD objective: Spell by learning to spell a range of words with contracted forms. Spell by learning the possessive apostrophe (singular) [for example, the girl's book]. ↳ GD objective: Spell by independently using the possessive apostrophe (singular) [for example: the girl's book] in their writing in a range of contexts. Add suffix -ment to spell longer words GD objective: Independently apply suffixes to spell longer words, including -ment in a range of contexts. Add suffix -ness, to spell longer words. GD objective: Independently apply suffixes to spell longer words, including -ness in a range of contexts. Add suffix -ful, to spell longer words. GD objective: Independently apply suffixes to spell longer words, including -ful in a range of contexts. Add suffix -less to spell longer words GD objective: Independently apply suffixes to spell longer words, including -less in a range of contexts. Add suffix -ly to spell longer words GD objective: Independently apply suffixes to spell longer words, including -ly in a range of contexts. Apply year 2 spelling rules and guidance. ↳ GD objective: Apply year 2 spelling rules and guidance in their writing in a range of contexts. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. ↳ GD objective: Write from memory more complex sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.							
Geography	Would you prefer to live in a hot or a cold place?							
		Where are the continents? WALT: name and locate the continents of the world.	Where are the coldest places on Earth? WALT: locate the North and South Poles.	Where is the equator? WALT: locate the equator on a world map.	What is it like to live in a hot place? WALT: compare the UK and Kenya.	Do we live in a hot or cold place? WALT: investigate local weather conditions.	Would you like to live in a hot or a cold place? WALT: identify features of hot and cold places.	
Science	Animals: What do animals need to survive?				Humans: How can humans stay healthy?			
	What do mammals and birds need to survive? How are mammals and birds similar and how are they different?	What do fish and amphibians need to survive? WALT: identify what fish and amphibians need to survive.	What do reptiles need to survive? WALT: identify what reptiles need to survive. identify features of reptiles.	What do reptiles and humans need to survive? WALT: identify what humans need to survive. explain how the needs of humans are similar or different from those of other animals.	What happens to your body when you exercise? WALT: make predictions. identify why exercise is good for your body. Identify why exercise is good for your mind.	Why is food important to humans? WALT: identify what a healthy diet is.	What is hygiene and why is it important? WALT: describe what germs are. investigate why it is important to keep clean.	Why is it important to brush your teeth? WALT: explain why brushing your teeth is important.

		What can we find out from different sources about Muslim communities? WALT: explain what it is like to be part of a Muslim community. identify the role a Muslim community plays in Muslims' lives. understand the role of the community. explain the ways Muslims get involved and how the community helps them.	How does the mosque building show the importance of being part of a Muslim community? WALT: identify how the mosque community supports the Muslim and the local (non-Muslim) community. identify features of a mosque and explain their significance.	What kinds of things do Muslims do at a mosque, and why? WALT: identify the key activities that take place in a mosque. explore what Muslims do at the mosque.	How do Muslims engage with local communities? WALT: identify ways in which Muslims connect with their local communities. study some texts from the Qur'an and Hadith to reflect on how such actions help Muslims to build community and develop akhlaq.	How and why do Muslims engage with the wider community? WALT: use images to highlight ways in which Muslims seek to make a difference to wider communities, finding out what they do. reflect on how being part of a local and global community might make a difference in the lives of Muslims and of pupils themselves	What are the benefits and challenges of being a part of a Muslim community? (Drawing learning together) WALT: identify the benefits of being part of a community. reflect on your own personal worldviews, such as by considering what surprised you most, and what was the same and what was different about your own communities. compare your own ideas and experiences with the Muslim communities.	
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Rule Making and Outdoor Adventure/ Team building activities.	How do we throw and receive? WALT: continually develop fundamental skills. take part in competitive activities.	How is playing in a team different to individually? WALT: begin to work as a team. further develop thinking and creativity.	Why are rules important to a game? WALT: create different rules for games. continually develop fundamental skills.	Why are teammates important in games? WALT: take part in competitive activities. begin to work as a team.	How can different rules affect a game? WALT: further develop thinking and creativity. create different rules for games.	Can we combine teamwork, fundamental skills and creativity in a team game? WALT: continually develop fundamental skills. take part in competitive activities. begin to work as a team. further develop thinking and creativity. create different rules for games.	Can we combine teamwork, fundamental skills and creativity in a team game? WALT: continually develop fundamental skills. take part in competitive activities. begin to work as a team. further develop thinking and creativity. create different rules for games.	Can we combine teamwork, fundamental skills and creativity in a team game? WALT: continually develop fundamental skills. take part in competitive activities. begin to work as a team. further develop thinking and creativity. create different rules for games.
PE: Gymnastics balance and co-ordination	Can I apply balance, agility and co-ordination into a range of activities?							
	How can I change speed and direction? WALT: travel, showing change of speed and direction. develop body awareness through varying body balances.	What are basic gymnastic rolls? WALT: perform 'Teddy bear' & 'Pencil' rolls. create, remember and perform simple movement sequences.	Can I align my body when performing shapes? WALT: adopt the positions 'Happy cat' & 'Angry cat'. create, remember and perform simple movement sequences.	Can I combine rolls and actions? WALT: travel, showing change of speed and direction. perform 'Teddy bear' & 'Pencil' rolls.	Can I balance on different body points? WALT: develop body awareness through varying body balances. adopt the positions 'Happy cat' & 'Angry cat'.	Can I combine balance, change of direction and rolls into a sequence? WALT: travel, showing change of speed and direction. develop body awareness through varying body balances. perform 'Teddy bear' & 'Pencil' rolls. adopt the positions 'Happy cat' & 'Angry cat'. create, remember and perform simple movement sequences.	Can I combine balance, change of direction and rolls into a sequence? WALT: Travel, showing change of speed and direction develop body awareness through varying body balances. perform 'Teddy bear' & 'Pencil' rolls. adopt the positions 'Happy cat' & 'Angry cat'. create, remember and perform simple movement sequences.	

Me and My Relationships - What are feelings and how can we manage them?							
PSHE <u>Me and My Relationships</u> Health and wellbeing: Healthy Lifestyles SCARF resources Link to Trickbox	What are our classroom pledges? Our ideal classroom WALT: suggest actions that will contribute positively to the life of the classroom and make and undertake pledges based on these actions.	How can you describe a person's feelings? How are you feeling today? WALT: use a range of words to describe feelings and recognise that people have different ways of expressing their feelings.	How can we deal with different feelings and how can we get help if we need it? Let's all be happy! WALT: recognise, name and understand how to deal with feelings and explain where someone could get help if they were being upset by someone else's behaviour.	What is friendship? Being a good friend WALT: recognise that friendship is a special kind of relationship and identify some of the ways that good friends care for each other.	What is the difference between bullying and isolated unkind behaviour? How can we deal with bullying behaviour? Types of bullying Don't Do That! WALT: explain the difference between bullying and isolated unkind behaviour and identify strategies to deal with these behaviours.		