

	26.04.21	03.05.21	10.05.21	17.05.21	24.05.21	Total time
English Genre Fairytales	<p>Form lower case letters in the correct direction, starting and finishing in the right place</p> <p>Compose and write sentences independently to convey ideas</p> <p>Write sentences, sequencing them to form short narratives (real or fictional)</p> <p>Join words and clauses using and, because, so</p>	<p>Understand how words can combine to make sentences</p> <p>I can write capital letters.</p> <p>Read aloud your writing loud enough to be heard by peers/teacher</p> <p>Write sentences by re-reading what he/she has written to check that it makes sense</p>	<p>Spell days of the week</p> <p>Form lower case letters in the correct direction, starting and finishing in the right place</p> <p>Compose and write sentences independently to convey ideas</p> <p>Join words and clauses using and, because, so</p>	<p>Form lower case letters in the correct direction, starting and finishing in the right place</p> <p>Compose and write sentences independently to convey ideas</p> <p>Write sentences, sequencing them to form short narratives (real or fictional)</p> <p>Join words and clauses using and, because, so</p> <p>Understand how words can combine to make sentences</p> <p>I can write capital letters.</p> <p>Read aloud your writing loud enough to be heard by peers/teacher</p> <p>Write sentences by re-reading what he/she has written to check that it makes sense</p>	<p>Form lower case letters in the correct direction, starting and finishing in the right place</p> <p>Compose and write sentences independently to convey ideas</p> <p>Write sentences, sequencing them to form short narratives (real or fictional)</p> <p>Join words and clauses using and, because, so</p> <p>Understand how words can combine to make sentences</p> <p>I can write capital letters.</p> <p>Read aloud your writing loud enough to be heard by peers/teacher</p> <p>Write sentences by re-reading what he/she has written to check that it makes sense</p>	
English Grammar	<p>Add prefixes and suffixes using the spelling rule for adding -s</p>	<p>I can use capital letters, full stops, question marks and</p>	<p>I can use capital letters, full stops, question marks and</p>	<p>I can use capital letters, full stops, question marks and</p>	<p>I can use capital letters, full stops, question marks and</p>	

	<p>or -es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun</p>	<p>exclamation marks at the end of sentences.</p> <p>Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun</p> <p>Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper</p>	<p>exclamation marks at the end of sentences.</p> <p>Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun</p> <p>Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper</p>	<p>exclamation marks at the end of sentences.</p> <p>Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun</p> <p>Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper</p>	<p>exclamation marks at the end of sentences.</p> <p>Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun</p> <p>Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper</p>	
English Reading (DR/DSR)	Vocabulary	Inference	Explanation	Retrieval	Sequencing	
English Spelling	<p>Spelling Shed Phase 5</p> <p>Read and write numbers 1-20 in words</p>	<p>Spelling Shed Phase 5</p> <p>Read and write numbers 1-20 in words</p>	<p>Spelling Shed Phase 5</p> <p>Spell the days of the week</p>	<p>Spelling Shed Phase 5</p> <p>Spell some common exception words</p>	<p>Spelling Shed Phase 5</p> <p>Spell some common exception words</p>	
Maths	<p>Recognise, find and name a half as one or two equal parts of an object, shape or quantity.</p> <p>Recognise, find and name a quarter as one or four equal parts of an object, shape or quantity.</p>	<p>Recognise and name common 2-D shapes e.g. rectangles (including squares).</p> <p>Recognise and name common 3-D shapes e.g. cuboid (including cubes).</p>	<p>Recognise and name common 2-D shapes e.g. rectangles (including squares).</p> <p>Recognise and name common 3-D shapes e.g. cuboid (including cubes).</p>	<p>Measure and begin to record length/height</p>	<p>Describe position, direction and movement, including whole, half and quarter and three-quarter turns.</p>	

Science						
ICT	<p>Make predictions Predict the behaviour of simple programs.</p>	<p>Understand what algorithms are Understand what algorithms are and how they are implemented on digital devices.</p>	<p>Design and make with a purpose Use technology purposefully to create digital content (link to seed packaging?)</p>	<p>Design and make with a purpose Use technology purposefully to create digital content (link to seed packaging?)</p>		
History						
Geography	<p>Recognising changes in the environment Observe changes across the four seasons. Use simple equipment to observe closely (Year 1 focus). Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Identify and classify (Year 1 focus). Know about some present changes that are happening in the local environment e.g. at school. Suggest ideas for improving the school environment. Use simple observational skills to study the geography of the school and its grounds.</p>	<p>Recognising positive and negative changes to our local environment Observe changes across the four seasons. Use simple equipment to observe closely (Year 1 focus). Know about some present changes that are happening in the local environment e.g. at school.</p>	<p>Give points of view about changes to our local environment Observe changes across the four seasons. Use simple equipment to observe closely (Year 1 focus). Know about some present changes that are happening in the local environment e.g. at school. Suggest ideas for improving the school environment.</p>	<p>Understand the features of the town and countryside Use simple equipment to observe closely (Year 1 focus). Identify and describe the basic structure of a variety of common flowering plants, including trees. Suggest ideas for improving the school environment. Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>To understand different types of housing in our local environment Suggest ideas for improving the school environment.</p>	
Art	<p>Observe and notice differences in Warhol's</p>	<p>Create your own repeated picture Explore mark-making using a variety of tools. Make marks in print using found objects and basic tools and use these to create repeating patterns.</p>	<p>Design your own pants with a repeated pattern Explore mark-making using a variety of tools. Make marks in print using found objects and basic tools and use these to create repeating patterns.</p>	<p>To create a piece of art in the style of Andy Warhol Make marks in print using found objects and basic tools and use these to create repeating patterns.</p>		
DT	<p>Recognise where things come from. Ask simple questions about existing products and those that he/she has made.</p>	<p>To explore packaging Say where some food comes from and give examples of food that is grown.</p>	<p>To design packaging Ask simple questions about existing products and those that he/she has made.</p>	<p>To design packaging Ask simple questions about existing products and those that he/she has made.</p>		

RE	What do Hindu's celebrate I can find out what hindu's believe	What do Hindu's celebrate I can find out about special occasions in Hindu childhood	What do Hindu's celebrate I can find out what happens in a Hindu wedding	What do Hindu's celebrate I can find out about Diwali	What do Hindu's celebrate I can find out about the festival of Ganesh Chaturthi	
Music						
PE	Jasmine – Unit 3 Cognitive Cog I can understand and follow simple rules I can name some things I am good at	Jasmine – Unit 3 Cognitive Cog I can understand and follow simple rules I can name some things I am good at	Jasmine – Unit 3 Cognitive Cog I can begin to order instructions, movements and skills	Jasmine – Unit 3 Cognitive Cog I can begin to order instructions, movements and skills	Jasmine – Unit 3 Cognitive Cog I can begin to order instructions, movements and skills	
PSHE	Relationships I can identify the members of my family and understand that there are lots of different types of families	Relationships I can identify what being a good friend means to me	Relationships I know appropriate ways of physical contact to greet my friends and know which ways I prefer	Relationships I know who can help me in my school community	Relationships I can recognise my qualities as person and a friend	
MFL						
IDEAS						
TRIPS/ VISITORS						
TOTAL TIME						