

English - *Things I might already be able to do:*

- Write the graphemes for Phase 2, 3 and 4.
- Follow instructions involving several ideas or actions.
- Express myself effectively showing awareness of the listener.
- Use past, present and future forms accurately when talking about events.
- Use phonic knowledge to write words in ways that match their spoken sounds.
- Write some words that are spelt correctly and others that are phonically regular.
- Spell phonically regular words of more than one syllable. (exceeding)

JOURNEYS

Journey; a passage through life, changing and developing over time.

Life is a journey filled with lessons, hardships, heartaches, joys, celebrations and special moments. Enjoy the ride, not just the destination. Cherish each time and don't wish it away.

Year 1 – Phonics Phase 5

Autumn 1 – learn phase 5 graphemes.

Read and spell words with adjacent consonants.

Learn phoneme /zh/ - e.g. treasure

Words to read: oh, their, people, Mr, Mrs, looked, called, asked

Words to spell: said, so, have, like, some, come, were, there

Autumn 2 – Teach alternative pronunciations of graphemes for reading

Words to read: water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please

Words to spell: little, one, do, when, what out

Spring and Summer – learn alternative spellings of phonemes.

Words to spell: oh, their, people, Mr, Mrs, looked, called, asked

English – *I will be learning to: (ARE)*

Lost and Found, The Snail and the Whale Shackleton's Journey

- Say a sentence out loud before writing it.
- Sequence sentences to form a short narrative.
- Re-read what I have written to check it makes sense.
- Leave spaces between words.
- Join words and clauses using 'and'.
- Begin to punctuate sentences using a capital letter and full stop, question mark or exclamation mark.
- Use a capital letter for names of people, places, days of the week, and 'I'.
- Begin to form lower case letters correctly, and form capital letters.
- Spell words using the 44 graphemes, and some common exception words.
- Make phonetically plausible attempts at spelling.
- Take turns and listen carefully.
- Practice reading and spelling high frequency and polysyllabic words.

Reading - *Things I might already be able to do:*

- Read the graphemes in phase 2,3,& 4 and say the correct phoneme.
- Segment sounds in simple words and blend them together.
- Read some words and simple sentences.
- Understand the simple sentences I have read.
- Talk to other people about what I have read.
- Use phonic knowledge to decode regular words and read them aloud accurately.
- Read some common exception words.

Reading: *I will be learning to: (ARE)*

- My love to read book is _____
- Apply phonics knowledge and skills to decode words.
- Respond speedily with correct sound for the 40+ graphemes.
- Listen to and discuss a wide range of stories and non-fiction texts that are read to me.
- Link what I have read (or have had read to me) to my own experiences.
- Discuss new word meanings and link them to words I already know.
- Retell and sequence main events from texts and discuss how the events are related.
- Use question words to ask questions which can be answered using the text.
- Make inferences based on what is being said and done and make direct references to pictures and words in the text.
- Use my knowledge, and the events in a text to make sensible predictions.
- Understand books by drawing on what I already know, or background information and vocabulary that the teacher tells me about.

JOURNEYS

Maths – 4 operations, context of measure

Things I might already be able to do:

Use familiar objects and common shapes to create and recreate patterns and build models.

Explore the characteristics of everyday objects and shapes and use mathematical language to describe them.

Find the total number of items by counting them all.

In practical activities use the vocabulary involved in adding and subtracting.

Record my mathematical activities and thoughts using marks I can explain.

Identify and solve mathematical problems that interest me.

Exceeding - Estimate a number of objects and check quantities by counting up to 20. Solve practical problems that involve combining groups of 2,5,10, or sharing into equal groups.



Maths – 4 operations, context of measure

I will be learning to: (ARE)

Read, write and understand number statements using +, - and =

Use number bonds and matching subtraction facts up to 20.

Add and subtract one-digit and two-digit numbers to 20, including zero.

Answer one-step problems that use addition and subtraction, including missing number problems, using objects and pictures.

Answer multiplication and division questions using objects, pictures and other equipment.

Use arrays to help with multiplication.

Solve division problems by grouping and sharing.

Using the four operations within the context of measure:

Measure and begin to record length/height/weight/mass/capacity.

Solve problems for length and height by telling which objects are longer or shorter/taller or shorter.

Solve problems for mass and weights by telling which objects are heavier or lighter.

Solve problems for capacity and volume by telling if a container is empty, half full or full and if there is more in one container than another.

Say how much different coins or notes are worth.



Science – Living Things: Humans

Things I might already be able to do:
Know about similarities and differences in relation to living things.

Make observations of animals and explain why some things occur, and talk about changes.

Know the importance of physical exercise and a healthy diet for good health.

Talk about ways to keep healthy and safe.

I will be learning to: (ARE)
Name, draw and label the basic parts of human body.

Name, draw and label the sensory organs (ears, eyes, mouth, skin, nose).

Use senses to compare different textures, sounds and smells.

Explain what would happen if one of our senses didn't work.

Begin to use simple scientific language.

Relationships & Health Education – Mental Wellbeing

Things I might already be able to do:

Name some simple feelings and say when I might feel them.

Talk about how I show my feelings.

Talk about how other people show feelings.

Be sensitive and kind to other people's feelings.

Talk about my behaviour and other people's behaviour.

I will be learning to: (ARE) Year 1&2
Identify good and not so good feelings.

Explain how feelings can affect my body and behaviour.

Recognise that people feel differently about things and situations.

Describe how other people might be feeling.

Suggest things that can help me and others to feel better.

Identify who can help me with feelings.

Use words or phrases to ask for help with feelings.

JOURNEYS

Art-Pop Art

Things I might already be able to do:
I can select tools and materials and use techniques to shape, assemble and join materials to construct with a purpose in mind.

I can sing songs, make music and dance.
I can experiment with changing them to create something new.

I can introduce a storyline or narrative into my play.

I can use what I have learned about media and materials in original ways, thinking about uses and purposes.

I will be learning to: (ARE)
Demonstrate experience at impressed printing: drawing into ink, printing from objects.
Use equipment and media correctly and be able to produce a clean printed image.
Explore printing in relief: Sting and card. Begin to identify forms of printing: Books, posters pictures, fabrics.
Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.
Explore the work of artists, craft makers and designers, and make links to their own work.

History - Titanic

Things I might already be able to do:
Talk about past and present events in own lives and lives of family members.

Answer 'how' and 'why' questions in response to stories or events.

Use past form when speaking about events that have happened.

Sort information into then and now

Ask simple questions about people or events from the past.

I will be learning to: (ARE)

Begin to understand that chronology is putting the past into an order e.g. events in own life and sequencing events relating to the journey of the Titanic (words or pictures).

Know about and recount events of the Titanic.

Distinguish between fact and fiction.

Ask questions to find out information.

Find answers to simple questions about the past from sources of information.