

## RE

How can we look after our planet?

Ask and respond to questions about the world and creation.

Re-tell religious and non-religious stories and beliefs about creation and suggest some meanings.

Begin to express ideas about how to care for the planet.

## PE

Create and understand simple attacking and defending principles, applying them as a team into a game.

Apply knowledge and understanding of attacking and defending, into mini games.

Use improvisation to explore various dynamics and movement qualities.

Explore and respond to music as a stimulus.

Use improvised movement to explore various changing sound dynamics.

Use our whole body to create sequences of movement.

## Literacy

Edit and improve simple compound sentences using the joining words and, but, so or.

Use and punctuate sentences with different forms, statements, commands, questions and exclamations.

Independently edit and improve own writing using full stops, capital letters, exclamation marks and question marks.

Use subordination time using when, before and after, subordination for reason using because and if

Use commas to separate items in a list

Use apostrophes for contracted forms

Explore the progressive forms of verbs in the present tense to mark actions in progress

Edit and improve own writing strengthening the use of nouns

Identify generate and effectively use verbs and noun phrases.

Discuss and plan what they are going to write

Drawing on sentence structures from known texts

orally rehearse every sentence before writing including those that have been extended.

Identify purpose and audience for writing.

## Handwriting

To write capital letters and digits of the correct size, orientation and relationship

Joins, ice, ide, ow, ou, oy, oi, oa, ode, ir, ur, er, or, oor

## Whole class reading

Somebody swallowed Stanley, The tale of the toothbrush

The big book of the blue.

## Design Technology

To use a range of joining techniques to attach fabric.

To use a running stitch to create a hem.

Design purposeful, functional, appealing products for themselves and other users based on design criteria.

Evaluate ideas and products against design criteria.

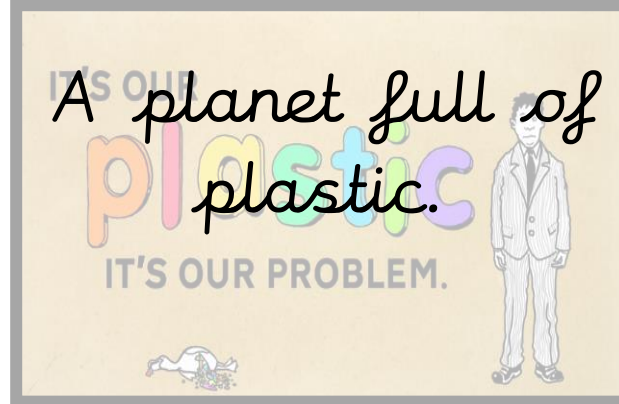
## PSHE

Know about change and loss, to identify feelings associated with this; to recognise what helps people to feel better.

To name the main parts of the body including external genitalia.

To know about growing and changing from young to old and how people's needs change

Prepare to move to a new class/year group.



## Music

Use their voices expressively and creatively by singing songs and speaking chants and rhymes

Play tuned and untuned instruments musically

## Numeracy

### Mass, capacity, temperature

Compare mass, Measure in grams, Measure in kilograms, Four operations with mass, Compare volume and capacity, Measure in millilitres, Measure in litres

Four operations with volume and capacity

### Time

O'clock and half past, Quarter past and quarter to, Tell the time past the hour, Tell the time to the hour, Tell the time to 5 minutes, Minutes in an hour, Hours in a day

### Statistics

Make tally charts, Tables, Block diagrams, Draw pictograms (1-1), Interpret pictograms (1-1), Draw pictograms (2, 5 and 10), Interpret pictograms (2, 5 and 10)

## Geography - Locational and place knowledge

Name and locate the world's 7 continents and 5 oceans, understanding the terms 'continent' and 'sea'.

Understand that a world map shows all the countries in the world.

### Human and physical

Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles.

Use both maps and globes, to identify the coldest places in the world

The North and South pole, polar regions, Arctic and Antarctic.

Make predictions about where the hottest places in the world are

Identify the equator and locate the places on the Equator which are the hottest.

## S&T - Habitats

Identify and name a variety of plants and animals in their habitats, including micro-habitats

Explore and compare the differences between things that are living, dead, and things that have never been alive.

Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.