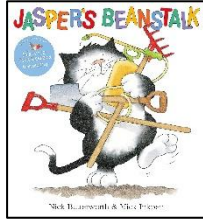
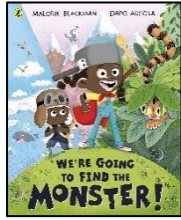


## Here, There and Everywhere


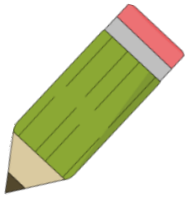
Main Focus: Geography



Key Texts:

**We're Going to Find the Monster!** Malorie Blackman & Dapo Adeola  
**Jasper's Beanstalk** Nick Butterworth

WOW events: **Arts Week** Marianne North - Botanical artist  
**Blashford Lakes Trip**

<b>English</b>	 <p><b>Reading</b></p>	<ul style="list-style-type: none"> <li>• Make inferences on the basis of what is being done <i>E.g. She gave the unhappy child her lunch – the character is kind and the child is hungry</i></li> <li>• Know that a prediction is a suggestion that is made from inferring from known information.</li> <li>• Know that punctuation infers information to the reader <i>E.g. Exclamation mark – indicates how the text should be read and the character has strong emotion</i></li> <li>• Break up unknown polysyllabic words into syllables/chunks prior to decoding the next syllable</li> </ul>
	<p><b>Speaking &amp; Listening</b></p>	<ul style="list-style-type: none"> <li>• Make plays from stories</li> <li>• Use costume or props to make characterisation clearer</li> </ul>
	<p><b>Handwriting</b></p>	<ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a pencil comfortably in our three friends hold</li> <li>• Form lower- and upper-case letters in our Kinetic Letter formation</li> <li>• Know which letters belong to which Kinetic Letter family</li> </ul>
	 <p><b>Writing &amp; Spelling</b></p>	<ul style="list-style-type: none"> <li>• Read aloud our writing clearly enough to be heard by our peers and teacher</li> <li>• Understand how words combine to make sentences: Know that a simple sentence (clause) is made up of a subject and a verb and sometimes a bit more <i>E.g. an object, or when it happens - On Tuesday Jasper planted the bean.</i></li> <li>• Use 'and' to join two simple sentences</li> <li>• To arrange ideas in sequence and refer to planning tool (story map) to ensure sequencing of ideas.</li> <li>• Use capital letters for names of places and the days of the week (proper nouns)</li> <li>• Understand that a question mark is used at the end of a sentence to show that it is a question</li> <li>• Identify and use question marks</li> <li>• Know that a pronoun is used instead of a noun, or group of nouns <i>E.g. Jasper - he</i></li> <li>• Know the names of the letters of the alphabet</li> <li>• Know that adding -ed or -ing changes the tense of the verb Spell using the suffixes -ed and -ing, where there are no changes to the root word <i>E.g. play →played / playing</i></li> </ul>

## Phonics



Children work in groups matched to their current stage of learning in phonics

### Basics 3

- Recognise the spellings for the sound with Sam
- Segment and build with Seb and Bill
- Read and blend with Rex and Ben
- Write with Ron
- Hear up to 3 sounds in words
- Recognise spellings
- Read and write simple and complex CVC words with the 44 spellings for sounds
- Read decodable texts with Basics 2 and 3 spellings
- Make phonetically plausible attempts in their early stages of spelling in their writing journey

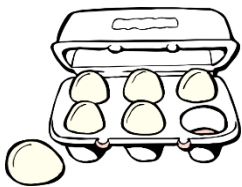
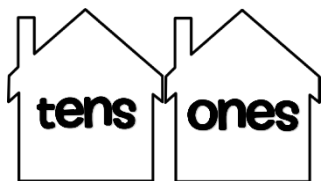
### Basics 4

- Hear more than 3 sounds in a word
- Continue to embed their mastery of Basics 2 and 3 spellings for sounds in words and progress to 4, 5 and 6 sounds in a word
- Hear tricky adjacent consonants that are challenging to hear in words of more than 3 sounds, with the help of Magic Mack and Jazzy Jack
- Learn tricky words with Tess
- Read nonsense words with Nan
- Read and write CVC, CVCC, CCVC, CCVCC, CCCVC words with the 44 spellings for sounds
- Read decodable texts with Basics 2 and 3 spellings with adjacent consonants
- Make phonetically plausible attempts in their early stages of spelling in their evolving writing journey

### Choose to Use

- Recognise the spellings for the sound with Sam
- Know that there are more than one spelling for a sound they can hear in a word *Sounds the same but looks different*
- Learn the Choose to Use spelling rules with Choose to Use Suze
- Read decodable texts with the Basics and Higher Levels spellings including adjacent consonants

## Mathematics



### Multiplication

- double numbers and quantities of objects to 20
- halve numbers and quantities of objects to 10
- calculate simple multiplication and division answers using concrete objects
- calculate simple multiplication and division answers using pictorial representations\*
- calculate simple multiplication and division answers using arrays, with the support of the teacher
- solve one-step problems involving multiplication and division as above
- make connections between arrays, number patterns and counting in twos, fives and tens

### Fractions

- recognise, find and name a half as one of two equal parts of an object, shape or quantity
- recognise the equivalence of two halves and four quarters, using objects or shapes
- recognise that two halves make a whole

### Length and Height


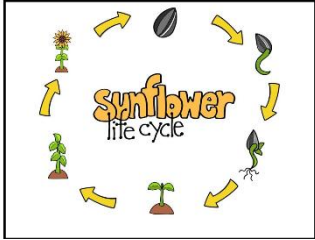
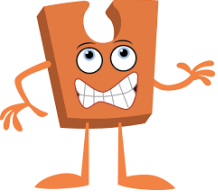

- measure and begin to record lengths and heights
- compare and describe lengths and heights, e.g. long/short, longer/shorter, tall/short, double/half
- solve practical problems for lengths and heights



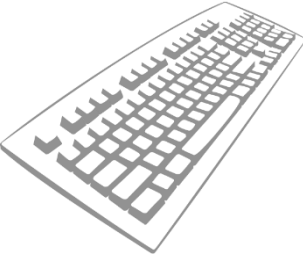
### Time

- compare and describe time, e.g. quicker, slower, earlier, later
- sequence events in chronological order using language e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening
- recognise and use language of dates - days of the week, weeks, months and years
- tell the time to the hour
- draw the hands on a clock face to show the time to the hour
- measure and begin to record time (hours, minutes, seconds)
- solve practical problems for time
- 

### Addition and Subtraction

- read, write and interpret mathematical statements involving addition (+) and equals (=) signs
- read, write and interpret mathematical statements involving subtraction (-) and equals (=) signs
- represent and use number bonds within 20
- represent and use subtraction facts related to number bonds within 20
- add and subtract one-digit and two-digit numbers to 20, including zero

	<ul style="list-style-type: none"> <li>• solve one-step problems that involve addition and subtraction</li> </ul>
<p><b>Geography</b></p> 	<ul style="list-style-type: none"> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>• Understand geographical similarities and differences through studying the human and physical geography of our school grounds and local area</li> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries</li> <li>• Use simple compass directions (North, South, East and West) and locational and directional language <i>E.g near/far, left/right</i> to describe the location of features and routes on a map</li> <li>• Use aerial photographs to recognise landmarks and basic human and physical features</li> <li>• Devise a simple map and use and construct basic symbols in a key</li> </ul>
<p><b>Science</b></p> 	<ul style="list-style-type: none"> <li>• Observe change over time.</li> <li>• Make observations about change</li> <li>• Use our senses</li> <li>• Use simple equipment to observe (magnifying glasses, magnifying pots)</li> <li>• Make predictions based on observations</li> <li>• Label parts of a flowering plant - sunflower</li> <li>• Label parts of a flowering flower and a flowering tree</li> <li>• Know that a tree has roots, trunk, branches and leaves.</li> </ul>
<p><b>P.S.H.E.</b></p> 	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Identify the members of my family and understand that there are lots of different types of families</li> <li>• Identify what being a good friend means to me</li> <li>• Know appropriate ways of physical contact to greet my friends and know which ways I prefer</li> <li>• Know who can help me in my school community</li> <li>• Recognise my qualities as a person and a friend</li> </ul>
<p><b>R.E.</b></p> 	<p><b>Buddhism</b></p> <ul style="list-style-type: none"> <li>• Exploration of the importance of stories</li> <li>• The story of Buddha</li> <li>• Retelling the story of the Buddha in the correct sequence</li> <li>• Understanding how it feels to take care of something or somebody.</li> </ul>

<p><b>Music</b></p> 	<ul style="list-style-type: none"> <li>• Use our voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul>
<p><b>P.E. Athletics / Sports Day</b></p>	<ul style="list-style-type: none"> <li>• Throw towards a target</li> <li>• Develop moving at different speeds over varying distances</li> <li>• Develop agility and co-ordination</li> <li>• Explore different ways of jumping</li> </ul>
<p><b>P.E. Gymnastics</b></p> 	<ul style="list-style-type: none"> <li>• Explore travelling movements</li> <li>• Develop quality when performing and linking shapes</li> <li>• Develop stability and control when performing balances</li> <li>• Develop technique and control when performing shape jumps</li> </ul>
<p><b>Computing</b></p> 	<p><b>Creating Media: Digital Writing</b></p> <p>Using Microsoft Word</p> <ul style="list-style-type: none"> <li>• Exploring the keyboard</li> <li>• Adding and removing text</li> <li>• Exploring the tool bar</li> <li>• Making changes to text</li> <li>• Saving documents</li> </ul> <p><b>Online Safety</b></p> <ul style="list-style-type: none"> <li>• Identify the choices I make when using IT</li> <li>• I can identify rules to keep us safe and healthy when we are using technology in and beyond the home</li> </ul>