

Class 5 Year 2 Subject Overview

Community Link	Autumn 2 – Make and send Christmas Cards to Fosterfield Dementia Day Centre Autumn 2 – Record and send our Year 2 Nativity Performance to Fosterfield Dementia Day Centre Spring 2 – Make Easter cards for the congregation at St George’s Church					
Subject	Class 5					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Hook: Trip to the beach – Lytham	Hook: Fairy Tale Day	Hook: Trout eggs	Hook: walk to Duxbury – look for plants and how to look after our world	Hook: Bibby’s Farm Residential	Hook: African clay art
Topic: Why isn’t there a beach in Chorley?	Topic: Should we only believe Fairytales from one character’s perspective?	Topic: Could you go on holiday to the moon?	Topic: How can we look after our world?	Topic: How has technology changed the world?	Topic: Kenya	
Geography	<p>Substantive Concept</p> <p>Landmarks</p> <p>Topic</p> <p>UK -Blackpool or Lytham</p> <p>Question</p> <p>Why isn’t there a beach in Chorley?</p> <p>NC</p> <p>Locational Knowledge:</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Human and physical Geography:</p>			<p>Substantive Concept</p> <p>Mother Nature’s destruction</p> <p>CC –Persuasive Poster about recycling and the effects of plastic pollution on the environment</p> <p>Topic</p> <p>Looking after our world</p> <p>Question</p> <p>Should we look after our world?</p> <p>NC</p> <p>Human and Physical Geography</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>		<p>Substantive Concept</p> <p>Mother Nature’s destruction</p> <p>CC – Travel brochure about Kenya (information text)</p> <p>Substantive Concept</p> <p>Mother Nature’s destruction</p> <p>Topic</p> <p>Kenya</p> <p>Question</p> <p>How would my life be different if I lived in Kenya?</p> <p>NC</p> <p>Place Knowledge:</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a</p>

	<p>Use basic geographical vocabulary to refer to:</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Geographical skills and fieldwork:</p> <p>Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Use simple fieldwork and observational skills to identify the key human and physical features of the surrounding environment of their school and its grounds.</p> <p>Key Vocabulary</p> <p>UK countries (and capital cities) England (London), Scotland (Edinburgh), Ireland (Dublin), Wales (Cardiff)</p> <p>Surrounding Seas - English Channel, Irish Sea, North Sea, Celtic Sea</p> <p>Use locational and directional language [for</p>			<p>Geographical skills and fieldwork:</p> <p>Use aerial photographs and plan perspectives to devise a simple map; and use and construct basic symbols in a key.</p> <p>Key Vocabulary</p> <p>Hot and cold areas Equator. North Pole. South Pole</p> <p>Locational and directional language: Near, far, left, right</p>		<p>small area in a contrasting non-European country (Kenya)</p> <p>Geographical skills and fieldwork:</p> <p>Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.</p> <p>Key Vocabulary</p> <p>Contrasting areas (Agriculture, business, detached, house, flats, high street, port, rainfall, semi-detached, terraced, urban)</p> <p>(Desert, rainfall, soil, climate, cloud, dry/drier, frost, ice, rain, puddle, snow, sunshine, temperature, UK, wet/wetter, wind)</p>
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	<p>example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>											
Assessment	WT	GD	WT	GD	WT	GD	WT	GD	WT	GD	WT	GD
History			<p>Significant historical events, people, places in own locality – Remembrance Day (short topic)</p> <p><u>Where did the soldiers come from?</u></p> <p>Mutual Respect Compassion</p>	<p>Events beyond living memory – moon landing Neil Armstrong – compare Tim Peake</p> <p><u>Could you go on holiday to the moon?</u></p> <p>Achieving and Persevering Phone call from space</p>			<p>Changes within living memory – technology/ communication</p> <p><u>How has communication technology changed over the past 100 years?</u></p> <p>Individual liberty, Democracy Achieving and persevering Persasive poster – to buy technology from the past</p>					

		<p>use common words and phrases concerned with the passing of time.</p> <p>develop awareness of significant historical events, people and places in their own locality.</p> <p>demonstrate simple historical concepts and events through role-play, drawing and writing.</p> <p>choose parts of stories and other sources to show what they know about significant people and events</p> <p>Vocab:</p> <p>Monarchy</p> <p>Battle</p>	<p>demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>talk about what/who was significant in simple historical accounts.</p> <p>use a variety of simple historical terms and concepts</p>					<p>order and sequence events and objects.</p> <p>recognise that their own lives are similar and/or different from the lives of people in the past.</p> <p>ask and answer simple questions about the past through observing and handling a range of sources.</p> <p>consider why things may change over time.</p> <p>recognise some basic reasons why people in the past acted as they did.</p>				
Assessment	WT	GD	WT	GD	WT	GD	WT	GD	WT	GD	WT	GD
<p>Science</p> <p><i>Observe plants and animals in the local environment throughout the year</i></p>	<p>Materials</p> <p><u>What is the best material for a beach hut?</u></p> <p>Democracy</p> <p>Achieve and Persevere</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p>		<p>Plants</p> <p><u>Could we convert the PE cupboard to a greenhouse?</u></p> <p>Peaceful and calm</p> <p>Diary of a plant - CC</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a</p>		<p>Animals including Humans</p> <p><u>Could a trout live in my bedroom?</u></p> <p>Compassion</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise,</p>		<p>Animals including Humans</p> <p><u>What came first? Trout or egg?</u></p> <p>Compassion</p> <p>Write the life cycle of a fish -CC</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Skills</p>		<p>Plants</p> <p><u>How does the seasons affect the growth of plants?</u></p> <p>Peaceful and calm</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p>		<p>Living things and their habitats</p> <p><u>Could a lion live in Chorley?</u></p> <p>Mutual respect</p> <p>Compassion</p> <p>Information leaflet - habitats</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p>	

<p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Can I identify everyday materials?</p> <p>Can I find different uses for materials in different places?</p> <p>Can I sort (classify) objects made from different materials?</p> <p>What material would make the best beach hut?</p> <p>What makes the best material for a windbreak?</p> <p>Can I design a beach hut using materials that I can change?</p> <p>Skills</p>	<p>suitable temperature to grow and stay healthy.</p> <p>Observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb,</p> <p>Setting up a comparative test to show that plants need light and water to stay healthy.</p> <p>Compare and contrast what they have found out about different plants.</p> <p>Where do plants come from ?</p> <p>What do plants need to grow?</p> <p>What would happen if a plant didn't get any water/light?</p> <p>Skills</p>	<p>eating the right amounts of different types of food, and hygiene.</p> <p>What does a trout need to survive?</p> <p>Can I make a healthy snack for an Alien visiting earth?</p> <p>How could I exercise on the Moon?</p> <p>Skills</p> <p>Asking questions about what things animals need for survival and what humans need to stay healthy and suggesting ways to find answers to their questions.</p> <p>Based on children's own criteria: classify food items and animals.</p> <p>Vocabulary</p> <p>Offspring, reproduction, growth, child, young/old stages (examples - chick/hen, baby/child/adult, caterpillar/butterfly), exercise, heartbeat, breathing, hygiene, germs, disease, food types (examples – meat, fish, vegetables, bread, rice, pasta)</p>	<p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. ☒ Medicines can be useful when we are ill. ☒ Medicines can be harmful if not used proper</p> <p>Asking questions about what things animals need for survival and what humans need to stay healthy and suggesting ways to find answers to their questions.</p> <p>Observing, through video or first-hand observation and measurement, how different animals grow.</p> <p>What is the life cycle of a trout?</p> <p>How are offspring linked to adults?</p> <p>Can I write the life cycle of a trout?</p> <p>Skills</p> <p>Observing, through video or first-hand observation and measurement, how different animals grow.</p> <p>Observe a life cycle.</p> <p>Vocabulary</p>	<p>Observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb,</p> <p>What is a suitable temperature for cress to grow at?</p> <p>What is the life cycle of a sunflower?</p> <p>Skills</p> <p>Look at packets to decide how to plant and care for seeds.</p> <p>Vocabulary</p> <p>As for Year 1 plus light, shade, sun, warm, cool, water, grow, healthy</p>	<p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Identify and name a variety of plants animals in their habitats, including micro-habitats.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>What lives at St George's?</p> <p>How do I know if something is dead or alive?</p> <p>Why do animals and plants live in certain places?</p> <p>How do plants feed animals ?</p> <p>Why are habitats different? (added)</p> <p>Skills</p> <p>Describing how they decided where to place things, exploring questions such as: 'Is a flame alive? Is a deciduous tree dead in winter?' Use secondary sources to name plants and animals seen in the local environment. Talking about ways of answering their questions.. Talking about ways of answering their questions. Describing the conditions in different habitats and micro-habitats (under log, on stony path, under bushes);</p>
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	<p>Comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs).</p> <p>Performing simple tests to explore questions, for example: 'What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast's leotard?'</p> <p>Using their senses to compare different textures, sounds and smells.</p> <p>Identifying and classifying the uses of different materials, and recording their observations.</p> <p>Test materials for different uses.</p> <p><u>Vocabulary</u></p>	<p>Based on the children's own criteria: Classify seeds and bulbs</p> <p>Setting up a comparative test to show that plants need light and water to stay healthy. Children can generate own questions.</p> <p><u>Vocabulary</u></p> <p>As for Year 1 plus light, shade, sun, warm, cool, water, grow, healthy</p>		<p>Offspring, reproduction, growth, child, young/old stages (examples - chick/hen, baby/child/adult, caterpillar/butterfly), exercise, heartbeat, breathing, hygiene, germs, disease, food types (examples – meat, fish, vegetables, bread, rice, pasta)</p>		<p>Children can generate own questions for investigation such as: Where do you see more butterflies? Where do you see more Ivy?</p> <p>Finding out how the conditions affect the number and type(s) of plants and animals that live there.</p> <p>Finding, sorting and classifying things as to whether they are living, dead or were never alive.</p> <p>Recording their findings of whether things are alive, dead or were never alive using charts.</p> <p>Constructing a simple food chain that includes humans (e.g. grass, cow, human);</p> <p><u>Vocabulary</u></p> <p>Living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed</p> <p>Names of local habitats e.g. pond, woodland etc.</p> <p>Names of micro-habitats e.g. under logs, in bushes etc.</p>
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	wood, metal, plastic, glass, brick, rock, paper, cardboard											
	Properties of materials – Year 1 plus opaque, transparent and translucent, reflective, non- reflective, flexible, rigid											
	Shape, push/pushing, pull/puling, twist/twisting, squash/squashing, bend/bending, stretch/stretching.											
Assessment	WT	GD	WT	GD	WT	GD	WT	GD	WT	GD	WT	GD
RE	S9 New Testament Which part of the story do you like best? Tolerance Compassion, acceptance, forgiveness		2.7 Christmas Why do the people in the nativity story travel to Bethlehem? Peaceful and Calm Letter to Mary		2.1 = The Bible Why is it such a special book? Tolerance Compassion, acceptance.		2.4 = Easter How do symbols help us to understand the Easter story? Individual Liberty, tolerance Honest, forgiveness, self control Recount of the Easter story		2.6 = Ascension & Pentecost What happened at the Ascension and Pentecost? Individual Liberty, tolerance, mutual respect Acceptance, peaceful and calm, manners Information leaflet - church		2.5 =The Church Why is the church a special place for Christians?	
Computing	Digital Literacy: Online Safety Is the internet safe? Autumn 1: <i>Online safety, Project Evolve, Year 2, Online Bullying (3 sessions) and Privacy and Security (4 sessions)</i> Disciplinary Knowledge Can I recognise situations involving content and contact that are not safe? (e.g. In emails, text messages, videos) and know where to go for help. Can I minimise screen, turn off the monitor, or use back		Digital Literacy How can the internet help us communicate? Autumn 2: <i>Electronic communication using Purple Mash 2email, send and reply to emails from fairytale characters Purple Mash unit 3.5</i> Disciplinary Knowledge Can I contribute ideas to class and group emails? Can I send an email, using a subject heading, to a known member of the school community?		Information Technology Who makes movie trailers? Spring 1: <i>Create content using iMovie trailer app to create content</i> Disciplinary Knowledge Can I select appropriate images to add to work? Can I begin to make changes to images e.g. cropping using basic tools in image manipulation software?		Computer Science Can I tell a computer what to do? Spring 2: <i>Programming using espresso unit Level 2b, Buttons and Instructions leading to free code at the end of the unit</i> Disciplinary Knowledge Can I plan, generate and follow a sequence of instructions (actual and on-screen) to make something happen; or complete a given task or problem to create a simple program? Can I explore and create sequences of		Information Technology Can a computer help me compose the next top 10 hit? Summer 1: <i>Sound and Simulations using Purple Mash unit 2.7 – Making Music 2explore and 2beat</i> Disciplinary Knowledge Can I use software to explore and create sound and musical phrases for a purpose? Can I use sound recorders, both at and away from the computer, to record and		Information Technology (2 units) Could Google be our teacher? Summer 2: <i>Digital research using Google junior</i> Disciplinary Knowledge Can I use and explore appropriate buttons, arrows, menus and hyperlinks to navigate teacher selected web sites, and other sources of stored information? Substantive Knowledge Do I understand and discuss how information can be obtained and used to answer specific questions?	

<p>buttons to return to the home page if anything inappropriate appears on the screen?</p> <p>Substantive Knowledge Do I know that they should not ask to meet anybody from the online world in the offline world? Do I know and abide by the school's rules for keeping safe online (age appropriate)?</p> <p>Can I understand that technology should be used respectfully?</p> <p><u>Key vocabulary:</u> safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, key, question, tell, safe, share, stranger, danger, internet.</p> <p>Rule of law, mutual respect Manners, being honest, self control Persuasive poster – online safety</p>	<p>Can I open and reply to an email from a known person?</p> <p>Can I contribute to a blog, journal or forum on the school's VLE?</p> <p>Substantive Knowledge Do I understand that an email has to be sent to a unique email address and the need for accuracy in typing the address?</p> <p>Understand that electronic messages can be in the form of pictures, sound and/or text.</p> <p>Understand that some emails may be malicious or inappropriate and begin to recognise when an attachment may be unsafe to open.</p> <p><u>Key vocabulary:</u> Communication, email, send, attachment</p> <p>Mutual respect Manners, forgiveness Email to a fairy tale character</p>	<p>Can I upload images or video from cameras and other digital devices to a computer, or into a document, with support if needed?</p> <p>Can I create a sequence of images to form a short animation?</p> <p>Can I change the content of a project for a specific audience?</p> <p>Substantive Knowledge Do I know that there are various ways of capturing still and moving images?</p> <p>Do I understand that files can be retrieved from their location and edited?</p> <p>Do I understand the need to frame an image or scene and keep the camera still?</p> <p>Do I know how to take images appropriately and responsibly? Can I begin to understand that images, sounds and text can be subject to copyright?</p> <p>Can I start to understand that content needs to be changed according to the audience?</p> <p><u>Key vocabulary:</u> Trailer, movie, iMovie, action shot, close-up</p> <p>Individual Liberty</p>	<p>commands/instructions in a variety of programs/devices?</p> <p>Can I make predictions and describe the effects when creating programs and controlling devices?</p> <p>Can I identify errors in instructions?</p> <p>Can I use logical reasoning to predict what will happen in simple programs?</p> <p>Substantive Knowledge Do I understand that there are different ways to create or produce a sequence of commands, including verbal, recorded, graphical, pressing buttons and on screen methods?</p> <p><u>Key vocabulary:</u> algorithm, instruction, order, debug, program, turn, left, right, clockwise, anticlockwise, blocks, sequence, project, repeat</p>	<p>playback sounds? e.g. voices, instruments, environmental sounds.</p> <p>Am I able to share recordings with a known audience?</p> <p>Substantive Knowledge Do I understand that most devices have stop, record and playback functions?</p> <p>Am I aware that sound can be recorded and stored on the computer as a sound file?</p> <p><u>Key vocabulary:</u> sound effects, soundtrack, volume, stop, play, record</p>	<p>Do I understand a website has a unique address and the need for precision when typing it?</p> <p>Can I begin to understand that not everything on the internet is true?</p> <p>Am I aware that they can be accidentally diverted from websites through a link to a new website, advertising or pop-ups?</p> <p><u>Key vocabulary:</u> Search, google, reliable, search engine</p> <p>Can a computer help me answer a question with a picture? <i>Summer 2: Data handling using Purple Mash unit 2.4 questioning</i></p> <p>Disciplinary Knowledge Can I develop classification skills by carrying out sorting activities?</p> <p>Can I sort and classify a group of items by asking simple yes / no questions. This may take place away from the computer, e.g. a 'Guess Who' game?</p> <p>Can I use a branching database program to sort and identify items?</p> <p>Can I use basic search tools in a prepared database to answer simple questions e.g. how many children have brown hair?</p> <p>Substantive Knowledge Do I understand that IT can be used to sort items and information?</p> <p>Do I understand that IT can be used to create and display charts graphs?</p> <p>Do I understand that IT can be used to add to and change charts and graphs?</p>
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											Have I begun to understand that unless data has been entered accurately it cannot be used to provide correct answers to questions? Key vocabulary: Branching database, question data, Rule of law Instructions for using a search engine	
Assessment	WT	GD	WT	GD	WT	GD	WT	GD	WT	GD	WT	GD
DT	<p><u>Can I make a beach flag to stand out from the crowd?</u></p> <p>Textiles (beach hut flag) – stitches, buttons Buttons, running stitch Democracy Achieve and Persevere</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>evaluate their ideas and products against design criteria</p> <p>Vocabulary Names of fabrics (e.g. felt) Names of components (e.g. buttons, sequins, wool,</p>						<p><u>Can I explore where our food comes from?</u></p> <p>Food – Linked to Rainforest topic – Preparing a fruit salad sticks or smoothies with fruits from the rainforest</p> <p>Can I explore where our food comes from? (with a focus on fruits from the rainforest)</p> <p>Is it farmed or grown at home?</p> <p>Can I prepare the food safely and hygienically?</p> <p>Can I describe the properties of food ingredients? (eg, taste, smell, consistency, etc)</p> <p>Where does the food from the rainforest go to?</p> <p>Can you name and label foods from the rainforest?</p> <p>How does the food from the rainforest compare to the food in Chorley?</p> <p>What is your favourite food?</p> <p>How can you describe the food?</p>		<p><u>How can I create movement without using electricity?</u></p> <p>Mechanisms (sliders and levers) – toy/game using no technology</p> <p>Sliders and levers. Story based Toys/games Mechanism</p> <p>Achieving and Persevering</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Say how they will make products suitable for users</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>			

	thread) Names of tools used Names of stitches learned Pattern Finish					<p>How far does it travel to reach our plates? <u>What would street food in Chorley look like?</u></p> <p>Food – from around the world, growing own food Street food</p> <p>Tolerance Manners</p> <p>Measure and weigh food items, non-statutory measures e.g. spoons, cups.</p> <p>use the basic principles of a healthy and varied diet to prepare dishes</p> <p>understand where food comes from.</p> <p>Vocabulary Vocab related to food using taste, smell, texture and feel Names of equipment and utensils Names of fruit and vegetables Names of parts of fruit and veg e.g. peel Verbs relating to preparation methods used e.g. peel</p>	<p>measure, mark out, cut and shape materials evaluate their ideas and products against design criteria</p> <p>suggest how products could be improved explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Vocabulary Vehicle Axle Wheel Chassis Dowel Tube Names of tools used Names of materials Direction Lever / slider / pivot Slot / guide Straight/ curved Forwards/ backwards Push/Pull Up/down</p>					
Assessment	WT	GD	WT	GD	WT	GD	WT	GD	WT	GD	WT	GD
PE	<p><u>What qualities does a good tennis player need?</u></p> <p>Striking and Fielding games</p> <p>Rule of Law Self Control</p> <p>Master basic movements including running, throwing and catching, as well as developing balance, agility</p>		<p><u>Why do I need to learn to throw and catch?</u></p> <p>Attacking and Fielding - Piggy in the middle game</p> <p>Rule of Law Self Control</p>		<p><u>What do gymnasts look like?</u></p> <p>Gymnastics (preparation for the comp)</p> <p>Achieving and Persevering</p>		<p><u>What makes a good performance?</u></p> <p>Dance – Themes on SOW</p> <p>Peaceful and calm</p> <p>Perform dances using simple movement patterns.</p>		<p><u>How could I compete in a decathlon?</u></p> <p>Athletics Colour Match (preparation for quad kids)</p>		<p><u>Who is the most important person in a team?</u></p> <p>Net and Wall games</p> <p>Rule of Law Achieving and Persevering</p>	

	<p>and co-ordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Children will improve and apply their basic FMS in games. They also develop an early understanding of simple concepts of attack; avoiding and outwitting opponents.</p> <p>Perform fundamental movement skills at a developing level and start to master some basic movements in: travelling skills, sending skills and receiving skills.</p> <p><u>Travelling:</u></p> <p>Side gallop</p> <p>Running</p> <p>Dodging</p> <p><u>Sending skills:</u></p> <p>Underarm throw</p> <p>Throw</p> <p>Strike a ball off a tee and with a drop feed</p> <p>Overarm throw</p>	<p>Master basic movements including running, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Children will improve and apply their basic FMS in games. They also develop an early understanding of simple concepts of attack; avoiding and outwitting opponents.</p> <p>Perform fundamental movement skills at a developing level and start to master some basic movements in: travelling skills, sending skills and receiving skills.</p> <p><u>Travelling:</u></p> <p>Side gallop</p> <p>Running</p> <p>Dodging</p> <p><u>Sending skills:</u></p> <p>Underarm throw</p> <p>Throw</p> <p>Strike a ball off a tee and with a drop feed</p> <p>Overarm throw</p>	<p>Develop balance, agility and coordination.</p> <p>Perform fundamental movement skills at a developing level and start to master some basic movements in travelling skills.</p> <p>Perform body actions with control and coordination.</p> <p><u>Shape</u></p> <p>Wide, thin, dish, arch and tuck</p> <p><u>Hand and feet Travels</u></p> <p>Frog, bunny, crab, bear, caterpillar, crocodile and monkey.</p> <p><u>Feet Travels</u></p> <p>Jog, skip, gallop, hop, walk forwards and backwards.</p> <p><u>Balancing</u></p>	<p>Master basic movements of developing balance, agility and coordination.</p> <p>Children will focus on creating and performing dances that communicate different moods, feelings and ideas.</p> <p>Children will learn to use different parts of the body to imitate and lead movements.</p> <p>Perform fundamental movement skills at a developing level and start to master some basic movements.</p> <p>They will create short dances individually and with a partner.</p> <p>Perform body actions with control and coordination and show an understanding of dynamic, expressive and rhythmic qualities in their own dance.</p>	<p>Louis</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Perform fundamental movement skills at a developing level and start to master some basic movements.</p> <ul style="list-style-type: none"> - Running - Jumping for distance - Underarm throw - Overarm throw - Push throw <p><u>Vocabulary</u></p> <p>Distance, weight, height, fluency, javelin, technique, grip, stance, strike, power, accuracy</p>	<p>Master basic movements including running, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Children will improve and apply their basic FMS in games. They also develop an early understanding of simple concepts of attack; avoiding and outwitting opponents.</p> <p>Perform fundamental movement skills at a developing level and start to master some basic movements in: travelling skills, sending skills and receiving skills.</p> <p><u>Travelling:</u></p> <p>Side gallop</p> <p>Running</p> <p>Dodging</p> <p><u>Sending skills:</u></p> <p>Underarm throw</p> <p>Throw</p> <p>Strike a ball off a tee and with a drop feed</p> <p>Overarm throw</p> <p><u>Receiving Skills:</u></p> <p>Catching</p> <p><u>Vocabulary</u></p>
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	<u>Receiving Skills:</u> Catching <u>Vocabulary</u> Striking Catching Own space Team Speed Direction Passing Controlling Shooting Scoring		<u>Receiving Skills:</u> Catching <u>Vocabulary</u> Striking Catching Own space Team Speed Direction Passing Controlling Shooting Scoring		Front support, balance on 4 and 3 points, large body parts. <u>Jumping and landing</u> 2-2 for height <u>Rolling</u> Rocking on back, pencil, egg rolls, dish roll, teddy/circle roll and forward roll. <u>Apparatus</u> <u>Vocabulary</u> Forwards Backwards Sideways Roll Slow Body parts Shape Jump Travel Stretch Wide Narrow		Remember and repeat movements showing greater control, coordination and spatial awareness. Body Actions: <ul style="list-style-type: none"> • Copy and explore basic body actions (Travel, Turn, Jump, Gesture and Stillness) from a range of stimuli. • Copy simple movement patters. • Show and tell using body actions to explore moods, ideas and feelings. • Vary speed, strength, energy and tension of their movements. <u>Vocabulary</u> Travel Stillness Direction Space Body parts Levels Speed				Striking Catching Own space Team Speed Direction Passing Controlling Shooting Scoring	
Assessment	WT	GD	WT	GD	WT	GD	WT	GD	WT	GD	WT	GD
PSHE	<u>Me and My Relationships</u>		<u>Valuing Difference</u>		<u>Keeping Myself Safe</u>		<u>Rights and Responsibilities</u>		<u>Being My Best</u>		<u>Growing and Changing</u>	

<p>Art and Design</p>	<p>Textiles (see DT topic)</p> <p>Apply decoration using beads, buttons, feathers etc</p> <p>Apply shapes by stitching</p> <p>Create cords and plaits for decoration – <i>hair, belt, bag, jewellery</i></p>	<p><u>What makes an artist?</u></p> <p>Flower art (link to poppies) – Georgia O’Keeffe (Changed to Kandinsky cross curricular with maths 2021)poppies? <i>Painting watercolour, watercolour Christmas card</i></p> <p>Exploring and Developing Ideas Develop their ideas – try things out, change their minds.</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p> <p>Evaluating and Developing Work Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work (and explain their reasoning).</p> <p>Drawing Control the types of marks made with the range of media.</p> <p>Draw shapes in between objects.</p> <p>Invent new shapes.</p> <p>Painting Work on different scales. (<i>draw in sketch books and on A3/A2</i>)</p> <p>Name different types of paint and their properties.</p> <p>Experiment with tools and techniques e.g. layering, mixing media, scrapping through.</p>	<p><u>What does space look like to you?</u> <i>How can you use shape and space in art?</i></p> <p>Space art <i>Peter Thorpe, Kandinsky. Draw, chalk, paint, playground</i></p> <p>Exploring and Developing Ideas Develop their ideas – try things out, change their minds.</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p> <p>Evaluating and Developing Work Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work (and explain their reasoning).</p> <p>Sketching -</p> <p>Drawing Control the types of marks made with the range of media.</p> <p>Lines and Marks Invent new lines. Draw on different surfaces with a range of media.</p>			<p><u>How is art inspired by culture?</u></p> <p>African art (Tinga Tinga)</p> <p>Tolerance</p> <p>Exploring and Developing Ideas Develop their ideas – try things out, change their minds.</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p> <p>Evaluating and Developing Work Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work (and explain their reasoning).</p> <p>Drawing (draw animal) Control the types of marks made with the range of media.</p> <p>Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.</p> <p>Painting (paint animals) <i>mix paint with PVA</i> Name different types of paint and their properties.</p> <p>Experiment with tools and techniques e.g. layering, mixing media, scrapping through.</p> <p>Collage (<i>habitats – look at colours in different habitats</i>)</p> <p>Fold, crumple, tear and overlap papers.</p> <p>Work on different scales</p> <p>3D (African animals) Manipulate malleable materials for a purpose, e.g. pot, tile</p>
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		<p>Colour Mix secondary colours.</p> <p>Texture Create textured paint by adding sand, plaster. <i>(texture for the centre of flower-paint over –silk, cotton. Add into paint – rice, sand, beans etc)</i></p>	<p>Form, Shape Tone and Texture Draw shapes in between objects.</p> <p>Invent new shapes. (planets)</p> <p>Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. <i>(Planets darker around the outside to look round.)</i></p> <p>Investigate textures by describing, naming, rubbing, copying. <i>(rubbing)</i></p> <p>Printing <i>(Design spaceship)</i></p> <p>Colour Experiment with overprinting motifs and colour</p> <p>Design more repetitive patterns <i>(repetitive patterns on planets)</i></p> <p>Take simple prints i.e. mono -printing</p> <p>Digital Media <i>(design spaceship)</i></p> <p>Record visual information using digital cameras, video recorders.</p> <p>Use a simple graphics package to create images and effects with:</p>			<p>Explore sculpture with a range of malleable media –<i>make with playdough first, how to make it stand</i></p> <p>Understand the safety and basic care of materials and tools</p> <p>Form Use simple 2-D shapes to create a 3-D form – <i>sketch animal and add notes – legs same length etc.</i></p> <p>Texture Change the surface of a malleable material e.g. build a textured tile</p>
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				lines by changing the size of brushes in response to ideas; shapes using eraser, shape and fill tools; and colours and texture using simple filters to manipulate and create images. Use basic selection and cropping								
Assessment	WT	GD	WT	GD	WT	GD	WT	GD	WT	GD	WT	GD
Maths												
Literacy	<p>The following objectives will be taught across the year:</p> <p><u>Reading</u></p> <p>Word reading</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Re-read books to build up fluency and confidence in word reading. Read frequently encountered words quickly and accurately without overt sounding and blending. Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. shoulder, roundabout, grouping. Read longer and less familiar texts independently. Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent. Work out unfamiliar words by focusing on all letters in the word, e.g. not reading place for palace. Read words containing common suffixes e.g. -ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y. Read further common exception words, noting tricky parts (see below).</p> <p><u>Comprehension</u></p> <p>Developing pleasure in reading and motivation to read</p> <p>Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry. Orally retell a wider range of stories, fairy tales and traditional tales. Sequence and discuss the main events in stories and recounts. Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports. Recognise the use of repetitive language within a text or poem (e.g. run, run as fast as you can) and across texts (e.g. long, long ago in a land far away...). Learn and recite a range of poems using appropriate intonation. Make personal reading choices and explain reasons for choices.</p> <p><u>Writing</u></p> <p><u>Composition</u></p>											

Planning

Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas.

Drafting and Writing

Orally rehearse each sentence prior to writing.

Develop a positive attitude to writing.

Develop stamina for writing in order to write at length.

Write about real and fictional events.

Evaluating and Editing

Edit and improve own writing in relation to audience and purpose.

Evaluate their writing with adults and peers.

Proofread to check for errors in spelling, grammar and punctuation.

Performing

Read aloud their writing with intonation to make the meaning clear.

Transcription**Handwriting**

Form lower-case letters of the correct size relative to one another.

Orientate capital letters correctly.

Use capital letters appropriately e.g. not always writing A as a capital, not using capitals within words.

Write capital letters and digits of the correct size relative to one another and to lower case letters.

Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

Use spacing between words which reflects the size of the letters.

Spelling

Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.

Learn new ways of spelling phonemes for which one or more spellings are already known.

Learn to spell common exception words.

Learn to spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.

Learn the possessive apostrophe (singular), e.g. the girl's book.

To spell correctly, distinguish between homophones (e.g. here and hear; sea and see; bear and bare; night and knight) and near-homophones (e.g. quite and quiet; one and won; are and our).

Add suffixes ness and er e.g. happiness, sadness, teacher, baker.

Add suffix ment to spell longer words, e.g. enjoyment.

Add suffixes ful and less e.g. playful, careful, careless, hopeless.

Use suffixes er and est e.g. faster, fastest, smaller, smallest.

Use suffix ly e.g. slowly, gently, carefully.

Spell words with: -

-the /dʒ/ sound spelt as ge and dge at the end (e.g. age, badge), and spelt as g elsewhere (e.g. magic, giant). –

-the /s/ sound spelt c before e, i and y, e.g. ice, cell - the /n/ sound spelt kn and gn at the beginning, e.g. knee, gnat.

- the /ɪ/ sound spelt wr at the beginning e.g. wrote, wrong.
 - the /l/ or /əl/ sound spelt -le at the end of words, e.g. table, apple.
 - the /l/ or /əl/ sound spelt
 -the /l/ or /əl/ sound spelt
 -al at the end of words, e.g. pedal, capital.
 - the ending -il e.g. pencil, fossil, nostril.
 - the /aɪ/ sound spelt -y at the end of words, e.g. try, reply.
 - The /ɔ:/ sound spelt a before l and ll, e.g. call, walk.
 - The /ʌ/ sound spelt o, e.g. mother, Monday.
 - The /i:/ sound spelt -ey, e.g. key, donkey.
 - The /ɒ/ sound spelt a after w and qu, e.g. wander, quantity.
 - The /ɜ:/ sound spelt or after w, e.g. word, worm.
 - The /ɔ:/ sound spelt ar after w, e.g. war, warm.
 - The /z/ sound spelt s, e.g. television, usual.
 Add -es to nouns and verbs ending in -y, e.g. copies, babies.
 Add -ed, -ing, -er and -est to a root word ending in -y with a consonant before it, e.g. copied, copier.
 Add the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it, e.g. hiking, hiked, hiker.
 Add -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. patting, patted.
 Spell words ending in -tion, e.g. station, fiction
 Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words.

<p>Literacy</p>	<p>Fiction - (The Storm Whale)</p> <p><u>How could I write a story to entertain everybody listening to the radio?</u></p> <p>Reading Objectives</p> <p>Demonstrating understanding of texts by asking and answering questions related to who, what, where, when, why, how</p> <p>Sequencing and discussing the main events in stories.</p> <p>Making predictions using evidence from the text.</p> <p>Making inferences about characters and events using evidence from the text e.g. <i>what is a character thinking, saying and feeling?</i></p>	<p>Fiction -</p> <p>Fairy Tales with a Twist</p> <p><u>How could I write a Fairy Tale that Class 4 have never heard before?</u></p> <p>Reading Objectives</p> <p>Explain and discuss their understanding, giving opinions and supporting with reasons.</p> <p>Sequence and discuss main events of a story.</p> <p>Making inferences about characters and events using evidence from the text e.g. <i>what is a character thinking, saying and feeling?</i></p> <p>Use sentences with different forms: statement, question, command, exclamation.</p>	<p>Fiction – Man on the Moon / Dog in Space</p> <p><u>Could I become a published author?</u></p> <p>Reading Objectives</p> <p>Use tone and intonation when reading aloud.</p> <p>Develop and demonstrate their understanding of characters and events through role play and drama drawing on language from the text.</p> <p>Explain and discuss their understanding, giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket because...</i></p>	<p>Fiction – The Great Kapok Tree</p> <p><u>How can my story persuade the school to look after our world?</u></p> <p>Reading Objectives</p> <p>Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.</p> <p>Explain and discuss their understanding, giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket because...</i></p> <p>Make inferences about characters and events using evidence from the text e.g. <i>what is a character thinking, saying and feeling?</i></p> <p>Sequence and discuss the main events in stories and recounts.</p> <p>Writing Objectives</p>	<p>Fiction- Robot Technology Gussie goes bonkers</p> <p><u>Can we tell a story using technology?</u></p> <p>Reading Objectives</p> <p>Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised.</p> <p>Making inferences about characters and events using evidence from the text.</p> <p>Demonstrate understating of fiction by asking and answering who, what, where, when, why, how questions.</p>	<p>Fiction – Text-based Unit</p> <p>(African animal stories – Greedy Zebra, Laughing Giraffe, Running Rhino etc.)</p> <p><u>Could I write a story for Blackpool Zoo?</u></p> <p>Reading Objectives</p> <p>Consider other points of view.</p> <p>Use the subordinating conjunction that in a sentence e.g. I hope that it doesn't rain on sports day.</p> <p>Making predictions using evidence from the text.</p> <p>Making inferences about characters and events using evidence from the text e.g. <i>what is a character thinking, saying and feeling?</i></p> <p>Writing Objectives</p> <p>Use subordination for time e.g. <i>When we had finished our writing, we went out to play. We went out to play when we had finished our</i></p>
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	<p><u>Writing Objectives</u></p> <p>Select, generate and effectively use adjectives.</p> <p>Select generate and effectively use nouns.</p> <p>Say, write and punctuate simple and compound sentences using the connectives <i>and, but</i> and <i>or</i>.</p> <p>Secure the use of full stops, capital letters, exclamation marks and questions marks.</p> <p><u>Classic Poetry – The Owl and the Pussy Cat</u></p> <p><u>What would make our poetry performance exciting for Class 3?</u></p> <p><u>Reading Objectives</u></p> <p>Use tone and intonation when reading aloud.</p> <p>Identify, discuss and collect favourite words and phrases.</p> <p>Develop and demonstrate their understanding of characters and events through role play and drama drawing on language from the text.</p> <p>Learning and reciting a range of poems using appropriate intonation.</p> <p><u>Writing Objectives</u></p>	<p><u>Writing Objectives</u></p> <p>Say, write and punctuate simple and compound sentences using the connectives <i>and, but</i> and <i>or</i>.</p> <p>Use subordination for time when, while, as, before, after.</p> <p>Add suffixes <i>ful</i> or <i>less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless</i>.</p> <p><u>Non-Fiction - Persuasive Poster</u></p> <p>=</p> <p><u>Fairy Tale Land</u></p> <p><u>Will St George’s want to visit Fairy Tale land?</u></p> <p><u>Writing Objectives</u></p> <p>Use present tense for non-chronological reports and persuasive adverts.</p> <p>Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct, inform, entertain, explain, discuss, persuade</i>.</p> <p><u>Reading Objectives</u></p> <p>Identify how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>.</p> <p>Making contributions in whole class and group discussion.</p> <p><u>Writing Objectives</u></p> <p>Use present tense for non-chronological reports and persuasive adverts.</p>	<p>Making inferences about characters and events using evidence from the text e.g. <i>what is a character thinking, saying and feeling?</i></p> <p><u>Writing Objectives:</u></p> <p>Identify, generate and effectively use noun phrases e.g. <i>the blue butterfly</i>.</p> <p>Use subordination for reason e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat</i>. Other reason connectives: <i>so, if, then, for, unless</i>.</p> <p>Use past tense for narrative.</p> <p>Add suffixes <i>ful</i> or <i>less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless</i></p> <p><u>Non-fiction –Recount</u></p> <p>Moon landing</p> <p><u>Could I write an online diary from space?</u></p> <p><u>Reading Objectives</u></p> <p>Check that texts make sense while reading and self correct.</p> <p>Participate in discussion about what is read to them,</p>	<p>Say, write and punctuate simple and compound sentences using the connectives <i>and, but</i> and <i>or</i>.</p> <p>Identify, generate and effectively use noun phrases e.g. <i>the blue butterfly with shimmering wings (for description)</i>.</p> <p>Use suffixes <i>er</i> and <i>est</i> to create adjectives e.g. <i>faster, fastest, smaller, smallest</i></p> <p>Select, generate and effectively use adverbs.</p> <p>Use suffix <i>ly</i> to turn adjectives into adverbs e.g. <i>slowly, gently, carefully</i>.</p> <p><u>Non-Fiction – Information text – looking after the world</u></p> <p><u>Could I teach another school about looking after our world?</u></p> <p><u>Reading Objectives</u></p> <p>Discussing how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i></p> <p>Activating prior knowledge and raising questions e.g. <i>What do we know? What do we want to know? What have we learned?</i></p> <p>Locate information from non-fiction texts using the</p>	<p>Use tone and intonation when reading aloud.</p> <p><u>Writing Objectives</u></p> <p>Secure the use of full stops, capital letters, exclamation marks or question marks.</p> <p>To identify and generate noun phrases to describe and specify.</p> <p><u>Non-Fiction – Instructions</u></p> <p><u>Can I help Class 6 to build a robot?</u></p> <p><u>Reading Objectives</u></p> <p>Activating prior knowledge and raising questions e.g. <i>What do we know? What do we want to know? What have we learned?</i></p> <p>Listening and responding to contributions from others.</p> <p>Identifying, discussing and collecting favourite words and phrases.</p> <p><u>Writing Objectives</u></p> <p>Select, generate and effectively use verbs.</p>	<p><i>writing.</i></p> <p>Use subordination for reason e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat</i>. Other reason connectives: <i>so, if, then, for, unless</i>.</p> <p>To explore the progressive form of verbs in past (e.g. <i>he was shouting</i>) and present tense (e.g. <i>she is drumming</i>) to mark actions in progress.</p> <p>Proofread to check for correct form of verbs within sentences, e.g. correcting <i>he walking</i> to <i>he walked</i>.</p> <p>Read aloud their writing with intonation to make the meaning clear.</p> <p><u>Non-Fiction-Explanation</u></p> <p>(Life cycles)</p> <p><u>What would I tell Class 4 about the life cycle of a lion?</u></p> <p><u>Reading Objectives</u></p> <p>Activating prior knowledge and raising questions e.g. <i>What do we know? What do we want to know? What have we learned?</i></p> <p>Introducing and discussing key vocabulary within the context of a text.</p> <p><u>Writing Objectives</u></p> <p>Use sentences with different forms: statement, question, command, exclamation.</p>
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	<p>Select, generate and effectively use nouns.</p> <p>Select, generate and effectively use adjectives.</p> <p>Write simple poems based on models</p> <p>Non-Fiction – Letters/Postcards (At the Beach)</p> <p><u>What would I tell my friend about my holiday?</u></p> <p><u>Key Reading Skills:</u></p> <p>Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions.</p> <p>Make inferences about characters and events using evidence from the text.</p> <p>What is the character thinking, saying, feeling?</p> <p>Writing Objectives</p> <p>Use sentences with different forms: statement, question, command, exclamation.</p> <p>Use apostrophes for contracted forms e.g. <i>don't, can't, wouldn't, you're, I'll</i></p>	<p>Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct, inform, entertain, explain, discuss, persuade.</i></p>	<p>taking turns and listening to what others say.</p> <p>Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</p> <p>Sequence and discuss the main events in stories and recounts.</p> <p>To identify, discuss and collect favourite words and phrases.</p> <p>Writing Objectives</p> <p>Use past tense for narrative, recount, e.g. <i>diary, newspaper report, biography, historical reports.</i></p> <p>Make simple notes from non-fiction texts e.g. highlighting and noting key words.</p> <p>Use subordination for time using when, before and after e.g. <i>We went out to play when we had finished our writing. When we had finished our writing we went out to play.</i></p> <p>Poems – space?? (within fiction unit)</p> <p>Reading Objectives:</p>	<p>contents page, index, labelled diagram and charts.</p> <p>Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised.</p> <p>Writing Objectives</p> <p>Use commas to separate items in a list.</p> <p>Secure the use of full stops, capital letters, exclamation marks and questions marks.</p> <p>Use apostrophes for singular possession in nouns, e.g. <i>the girl's names.</i></p> <p>Make simple notes from non-fiction texts e.g. highlighting and noting key words.</p> <p>Use specific text type, features to write for a range of audiences and purposes e.g. <i>to instruct, inform, entertain, explain, discuss, persuade.</i></p> <p>Poetry (environment Poems)</p> <p>Reading Objectives</p> <p>Identifying, discussing and collecting favourite words and phrases.</p> <p>Uses tone and intonation when reading aloud.</p>	<p>Use subordination for time e.g. <i>When we had finished our writing, we went out to play. We went out to play when we had finished our writing.</i> Other time connectives: <i>while, as, before, after</i></p> <p>Use sentences with different forms: statement, question, command, exclamation.</p> <p>Use specific text type features to write for a range of audiences and purposes e.g. to instruct, inform, entertain, explain, discuss, persuade.</p>	
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Use commas to separate items in a list.

Orally rehearse each sentence prior to writing.

Use subordination for reason
e.g. *I put my coat on because it was raining. Because it was raining, I put on my coat.*

Listening and responding to contributions from others.

Participate in discussion about what is read to them, taking turns and listening to what others say.

Writing Objectives:

Select, generate and effectively use nouns phrases e.g. *the blue butterfly with shimmering wings* (for description)
granulated sugar (for specification).

Select, generate and effectively use adjectives.

Use subordination for time using when, before and after e.g. we went out to play when we have finished our writing. When we had finished our writing, we went out to play.

Write simple poems based on models.

Writing Objectives

Write simple poems based on models
Edit and improve their own writing in relation to audience and purpose.