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Literacy Theme	Welcome and Assessment Holiday news	The Enormous Crocodile	The Enormous Crocodile	Gruffalo Narrative	Gruffalo Narrative	Gruffalo Narrative	Non- Fiction People who have changed the world.	Non- Fiction People who have changed the world.
Written Outcomes	EXTENDED WRITE baseline assessment Recap sentence types	Use of descriptive vocabulary to describe the characters and setting. Think of questions to ask about the characters.	Sentence types Question types Writing different types of sentences about one of the characters.	Writing questions, commands, exclamations and statements. Character Descriptions.	Character description. Creating our own characters. Writing different sentence types linked to characters.	Story Innovation based on the Gruffalo.	Identify Key Features Non-Fiction Create a page applying knowledge of features Fact file/ information sheet about a person who has changed the world.	Fact files/Information book linked to a person who has changed the world. Edit and revise work.
Guided Reading Focus	Individual Reading Reading Assessments Library Books	Target Practice Readers: Orange: The Dance Palace	Target Practice Readers: Orange: Jakob and the Ice Giant	Target Practice Readers: Orange: Joe's Barge	Target Practice Readers: Orange: The Chaos Machine	Target Practice Readers: Orange: Clare the Climber	Target Practice Readers: Orange: Tom Thumb saves the day	Target Practice Readers: Orange: Pet Rabbits
Phonics/SPaG focus Rocket Phonics	Year One and Year Two Common Exception Words check. Rocket Phonics Baseline Assessment	Rocket Phonics: Focus on: /ai/ as ai, ay /ai/ as a-e, a /ai/ as eigh, ei /ai/ as ea, ey Blending practice Segmenting practice Common exception word practice.	Rocket Phonics: Focus on: /ee/ as ee, e-e /ee/ as ie /ee/ as ea, y /ee/ as ey, e Blending practice Segmenting practice Common exception word practice.	Rocket Phonics: Focus on: /igh/ as igh, i /igh/ as i-e y /igh/ as ie /igh/ as y Blending practice Segmenting practice Common exception word practice.	Rocket Phonics: Focus on: /oa/ as oa /oa/ as o-e /oa/ as ow /oa/ as oe, o Blending practice Segmenting practice Common exception word practice.	Rocket Phonics: Focus on: Homophones Near Homophones Blending practice Segmenting practice Common exception word practice.	Rocket Phonics: Focus on: suffixes adding -s and -es to make plurals suffixes adding -ing, -ed, -er to verbs with no changes to root words suffixes adding -er and -est to adjectives with no changes to root words Blending practice Segmenting practice Common exception word practice.	Rocket Phonics: Focus on: /w/ as w /w/ as wh /f/ as f, ff /f/ as ph Blending practice Segmenting practice Common exception word practice.
Handwriting Focus		Handwriting: the 'c' letters c, a, d, s, g, o	Handwriting: the 'c' letters qu, f the tall ascenders l, t, h	Handwriting: the tall ascenders b, k the half-height, down r, n, m	Handwriting: the half-height, down p, i, j the half-height, bowl u, y	Handwriting: the half-height, bowl v, w the odd ones x, z, e	Handwriting: leading to washing line join o, r, re, v, w, x	Handwriting: the 'c' letters c, a, d, s, g, o

	<p>Where are the continents? WALT: name and locate the continents of the world.</p>	<p>Where are the coldest places on Earth? WALT: locate the North and South Poles.</p>	<p>Where is the equator? WALT: locate the equator on a world map.</p>	<p>What is it like to live in a hot place? WALT: compare the UK and Kenya.</p>	<p>Do we live in a hot or cold place? WALT: investigate local weather conditions.</p>	<p>Would you like to live in a hot or a cold place? WALT: identify features of hot and cold places.</p>	
<p>Science Animals and Humans</p>	<p>Animals: What do animals need to survive?</p>			<p>Humans: How can humans stay healthy?</p>			
	<p>What do mammals and birds need to survive? How are mammals and birds similar and how are they different? WALT: identify what herbivores, carnivores and omnivores are. identify features of birds. identify what mammals and birds need to survive.</p>	<p>What do fish and amphibians need to survive? WALT: identify what fish and amphibians need to survive. identify features of fish and amphibians.</p>	<p>What do reptiles and humans need to survive? WALT: identify what reptiles and humans need to survive. explain how the needs of humans are similar or different from those of other animals?</p>	<p>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.</p>	<p>Why is food important to humans? WALT: identify what a healthy diet is.</p>	<p>What is hygiene and why is it important? WALT: describe what germs are. investigate why it is important to keep clean.</p>	<p>Why is it important to brush your teeth? WALT: explain why brushing your teeth is important.</p>
<p>DT</p>	<p>How can we make a chair for Baby Bear?</p>						
		<p>How can we make structures more stable? Exploring Stability WALT: explore the concept and features of structures and the stability of different shapes</p>	<p>What makes a structure strong? Strengthening Materials WALT: understand that the shape of the structure affects its strength</p>	<p>How can we make a chair for Baby Bear? Making Baby Bear's Chair WALT: make a structure according to design criteria.</p>	<p>How can we improve our chair? Fixing and Testing bay Bear's Chair WALT: produce a finished structure and evaluate its strength, stiffness and stability.</p>		
<p>Music</p>	<p>How can we use timbre and dynamics to create a group musical composition?</p>						

		<p>Can we represent an animal using short sounds with carried dynamics?</p> <p>WALT: create short sounds with varied dynamics that represent an animal.</p>	<p>Can we create a sound pattern safari?</p> <p>WALT: copy a short sound pattern.</p>	<p>What is a call and response song?</p> <p>WALT: explore call and response using instruments.</p>	<p>How can we create sound patterns based on call and response?</p> <p>WALT: create sound patterns based on call and response.</p>	<p>How can we use timbre and dynamics to create a musical composition?</p> <p>WALT: perform different sound patterns with contrasting dynamics.</p>
R.E.	Who is Muslim and how do they live?					
	<p>Who is important to you and why?</p> <p>WALT: identify who is important to us and why.</p>	<p>What do people think about God? Where do people think they might find God?</p> <p>WALT: discuss where people think they might find God.</p>	<p>What do Muslims think about God?</p> <p>WALT: recognise the Shahadah as a key expression of Muslim belief about God.</p> <p>WALT: share examples of how Muslims use the Shahadah to show what matters to them.</p>	<p>Who was the Prophet Muhammad and why is he important to Muslims?</p> <p>WALT: connect the words of the Shahadah with the Muslim belief in the Prophet Muhammad as God's messenger.</p>	<p>How do stories about the Prophet Muhammad show that he inspired people?</p> <p>How do Muslims use the stories to guide their beliefs and actions in their everyday lives?</p> <p>WALT: share examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)</p> <p>WALT: make connections between the stories and how Muslims live their own lives.</p>	

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Maths	<p>Place Value:</p> <ul style="list-style-type: none"> -Numbers to 20. -Count in 10s. -Count in 10s and 1s. -Recognise 10s and 1s. -Build a number from 10s and 1s. 	<p>Place Value:</p> <ul style="list-style-type: none"> -Use a place value grid -Partition numbers to 100. - Partition numbers flexibly within 100. -Write numbers to 100 in an expanded form. - 10s on a number line to 100. 	<p>Place Value:</p> <ul style="list-style-type: none"> - 10s and 1s on a number line. - Estimate numbers on a number line. - Compare numbers. - Order numbers. 	<p>Place Value:</p> <ul style="list-style-type: none"> - Count in 2s, 5s and 10s. - Count in 3s. <p>Addition and Subtraction:</p> <ul style="list-style-type: none"> - Fact Families. - Learn number bonds. -Add and subtract two multiples of 10. 	<p>Addition and Subtraction:</p> <ul style="list-style-type: none"> - Fact Families. - Learn number bonds. - Complements to 100 (tens) - Add and subtract 1s. - Add by making 10. - Add using a number line. 	<p>Addition and Subtraction:</p> <ul style="list-style-type: none"> - Add three 1-digit numbers. - Add to the next ten. - Add across a 10. - Subtract across a 10. - Subtract from a 10. - Subtract a 1-digit number from a 2-digit number - across 10. 	<p>Addition and Subtraction:</p> <ul style="list-style-type: none"> - 10 more and 10 less. - Add and subtract 10s. - Add two 2-digit numbers - add 10s and add 1s. -add two 2-digit numbers - add more 10s then more 1s. - Subtract a 2-digit number from a 2-digit number - not across 10. 	<p>Addition and Subtraction:</p> <ul style="list-style-type: none"> - Subtract a 2-digit number from a 2-digit number - across 10. - How many more? How many fewer? - Subtraction - find the difference. - Compare number sentences. - Missing number problems. - Mixed addition and subtraction. - Two-step problems.
Computing	What is a computer?							
	<p>What parts make up a computer?</p> <p>WALT: name and explain the purpose of different computer parts.</p>	<p>How is technology controlled?</p> <p>WALT: recognise that people control technology and recognise that technology follows instructions.</p>	<p>What is technology and where can you find it?</p> <p>WALT: suggest what might have a computer inside. and explain why we think this.</p>	<p>Can you create a design for an invention?</p> <p>WALT: include an input and output as part of our invention. And explain how it works, including how to control it.</p>	<p>What is the role of a computer?</p> <p>WALT: explain where computers are used and identify what their job is.</p>	<p>How can we keep ourselves safe whilst using computers?</p> <p>WALT: identify how we can keep ourselves safe whilst using a computer.</p>		
	How can complex fundamental movements and skills help us succeed in a game situation?							

<p style="text-align: center;">PE Rule Making and Outdoor Adventure/ Team Building</p>	<p>How do we throw and receive? WALT: continually develop fundamental skills. take part in competitive activities.</p>	<p>How is playing in a team different to individually? WALT: begin to work as a team. further develop thinking and creativity.</p>	<p>Why are rules important to a game? WALT: create different rules for games. continually develop fundamental skills.</p>	<p>Why are teammates important in games? WALT: take part in competitive activities. begin to work as a team.</p>	<p>How can different rules affect a game? WALT: further develop thinking and creativity. create different rules for games.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p style="text-align: center;">PSHE <u>Me and My Relationships</u> Health and wellbeing: Healthy Lifestyles SCARF resources</p> <p>Link to Trickbox</p>	Me and My Relationships - What are feelings and how can we manage them?							
	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Scarf Life Education Lesson</p>	<p>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.</p>	<p>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.</p>		