

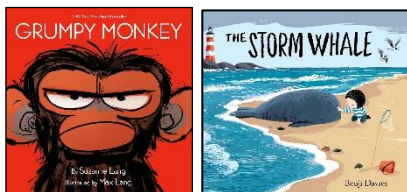
Step Back In Time

Main Focus: History

Key Texts:

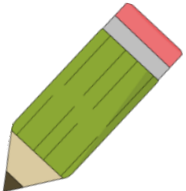
Grumpy Monkey Suzanne Lang

The Storm Whale Benji Davies



WOW events: Victorian Day

English		• use known patterns (analogy) to read unknown words <i>E.g. to read the word 'coat', use their known word 'boat'</i> • break up unknown polysyllabic words into syllables/chunks and break down each part individually • read words with suffixes, ing, and -ed and know how this changes the meaning of the word. • Read words with contractions <i>E.g. I'm, I'll, we'll</i>, and understand that the apostrophe represents the omitted letter(s). • recognise known words within new words and link their meaning to those already known • break up unknown polysyllabic words into known parts and unknown parts. • Decode and blend unknown syllables/parts to known syllables/parts of polysyllabic or compound words • make a prediction based on stated facts • understand that some inferences are drawn as you read • understand that inference is a suggestion based on other information that they know or they have retrieved from the text
	Speaking & Listening	• Read aloud our writing clearly enough to be heard by our peers and teacher • To remember words and speak clearly in short presentations, performances and role play
	Handwriting	• Sit correctly at a table, holding a pencil comfortably in our three friends hold • Form lower- and upper-case letters in our Kinetic Letter formation • Know which letters belong to which Kinetic Letter family • To form numbers correctly 0-9

	Writing & Spelling 	• To discuss what they have written with the teacher or other pupils. • To sequence sentences to form short narratives • To use a familiar plot to structure the opening, middle and end of their own story. • To use a simple given planning tool. • To Spell using the prefix –un • To Spell numbers as words • To know an exclamation mark is used at the end of a sentence to show sudden or strong emotion or that someone is shouting • To identify and use exclamation marks	
	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 <i>Sounds the same but looks different</i> • 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	Switch It • Recognise the spellings for the sound with Sam • Switch spellings and sounds for alternative pronunciations – <i>Looks the same but sounds different</i> • Read decodable texts with the Basics and Higher Levels spellings including adjacent consonants • Make more accurate attempts in their further stages of spelling in their writing journey

Mathematics	Place Value to 100 • Count confidently from 50 to 100, recognising and reading numbers in order. • Explore tens and ones to understand how numbers are made. • Partition numbers into tens and ones (for example, 34 is 3 tens and 4 ones). • Use a number line to 100 to help count, find numbers and solve problems. • Find 1 more and 1 less than a given number. • Compare numbers and explain which is greater or smaller. • Order numbers within 100 using their understanding of tens and ones. Fractions • Learn about halves by finding and recognising one half of a shape, object or group of objects. • Discover how fractions make a whole, understanding that two halves make one whole. • Explore quarters and halves by using practical resources and shapes to see that two halves are the same as four quarters. Geometry • Learn to describe where things are using position words such as <i>left, right, top, middle, bottom, above, below, between, inside, outside, near</i> and <i>far away</i>. • Talk about movement and direction by describing how they move, using words such as <i>forwards, backwards, sideways, left, right, up</i> and <i>down</i>. • Explore turns and rotations by making and describing different turns, including <i>whole turns, half turns, quarter turns</i> and <i>three-quarter turns</i>. Mass, volume, capacity • Explore and compare the weight of objects by deciding which objects are heavier or lighter. • Use balance scales to compare different objects and understand how scales can help us check our ideas. • Develop mathematical language by using words such as <i>heavy, light, heavier</i> and <i>lighter</i>. • Investigate and explain findings by comparing a range of objects and discussing why some things may not be as heavy or as light as they look.
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History



We will be learning about life in the past by exploring the Victorian era and finding out about important historical figures, including Beatrix Potter and Mary Seacole. Children will begin to understand how life has changed over time and why some people are remembered for making a difference.

Knowledge and Skills

By the end of this unit, children should be able to:

- **Know who Beatrix Potter was** and why she is important
- **Recognise some of her famous stories and illustrations**
- **Know who Mary Seacole was** and understand how she helped people
- **Understand that life was different in Victorian times**
- **Talk about how schools, toys and daily life have changed over time**

Working Historically

Children will also begin to:

- Ask and answer simple questions about the past
- Identify similarities and differences between then and now
- Use stories and artefacts to help them understand history
- Talk about important people and explain why they are remembered

Science



Materials

We will be exploring different materials and what they are used for. The children will develop their scientific vocabulary and begin to think like scientists by observing, testing and explaining their ideas.

By the end of this unit, children should be able to:

- **Name a variety of everyday materials** (e.g. wood, plastic, metal, glass, fabric)
- **Recognise that objects are made from different materials**
- **Describe what objects are made from** using simple scientific language
- **Sort and compare materials** based on their properties (e.g. hard/soft, shiny/dull, waterproof/not waterproof)

Our Investigation: Keeping Teddy Dry 🌧️🧸

As part of our learning, the children will take part in a fun investigation:

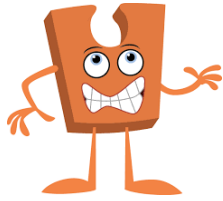
Challenge:

Teddy needs an umbrella! Which material will keep him the driest in the rain?

What we will do:

- Explore a range of materials (e.g. paper, fabric, plastic)
- Make predictions about which material will be best
- Test each material by sprinkling or pouring water on them
- Observe what happens and decide which material is the most waterproof

P.S.H.E.



Changing Me

We will be learning about:

- How we feel about change
- Why change happens and how it is a normal part of growing up
- The different ways people grow and change at their own pace
- How to respect our bodies and understand which parts are private
- Ways to cope with change and new experiences

By the end of this unit, children should be able to:

- Talk about their feelings around change
- Understand that everyone grows and develops at different rates
- Recognise the importance of personal boundaries and privacy
- Show respect for their own body and others' bodies
- Begin to develop strategies to manage change positively
- Be able to use the correct names for private body parts including vulva, testicles, penis, anus, breasts, nipples

R.E.



Judaism

We will be learning about:

- An introduction to Judaism
- What Jewish people believe about God (one God)
- God's covenant (promise) with Abraham
- The story of Moses and the importance of the Ten Commandments
- The Mitzvot (rules and teachings that guide Jewish life)

By the end of the half-term, children should be able to:

- Understand that Jewish people believe in one God
- Talk about key stories, including Abraham and Moses
- Begin to understand the idea of a promise (covenant) between God and people
- Recognise that rules (Mitzvot) help guide how people live
- Show respect for different beliefs and traditions

P.E. Invasion Games	• Learn about attacking and defending and understand the different roles in team games. • Develop passing skills by deciding who to pass to and why. • Practise moving with a ball towards a goal while staying in control. • Work as part of a team by supporting teammates during attacking play. • Find and move into space while being aware of where defenders are positioned. • Improve defending skills by staying close to an opponent and preventing them from attacking.
P.E. Sending & Receiving	• Practise rolling and throwing objects towards a target with increasing accuracy. • Develop catching and receiving skills by tracking and collecting balls safely. • Learn to send and receive with our feet, building control and coordination. • Improve throwing and catching skills over short distances. • Challenge ourselves to throw and catch over longer distances with greater accuracy. • Apply sending and receiving skills in games, working with others and making simple decisions during play.
Computing Programming Animations 	• Explore simple computer programming using ScratchJr to create and control characters on screen. • Learn about sprites and backgrounds and how they help create digital projects. • Use programming blocks to make characters move, act and tell simple stories. • Develop problem-solving skills by creating and changing simple programs. • Begin to understand algorithms by following and creating clear sets of instructions. • Design and create their own projects, developing confidence as young programmers.