

English - Things I might already be able to do:

- Plan my writing with ideas and key words, including new vocabulary.
- Use statements, questions, exclamations and commands.
- Check I have used full stops, exclamation mark or question marks correctly.
- Use coordination to join ideas – and/or/but.
- Use subordination to join clauses – when/if/that/because.
- Use present and past tense consistently.
- Use expanded noun phrases for description.
- Write simple coherent narrative about fictional experience of others.
- Form capital letters in the correct size relative to one another and lower case letters.
- Read and use alternative spellings and some homophones. Develop phase 6 skills in reading and writing.
- Ask questions that link clearly to the topic being discussed, and make contributions to discussion.

COMMUNITY

Appreciation of the value of belonging to a community where people and animals can live in harmony, and being aware of the online community and the opportunities and challenges this presents.

Key Vocabulary

English - I will be learning to: (ARE)

Belonging, The Great Kapok Tree, Three Little Pigs

- Plan my writing by discussing similar examples, looking at structure, vocabulary and grammar, making relevant points.
- Use some conjunctions (when, before, if, after, while, so, because, although), adverbs (then, next soon, therefore) and prepositions (before, after, during, in, because of) to show time/place/cause.
- Group related information into paragraphs.
- Use headings/subheadings to aid presentation.
- Create basic settings, characters and plot.
- Identify direct and reported speech.
- Use inverted commas to punctuate direct speech.
- Use legible, consistent handwriting, with some joins.
- Check my writing for spelling and punctuation and to make changes to grammar and vocabulary.

Reading - Things I might already be able to do:

- Read accurately words of 2 or more syllables, words containing common suffixes.
- Read aloud quickly and accurately without sounding out and blending familiar words.
- Answer simple questions about what has happened in a text that I have read myself.
- Discuss new word meanings and link them to words I already know, including root words.
- Retell and sequence main events from texts and discuss how the events are related, and how they shape the story.
- Use question words to ask questions which can be answered using the text. My questions might change as I read through the text.
- Infer how a character feels by what they say and do and begin to pick up 'hidden clues'.
- Use my knowledge, and the events in a story to make and explain sensible predictions.

Reading:

My love to read book is _____

I will be learning to: (ARE)

- skim and scan text to find and record information, using quotations.
- work out the meaning of new words from context clues in the text, picture clues and knowledge of root words, prefixes and suffixes.
- identify the key points in a text and verbally summarise the text.
- ask retrieval and inferential questions to help me understand the text.
- Infer characters' feelings, thoughts and motives from their actions and justify them with reference to the text.
- Use my knowledge, and detail from the text to make and justify predictions.

COMMUNITY

Maths - Things I might already be able to do:

Count forward and backwards in jumps of 2, 3 and 5 from 0 and in 10s from any number.

Find the place value of each digit of a number with tens and units.

Find and show numbers using different equipment such as number lines and number squares.

Compare and order numbers from 0 to 100 using $<$ $>$ and $=$.

Read and write numbers to 100 in numbers and words.

Use place value and number facts to solve problems.

TIMES TABLES: recall and use multiplication and division facts for 2, 5 and 10 times tables.

Maths – I will be learning to: (ARE) PLACE VALUE (If secure move onto 4 operations)

Count from 0 in multiples of 4, 8, 50 and 100.

Find 10 or 100 more or less than a given number.

Recognise the place value of each digit of a number with hundreds, tens and ones.

Compare and order numbers up to 1000.

Identify, represent and estimate numbers using different representations (e.g. objects and pictures).

Read and write numbers to 1000 in numbers and words.

Solve number problems and practical problems involving these ideas.

TIMES TABLES: recall and use multiplication and division facts for 3, 4, and 8 times tables.



Science – Living Things: Plants and Animals

Things I might already be able to do:

Observe and describe how seeds and grow into mature plants.
Describe what plants need to grow (water, light, suitable temperature), and the basic needs of animals for survival.
Identify & classify a variety of plants & animals in their habitats & microhabitats.
Describe how animals and plants are suited to habitats and how habitats provide their basic needs.
Describe simple food chains.
Perform simple tests and use careful observations to answers questions.

I will be learning to: (ARE)

Identify and describe the functions of different parts of a flowering plants: roots, stem/trunk, leaves and flowers.
Explore what a plant needs to live and grow (air, light, water, nutrients from soil, and room to grow) and how this varies between plants.
Investigate how water is transported in plants by performing a simple test.
Explore the part that flowers play in the life cycle of a flowering plants, including pollination, seed formation and seed dispersal.

Relationships & Health Education – Keeping myself safe

Things I might already be able to do:

Identify people who look after me.
Know when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'.
Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable.
Understand that that people's bodies and feelings can be hurt.
Know rules for and ways of keeping physically and emotionally safe.
Understand what is meant by 'privacy'; my right to keep things 'private'; the importance of respecting others' privacy.

I will be learning to: (ARE)

Take care of my body, and understand that I have the right to protect my body from inappropriate and unwanted contact.
Develop skills to get support if I have fears for myself or my friends.
Consider the concept of 'keeping something confidential or secret', and when it is right to 'break a confidence' or 'share a secret'.
Recognise ways in which a relationship can be unhealthy & who to talk to if I need support.
Recognise bullying and abuse (including in person, online and through social media).
Understand personal boundaries; to identify what I am willing to share with my special people; friends; classmates and others.

COMMUNITY

Art - Rainforests

Things I might already be able to do:

Control marks made investigating tone (light and dark lines), patterns, textures and shapes – naming and observing lines and marks.
Use sketchbook to record, plan and develop simple ideas.
Continue to experiment with lightening, darkening, mixing and naming colours.
Start to mix shades and tones.

I will be learning to: (ARE)

Develop intricate marks and pattern.
Begin to explore different grades of pencil. Draw positive and negative space.
Use sketchbook to plan and record visual information from a range of sources.
Observe the use of light and dark within a painting –mix colours, look at tints, shades and tones.

Computing – Control and e-safety

Things I might already be able to do:

Use reasoning to predict the behaviour of simple programs.
Create (coding), giving commands for a particular purpose.
Improve, change or fix (debug) simple programs to fulfil their purpose.
Evaluate and compare different algorithms that have the same end result.
Make choices about which personal information is suitable to share online
Identify how to get support if I am unsure about online safety.

I will be learning to: (ARE)

Create a sprite.
Choose a background.
Assign sound/music/control to a sprite.
Use the repeat action.
Predict what a code will do and find and fix errors (debugging).
Use technology safely, recognising acceptable and unacceptable online behaviour.
Consider the use of images online.
Identify how to report concerns about what I might see online.