



	<p>Solve one step problems to 10 that involve addition using concrete objects and pictorial representations. Represent and use number bonds within 10. Find a part.</p> <p>Measure and begin to record lengths and heights. Solve one step problems involving lengths and heights</p>	<p>including cubes), pyramids and spheres)</p>	<p>to/from 20 that involve +/- using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math>.</p> <p>Represent and use number bonds and related subtraction facts within 20.</p> <p>Count, read and write numbers in numerals to and across 50 forwards and backwards. Identify and represent numbers to 50 using objects and pictorial representations.</p> <p>Measure and begin to record weight and mass. Solve one step problems for weight and mass.</p>			<p>and in instructional writing in Summer)</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years (also daily writing the date and in mental oral starters throughout the year)</p> <p>Tell the time to the hour and half past the hour and draw/place the hands on the clock face to show these times</p> <p>Compare, describe and solve practical problems for time (eg quicker, slower, earlier, later)</p> <p>Measure and begin to record time (hours, minutes, seconds)</p>
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<p><b>Literacy</b></p>	<p>Circle time and class discussions (Cross curricular)</p> <p>Guided reading Tray books Show and Share a favourite book Take home and read to class pet/teddy Class storytime</p> <p>Phase 4 Letters and Sounds (and differentiated groups) and individual Letters and Sounds journeys</p> <p>Handwriting</p> <p>Diary writing</p> <p><b>Poetry</b></p> <p>Emotion/feelings poems</p> <p>Poems with a structure</p> <p>Performance poetry – I</p> <p>Use my Words (for</p>	<p>Circle time and class discussions (Cross curricular)</p> <p>Guided reading Tray books Show and Share a favourite book Take home and read to class pet/teddy Class storytime</p> <p>Reading buddies</p> <p>Phase 5 Letters and Sounds (and differentiated groups) and individual Letters and Sounds journeys</p> <p>Handwriting</p> <p>Diary writing</p> <p><b>Fiction – Giraffes Can't Dance</b></p> <p>Setting description</p> <p>Character description</p>	<p>Circle time and class discussions (Cross curricular)</p> <p>Guided reading Tray books Show and Share a favourite book Take home and read to class pet/teddy Class storytime Reading buddies</p> <p>Phase 5 Letters and Sounds (and differentiated groups) and individual Letters and Sounds journeys</p> <p>Handwriting</p> <p>Diary writing</p> <p><b>Acrostic poems</b></p> <p><b>Information texts</b></p> <p><b>Diary entries</b></p> <p><b>Newspaper Reports</b></p>	<p>Circle time and class discussions (Cross curricular)</p> <p>Guided reading Tray books Show and Share a favourite book Take home and read to class pet/teddy Class storytime Reading buddies</p> <p>Phase 5 Letters and Sounds (and differentiated groups) and individual Letters and Sounds journeys</p> <p>Handwriting</p> <p>Diary writing</p> <p><b>Traditional Tales – Hansel and Gretel</b></p> <p>Story maps</p> <p>Character descriptions</p> <p>Setting descriptions</p>	<p>Circle time and class discussions (Cross curricular)</p> <p>Guided reading Tray books Show and Share a favourite book Take home and read to class pet/teddy Class storytime Reading buddies</p> <p>Phase 5 Letters and Sounds (and differentiated groups) and individual Letters and Sounds journeys</p> <p>Handwriting</p> <p>Diary writing</p> <p><b>Fiction story – The Lighthouse Keeper's Lunch</b></p> <p>Writing lists</p> <p>Story sequencing</p>	<p>Circle time and class discussions (Cross curricular)</p> <p>Guided reading Tray books Show and Share a favourite book Take home and read to class pet/teddy Class storytime Reading buddies</p> <p>Phase 5 Letters and Sounds (and differentiated groups) and individual Letters and Sounds journeys</p> <p>Handwriting</p> <p>Diary writing</p> <p><b>Non-chronological reports</b></p> <p><b>Seaside Poetry</b></p> <p><b>Postcards</b></p> <p><b>Instructional writing</b></p>
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	<p>National Poetry Week)</p> <p>Fiction – The Huge Bag of Worries</p> <p>Sentence writing about feelings</p> <p>Speech bubbles</p> <p><u>Grammar and Punctuation</u></p> <p><i>Getting ready to write:</i></p> <ul style="list-style-type: none"> <li>• Leaving spaces between words</li> <li>• Capital letter at the beginning of a sentence</li> <li>• Full stop at the end of a sentence</li> </ul> <p>Name letters of the alphabet in order</p>	<p>Story opening</p> <p>Letter writing</p> <p>Fact Sheets</p> <p>Posters</p> <p><u>Grammar and Punctuation</u></p> <p><i>Sentence Construction</i> – combining words to make sentences</p> <p>Capital letters used for proper nouns (names of people, places, days of the week and personal pronoun I</p> <p>Joining words and clauses – using the conjunction 'and'</p>	<p><u>Grammar and Punctuation</u></p> <p>Exclamation marks to demarcate sentences</p> <p>Begin to punctuate sentences using an exclamation mark</p>	<p>Story writing – beginning, middle and end</p> <p><u>Grammar and Punctuation</u></p> <p>Question marks to demarcate sentences</p> <p>Begin to punctuate sentences using a questions mark</p>	<p>Story maps</p> <p>Story mountains</p> <p>Character Profiles</p> <p>Story writing – beginning, middle and end</p> <p><u>Grammar and Punctuation</u></p> <p>Singular and plural: Regular plural noun suffixes</p> <p>Prefixes – how the use of un- changes the meaning of verbs and adjectives</p>	<p><u>Recounts</u></p> <p><u>Grammar and Punctuation</u></p> <p><i>Suffixes – that can be added to verbs where no change is needed in the spelling of the root word.</i></p> <p><i>Writing sentences in the past, present and future tense</i></p>
<p>Religious Education</p>	<p>Families Hinduism Judaism</p>	<p>Belonging Waiting</p>	<p>Special People Meals</p>	<p>Meals Change</p>	<p>Holidays and Holy Days Being Sorry</p>	<p>Being Sorry Neighbours</p>

Science	External body parts Senses Seasonal Change - Autumn	Senses Seasonal Change – Autumn/Winter	Materials Seasonal Change - Winter	Plants (may run into Summer term if there are no leaves on trees) Seasonal Change - Spring	Animals – identify, name, describe, compare and sort animals into classification groups Seasonal Change – Spring	Animals – identify , name, describe, compare and sort animals based upon their characteristics and food sources Seasonal Change - Summer
Computing	Purple Mash Essential skills Online Safety	Purple Mash Grouping and Sorting	Purple Mash Animated Stories	Purple Mash Maze Explorers	Purple Mash Pictograms	Purple Mash Coding
History		Florence Nightingale	The Great Fire of London			Seaside Holidays in the Past
Geography	Our Local Area		Capital Cities of the UK	Human/Physical Features of Local Area	Study of Blackpool	
Art	Self Portraits – Paul Klee (artist)		Silhouettes – colour wheel, colour mixing, painting		Seaside Collages Paper Weaving	
Music	Classroom routine songs Good To Be Me song Songs about body parts	Classroom routine songs Songs about Seasons	London’s Burning – Round singing TGFOL signing song	Listening to enchanted woodland music Improvisation of woodland music	Seaside songs	Seaside Shanties
Design Technology		Healthy Eating – fruit salads	Tudor 3D Model Homes	Land Art – Andy Goldsworthy		3D Lighthouses
Physical Education	Multi-skills	Gymnastics	Gymnastics	Dance	Games	Games
Healthy Happy Me	Equality 1 - Difference and self-acceptance – Elmer by D McKee	Working Together  Say No to Bullying	Being Responsible Growing and getting older –	Good To Be Me How we can help at home (Cross curricular)	Relationships The world is full of different people – My	Changes How we can stay safe at home (RSE Week)

	Marvellous Me! British Values	Equality 2 - Boys and girls can play together – The Little Pirates by M Brownlow and S Rickerty	My Grandpa is Amazing by N Butterworth	Different bodies and differences that can't be seen – Max the Champion by S Stockdale, A Strick and R Asquith	World Your World by Melanie Walsh	How love is shown in a family, happy family times, sad family times and what life would be without a family (RSE Week)
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