

	<p>study Samuel Pepys Diary to gain insight into the whole event. We will write diaries of our own and in the final lessons we will look at our discussion skills and arguments to decide what or who was to blame for the devastation caused by the fire.</p> <p>Reading – Exploring various traditional tales with a focus on The Three Little Pigs. Also, The Three Little Wolves and the Big Bad Pig by Eugene Trivizas and Helen Oxenbury, The True Story of the Three Little Pigs by Jon Scieszka and Lane Smith The Three Little Monsters by Ruth Merrittens Various comprehensions as part of guided reading sessions and group reading sessions with an adult.</p> <p>SPaG – Year 1 Exclamations, questions, conjunctions, capital letters, sentences Year 2 Using -ly to turn adjectives into adverbs, apostrophes, expanded noun phrases, sentence types, present and past tense, suffix -ness and er, as well as -less and -ful</p>	<p>I can sequence sentences to form short narratives. I can re-read what I have written to check that it makes sense. I can discuss what I have written with the teacher or my friends. I can read my writing aloud clearly enough to be heard by my friends and my teacher. I can learn a story by heart and make a story map. I can write my own alternative version of a traditional tale. I can write a diary entry as someone who saw the Great Fire of London. I can express an argument clearly and respond to others.</p> <p><i>I am developing positive attitudes towards and stamina for writing by:</i></p> <ul style="list-style-type: none"> - writing narratives about personal experiences and those of others (real and fictional) - writing about real events - writing for different purposes <p><i>I can make simple additions, revisions and corrections to my own writing by:</i></p> <ul style="list-style-type: none"> - evaluating my writing with the teacher and other pupils - rereading to check that my writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form 	<p>discussion</p>
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Continuing to spell common exception words and high frequency words correctly in our writing.

Phonics –

Children will be taught sounds at their level using Letter and Sounds phonics scheme.

- proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)

SPELLING, PUNCTUATION AND GRAMMAR

I can use my phonics knowledge to sound out unknown words.

I can spell most of the year 1 common exception words correctly.

I can spell most of the year 2 common exception words correctly.

I can use exclamation marks.

I can use question marks.

I can use conjunctions to add more detail to my sentence.

I can use capital letters and full stops.

I can use the suffix -ly to turn adjectives into adverbs.

I can use apostrophes to make contractions and show possession.

I can recognise and write expanded noun phrases.

I can recognise and identify the four sentence types – command, exclamation, questions and statement.

I can use the present and past tense consistently and correctly.

I can use the suffix -ness and -er to form nouns.

I use the suffix -ful or -less to form adjectives.

HANDWRITING/PRESENTATION

I can sit correctly at a table, holding a pencil comfortably and correctly.

I am beginning to form lower-case letters in the correct direction, starting and finishing in the right place.

I am beginning to form capital letters correctly and use them at the beginning of my sentences.

I can form all my letters correctly in a uniform size and start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

READING

I can read apply phonic knowledge and skills as the route to decode words.

I can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.

I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

		<p>I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>I am becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>I can make inferences on the basis of what is being said and done.</p> <p>I can predict what might happen on the basis of what has been read so far.</p> <p>I can discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p>	
<p>Maths</p>	<p>Fractions, decimals and percentages</p> <p>Year 1 Recognising, finding and naming $\frac{1}{2}$ and $\frac{1}{4}$ as equal parts of shapes, sets of objects and quantities.</p> <p>Year 2 Recognising, finding, naming and writing fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity. Writing simple fractions for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p>	<p>Year 1</p> <p>I can recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <p>I can recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p>I can compare, describe and solve practical problems for length and heights using vocabulary like long and short.</p> <p>I can compare, describe and solve practical problems for mass and weight using vocabulary like heavy and light.</p>	<p>half halves quarter quarters shape set of objects quantity equal numerator denominator equivalence</p>

	<p style="text-align: center;">Measures</p> <p><i>Year 1</i> Compare, describe and solve practical problems for lengths and heights, mass and weight, capacity and volume Measure and begin to record these. Money</p> <p><i>Year 2</i> Measuring length, height, mass, temperature and capacity using the relevant units of measure. Compare and order measurements. Money</p> <p style="text-align: center;">Addition and subtraction</p> <p><i>Year 1</i> Read, write and understand mathematical statements involving addition (+), subtraction (-) and equal signs (=). Adding and subtracting one and two digit numbers to 20 and solve one step word problems.</p> <p><i>Year 2</i> Solve problems using addition and subtraction.</p>	<p>I can compare, describe and solve practical problems for capacity and volume using vocabulary like full and empty.</p> <p>I recognise and know the value of different denominations of coins and notes.</p> <p>I know and can use number bonds to 20 and related subtraction facts.</p> <p>I can add and subtract one digit and two-digit numbers to 20, including zero.</p> <p>I can solve one step problems that involve addition and subtraction and missing number problems.</p> <p><i>Year 2</i> I can recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.</p> <p>I can write simple fractions for example $\frac{1}{2}$ of 6 = 3.</p> <p>I recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. I can choose and use appropriate standard units to estimate and measure</p> <ul style="list-style-type: none"> - length/height in any direction (m/cm); - mass (kg/g); 	<p>long/short longer/shorter tall/short double/half heavy/light heavier than/lighter than full/empty more than/less than half half full quarter length height mass temperature capacity centimetres metres grams kilograms Celsius compare rulers scales thermometers addition plus</p>
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	<p>Add and subtract numbers using concrete objects, pictorial representations, and mentally.</p> <p style="text-align: center;">MULTIPLICATION ongoing</p> <p><i>Year 1</i> Focus on counting in multiples of 5 up to 60, linking with knowledge of counting in 10s. Continue to develop fluency of counting in 2s and 10s.</p> <p><i>Year 2</i> Recall multiples of 2 up to 12x2 in any order, including missing numbers and related division facts. Recall multiples of 10 up to 12x10 fluently.</p> <p>Recall multiples of 5 up to 12x5 in any order, including missing numbers and related division facts. ☐ Recall multiples of 2 up to 12x2 in any order, including missing numbers and related division facts with growing fluency.</p>	<p>- temperature ($^{\circ}\text{C}$); - capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <p>I can recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</p> <p>I can find different combinations of coins that equal the same amounts of money solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p> <p>I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p> <p>I can add a two-digit number and ones, a two-digit number and tens, two two-digit numbers and three one-digit numbers.</p> <p>I know that addition can be done in any order but subtraction cannot.</p> <p>I can use the inverse relationship between addition and subtraction to check calculations and solve missing number problems.</p>	<p>altogether add more subtraction takeaway less than minus digit inverse</p>
Science	Uses of everyday materials	I can distinguish between an object and the material from which it is made.	wood plastic

	<p>We will look at the uses of everyday materials including wood, plastic, metal, glass, brick, paper and cardboard.</p> <p>We will compare the suitability of different everyday materials for different purposes, explore how objects made of some everyday materials can change shape and how the recycling process is able to reuse some everyday materials numerous times.</p> <p>We will learn about new discoveries which have made over time with a specific focus on John McAdam.</p> <p>Learning activities include discussions, debates, sequencing and a learning walk where children work scientifically to identify the uses of everyday materials in the area.</p>	<p>I can identify and name a variety of everyday materials.</p> <p>I can identify and compare the suitability of a variety of materials.</p> <p>I can find out how the shape of solid objects made from some materials can be changed.</p> <p>I can identify different uses of everyday materials.</p> <p>I can record my observations.</p> <p>I can explain what recycling means.</p>	<p>glass metal water rock squashing bending twisting stretching recycling observe materials</p>
<p>History</p>	<p>How homes have changed and the Great Fire of London</p> <p>When and where the GFoL took place (both in time and geographically London, 1666)</p> <p>Who the king was at the time (Charles II)</p>	<p>I can place three objects and three events in chronological order and communicate what I know about older and newer objects and events.</p> <p>I can put five objects and five events in chronological order e.g homes and give simple reasons to explain a decision.</p>	<p>chronological today yesterday old new long time ago olden days before later</p>

	<p>How and why the fire began (<i>bakery fire at pudding lane</i>)</p> <p>Why the fire spread so quickly (<i>wooden and thatched houses, tightly packed...</i>)</p> <p>About the life of Samuel Pepys and his diary- looking at extracts about the GFoL, discussing the diary and its use as a historical source</p> <p>About the work of Sir Christopher Wren in rebuilding St Paul's in the aftermath which historical landmarks were damaged in the fire and had to be rebuilt (<i>The Globe, St Paul's Cathedral, London Bridge</i>)</p> <p>About life in Stuart London, how was life similar/different to their lives today?</p> <p>Study of the picture: <i>The Great Fire of London</i> as painted by Jan Griffier (1652-1718) Analysis of the art as a source of historical information</p>	<p>I can talk about mine and other people's past events and can use common words to describe the passing of time- today, yesterday, a long time ago, in the olden days, before, later and after</p> <p>I can use more specific terms to describe the passing of time e.g. when I was little, when my Grandad was small, before my Granny was born, more than 100 years ago, recently</p> <p>I can use 2 sources of information to answer questions about the past through simple observations of the sources.</p> <p>I can recognise a historical source.</p> <p>I can identify some of the ways in which the past is represented differently e.g. paintings/diaries/photos</p>	<p>after</p>
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	Comparing how homes have changed over the years and putting homes in chronological order. Thinking about why homes have changed and are homes better today and why.		
Geography	Geography will be taught in the summer term.	Geography will be taught in the summer term.	Geography will be taught in the summer term.
Art	<p>Using Homes to explore colour and texture</p> <p>Heidelberg Houses project exploring colour and design. The effect of painting with a variety of different brush sizes and types. Match colours to artefacts and objects. Work on different scales including collaborative paintings. To layer paints (without them mixing) To scrape into paints to make patterns and other effects. . Name different types of paint and their properties. Identify primary and secondary colours by name. Mix primary shades and tones. Mix secondary colours.</p>	<p>I can use a variety of tools and techniques, i.e. brush sizes and types.</p> <p>I can mix and match colours to artefacts and objects.</p> <p>I can work on different scales.</p> <p>I can experiment with tools and techniques, e.g. layering, mixing.</p> <p>I can name and mix primary colours, shades and tones.</p> <p>I can create textured paint by adding material, i.e. sand or plaster.</p>	<p>red blue yellow purple green orange mix layer primary secondary shades tones tools techniques texture</p>

	<p>Create textured paint by adding sand, plaster.</p> <p>Know the names of primary and secondary colours</p> <p>To be able to mix colours together</p>		
DT	<p>Making houses and homes</p> <p>Also linking to Tudor homes for the Great Fire of London and the materials the Three Little Pigs used to build their houses.</p> <p>We will look at different examples to help us create a design. We will learn how to build structures by measuring, marking and cutting out.</p> <p>We will look at using different mechanisms and tools and ways to improve our product.</p> <p>Finally we will learn how to assemble a design.</p>	<p>I can begin to make a design using appropriate techniques.</p> <p>I can begin to build structures and explore how they can be made stronger, stiffer and stable.</p> <p>I can, with help measure, mark out, cut and shape a range of materials.</p> <p>I can explore using different tools like scissors and hole punches, safely.</p> <p>I can begin to assemble, join and combine materials and components together using a variety of temporary methods.</p> <p>I can begin to use simple finishing techniques to improve the appearance of my product.</p>	<p>structures</p> <p>stiffer</p> <p>stronger</p> <p>more stable</p> <p>measure</p> <p>mark</p> <p>cut</p> <p>shape</p> <p>assemble</p> <p>join</p> <p>combine</p> <p>materials</p> <p>scissors</p> <p>hole punch</p> <p>glue</p> <p>masking tape</p> <p>finishing</p> <p>techniques</p> <p>product</p>
PE	<p>Gymnastics and Dance – Landscapes and Cityscapes</p> <p>This unit teaches children to roll in different ways including introducing the skill of a crouched forward roll.</p>	<p>I can explore movement actions with control and link them together with flow.</p> <p>I can explore gymnastic actions and shapes.</p> <p>I can explore travelling on benches.</p> <p>I can explore movement actions with control, and to link them together with flow.</p>	<p>arch</p> <p>pike</p> <p>straddle</p> <p>tuck</p> <p>dish</p> <p>shadowing</p>

	<p>They jump from a springboard and begin to do a handstand. Children develop body tension, control and balance. Moving with greater agility and coordination.</p> <p>Children learn to link actions to copy and create movement sequences, which they perform to each other, evaluate and improve.</p> <p>They consolidate their skills and compete against each other, thinking about the way their movements look.</p> <p>The unit is linked our topic and encourages children to think how they might make shapes with their bodies that express different landscapes and buildings. They think about how to stay healthy and how their bodies feel before, during and after exercise.</p>	<p>I can choose and use simple compositional ideas by creating and performing sequences</p> <p>I can repeat and link combinations of gymnastic actions.</p> <p>I can move with control</p> <p>I can make shapes with my body.</p> <p>I can remember and repeat simple gymnastic actions with control.</p> <p>I can balance on parts of the body using the floor and hold balance.</p> <p>I can develop a range of gymnastic moves</p> <p>I can balance with control.</p> <p>I can link together a number of gymnastic actions into a sequence.</p> <p>I can explore ways of travelling around.</p> <p>I can choose and use a variety of gymnastic actions to make a sequence.</p>	<p>action</p> <p>shape</p> <p>creating</p> <p>performing</p> <p>gymnastics</p> <p>combination</p> <p>control</p> <p>flow</p> <p>repeat</p> <p>sequence</p> <p>travelling</p> <p>egg roll</p> <p>log roll</p> <p>teddy bear roll</p> <p>forward roll</p> <p>sideways</p> <p>shoulder roll</p>
<p>Music</p>	<p>Using music from different cultures linking to the different homes in countries from around the world.</p> <p><i>Learn and perform various songs based on homes. Explore 'Sounds like home' thinking about all the different sounds we hear and how to recreate it using instruments and our voices.</i></p> <p>Perform simple patterns and accompaniments keeping to a steady</p>	<p>To begin to identify simple repeated patterns and follow basic musical instructions.</p> <p>To begin to understand that musical elements can be used to create different moods and effects.</p> <p>To being to represent sound with simple non-standard notation including shapes and marks.</p>	<p>fast</p> <p>slow</p> <p>high</p> <p>low</p> <p>rhythm</p> <p>pulse</p> <p>sound effects</p> <p>compose</p>

	<p>pulse and identify the pulse in different pieces of music.</p> <p>Listen and understand how to improve own composition.</p> <p>Recognise and explore how sounds can be organised as well as identifying features for e.g. loud/quiet, fast/slow, high/low, pulse, rhythm, sound effects.</p> <p>Understand how to control playing a musical instrument so that they sound, as they should.</p> <p>Notice how music can be used to create different moods and effects and to communicate ideas as well as identify a variety of instruments being used.</p> <p>Listen to short excerpts of music from a variety of styles, genres and traditions as well as sort composers into different genres and instruments in to different types.</p>	<p>To listen to short, simple pieces of music and talk about when and why they may hear it. e.g. a lullaby or a wedding march.</p>	
<p>Computing</p>	<p>Online Safety</p> <p>- act safely and respectfully online</p>	<p>I can explain what the four rules are for internet safety to a grown up, in a film or animation or present the information to the class/school in some format.</p>	<p>online strangers be nice</p>

	<ul style="list-style-type: none"> - keep personal information private online - know where to get help if someone or something upsets you online - to always be nice 	<p>I understand key rules about how to behave safely online.</p> <p>I can explain the key rules about how to behave safely online to others.</p> <p>I can present information as a variety of digital artefacts to explain how to behave safely online.</p>	<p>personal information private tell</p>
<p>PSHE</p>	<p style="text-align: center;">Relationships</p> <p>We will explore how we interact with others to form positive relationships as well as what to do when we feel sad or fall out with our friends. We will think about how to stay safe and who to talk to if we feel worried.</p>	<p>To recognise that their behaviour affects other people.</p> <p>The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.</p> <p>To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p> <p>To offer constructive support and feedback to others.</p> <p>To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p>	<p>friends special people secret support feedback family care teasing bullying</p>

		To recognise different types of teasing and bullying; to understand that these are wrong and unacceptable.	
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