

Science**Spoken Language**

- Developing their scientific vocabulary
- Articulating scientific concepts clearly and precisely
- Making their thinking clear, both to themselves and others
- Build secure foundations by using discussion to probe and remedy their misconceptions

Plants

- 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

Activity:

- *Label parts of a plant
- *Plant seeds
- *Plant hunt around the environment

Working Scientifically

- Observing closely, using simple equipment
- Performing simple tests
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions

Computing**Online safety**

- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Computer Science

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Recognise common uses of information technology beyond school

Activity:

- *Program a BeeBot to move around a given route
- *Create algorithms on JIT5

Data Handling

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content

Activity:

- *Use iPads to design and draw fairytale houses

Art and Design / Design and Technology**Art and Design**

- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Activity:

- *Use their imagination to create a picture from a given mark
- *Focus artist – David Hockney

Design and Technology

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria
- Build structures, exploring how they can be made stronger, stiffer and more stable

Activity:

- *Design fairy tale house using technology
- *Make a 3d fairy tale houses
- *Make 3d flowers

Religious Education**What do Christians and Muslims believe about creation?**

- Listen to different creation stories and compare the similarities and differences
- Think about how we can care for our planet

Deep Question:**How does what believers do show what they believe?**

- Ask questions and give opinions about religious and non-religious worldviews
- Reflect on their own values, attitudes and commitments
- Identify special books and know some key teachings for the religions studied

English**Word reading**

- Apply phonic knowledge and skills as the route to decode words
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- Re-read these books to build up their fluency and confidence in word reading

Reading/ Comprehension

Understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far

Writing

Write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense

- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

- Discuss what they have written with the teacher or other pupils

- Read aloud their writing clearly enough to be heard by their peers and the teacher

Spelling

- Spell:

- the days of the week
- words containing each of the 40+ phonemes already taught
- common exception words

- 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

Handwriting

- Begin to form lower case letters in the correct direction, starting and finishing in the right place

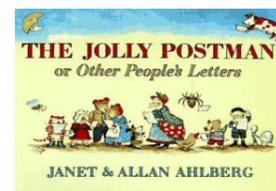
- Understand which letters belong to which handwriting 'families' (i.e. Letters that are formed in similar ways) and to practise these

Grammar and punctuation

- Leaving spaces between words
- Joining words and joining clauses using and
- Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

Speaking and Listening

- Listen and respond appropriately to adults and peers
- Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Select and use appropriate registers for effective communication

**History and Geography****History**

- Significant historical events, people and places in their own locality

Activity:

- *Research the significant people around Bradford: David Hockney, J B Priestley, Samuel Lister, Bronte sisters
- *Write a biography about significant people around Bradford

Geography

- Use basic geographical vocabulary to refer to:

- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

- Use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far, left and right), to describe the location of features and routes on a map

- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

- Use fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment

Activity:

- *Create a route of the Jolly Postman's journey
- *Make a plan of the plants found around school

Physical education

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

Activity:

- *Multiskills – spatial awareness, movement, direction, balance
- *Dance - Irish dancing
- *Gymnastics – using apparatus

Mathematics**Spoken language**

- Developing their mathematical vocabulary
- Presenting a mathematical justification, argument or proof.
- Making their thinking clear to themselves as well as others
- Build secure foundations by using discussion to probe and remedy their misconceptions

Number and place value - Inspire Book 1C, Unit 12

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number

- Given a number, identify one more or less

- Identify and represent numbers using objects and pictorial representations including the numberline, and using the language of: equal to, more than, less than (fewer), most, least

- Read and write numbers from 1 to 20 in numerals and words

Number – addition and subtraction - Inspire Book 1C, Unit 12

- Read, write and interpret mathematical statements involving addition, subtraction and equals signs

- Represent and use number bonds and related subtraction facts within 20

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

- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems

Measurement – Inspire Book 1D Unit 16

- Compare, describe and solve practical problems for time

- Measure and begin to record the following time

- Recognise and use language relating to dates, including days of the week, weeks, months and years

- Tell the time to the hour and half past the hour and draw the hands on a clock

Music

- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the linter-related dimensions of music

Activity:

- *Make sounds using a variety of materials and objects

Wellbeing

- Understand that is alright to ask for help
- Identify ways that we like to relax

PSHE**Health and Wellbeing**

H11 Understand how to stay safe in the home

H12 Understand how to stay safe when out and about

Relationships

R5 Understanding that people have different opinions

R9 Understand that some people are special to us and discuss ways we can show people that we care about them

Living in the Wider World

L10 Identify people who help us

L10 Understand the roles of the emergency services

British Values**Democracy**

How can we work together in a small group to create a piece of work?

Rule of Law

What are the regulations about importing plants from other countries?

Individual Liberty

How can your individual opinion contribute to the outcome of a group piece of work?

SpMutual respect for and tolerance of those with different faiths and beliefs and for those without faith

What do different faith and non-faith groups believe about the creation of the world?