

Subject	Year 1 – Class 3					
	Community Link – advent decorations for the Christmas trees at church and school Lent – produce that we have grown for parents					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme (Q) – <b>Our Local Area (Chorley)</b> What is my local area like?	Theme (Q) – <b>Traditional Toys</b> What did children get for Christmas in the past?	Theme (Q) – <b>London</b> Why is London the capital city of England?	Theme (Q) – <b>The Great Fire of London!</b> Why couldn't the Fire Brigade put out the Great Fire of London?	Theme (Q) – <b>What a Wonderful World</b> Can you find the United Kingdom on a world map?	Theme (Q) – <b>Animals Including Humans</b> Do all animals breath air and eat meat?
	Hook: Investigate the Local Area. Arrange a walk into Chorley and look at any human and physical features of the town.	Hook: Invite in visitors (parents, grandparents, parishioners) to talk about toys and games from the past / use teaches recordings.	Hook: A British Afternoon Tea Party. Children to make sandwiches and cakes. (complete in final week to fit with DT)	Hook: Arrange for the Local Fire Service to come into School.	Hook: VR headsets to visit different countries around the world.	Hook: Trip to Blackpool Zoo.
	<b>Community Link – advent decorations for the Christmas trees at church and school</b>		<b>Community Link - To give produce that we have grown for parents</b>			
Class Read Suggestions ...	Class Read: The tale of Peter Rabbit Other Beatirx Potter texts	Class Read: <b>Toys</b> <b>The Yard Sale –diversity text</b> Dogger Kipper's Toy Box The Tale of Two Bad Mice	Class Read: <b>Britain</b> The Tiger Who Came for Tea The Queen's Knickers <b>Amazing Grace ( British Values)</b>	Class Read: <b>Fire</b> <b>My Mummy is a firefighter - diversity</b> People Who Help Us – Firefighters. Toby and The Great Fire of London	Class Read: <b>World</b> Lost and Found The Storm Whale <b>Handa's Surprise - diversity</b>	Class Read: <b>Animals</b> The Rainbow Fish The Gruffalo Giraffe's Can't Dance
Geography	<b><u>What is my local area like?</u></b>  <b>Topic:</b> Chorley (Our local area and hometown of Henry Tate)  <b>Place Knowledge:</b> Understand geographical		<b><u>Why is London the capital city of England?</u></b>  <b>Topic:</b> London (Capital City of England)  <b>Place Knowledge:</b> Understand geographical similarities and differences through studying the human and physical		<b><u>What would I see on my journey around the world?</u></b>  <b>Topic:</b> Around the World in Seven Weeks.  <b>Locational Knowledge:</b> Name and locate the	

similarities and differences through studying the human and physical geography of a small area of the United Kingdom

**Geographical skills and**

**Fieldwork:** Use simple fieldwork and observational skills to study the geography of their school and its grounds.

**Geographical skills and**

**Fieldwork:** Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

**Christian Values**

Good Manners - Be polite to members of the public when doing fieldwork.

Being Calm and Peaceful - conduct ourselves well and show our selves off when representing the school outside of the school ground conducting fieldwork.

**British Values**

mutual respect - to have high expectations of behaviour when conducting fieldwork.

**Cross Curricular Writing**

Description of Chorley compared to Mr McGreggors garden

geography of a small area of the United Kingdom

**Human and Physical**

**Geography:** Use basic geographical vocabulary to refer to: Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

**Human and Physical**

**Geography:** Identify seasonal and daily weather patterns in the United Kingdom

**Geographical skills and**

**Fieldwork:** Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map.

**Geographical skills and**

**Fieldwork:** Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

**Key Vocabulary:**

**Physical features** - beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather

**Seasonal, daily weather patterns** -Spring, Summer, Autumn, Winter, cloud, cold, dry, frost, hot, ice, rain, puddle, snow,

world's seven continents and five oceans

**Geographical skills and**

**Fieldwork :**Use world maps to identify the United Kingdom and its countries

**Geographical skills and**

**Fieldwork:** Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map.

**Key Vocabulary:**

**Continent** -Europe, Asia, North America, South America, Africa, Antarctica, Australia

**Oceans** - Pacific, Indian, Arctic, Atlantic, Southern.

**British Values**

Tolerance for those of different faiths and beliefs - make children aware that of the differences around the world.

				<p>sunshine, temperature, UK, wet, wind</p> <p><b>Compass directions:</b> North, South, East West</p> <p><b>Christian Values</b> Compassion, Acceptance, Forgiveness, Honesty, Achieving and Persevering, Self-Control, Good Manners and Being Calm and Peaceful.</p> <p><b>British Values</b> Democracy – talk about the House of Parliament being in the City of London. Explain briefly how they make decisions that affect our lives.</p> <p><b>Cross Curricular Writing</b> To write a persuasive poster about visiting London.</p>								
Geography Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
History	<p><b><u>How did Henry Tate improve people's lives in Chorley?</u></b></p> <p><b>Topic:</b> Henry Tate</p> <p>History: The lives of significant people that have contributed to national and international achievements.</p> <p>Significant historical events, people, and places in their own locality.</p>		<p><b><u>How has Chorley High Street Changed since 1930s?</u></b></p> <p><b>Topic:</b> The High Street</p> <p>History Changes within living memory.</p> <p><b>Chronology:</b> recognise the distinction between past and present</p>		<p><b><u>Why couldn't the Fire Brigade put out the Great Fire of London?</u></b></p> <p><b>Topic:</b> The Great Fire of London &amp; Samuel Pepys</p> <p>History Events beyond living memory that are significant nationally or globally.</p> <p>Include The lives of significant people that have contributed to national and international achievements.</p>							

	<p><b>Chronology:</b> recognise the distinction between past and present</p> <p>order and sequence some familiar events and objects.</p> <p>identify some similarities and differences between ways of life at different times.</p> <p>use some everyday terms about the passing of time such as 'a long time ago' and 'before'</p> <p><b>Events, People and Changes:</b> retell some events from beyond their living memory which are significant nationally or globally.</p> <p>describe some changes within their living memory (including aspects of national life where appropriate)</p> <p><b>Communication:</b> describe special or significant events.</p> <p>retell simple stories or events from the past.</p> <p>use simple historical terms</p>	<p>order and sequence some familiar events and objects.</p> <p>identify some similarities and differences between ways of life at different times.</p> <p>use some everyday terms about the passing of time such as 'a long time ago' and 'before'</p> <p><b>Events, People and Changes:</b> retell some events from beyond their living memory which are significant nationally or globally.</p> <p>describe some changes within their living memory (including aspects of national life where appropriate)</p> <p><b>Communication:</b> describe special or significant events.</p> <p>retell simple stories or events from the past.</p> <p>use simple historical terms</p> <p><b>Enquiry, interpretation and using Sources:</b> make simple observations about different people, events, beliefs and communities.</p>		<p><b>Chronology:</b> recognise the distinction between past and present</p> <p>order and sequence some familiar events and objects.</p> <p>identify some similarities and differences between ways of life at different times.</p> <p>use some everyday terms about the passing of time such as 'a long time ago' and 'before'</p> <p><b>Events, People and Changes:</b> retell some events from beyond their living memory which are significant nationally or globally.</p> <p>describe some changes within their living memory (including aspects of national life where appropriate)</p> <p><b>Communication:</b> describe special or significant events.</p> <p>retell simple stories or events from the past.</p> <p>use simple historical terms</p>		
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**Enquiry, interpretation and using Sources:** make simple observations about different people, events, beliefs and communities.

Use sources to answer simple questions about the past e.g. e.g. which object is older? How do we know?

identify some of the basic ways in which the past can be represented.

choose parts of stories and other sources to show what they know about the past

**Key Vocabulary:** Local, past, invention, sugar merchant, significant dates

**Christian Values**  
Compassion - Henry had very little as a youngster compared to life in the 21<sup>st</sup> Century

**Achieving and Persevering -**  
Despite growing up in adversity (leaving school at 13 years), Henry built his own very successfully business.

**British Values**  
the rule of law - Children left school at 13 years instead of 16 years.

Use sources to answer simple questions about the past e.g. e.g. which object is older? How do we know?

identify some of the basic ways in which the past can be represented.

choose parts of stories and other sources to show what they know about the past

**Key Vocabulary:** Changes within living memory – Toys: Past, Present, Then/now, Century, Old/new, Long ago and a Lifetime

**Christian Values**  
Compassion - Some children got very little for Christmas in the past.  
Acceptance - Technology was limited so toys were quite different.

**British Values**  
Tolerance of those of different faiths and beliefs - Accept that Christmas was different for rich and poor in the past.

**Cross Curricular Writing**  
To write a non-chronological report about a toy from the past and a toy from the 21<sup>st</sup> Century.

**Enquiry, interpretation and using Sources:** make simple observations about different people, events, beliefs and communities.

Use sources to answer simple questions about the past e.g. e.g. which object is older? How do we know?

identify some of the basic ways in which the past can be represented.

choose parts of stories and other sources to show what they know about the past

**Key Vocabulary:** Great fire of London Vocab: King Charles II, River Thames, Samuel Pepys, September 1666, Pudding Lane and Thomas Farynor

**Christian Values**  
Compassion - Feel for the people who lost homes and belongings.  
Forgiveness - the fire by Thomas Farynor caused so much damage to buildings in the capital.

**British Values**  
Tolerance of those of different faiths and beliefs - read and learn about the diaries of Samuel Pepys.

**Cross Curricular Writing**

	<p>Tolerance of those of different faiths and beliefs - People in the 18<sup>th</sup> Century had different views about slavery.</p> <p><b>Cross Curricular Writing</b> To write the real-life story of Henry Tate</p> <p>ESafety Safe Searches Not everything that you read on the internet is true.</p>		<p>ESafety Safe Searches Not everything that you read on the internet is true.</p>				<p>To write a diary entry about the Great Fire of London based on the work of Samuel Pepys.</p> <p>ESafety Safe Searches Not everything that you read on the internet is true.</p>					
History Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
Science	<p><b><u>Can I wear shorts all year round?</u></b>  <b>Ongoing Unit</b> – Seasonal Changes  <b>Knowledge:</b> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.  <b>Key Vocabulary:</b> Seasons (summer, winter, spring, autumn), Weather (sunny, rainy, windy, snowy), sun, sunrise, sunset, day length.  <b>Skills:</b> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.  <b>Skills &amp; Enquiry Gathering and recording data to help in answering questions:</b> Making tables and charts about the weather. Make displays of what happens in the world around them. Including day length, as the seasons change.</p>											
Science	<p>See above ... make a start on seasonal changes ...</p> <p>Collect evidence of Autumn</p> <p>Start recording 'midnight' the fox</p> <p>Take a photo of the children in the same place at 4 times of the year</p>		<p><b><u>Can all toys come in the bath with me?</u></b></p> <p><b>Topic:</b> Everyday Materials</p> <p><b>Knowledge:</b> Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a</p>		<p>Revisit seasonal changes</p> <p>....</p>		<p><b><u>Can you only feel with your fingers?</u></b></p> <p><b>Animals including Humans</b> <b>Topic:</b> Senses</p> <p><b>Knowledge:</b> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p><b>Key Vocabulary:</b> head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth.</p>		<p><b><u>Are all trees the same?</u></b></p> <p><b>Topic:</b> Plants</p> <p><b>Knowledge:</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><b>Key Vocabulary:</b> Leaves, flowers, blossom, petals, fruit, root, seed, trunk,</p>		<p><b><u>Do all animals breath air and eat meat?</u></b></p> <p>Animals including Humans <b>Topic:</b> Animals</p> <p><b>Knowledge:</b> Identify and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores, and omnivores.</p> <p>Describe and compare the structure of a variety of</p>	

	<p>Observing the weather</p>	<p>variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p><b>Key Vocabulary:</b> Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through.</p> <p><b>Skills:</b> Distinguish between an object and the material from which it is made.</p> <p><b>Skills &amp; Enquiry Observing and Observing over time:</b> Describe the simple physical properties of a variety of everyday materials.</p> <p><b>Skills &amp; Enquiry Identifying and Classifying:</b> Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>		<p><b>Skills:</b> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p><b>Skills &amp; Enquiry Observing and Observing over time:</b> Using their senses to compare different textures, sounds and smells.</p> <p><b>Skills &amp; Enquiry Using their observations and ideas to suggest answers to questions:</b> Using their senses to compare different textures, sounds and smells.</p> <p><b>Christian Values</b> Acceptance - To accept that people could have different views and opinions when comparing textures, sounds and smells.</p> <p><b>British Values</b> respect and tolerance of those of different faiths and beliefs - respect other people's opinion when comparing textures, sounds and smells.</p>	<p>branch, stem, bark, stalk, bud.</p> <p><b>Skills &amp; Enquiry Observing and Observing over time:</b> Observe the growth of flowers and vegetables closely using a magnifying glass, and comparing and contrasting familiar plants</p> <p><b>Skills &amp; Enquiry Identifying and Classifying:</b> Compare and contrast familiar plants describing how they were able to identify and group them</p> <p><b>Skills &amp; Enquiry Using their observations and ideas to suggest answers to questions:</b> Compare and contrast what they have found out about different plants.</p> <p><b>Skills &amp; Enquiry Gathering and recording data to help in answering questions:</b> Drawing diagrams showing the parts of different plants.</p> <p>Keep records of how plants have changed over time, for example the leaves falling off trees and buds opening.</p> <p><b>Christian Values</b> Good Manners - Be polite to members of the public when doing fieldwork.</p>	<p>common animals (fish, amphibians, reptiles, birds, and mammals, including pets)</p> <p><b>Key Vocabulary:</b> fish, amphibians, reptiles, birds, mammals.</p> <p><b>Skills &amp; Enquiry Observing and Observing over time:</b> Using their observations to compare and contrast animals at first hand or through videos and photographs.</p> <p><b>Skills &amp; Enquiry Identifying and Classifying:</b> Describing how they identify and group them...grouping animals according to what they eat.</p> <p><b>Christian Values</b> Compassion - looking after and treating all God's creatures with care and respect.</p> <p><b>Cross Curricular Writing</b> To write a character description about a chosen animal.</p> <p><b>ESafety</b> Safe Searches Not everything that you read on the internet is true</p>
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		<p><b>Skills &amp; Enquiry Perform simple test:</b> 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><b>Cross Curricular Writing</b> To write a non-chronological report about a type of material i.e. glass.</p>						<p>Being Calm and Peaceful - conduct ourselves well and show our selves off when representing the school outside of the school ground conducting fieldwork.</p> <p><b>British Values</b> mutual respect - to have high expectations of behaviour when conducting fieldwork.</p> <p><b>Cross Curricular Writing</b> To write a set of instructions about how to plant a bulb, bean, or seed.</p>				
Science Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below		
RE	<p><b><u>How can we help those who do not have a good harvest?</u></b> <b>Topic:</b> Harvest</p> <p><b>Key Vocabulary:</b> Harvest, Harvest Festival</p> <p><b>Topic:</b> My World, Jesus World</p> <p>How is the place where Jesus lived different from where we live now?</p> <p><b>Key Vocabulary:</b> Jesus, Jerusalem, and Nazareth</p> <p><b>Christian Values</b> Compassion - Some people have very little at Harvest. Acceptance - We are very lucky and are blessed by</p>		<p><b><u>Why do we give and receive gifts?</u></b> <b>Topic:</b> Christmas</p> <p><b>Key Vocabulary:</b> Gift, Wise Men, Magi, Jesus, and promise</p> <p><b>Christian Values</b> Acceptance - That not all people hold the Christmas Story in the same regard. Some people have no faith and others have a different faith to us.</p> <p><b>British Values</b> mutual respect and tolerance of those of different faiths and beliefs. To talk about that not all people are Christians and believe the story of the birth of Jesus.</p> <p><b>Cross Curricular Writing</b></p>		<p><b><u>What made Jesus special?</u></b> <b>Topic:</b> Jesus was Special</p> <p><b>Key Vocabulary:</b> Jesus, Son of God, friendship, miracle, and disciple</p> <p><b>Christian Values</b> Link to the stories of Jesus - Jesus is a role model for all the values: Compassion, Acceptance, Forgiveness, Honesty, Achieving and Persevering, Self-Control, Good Manners and Being Calm and Peaceful.</p> <p><b>British Values</b> mutual respect and tolerance of those of different faiths and beliefs. To talk about that not all people are Christians and that Jesus is not a special person in their holy book</p>		<p><b><u>What do you think is the most important part of the Easter Story?</u></b> <b>Topic:</b> Easter</p> <p><b>Key Vocabulary:</b> Good Friday, Easter Sunday, Jesus, new life, Holy Week, disciples, Mary, resurrection, garden, and tomb</p> <p><b>Christian Values</b> Forgiveness - Jesus forgave Judas for betraying him.</p> <p><b>British Values</b> tolerance of those of different faiths and beliefs.</p>		<p><b><u>Why is baptism special?</u></b> <b>Topic:</b> Baptism</p> <p><b>Key Vocabulary:</b> Baptism, font, Christening, Vicar/Minister, Priest, Godparents, water and belonging</p> <p><b>Christian Values</b> Acceptance - Not all people choose to be baptised.</p> <p><b>British Values</b> tolerance of those of different faiths and beliefs.</p> <p><b>Cross Curricular Writing</b> To write a non-chronological report about Baptism.</p>		<p><b><u>Why is Joseph a Bible hero?</u></b> <b>Topic:</b> Joseph</p> <p><b>Key Vocabulary:</b> Joseph, Jacob, brothers, dreams, coat, Egypt, and forgiveness.</p> <p><b>Christian Values</b> Forgiveness - Talk about how Joseph forgave his brothers despite their awful behaviour and jealousy.</p> <p><b>British Values</b> democracy, the rule of law - Talk about how the Pharaoh ruled the land.</p> <p><b>Individual liberty</b> - Joseph stood up to the Pharaoh and told him about the seven years of wealth and famine.</p>	



	<p>God. We can use that fortune to help others.</p> <p><b>British Values</b> tolerance of those of different faiths and beliefs. - Respect that people in Africa have a different way of life than wat we are used too.</p>	<p>To write the story of St Nicholas.</p>				<p>Tolerance of those of different faiths and beliefs - explore the concept of slavery in Egypt.</p> <p><b>Cross Curricular Writing</b> To write a recount about what happened to Joseph.</p>
<p>Computing</p>	<p><b>Computer Science</b> <b>How can a computer show me how a plant grows?</b> <b>Autumn 1:</b> <i>Simulations using clips as a class on espresso e.g. lifecycle of a butterfly</i></p> <p><b>Disciplinary Knowledge</b> Can I explore simulations of real and virtual environments? e.g. BBC science clips, virtual plants and pets.</p> <p>Can I discuss use of simulations and compare with reality, e.g. a simulation of a science experiment?</p> <p>Can I talk about the rules found in simulations?</p> <p><b>Substantive Knowledge</b> Do I understand that computer simulations can represent real and virtual environments?</p> <p><b>Key vocabulary:</b></p>	<p><b>Information Technology</b> <b>What do I do if I don't know something?</b> <b>Autumn 2:</b> <i>Searching (using the Espresso website)</i></p> <p><b>Disciplinary Knowledge</b> Can I locate specific, teacher defined, age appropriate websites through a favourites menu and /or by typing a website address (URL) into the address bar in a web browser?</p> <p>Can I use technology to source, generate and amend ideas? e.g. searching a resource such as Espresso for images by a specific artist.</p> <p>Can I talk about their use of technology and other ways of finding information? e.g. books, asking other people</p>	<p><b>Computer Science</b> <b>What is an algorithm? (beebots)</b> <b>Spring 1:</b> <i>Programming using algorithms without a computer e.g. make a sandwich and use beebots</i></p> <p><b>Disciplinary Knowledge</b> Can I give and follow commands (one at a time) to navigate other children and programmable toys around a course or a familiar journey, including straight and turning movements?</p> <p><b>Substantive Knowledge</b> Do I understand that algorithms are a series of steps or instructions to achieve a specific goal?</p> <p>Do I understand that devices respond to commands?</p>	<p><b>Digital Literacy</b> <b>How can I keep safe online?</b> <b>Spring 2:</b> <i>Project Evolve: Year 1, Privacy and Security Strand (3 lessons) and Online Relationships (4 lessons)</i></p> <p><b>Disciplinary Knowledge</b> Can I use technology safely?</p> <p>Can I keep personal information safe?</p> <p>Can I use technology respectfully?</p> <p><b>Substantive Knowledge</b> Do I know what it means to use technology safely?</p> <p>Do I understand what is meant by personal information?</p> <p>Do I understand how to keep personal information safe online?</p> <p><b>Key Vocabulary:</b></p>	<p><b>Computer Science</b> <b>Can I tell a computer what to do?</b> <b>Summer 1:</b> <i>Programming using espresso unit 1a</i></p> <p><b>Disciplinary Knowledge</b> 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?</p> <p><b>Substantive Knowledge</b> Do I understand the meaning of the term program?</p> <p><b>Key Vocabulary:</b> Algorithm, code, instructions, run, up, down, left, right, direction, object, action, program, programming, code, action, object, click,</p>	<p><b>Information Technology</b> <b>How can I use a computer to share my work?</b> <b>Summer 2:</b> <i>2 Create A Story Purple Mash Unit 1.6</i></p> <p><b>Disciplinary Knowledge</b> Can I develop correct use of the keyboard (e.g. spacebar, backspace, delete, shift (not caps lock) and enter keys)?</p> <p>Can I add captions to photos and graphics?</p> <p><b>Substantive Knowledge</b> Do I know that text can be different colours, sizes and styles and that these can easily be changed?</p> <p>Do I know that technology can be used to communicate ideas in different ways, e.g. text, images, tables and sound?</p> <p>Do I know that animation is a sequence of still images?</p>

	simulation		<p>Can I use key words to search a specific resource for information? e.g. Espresso and other websites, under the guidance and supervision of an adult.</p> <p><b><u>Substantive Knowledge</u></b> Do I understand that there are different ways of finding information?, e.g. books, asking other people</p> <p>Do I understand that there are different ways of finding information, e.g. books, asking other people?</p> <p>Do I understand that technology can give rapid access to a wide variety of information and resources, including internet, TV, DVDs?</p> <p><b><u>Key vocabulary</u></b> Search, Google, search engine,</p>		<p>Can I talk about devices in the home that are controlled by commands?</p> <p><b><u>Key vocabulary:</u></b> Algorithm</p> <p><b>Cross Curricular Writing</b> To write a set of instructions such as making a sandwich or baking a cake.</p>		<p>Password, Pin, personal information, trusted adult,</p> <p><b>Christian Values</b> Acceptance - Not all people will be who they say they are. Honesty - Be honest with parents about your online activity. Self-Control - Refrain from handing out any personal information to people you don't know.</p> <p><b>British Values</b> the rule of law - briefly explore that people commit crime online by stealing personal details. .</p>				<p><b>Key Vocabulary:</b> E-Book, file, click, type, text, image</p> <p><b>Cross Curricular Writing</b> To use 2 create a story to write a story on a chosen animal based on the work in Science.</p> <p><b>ESafety</b> Safe Searches Not everything that you read on the internet is true</p>	
Computing Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
DT					<p><b><u>How can I create a dish fit for the Queen?</u></b></p> <p>Food – Afternoon Tea (Sandwiches and Cakes)</p> <p><b>Food</b></p> <p><b>Problem Ideas/ notes</b> Cut, peel, grate, chop</p>		<p><b><u>How can I create a chair for baby Bear?</u></b></p> <p>Linked to Traditional Tales</p> <p><b>Structures</b></p> <p><b>Problem Ideas/ notes</b></p>				<p><b><u>What coat would Joseph like to wear? Link to art unit and merge as one</u></b></p> <p>Joseph's Coat of many colours</p> <p><b>Textiles</b></p> <p><b>Problem Ideas/ notes</b></p>	

			<p><b>Food</b> use the basic principles of a healthy and varied diet to prepare dishes</p> <p><b>Vocabulary</b> 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><b>Christian Values</b> Achieving and Persevering - don't give up when things get tricky, think of way to get round it</p> <p><b>British Values</b> Democracy - the Queen is head of the State</p> <p><b>Cross Curricular Writing</b> To write a set of instructions such as making a sandwich or baking a cake.</p>	<p>Enclosures for farm or zoo animals playground/park/garden furniture bridge for Billy Goats Gruff playground equipment furniture for the Three Bears</p> <p><b>Design</b> design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p><b>Make</b> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p><b>Evaluate</b> explore and evaluate a range of existing products</p> <p><b>Technical Knowledge</b> build structures, exploring how they can be made stronger, stiffer and more stable</p> <p><b>Vocabulary</b> Strong/weak Stiffer Stable Structure Names of materials Names of tools used Shape vocabulary (maths) Base, top, Edge, side, surface, face, Corner, point, Straight, curved</p> <p><b>Additional Vocabulary</b> Design Evaluate Criteria Product Purpose Function User Choose Plan Mock up</p>		<p>Decorate fabrics with bead threading</p> <p><b>Design</b> design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p><b>Make</b> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p><b>Evaluate</b> explore and evaluate a range of existing products</p> <p><b>Vocabulary</b> Names of fabrics (e.g. felt) Names of components (e.g. buttons, sequins, wool, thread) Names of tools used Names of stitches learned Pattern Finish</p> <p><b>Christian Values</b> Achieving and Persevering - don't give up when things get tricky, think of way to get round it</p>
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						template Measure Join Decorate						
						<b>Christian Values</b> Achieving and Persevering - don't give up when things get tricky, think of way to get round it						
DT Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
Art and Design	<p><b><u>Can I make art from the things around me?</u></b>  <b>Rubbings around School</b>          Printing using leaves and flowers          Local Chorley Artist          Repeating Patterns – man-made and natural</p> <p><b>Exploring and Developing Ideas</b>          Record and explore ideas from first-hand observations.</p> <p>Ask and answer questions about the starting points for their work.</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p> <p><b>Evaluating and Developing Work</b>          Review what they 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.</p>		<p><b><u>Could my Christmas Card be sold in a shop?</u></b>  <b>Christmas Card</b>  <b>Christmas Gifts</b></p> <p><b>Exploring and Developing Ideas</b>          Record and explore ideas from first-hand observations.</p> <p>Ask and answer questions about the starting points for their work.</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p> <p><b>Evaluating and Developing Work</b>          Review what they 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.</p>				<p><b><u>Can I create a tool to help put out the Great Fire of London?</u></b>  <b>Link to DT Structures</b>          Take Pictures          Draw Fire</p> <p><b>Exploring and Developing Ideas</b>          Record and explore ideas from first-hand observations.</p> <p>Ask and answer questions about the starting points for their work.</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p> <p><b>Evaluating and Developing Work</b>          Review what they have done and say what they think and feel about it.</p> <p>Identify what they might change in their current</p>		<p><b><u>Who is Rene Magritte?</u></b>          Splat with different items          Scraping through</p> <p><b>Exploring and Developing Ideas</b>          Record and explore ideas from first-hand observations.</p> <p>Ask and answer questions about the starting points for their work.</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p> <p><b>Evaluating and Developing Work</b>          Review what they have done and say what they think and feel about it.</p> <p>Identify what they might change in their current</p>		<p><b><u>Can I create a coat of many colours? Link to DT unit and merge as one</u></b></p> <p><b>Joseph's Coat of many colours</b>          Start with weaving</p> <p><b>Exploring and Developing Ideas</b>          Record and explore ideas from first-hand observations.</p> <p>Ask and answer questions about the starting points for their work.</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p> <p><b>Evaluating and Developing Work</b>          Review what they 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.</p> <p><b>Drawing</b></p> <p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.</p> <p>Lines and Marks (Pollock, Van Gogh)</p> <p>Name, match and draw lines/marks from observations.</p> <p>Draw on different surfaces with a range of media.</p> <p><b>Form, Shape Tone and Texture</b></p> <p>Observe and draw shapes from observations.</p> <p>Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.</p> <p>Investigate textures by describing, naming, rubbing, copying.</p> <p>Investigate textures by describing, naming, rubbing, copying.</p> <p><b>Printing</b></p>	<p><b>Drawing</b></p> <p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.</p> <p>Lines and Marks (Pollock, Van Gogh)</p> <p>Name, match and draw lines/marks from observations.</p> <p>Draw on different surfaces with a range of media.</p> <p><b>Drawing Vocabulary</b>, light and dark lines, textures.</p> <p><b>Form, Shape Tone and Texture</b></p> <p>Observe and draw shapes from observations</p> <p>Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.</p> <p>Investigate textures by describing, naming, rubbing, copying.</p> <p>Investigate textures by describing, naming, rubbing, copying.</p> <p><b>3D</b></p> <p>Manipulate malleable materials in a variety of</p>			<p>work or develop in future work.</p> <p><b>Digital Media</b></p> <p>Explore ideas using digital sources i.e. internet.</p> <p>Use a simple graphics package to create images and effects with: <b>lines</b> by changing the size of brushes in response to ideas; shapes using eraser, <b>shape</b> and fill tools; and <b>colours and texture</b> using simple filters to manipulate and create images.</p> <p><b>Digital media vocabulary</b> Manipulate</p>	<p>work or develop in future work.</p> <p><b>Painting</b></p> <p>Use a variety of tools and techniques including different brush sizes and types.</p> <p>Mix and match colours to artefacts and objects.</p> <p>Experiment with tools and techniques e.g. layering, mixing media, scrapping through.</p> <p>Colour Identify primary and secondary colours by name.</p> <p>Mix primary shades and tones.</p> <p><b>Texture</b></p> <p>Create textured paint by adding sand, plaster.</p> <p><b>Painting Vocabulary</b> Brush size, poster paint, primary and secondary colours (by name), textured paint.</p>	<p>Identify what they might change in their current work or develop in future work.</p> <p><b>Textiles</b> Match and sort fabrics and threads for colour, texture, length, size, and shape</p> <p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting</p> <p>Cut and shape fabric using scissors/snips</p> <p>Apply shapes with glue or by stitching</p> <p><b>Colour</b></p> <p>Apply colour with printing, dipping, fabric crayons</p> <p>Create and use dyes i.e. onion skins, tea, coffee</p> <p><b>Texture</b></p> <p>Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel</p> <p><b>Textiles Vocabulary</b> Fabrics, texture, pulling, twisting,</p>
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	<p>Print with a range of hard and soft materials e.g. corks, pen barrels, sponge</p> <p>Build repeating patterns and recognise pattern in the environment</p> <p>Make simple marks on rollers and printing palettes</p> <p>Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils</p> <p>Create simple printing blocks with press print</p> <p><b>Texture</b> Make rubbings to collect textures and patterns</p> <p><b><u>Printing Vocabulary</u></b> Hard and soft materials, rollers.</p> <p><b>Collage</b> Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc</p> <p>Arrange and glue materials to different backgrounds</p> <p>Sort and group materials for different purposes e.g. colour texture</p> <p><b>Colour</b></p>	<p>ways including rolling and kneading</p> <p>Explore sculpture with a range of malleable media</p> <p>Understand the safety and basic care of materials and tools</p> <p><b>Form</b></p> <p>Experiment with constructing and joining recycled, natural, and manmade materials</p> <p>Use simple 2-D shapes to create a 3-D form</p> <p><b><u>3D Vocabulary</u></b> kneading, sculpture, joining, 2D shapes.</p>				
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<p>PSHE Following SCARF (life education plan)</p>	<p><b>Me and My Relationships</b> <u>Why do we have school rules?</u></p> <p><b>Why we have classroom rules?</b> Understand that classroom rules help everyone to learn and be safe; Explain their classroom rules and be able to contribute to making these.</p> <p><b>How do feelings make us behave?</b> <b>Our feelings</b></p> <ul style="list-style-type: none"> <li>Identify a range of feelings;</li> <li>Identify how feelings might make us behave;</li> <li>Suggest strategies for someone experiencing 'not so good' feelings to manage these.</li> </ul> <p><b>Who can you talk to if your feelings or body are hurt?</b> <b>Feelings and bodies</b></p> <ul style="list-style-type: none"> <li>Recognise that people's bodies and feelings can be hurt;</li> <li>Suggest ways of dealing with different kinds of hurt</li> </ul> <p><b>How do we show that we are listening?</b> <b>How are you listening?</b></p> <ul style="list-style-type: none"> <li>Demonstrate attentive listening skills;</li> <li>Suggest simple strategies for resolving conflict situations;</li> </ul>	<p><b>Valuing Difference</b> <u>Who are my special people?</u></p> <p><b>Harold's school rules</b> <b>How do classroom rules keep everyone safe?</b> Explain some of their school rules and how those rules help to keep everybody safe.</p> <p><b>Who are our special people?</b></p> <ul style="list-style-type: none"> <li>Identify some of the people who are special to them;</li> <li>Recognise and name some of the qualities that make a person special to them</li> </ul> <p><b>What qualities make a good friend?</b> <b>Good friends</b> Identify simple qualities of friendship;</p> <ul style="list-style-type: none"> <li>Suggest simple strategies for making up.</li> </ul> <p><b>It's not fair!</b> <b>How can we show others kindness?</b></p> <ul style="list-style-type: none"> <li>Recognise and explain what is fair and unfair, kind and unkind;</li> <li>Suggest ways they can show kindness to others</li> </ul> <p><b>Christian Values</b> <b>Self control - actions have consequences.</b></p> <p><b>British Values</b> <b>Rule of law - school rules ensure everyone is safe, like our country law</b></p>	<p><b>Keeping Myself Safe</b> <u>Who can help if I am feeling unsafe?</u></p> <p><b>Healthy me</b> <b>How can we ensure our body stays fit and healthy?</b> Understand that the body gets energy from food, water and air (oxygen);</p> <ul style="list-style-type: none"> <li>Recognise that exercise and sleep are important parts of a healthy lifestyle</li> </ul> <p><b>Harold loses Geoffrey</b> <b>How do feel when we have lost something?</b> Recognise the range of feelings that are associated with loss.</p> <p><b>Who can help? (1)</b> <b>Who can help if I am feeling unsafe?</b> Recognise emotions and physical feelings associated with feeling unsafe;</p> <ul style="list-style-type: none"> <li>Identify people who can help them when they feel unsafe.</li> </ul> <p><b>Good or bad touches?</b> <b>Who can I speak to if I am feeling unhappy or worried?</b></p> <ul style="list-style-type: none"> <li>Understand and learn the PANTS rules;</li> <li>Name and know which parts should be private;</li> <li>Explain the difference between appropriate and inappropriate touch;</li> </ul>	<p><b>Rights and Responsibilities</b> <u>How can I look after myself and my school?</u></p> <p><b>Harold's wash and brush up</b> <b>Why it important that we have daily hygiene routines?</b></p> <ul style="list-style-type: none"> <li>Recognise the importance of regular hygiene routines;</li> <li>Sequence personal hygiene routines into a logical order</li> </ul> <p><b>Around and about the school</b> <b>Who cares for and looks after the school environment?</b></p> <ul style="list-style-type: none"> <li>Identify what they like about the school environment;</li> <li>Recognise who cares for and looks after the school environment</li> </ul> <p><b>Harold's money</b> <b>Where does money come from?</b> Explain where people get money from; List some of the things that money may be spent on in a family home</p> <p><b>Basic first aid</b> <b>Why is first aid important?</b></p> <ul style="list-style-type: none"> <li>Learn How to make a clear and efficient call to emergency services if necessary.</li> <li>Begin to be aware of how to deal with</li> </ul>	<p><b>Being My Best</b> <u>How can I be the very best person I can be?</u></p> <p><b>I can eat a rainbow</b> <b>Why should I eat fruit and vegetables?</b> Recognise the importance of fruit and vegetables in their daily diet;</p> <ul style="list-style-type: none"> <li>Know that eating at least five portions of vegetables and fruit a day helps to maintain health.</li> </ul> <p><b>Catch it! Bin it! Kill it!</b> <b>How can stop the spread of disease?</b></p> <ul style="list-style-type: none"> <li>Understand how diseases can spread;</li> <li>Recognise and use simple strategies for preventing the spread of diseases</li> </ul> <p><b>Harold learns to ride his bike</b> <b>Why should we never give up?</b> Recognise that learning a new skill requires practice and the opportunity to fail, safely;</p> <ul style="list-style-type: none"> <li>Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges..</li> </ul> <p><b>Harold has a bad day</b> <b>How can our behaviour affect others?</b></p> <ul style="list-style-type: none"> <li>Recognise how a person's behaviour (including their own) can affect other people.</li> </ul>	<p><b>Growing and Changing</b> <u>How am I different to when I was a baby?</u></p> <p><b>Inside my wonderful body!</b> <b>What happens inside my wonderful body?</b></p> <ul style="list-style-type: none"> <li>Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);</li> <li>Understand and explain the simple bodily processes associated with them.</li> </ul> <p><b>Who can help? (2)</b> <b>What is bullying and how can school rules help us?</b></p> <ul style="list-style-type: none"> <li>Explain the difference between teasing and bullying;</li> <li>Give examples of what they can do if they experience or witness bullying;</li> <li>Say who they could get help from in a bullying situation</li> </ul> <p><b>Surprises and secrets</b> <b>What is the difference between a secret and a nice surprise?</b></p> <ul style="list-style-type: none"> <li>Explain the difference between a secret and a nice surprise;</li> <li>Identify situations as being secrets or surprises;</li> <li>Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.</li> </ul> <p><b>Keeping privates private</b> <b>How do you look different to when you were a baby?</b></p>
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	<ul style="list-style-type: none"> <li>• Give and receive positive feedback, and experience how this makes them feel.</li> </ul> <p><b>Christian Values</b> Self control - actions have consequences.</p> <p><b>British Values</b> Rule of law - school rules ensure everyone is safe, like our country law</p>			<ul style="list-style-type: none"> <li>• Understand that they have the right to say "no" to unwanted touch;</li> <li>• Start thinking about who they trust and who they can ask for help.</li> </ul> <p><b>Sharing pictures</b> Start thinking about how to stay safe online, including safety around sharing images;</p> <ul style="list-style-type: none"> <li>• Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable.</li> </ul> <p><b>Christian Values</b> Trust - trust your instinct and seek help</p> <p><b>British Values</b> Rule of law - safe use policy in school</p> <p><b>ESafety</b> People online may not be who they say they are. Sharing pictures online. What to do if something makes you sad online.</p>		<p>common injuries, including head injuries</p> <p><b>Christian Values</b> Compassion - helping others in their time of need</p>	<p><b>Christian Values</b> Self control - managing our own behaviour Achieving and persevering - never give up</p>		<ul style="list-style-type: none"> <li>• Identify parts of the body that are private;</li> <li>• Describe ways in which private parts can be kept private;</li> <li>• Identify people they can talk to about their private parts.</li> </ul>			
PSHE assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below

<p>Music</p> <p><i>Charanga – Lancashire Music scheme all plans, skills and knowledge included in the scheme.</i></p>	<p><b>Introducing Beat</b></p> <p><u><i>How Can We Make Friends When We Sing Together?</i></u></p> <p>In this unit, the Musical Spotlight is ‘Introducing Beat’. You will still be embedding and learning about all the Foundational Elements of Music, but with a focus on the <b>pulse or beat</b>. You will be working implicitly with all the other Foundational Elements of Music as you go through the steps of the unit.</p> <p><b>Christian Values</b> Achieving and Persevering, Self-Control, and Being Calm and Peaceful.</p>		<p><b>Christmas Songs</b></p> <p>The children learn Christmas Carols to <b>perform</b> as a group for parents, friends, family and guardians.</p> <p><b>Christian Values</b> Achieving and Persevering, Self-Control, and Being Calm and Peaceful.</p>		<p><b>Introducing Tempo &amp; Dynamics</b></p> <p><u><i>How Does Music Make the World a Better Place?</i></u></p> <p>In thinking about two new elements – <b>tempo and dynamics</b> – we are able to add even more variety to the music performed or created, and we build our vocabulary of words that can describe the music we hear.</p> <ul style="list-style-type: none"> <li>• Tempo – essentially how ‘fast’ or ‘slow’ the music is played – plays an important part in the kind of ‘energy’ we sense the music has.</li> <li>• Dynamics – mainly used to describe how loudly or softly music is played – are a powerful tool in conveying emotion and atmosphere.</li> </ul> <p><b>Christian Values</b> Achieving and Persevering, Self-Control, and Being Calm and Peaceful.</p>		<p>Children continue their musical education through attending the Easter production, listening to worship which features songs from a variety of genres including joining in singing traditional hymns.</p> <p><b>Christian Values</b> Achieving and Persevering, Self-Control, and Being Calm and Peaceful.</p>		<p><b>Having Fun with Improvisation</b></p> <p><u><i>What Songs Can We Sing to Help Us Through the Day?</i></u></p> <p>In this unit, the Musical Spotlight is ‘Having Fun with <b>Improvisation</b>’. Think about this with the children in your classroom activities and discussions, while continuing to work implicitly with all the other Foundational Elements of Music as you go through the steps of the unit.</p> <p><b>Christian Values</b> Achieving and Persevering, Self-Control, and Being Calm and Peaceful.</p> <p><b>British Values</b> tolerance of those of different faiths and beliefs.</p>		<p><b>Recorder – Blown Away 1</b></p> <p>Musical notes are called A,B,C,D,E,F and G. After G is A again. Notes are written on five lines and the spaces in between. This is called a staff. So the notes on the staff tell you which notes to play on your recorder.</p> <p>Notes are written in different ways to tell you how long to play them.</p> <p><b>Christian Values</b> Achieving and Persevering, Self-Control, and Being Calm and Peaceful.</p>	
<p>Music Assessment</p>	<p>GD</p>	<p>Below</p>	<p>GD</p>	<p>Below</p>	<p>GD</p>	<p>Below</p>	<p>GD</p>	<p>Below</p>	<p>GD</p>	<p>Below</p>	<p>GD</p>	<p>Below</p>

<p>PE</p>	<p><b><u>How can I best catch a ball?</u></b> <b><u>Fundamental Skills</u></b></p> <p>Lancashire Planning – <b>Catching and Overarm.</b></p> <p><b>Carousel</b></p> <p><b>Catching Skills:</b></p> <ul style="list-style-type: none"> <li>•To explore the skill of catching a ball</li> <li>•To develop travelling skills</li> <li>•To catch a ball with two hands</li> <li>•To develop the skill of bouncing a ball with control</li> <li>•To revise the skill of catching a ball and bouncing a ball</li> <li>•To apply simple tactics in a game</li> <li>•To bounce a ball while travelling in a game.</li> </ul> <p><b>Overarm Skills:</b></p> <ul style="list-style-type: none"> <li>•To explore the skill of running fast</li> <li>•To explore the skill of throwing overarm</li> <li>•To develop the skill of running fast</li> <li>•To develop the skill of throwing overarm for distance</li> <li>•To develop the skill of throwing overarm for accuracy</li> </ul>	<p><b><u>How can I use an elephants trunk to knock over a skittle?</u></b> <b><u>Fundamental Skills</u></b></p> <p>Lancashire Planning – <b>Underarm and Rolling.</b></p> <p><b>Carousel</b></p> <p><b>Underarm Skills:</b></p> <ul style="list-style-type: none"> <li>•To explore throwing equipment underarm</li> <li>•To develop the skill of the side gallop</li> <li>•To develop the skill of running</li> <li>•To apply the skill of an underarm throw in different ways</li> <li>•To develop the skill of dodging</li> <li>•To apply simple tactics in a team game</li> </ul> <p><b>Rolling Skills:</b></p> <ul style="list-style-type: none"> <li>•To explore the skill of running fast</li> <li>•To explore rolling different equipment</li> <li>•To explore the skill of jumping</li> <li>•To develop the skill of rolling different equipment</li> <li>•To explore the skill of dodging</li> <li>•To apply the skill of rolling different equipment</li> <li>•To apply simple tactics in a game</li> </ul>	<p><b><u>How many different ways can I travel?</u></b> <b>Gymnastics</b> (preparation for the competition)</p> <ul style="list-style-type: none"> <li>•To develop the basic skills of travelling</li> <li>•To develop the basic skills of rolling</li> <li>•To develop the basic skills of jumping</li> <li>•To perform basic skills with straight and tuck shapes</li> <li>•To link basic movements together</li> <li>•To apply the skills of travelling, rolling, and jumping with two different shapes</li> <li>•To link basic movements together to create a sequence</li> <li>•To adapt the sequence to perform on apparatus</li> </ul> <p><b>Christian Values</b> Acceptance - people's skills vary Achieving and Persevering - practise makes perfect when working on motor skills. Self control - using our bodies</p>	<p><b><u>Can my dance tell a story?</u></b> <b>Dance Traditional Fairy Tales</b></p> <ul style="list-style-type: none"> <li>•To explore, remember, repeat, and link a range of actions with co-ordination and control.</li> <li>•To compose a short dance independently.</li> <li>•To show an awareness of the expressive qualities.</li> <li>•To explore and link contrasting actions with control.</li> <li>•Express the idea of the wolf and the pigs.</li> <li>•Recognise how dance makes them feel.</li> <li>•To compose and perform dance phrases that communicate the story.</li> <li>•To recognise and describe how different dance activities make them feel.</li> <li>•Link travelling actions with a stillness to convey events within the story.</li> <li>•Link sequences together to retell the story.</li> </ul> <p><b>Christian Values</b> Acceptance - people's skills vary Achieving and Persevering - practise makes perfect when working on motor skills. Self control - using our bodies</p>	<p><b><u>How can I work with my friends to score the most points?</u></b> <b>Athletics Honey Pot (Preparation for Quad Kids Competition)</b></p> <p><i>Sessions to be led by coach Louis</i></p> <ul style="list-style-type: none"> <li>• To develop the skill of running fast</li> <li>• To develop the skill of hopping</li> <li>• To develop the skill of rolling a ball with accuracy</li> <li>• To develop the skill of changing direction</li> <li>• To develop the skill of underarm throwing</li> <li>• To develop the skill of jumping for distance</li> <li>• To develop posture when walking and running</li> <li>• To complete jumping challenges</li> <li>• To apply changing direction in relay type races</li> <li>• To complete run, jump and throw challenges</li> </ul> <p><b>Christian Values</b> Acceptance - people's skills vary Forgiveness - people in the team could make a mistake. Achieving and Persevering - practise makes perfect when working on motor skills. Self-Control, Good Manners - encourage each other and deter from shouting or</p>	<p><b><u>Which part of the foot should I use to score a goal?</u></b> <b>Games – Kicking</b></p> <ul style="list-style-type: none"> <li>•To explore different ways of kicking objects with increasing accuracy and control.</li> <li>•To receive a kick with control.</li> <li>•To intercept a ball.</li> <li>•To explore kicking with a variety of equipment.</li> <li>•To choose skills effectively for a game.</li> </ul> <p><b>Christian Values</b> Acceptance - people's skills vary Forgiveness - people in the team could make a mistake. Achieving and Persevering - practise makes perfect when working on motor skills. Self-Control, Good Manners - encourage each other and deter from shouting or losing your temper if a team member makes a mistake.</p> <p><b>British Values</b> mutual respect - encourage teamwork and the importance of working together</p>
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	<ul style="list-style-type: none"> <li>•To understand simple tactics in a game</li> <li>•To work cooperatively in a small group</li> <li>•To strike a ball off a tee</li> <li>•To apply simple tactics in a game</li> </ul> <p><b>Christian Values</b> Acceptance - people's skills vary Forgiveness - people in the team could make a mistake. Achieving and Persevering - practise makes perfect when working on motor skills. Self-Control, Good Manners - encourage each other and deter from shouting or losing your temper if a team member makes a mistake.</p> <p><b>British Values</b> mutual respect - encourage teamwork and the importance of working together</p>	<ul style="list-style-type: none"> <li>•To work cooperatively in a small group</li> </ul> <p><b>Christian Values</b> Acceptance - people's skills vary Forgiveness - people in the team could make a mistake. Achieving and Persevering - practise makes perfect when working on motor skills. Self-Control, Good Manners - encourage each other and deter from shouting or losing your temper if a team member makes a mistake.</p> <p><b>British Values</b> mutual respect - encourage teamwork and the importance of working together</p>			<p>losing your temper if a team member makes a mistake.</p> <p><b>British Values</b> mutual respect - encourage teamwork and the importance of working together</p>							
PE Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
Maths	<p><b>Chapter 1: Numbers to 10</b> Lesson 1: Counting to 10 Lesson 2: Counting objects to 10 Lesson 3: Writing to 10 Lesson 4: Counting with Zero Lesson 5: Comparing Objects Lesson 6: Ordering Numbers Lesson 7: Comparing Numbers</p> <p><b>Chapter 2: Number bonds</b> Lesson 1: Making Number Bonds Lesson 2: Making Number Stories</p> <p><b>Chapter 3: Subtraction within 10</b> Lesson 1: Ways to Add</p>						<p><b>Chapter 10 Numbers to 40</b> Comparing Volume and Capacity Finding Volume and Capacity Describing Volume using half and a quarter Mind Workout Review 10</p> <p><b>Chapter 11 Addition and Subtraction Problems</b> Solving Word Problems Solving Word Problems Solving Word Problems Solving Word Problems Solving Word Problems</p>					

Lesson 2: Add by Counting On  
Lesson 3: Completing Number Sentences  
Lesson 4: Making Addition Stories  
Lesson 5: Solving Picture Problems

**Chapter 4: Addition Within 10**

Lesson 1: Ways to Subtract  
Lesson 2: Subtracting using Number Bonds  
Lesson 3: Subtract by Counting Back  
Lesson 4: Making Subtraction Stories  
Lesson 5: Solving Picture Problems  
Lesson 6: Addition and Subtraction

**Revision 1**

**Chapter 5: Position**

Lesson 1: Naming Positions  
Lesson 2: Naming Positions in Queues  
Lesson 3: Naming Left and Right Positions

**Chapter 6: Numbers to 20**

Lesson 1: Counting to 20  
Lesson 2: Writing to 20  
Lesson 3: Comparing Numbers  
Lesson 4: Ordering Numbers  
Lesson 5: Number Patterns

**Chapter 7: Addition and Subtraction Within 20**

Lesson 1: Ways to Add  
Lesson 2: Add by Making 10  
Lesson 3: Add by Adding Ones  
Lesson 4: Counting Back  
Lesson 5: Subtract Ones  
Lesson 6: Subtract from 10  
Lesson 7: Addition and Subtraction Facts

**Chapter 8: Shapes and Patterns**

Lesson 1: Recognising Solids  
Lesson 2: Recognising Shapes  
Lesson 3: Grouping Shapes  
Lesson 4: Making Patterns

**Chapter 9: Length**

Lesson 1: Comparing Height and Length  
Lesson 2: Measuring Length using Things  
Lesson 3: Measuring Height and Length Using Body Parts  
Lesson 4: Measuring Height and Length Using a Ruler

**Revision 2**

**Mid-Year Revision**

Mind Workout  
Review 11

**Chapter 12 Multiplication**

Making Equal Groups  
Adding Equal Groups  
Making Equal Rows  
Making Doubles  
Solving word Problems  
Mind Workout  
Review 12

**Chapter 13 Division**

Grouping Equally  
Sharing Equally  
Mind Workout  
Review 13

**Chapter 14 Fractions**

Making Halves  
Making Quarters  
Sharing and Grouping  
Mind Workout  
Review 14

**Chapter 15 Numbers to 100**

Counting to 100  
Finding Tens and Ones  
Comparing Numbers  
Making Number patterns  
Mind workout  
Review 15  
Revision 3

**Chapter 16 Time**

Telling Time to the Hour  
Telling Time to the Half Hour  
Using Next, Before and After  
Estimating Duration of Time  
Comparing Time  
Using a Calculator

**Chapter 17 Money**

Recognising Coins  
Recognising Notes  
Mind Workout  
Review 17

**Chapter 18 Volume and Capacity**

Comparing Volume and Capacity  
Finding Volume and Capacity  
Describing Volume using Half and a Quarter  
Mind workout  
Review 18

				<b>Chapter 19 Mass</b> Comparing Mass Finding Mass Mind Workout Review 19 <b>Chapter 20 Space</b> Describing Positions Describing Movements Making Turns Mind Workout Math Journal <b>Revision 4</b> <b>End of year Revision</b>		
Literacy	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Fiction	<p><b><u>Can I use my own words to tell the story of Peter Rabbit?</u></b>  <b>Narrative:</b> Stories with a familiar setting – Peter Rabbit</p> <p><b>Key Skills in Reading</b></p> <p>Discuss the title and how it relates to the events in the whole story e.g. Peace at Last by Jill Murphy</p> <p>Make predictions based on what has been read so far.</p> <p>Make basic inferences about what is being said and done.</p> <p>Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</p> <p>Introduce and discuss key vocabulary, linking meanings of new words to those already known.</p>	<p><b><u>Can I make the story of Emily Brown even better?</u></b></p> <p><b>Narrative:</b> Story on a Theme: Toys That Rabbit Belongs to Emily Brown by Cressida Cowell</p> <p><b>Key skills in Reading</b></p> <p>Make predictions based on what has been read so far.</p> <p>Give opinions and support with reasons e.g. I like the Little Red Hen because she...</p> <p>Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</p> <p>Demonstrate understanding of texts by</p>	<p><b><u>Can I be the main character in a story?</u></b>  <b>Narrative:</b> ~Katie in London</p> <p><b>Key Skills in Reading</b></p> <p>Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and poems.</p> <p>Relate texts to own experiences.</p> <p>Orally retell familiar stories in a range of contexts e.g. small world, role play, and storytelling.</p> <p>Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</p> <p>Give opinions and support with reasons e.g. I like the</p>	<p><b><u>Can I make up a story that Class 4 have never heard before?</u></b>  <b>Narrative:</b> Traditional Tales: Hop Toads and Pearls.</p> <p><b>Key learning in Reading</b></p> <p>Discuss the title and how it relates to the events in the whole story e.g. Peace at Last by Jill Murphy</p> <p>Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors.</p> <p>Orally retell familiar stories in a range of contexts e.g. small world, role play, storytelling.</p> <p>Relate texts to own experiences.</p> <p>Demonstrate understanding of texts by answering questions</p>	<p><b><u>Can I help Oliver Jeffers write his next book?</u></b>  <b>Narrative:</b> Stories by the Same Author - Oliver Jeffers</p> <p><b>(Links to Lancashire’s Penguins, Possums and Pigs)</b></p> <p><b>Texts:</b>          Achieving &amp; Persevering Lost and Found by Oliver Jeffers (Main text)</p> <p>Up and Down by Oliver Jeffers</p> <p><b>Key Skills in Reading</b></p> <p>Making predictions based on what has been read so far.</p> <p>Identify and discuss the main events in stories.</p> <p>Identify and discuss the main characters in stories.</p>	<p><b><u>Can I write a story to be read on the school radio?</u></b>  <b>Narrative:</b> Classic text: Wolf, The Duck and The Mouse</p> <p><b>Key skills in Reading</b></p> <p>Make predictions based on what has been read so far</p> <p>Make basic inferences about what is being said and done.</p> <p>Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</p> <p>Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how</p> <p>Introduce and discuss key vocabulary, linking meanings of new words to those already known.</p>

<p><b>Key Skills in Writing</b></p> <p>Sequence ideas and events in narrative.</p> <p>Separate words with spaces.</p> <p>Say, and hold in memory whilst writing, simple sentences which make sense.</p> <p>Write simple sentences that can be read by themselves and others.</p> <p>Use punctuation to demarcate simple sentences</p> <p>Use the joining word and to link words and clauses</p> <p>Use familiar plots for structuring the opening, middle and end of their stories.</p> <p><b>Writing Outcomes:</b></p> <p><b>Scaffolded:</b> To retell the story of Peter Rabbit</p> <p><b>Independent:</b> Write a retelling of Marshmallows from Literacy Shed.</p> <p><b>Christian Values</b> Good manners - Peter doesn't listen to his mother</p>	<p>answering questions related to who, what, where, when, why, how.</p> <p>Introduce and discuss key vocabulary, linking meanings of new words to those already known.</p> <p><b>Key skills in Writing</b></p> <p>Use familiar plots for structuring the opening, middle and end of their stories.</p> <p>Orally compose every sentence before writing.</p> <p>Use formulaic phrases to open and close texts.</p> <p>Say, and hold in memory whilst writing, simple sentences which make sense.</p> <p>Write simple sentences that can be read by themselves and others.</p> <p>Separate words with spaces.</p> <p>Use punctuation to demarcate simple sentences (capital letters and full stops).</p> <p>Use the joining word and to link words and clauses</p> <p>Make singular nouns plural using 's' and 'es' e.g. dog, dogs; wish, wishes</p> <p><b>Writing Outcomes:</b></p>	<p>Little Red Hen because she...</p> <p><b>Key Skills in Writing</b></p> <p>Orally plan and rehearse ideas.</p> <p>Sequence ideas and events in narrative.</p> <p>Say, and hold in memory whilst writing, simple sentences which make sense.</p> <p>Write simple sentences that can be read by themselves and others.</p> <p>Separate words with spaces.</p> <p>Use punctuation to demarcate simple sentences (capital letters and full stops)</p> <p>Use the joining word and to link words and clauses.</p> <p>Extend range of joining words to link words and clauses using but and or</p> <p><b>Writing Outcomes:</b></p> <p><b>Scaffolded:</b> To write an innovated version of the story with themselves as the character.</p> <p><b>Independent:</b> Write a retelling of the story with their character in Chorley.</p>	<p>related to who, what, where, when, why, how.</p> <p>Identify and discuss the main events in stories.</p> <p>Identify and discuss the main characters in stories.</p> <p>Recall specific information in fiction and non-fiction texts.</p> <p><b>Key learning in Writing</b></p> <p>Orally plan and rehearse ideas.</p> <p>Sequence ideas and events in narrative.</p> <p>Say, and hold in memory whilst writing, simple sentences which make sense.</p> <p>Use punctuation to demarcate simple sentences (capital letters and full stops)</p> <p>Use capital letters for names of people, places and days of the week.</p> <p>Identify and use question marks and exclamation marks.</p> <p>Use the joining word and to link words and clauses.</p> <p>Extend range of joining words to link words and clauses using but and or</p>	<p>Use patterns and repetition to support oral retelling.</p> <p>Relate texts to own experiences.</p> <p>Retell familiar stories in a range of contexts e.g. Small-world, role-play, story-telling.</p> <p>Make basic inferences about what is being said and done.</p> <p><b>Key Skills in Writing</b></p> <p>Say, and hold in memory whilst writing, simple sentences which make sense.</p> <p>Write simple sentences that can be read by themselves and others.</p> <p>Use punctuation to demarcate simple sentences</p> <p>Use Joining word and, but and so to link words and clauses.</p> <p>Say, and hold in memory whilst writing simple sentences which make sense.</p> <p>Write simple sentences that can be read by themselves and others.</p> <p>Separate words with spaces</p>	<p><b>Key Skills in Writing</b></p> <p><b>Sequence ideas and events in narrative.</b></p> <p>To create a riddle for their creature. (short writing opportunity)</p> <p>Say, and hold in memory whilst writing, simple sentences which make sense.</p> <p>Write simple sentences that can be read by themselves and others.</p> <p>Use punctuation to demarcate simple sentences</p> <p>Use Joining word and, but and so to link words and clauses.</p> <p>Say, and hold in memory whilst writing, simple sentences which make sense.</p> <p>Write simple Sentences that can be read by themselves and others. Separate words with spaces.</p> <p>Orally compose every sentence before writing.</p> <p>Re-read every sentence to check it makes sense.</p> <p>Use punctuation to demarcate simple</p>
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		<p><b>Scaffolded:</b> To write an innovated version of the story.</p> <p><b>Independent:</b> Write a retelling of Emily Brown and the Things.</p> <p><b>Christian Values</b>  Forgiveness - Emily forgives the Queen for stealing her teddy  Compassion - Emily is compassionate towards the Queen</p> <p><b>British Values</b>  Rule of law - don't steal and the Queen is head of state</p>	<p><b>British Values</b>  Rule of law - the Queen is head of state and  Democracy - Houses of Parliament</p>	<p>Add the prefix 'un' to verbs and adjectives to change the meaning e.g. <i>untie</i>, <i>unkind</i>.</p> <p><b>Writing Outcomes:</b></p> <p><b>Scaffolded:</b> To write an innovated story based on Hop-Toads and Pearls.</p> <p><b>Independent</b>  Choose and retell a different traditional tale after a day of familiarisation and planning.</p> <p><b>Christian Values</b>  Forgiveness - the wicked stepmother treats the girl unfairly</p> <p><b>British Values</b>  Individual liberty - people have a right not to be treated badly</p>	<p>Orally compose every sentence before writing.</p> <p>Re-read every sentence to check it makes sense.</p> <p>Use punctuation to demarcate simple sentences with capital letters and full stops.</p> <p>Use formulaic phrases to open and close texts.</p> <p>Use familiar plots for structuring the opening, middle and end of their stories.</p> <p><b>Writing Outcomes:</b></p> <p><b>Scaffolded</b>  Write an innovated story based on an original plot.</p> <p><b>Independent</b>  Retell the story of 'Up and Down'</p> <p><b>Christian Values</b>  Achieving &amp; Persevering - The boy and the penguin are determined to reach the South Pole and they keep on going in the face of setbacks and challenges</p>	<p>sentences with capital letters and full stops.</p> <p>Use formulaic phrases to open and close texts.</p> <p>Use familiar plots for structuring the opening, middle and end of their stories.</p> <p>Add the prefix 'un' to verbs and adjectives to change the meaning e.g. <i>untie</i>, <i>unkind</i>.</p> <p><b>Writing Outcomes:</b></p> <p><b>Scaffolded:</b>  To write an innovated version of the text.</p> <p><b>Independent:</b>  Write a retelling of The Tortoise and the Hare or a different animal story.</p>
Poetry	<p><b><u>Can I make up a new verse to the class poem?</u></b>  <b>Poetry:</b> Traditional Poetry – Mulberry Bush</p> <p>Poetry: Traditional Rhyme (1 Week)</p>	<p><b><u>How can actions help me remember a poem?</u></b>  <b>Poetry:</b> Classic Poetry – The Night before Christmas</p> <p><b>Key Skills in Reading</b></p>		<p><b><u>Can I use the sounds I hear to create a poem of my own?</u></b>  <b>Poetry:</b> Sound Poems</p> <p><b>Texts: A range of sound poems</b></p>		<p><b><u>Can I write a poem for the animals to enjoy at Blackpool Zoo?</u></b>  <b>Poetry:</b> Animal Poems</p> <p><b>Texts:</b> A range of animal poems</p>



	<p>Texts:          Doctor Foster          Georgie Porgie          Lucy Locket          Monday's Child</p> <p>(Mulberry Bush) Focus text</p> <p><b>Key Skills in Reading</b></p> <p>Recognise and join in with language patterns and repetition</p> <p>Enjoy and recite rhymes and poems by heart</p> <p>Introduce and discuss key vocabulary, linking meanings of new words to those already known</p> <p><b>Key Skills in Writing</b></p> <p>Say, and hold in memory whilst writing, simple sentences which make sense.</p> <p>Separate words with spaces.</p> <p>Use punctuation to demarcate simple sentences (capital letters and full stops).</p> <p><b>Writing Outcomes:</b></p> <p><b>Scaffolded</b>          To write an innovated poem based on 'The Mulberry Bush' with stem sentences</p>	<p>Recognise and join in with language patterns and repetition</p> <p>Enjoy and recite rhymes and poems by heart</p> <p>Introduce and discuss key vocabulary, linking meanings of new words to those already known</p> <p><b>Scaffolded:</b> To enjoy and recite poems by heart.</p>		<p><b>Key Skills in Reading</b></p> <p>Recognise and join in with language patterns and repetition</p> <p>Enjoy and recite rhymes and poems by heart</p> <p>Introduce and discuss key vocabulary, linking meanings of new words to those already known</p> <p><b>Key Skills in Writing</b></p> <p>Orally plan and rehearse ideas.</p> <p>Separate words with spaces</p> <p>Write sentences that can be read by themselves and others</p> <p>Write in different forms with simple text type features e.g. instructions, narratives, recounts, poems, information texts.</p> <p>Discuss their writing with adults and peers.</p> <p>Read aloud their writing audibly to adults and peers.</p> <p><b>Writing Outcomes:</b></p> <p><b>Scaffolded:</b> To write and orally perform their innovated sound poems based on the sound collector.</p>		<p><b>Key Skills in Reading</b></p> <p>Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems.</p> <p>Enjoy and recite rhymes and poems by heart.</p> <p>Relate texts to own experiences.</p> <p>Give opinions and support with reasons e.g. I like the Little Red Hen because she...</p> <p><b>Key Skills in Writing</b></p> <p>Orally plan and rehearse ideas.</p> <p>Separate words with spaces</p> <p>Write sentences that can be read by themselves and others</p> <p>Write in different forms with simple text type features e.g. instructions, narratives, recounts, poems, information texts.</p> <p>Discuss their writing with adults and peers.</p> <p>Read aloud their writing audibly to adults and peers.</p> <p><b>Writing Outcomes</b></p>
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	<p><b>Scaffolded:</b> Oral performance of new adaptations</p>			<p><b>Independent:</b> To write a verse of a new sound poem about school sounds.</p> <p><b>Cross Curricular:</b> To write a verse of a new sound poem about The Great Fire of London.</p>		<p><b>Scaffolded:</b> To write an animal poem innovated on an original.</p> <p><b>Independent:</b> Write a new poem about a different animal.</p>
<p>Non-fiction</p>	<p><b><u>Can I convince people to visit Chorley?</u></b>  <b>Non-Fiction:</b> Persuasion  A persuasive poster about visiting Chorley</p> <p><b>Key skills in Reading</b></p> <p>Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and poems.</p> <p>Introduce and discuss key vocabulary, linking meanings of new words to those already known</p> <p>Activate prior knowledge e.g. what do you know about minibeasts?</p> <p>Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how</p> <p>Recall specific information in fiction and non-fiction texts.</p> <p><b>Key skills in Writing</b></p>	<p><b><u>Can I show Class 5 the toys that people played with in the past?</u></b>  <b>Non-Fiction:</b> Information  Text about Toys  A non-chronological report about toys from the past.</p> <p><b>Key skills in Reading</b></p> <p>Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and poems.</p> <p>Introduce and discuss key vocabulary, linking meanings of new words to those already known</p> <p>Activate prior knowledge e.g. what do you know about minibeasts?</p> <p>Locate parts of text that give particular information, e.g. titles, contents page and labelled diagram.</p> <p><b>Key skills in Writing</b></p> <p>Compose and sequence their own sentences to</p>	<p><b><u>How do I tell my family how to make my dinner?</u></b>  <b>Non-Fiction:</b> Instructions  A set of Instructions about making sandwiches or cakes.</p> <p><b>Texts:</b> A range of simple recipes (text and on screen)</p> <p><b>Key skills in Reading</b></p> <p>Listen to and discuss a range of texts at a level beyond that at which they can read independently, including non-fiction.</p> <p>Check that texts make sense while reading and self-correct.</p> <p>Recall specific information in fiction and non-fiction texts.</p> <p>Locate parts of text that give particular information, e.g. titles, contents page and labelled diagram.</p> <p>Listen to what others say</p> <p><b>Key Skills in Writing</b></p>	<p><b><u>Can I step into the shoes of someone in the past?</u></b>  <b>Non-Fiction:</b> A recount of The Great Fire of London.  A diary entry</p> <p><b>Texts:</b> A range of simple recounts of the Great Fire of London.</p> <p>(Use Pie Corbett’s talk for writing recount model)</p> <p><b>Key Skills in Reading</b></p> <p>Relate texts to own experiences.</p> <p>Introduce and discuss key vocabulary, linking meanings of new words to those already known.</p> <p>Activate prior knowledge e.g. what do you know about minibeasts?</p> <p>Check that texts make sense while reading and self-correct</p> <p>Demonstrate understanding of texts by answering questions</p>	<p><b><u>Can I explain how to grow a sunflower in the school greenhouse?</u></b>  <b>Non-Fiction:</b> Information  Texts about Sunflowers.</p> <p><b>Texts</b>  A range of information texts  Video clips  A range of phonetically decodable non-fiction texts (to learn the style: headings, subheadings, captions, pictures)</p> <p><b>Key skills in reading</b></p> <p>Recall specific information in texts.</p> <p>Introduce and discuss key vocabulary.</p> <p>Activate prior knowledge e.g. what do you know about this animal?</p> <p>Explain clearly their understanding of what is read to them.</p> <p>Demonstrate understanding of texts by answering questions related to who, what, where, when and why.</p>	<p><b><u>Can I explain to Reception how a Butterfly grows?</u></b>  <b>Non-Fiction:</b> Explanation  Text: The Life Cycle of a Butterfly.</p> <p><b>Texts:</b> A Range of explanation texts about animals</p> <p><b>Key Skills in Reading</b>  Recall specific information in texts.  Introduce and discuss key vocabulary.  Activate prior knowledge e.g. what do you know about this animal?  Explain clearly their understanding of what is read to them.  Demonstrate understanding of texts by answering questions related to who, what, where, when and why</p> <p><b>Key Skills in Writing</b>  Write simple sentences that can be read by themselves and others.  Use punctuation to demarcate simple</p>

<p>Compose and sequence their own sentences to write short non-fiction texts, e.g. recounts, information texts, instructions.</p> <p>Write in different forms with simple text type features e.g. instructions, narratives, recounts, poems, information texts.</p> <p>Separate words with spaces.</p> <p>Say, and hold in memory whilst writing, simple sentences which make sense.</p> <p>Write simple sentences that can be read by themselves and others.</p> <p>Use punctuation to demarcate simple sentences</p> <p>Use the joining word and to link words and clauses</p> <p><b>Writing Outcomes:</b></p> <p><b>Modelled:</b> Write a persuasive poster about visiting Chorley.</p> <p><b>Independent:</b> Write a persuasive poster about attending St George's School. To be put on school website.</p>	<p>write short non-fiction texts, e.g. recounts, information texts, instructions.</p> <p>Write in different forms with simple text type features e.g. instructions, narratives, recounts, poems, information texts.</p> <p>Write simple sentences that can be read by themselves and others.</p> <p>Separate words with spaces.</p> <p>Use punctuation to demarcate simple sentences (capital letters and full stops).</p> <p>Use the joining word and to link words and clauses</p> <p>Make singular nouns plural using 's' and 'es' e.g. dog, dogs; wish, wishes</p> <p><b>Writing Outcomes:</b></p> <p><b>Modelled:</b> Write a non-chronological report about a Teddy Bear.</p> <p><b>Independent:</b> Write a non-chronological report about a new toy (Barbie, Fidget spinner etc).</p>	<p>Sequence ideas and events in non-fiction</p> <p>Say, and hold in memory whilst writing, simple sentences which make sense. Write simple sentences that can be read by themselves and others.</p> <p>Separate words with spaces.</p> <p>Use punctuation to demarcate simple sentences (capital letters and full stops)</p> <p>Extend range of joining words to link words and clauses using but.</p> <p>Write in different forms with simple text type features e.g. instructions, narratives, recounts, poems, information texts</p> <p>Re-read every sentence to check it makes sense.</p> <p><b>Scaffolded</b> To write a set of instructions on how to make a Victoria sponge.</p> <p><b>Independent</b> To write a set of instructions on how to make a sandwich.</p>	<p>related to who, what, where, when, why, how</p> <p>Recall specific information in fiction and non-fiction texts.</p> <p>Locate parts of text that give information, e.g. titles, contents page and labelled diagram.</p> <p><b>Key Skills in Writing</b></p> <p>Use capital letter for the personal pronoun</p> <p>Sequence ideas and events in non-fiction.</p> <p>Say, and hold in memory whilst writing, simple Sentences which make sense</p> <p>Write simple sentences that can be read by themselves and others</p> <p>Separate words with spaces</p> <p>Use punctuation to demarcate simple sentences (capital letters and full stops)</p> <p>Use the joining word and to link words and clauses.</p> <p>Extend range of joining words to link words and clauses using but and or.</p> <p><b>Writing Outcomes</b></p>	<p><b>Key Skills in Writing</b></p> <p>Write simple sentences that can be read by themselves and others.</p> <p>Use punctuation to demarcate simple sentences with capital letters and full stops</p> <p>Use joining word and to link words and clauses.</p> <p>Identify and use question marks.</p> <p>Write in different forms with simple text type features e.g. information texts.</p> <p><b>Writing outcomes:</b></p> <p><b>Modelled</b> To write a non-chronological report about Sunflowers.</p> <p><b>Independent</b> To write a non-chronological report about Beans.</p> <p><b>Cross Curricular</b> To write a non-chronological report about Baptism.</p>	<p>sentences with capital letters and full stops</p> <p>Use joining word and to link words and clauses.</p> <p>Identify and use question marks.</p> <p>Write in different forms with simple text type features e.g. information texts.</p> <p><b>Writing outcomes</b></p> <p><b>Scaffolded:</b> To write an explanation text about a butterfly.</p> <p><b>Independent:</b> To write an explanation text about an animal of their choice for class book (e.g. frogs).</p>
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**Scaffolded:** Children write a recount of the Great Fire of London.

**Independent:** Write a recount of the Fire Brigade Visit to St George's.