



<u>Terminology (technical vocabulary)</u>	Character, setting, build up, problem/dilemma, resolution, adventure, imitate, noun, adjective, verb	Character, setting, build up, problem/dilemma, resolution, adventure, imitate, noun, adjective, verb	Character, setting, build up, problem/dilemma, resolution, adventure, imitate, noun, adjective, verb	Character, setting, build up, problem/dilemma, resolution, adventure, imitate, noun, adjective, verb	Instructions, command, time connectives, verbs, non-fiction, chronological order, purpose	Instructions, command, time connectives, verbs, non-fiction, chronological order, purpose	Poem, rhyme, rhythm, line, verse, acrostic, shape
<u>Greater Depth SC</u>	To know how to use similes to add description	To understand how to use exclamation sentences in my writing	To know how to use a range of conjunctions to extend my sentences	To develop the skill of editing and improving my work independently	To develop the skill of using co-ordinating conjunctions to give more information to a reader	To know how to punctuate adverbial openers correctly	To know how to use similes to add description
<u>SEND SC</u>	To know how to write consistently in the third person	To develop the skill of using commas in a list	To know how to use conjunctions 'and', 'or' and 'but' to extend sentences	To develop the skill of using fronted adverbials that are punctuated accurately	To understand how to identify verbs in a text	To know how to time conjunctions to order my writing	To know how to write consistently in the third person
<u>Handwriting</u>	Recap – curly, long ladder, robot, zig zag	Diagonal joins- a, c, d, e, h, l, m, n (e.g an)	Horizontal joins – v,w,o,r (e.g or)	F and high frequency 'f' words	K and high frequency 'k' words	B and d, high frequency 'b' and 'd' words	Recap – curly, long ladder, robot, zig zag
<u>Rainbow Grammar (where appropriate)</u>	Noun phrases	Noun phrases	Noun phrases	Noun phrases	Adverbial phrases	Adverbial phrases	Adverbial phrases
<u>Cross-curricular Writing Opportunities</u>	<b>Science: Animals including humans diagram with captions</b> <b>Letter on how to stay healthy</b> <b>D&amp;T: instructions</b> <b>RE: The nativity story</b> <b>Geography: labelling</b> <b>History: captions</b>						
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	
<u>Science objectives</u>  Working Scientifically A1, A2, A3, A4, A5	<u><b>Animals including Humans</b></u> To know how to ask simple questions about the world around me. A1 To understand how to use my observations to suggest answers to questions A5	<u><b>Animals including Humans</b></u> To develop the skill of observing closely, using simple equipment. A2 To know how to perform simple tests. A3 To understand how to identify and classify. A4					



<p>Animals, including humans D1, D2, D3</p>	<p>To understand that animals, including humans, have offspring which grow into adults. D1</p>	<p>To know about and describe the basic needs of animals, including humans, for survival (water, food and air) D2 To understand the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. D3</p>					
<p><u>History objectives</u>  Chronological Awareness A1, A2, A3, A4</p>			<p><u>Timeline of superhero comics</u>  To know similarities and differences between the past and present. A1  To understand that dates are used to identify events in the past. A2  To develop the skill of using a timeline to place important events A4  To know how to recount changes in my own life over time. A3</p>				
<p><u>Geography objectives</u>  Geographical skills and field work. A4  Human and Physical Geography B5  Locational Knowledge C2, C3</p>					<p><u>Oceans &amp; Continents</u>  To develop the skill of using world maps and atlases to identify some countries, continents and oceans. A4 To know the names of the continents of the world and find them in an atlas. C2 To know the names of the world's oceans and find them in an atlas. C3 To know the main features of a hot and cold place and locate a</p>		



					hot and cold place on a map. B5		
<u>Religious Education objectives</u>  Personal Resonance A2  Knowledge and Understanding B2  Evaluation and Critical Thinking C2						<b>Religion:</b> Christianity  <b>Theme:</b> Christmas - Jesus as gift from God  <b>Key Question:</b> Why do Christians believe God gave Jesus to the world? To understand how showing love and care to others can solve problems. A2 To understand that Christians believe Jesus was a gift from God. B2 To know reasons why Christians believe God gave Jesus to the world. C2	
<u>Art objectives</u>  Computer Art D1  Exploring and Developing Ideas F1  2d Art (Drawing and Painting) B1, B2			<u>Silhouette Computer Art</u> To develop the skill of using simple mark-making tools in an IT paint package (e.g. brush and pen tools) which create an aesthetically pleasing effect. D1  <u>Superhero Capes on printed silhouette background</u> To know how to record and explore ideas from first-hand observation, experience and imagination and follow through with ideas with growing independence. F1  To develop the skill of carrying out different				

			<p>printing techniques (monoprint, block, relief and resist). B1</p> <p>To know how to design patterns of increasing complexity and repetition. B2</p>				
<p><u>Design and Technology objectives</u></p> <p>Cooking and Nutrition A1</p> <p>Design B1, B2</p> <p>Evaluate C1, C2, C3</p>				<p><b>Super Smoothies</b></p> <p>To know how to describe the properties of the materials/ingredients I am using. A1</p> <p>To know how to develop my own ideas from initial starting points. B1</p> <p>To develop the skill of creating a design and planning how to carry it out. B2</p> <p>To know how to explain my choices of materials and techniques. D1</p> <p>To know what went well with my work and suggest how I would improve it. D2</p> <p>To know how to Reevaluate a range of existing products. D3</p>			
<u>PSHE objectives</u>	<b>Race</b>	<b>British values</b>	<b>Bullying</b>	<b>Safeguarding</b>	<b>Appropriate touch</b>	<b>Illness</b>	<b>Dental hygiene</b>
<p><u>Computing objectives</u></p> <p>Programming C1, C2, C3</p>	<p><b>Programming – Beebots</b></p> <p>To know how to improve/amend a sequence of commands C1</p>	<p><b>Programming – Rapid Router</b></p> <p>To know how to improve/amend a sequence of commands C1</p>	<p><b>Silhouette Computer Art</b></p> <p>To develop the skill of using simple mark-making tools in an IT paint package (e.g. brush and pen tools) which create an aesthetically pleasing effect. (Art D1)</p>	<p><b>Programming – Beebots</b></p> <p>To understand that programs execute by following precise and unambiguous instructions C2</p>	<p><b>Programming – Rapid Router</b></p> <p>To understand that programs execute by following precise and unambiguous instructions C2</p>	<p><b>Programming – Beebots</b></p> <p>To understand how to use logical reasoning to predict the behaviour of simple programs C3</p>	<p><b>Programming – Rapid Router</b></p> <p>To understand how to use logical reasoning to predict the behaviour of simple programs C3</p>



<p><u>Music objectives</u> A1, A2, A3,B5, B6. Toys Musical Focus: Beat Cross-curricular: PSHE</p>	<p>To know how to keep a steady beat at different speeds (tempo). A1</p>	<p>To understand how beats can be marked within a four beat metre. A2</p>	<p>To know how to develop a sense of steady beat through chant, actions and the use of instruments. A3</p>	<p>To know how to perform a steady beat. A1</p>	<p>To understand a change in tempo. B5</p>	<p>To understand how to respond to images. B6</p>	<p>To understand how to respond to images. B6</p>
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