

Collections

MAIN FOCUS			
Programme Of Study	DO/GO/MEET/READ (Experiences)	MAKE/PRODUCE (Outcomes)	What do you notice?/ASSESSMENT
<p>English</p> <p>Reading:</p> <ul style="list-style-type: none"> ▪ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ▪ being introduced to non-fiction books that are structured in different ways ▪ recognising simple recurring literary language in stories and poetry ▪ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ▪ discussing their favourite words and phrases ▪ drawing on what they already know or on background information and vocabulary provided by the teacher ▪ making inferences on the basis of what is being said and done <p>Writing:</p> <ul style="list-style-type: none"> ▪ make simple additions, revisions and corrections to their own writing by: ▪ evaluating their writing with the teacher and other pupils ▪ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ▪ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] ▪ read aloud what they have written with appropriate intonation to make the meaning clear. 	<p>Zeraffa Giraffa by Diane Hofmeyr</p> <p>Role-playing situations from the story.</p> <p>Finding out about Giraffes through non-fiction texts and the internet.</p> <p>Eating dates and pomegranates, sketching fruit.</p>	<p>Writing in role.</p> <p>Writing using sentence structures and language from the book.</p> <p>Short burst writing in a range of forms linked to moments in the book.</p> <p>Designing giraffe transportation devices.</p>	<p>The children will use their factual knowledge gained in their writing.</p> <p>They will be able to imitate and adapt some of the writer's tools used by Diane Hofmeyr (e.g. alliteration, starting a sentence with an adverb) in independent work.</p> <p>The children will begin to establish a routine for writing including reading their writing aloud to themselves, self-checking spelling and grammar, responding to marking and considering the effect their writing has on the reader.</p>

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<p>Maths</p> <p>Problem Solving</p> <ul style="list-style-type: none"> ▪ reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language ▪ can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions. <p>Number and Place Value</p> <ul style="list-style-type: none"> ▪ count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward ▪ recognise the place value of each digit in a two-digit number (tens, ones) ▪ identify, represent and estimate numbers using different representations, including the number line ▪ compare and order numbers from 0 up to 100; use <, > and = signs ▪ read and write numbers to at least 100 in numerals and in words ▪ use place value and number facts to solve problems. 	<p>Solving problems, undertaking investigations and asking our own questions.</p> <p>Lots of work gaining familiarity with the hundred square. Spotting patterns and understanding how our number system is organised.</p> <p>Use of base-10 materials (Numicon, Cuisenaire Rods, 1p/10p coins etc) to get a real feel for the relative size of numbers and what 'tens' and 'units/ones' means.</p> <p>Exploring our understanding of number with measurements of distances linked to the book Zeraffa Giraffa</p> <p>Targeted use of Sumdog to develop Number and Place Value understanding.</p>	<p>Produce questions related to place value.</p> <p>Making amounts using coins and base-10 equipment.</p> <p>Estimations on blank number lines.</p>	<p>Children are able to begin to investigate a problem independently with confidence, using approaches such as 'trial and improvement' and 'working systematically'.</p> <p>They can use the hundred square or count out loud in jumps of 2, 3, 5 from zero and in tens from any number.</p> <p>They can use the vocabulary of 'tens' and 'units/ones' correctly.</p> <p>Children can confidently represent 2-digit numbers using base-10 equipment or coins and identify amounts of money by counting the 10p and 1p coins.</p> <p>They can read and write 2-digit numbers.</p> <p>They can identify the largest number from a set of two or more.</p> <p>They can estimate where a number belongs on an unmarked number line.</p> <p>They can solve problems that require a solid understanding of place value.</p>
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<p>Science</p> <p>Animals including humans:</p> <ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 	<p>Zeraffa Giraffa by Dianne Hofmeyr.</p> <p>Stick insects in the classroom.</p> <p>Try foods from different parts of the food pyramid.</p>	<p>Make personal time lines of their growth so far.</p> <p>Design ways to transport animals (similar to the problem in the book Zeraffa Giraffa) taking into account their basic needs.</p> <p>Make food diaries.</p>	<p>Children can describe the difference between 'wants' and 'needs' when thinking about what we need to stay alive.</p> <p>Children design a menu that is healthy and balanced.</p>
<p>P.E.</p> <p>OAA (Outdoor Adventure Activities)</p> <p>They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p>	<p>Taking part in cooperative activities that require team work (inc bench activities, ultra-web, basic orienteering, obstacles).</p> <p>Joint work with partners in Blue Class.</p>		<p>Children listen more to others.</p> <p>They notice if someone in their team is having difficulty and act accordingly.</p> <p>Children sometimes change their minds as a result of listening to others.</p> <p>Children organise themselves to take turns.</p> <p>They can locate themselves on simple maps and plans.</p>

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<p>Geography</p> <ul style="list-style-type: none"> ▪ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. ▪ 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. 	<p>Zeraffa Giraffa</p> <p>Looking at aerial photos, world maps, non-fiction texts and photos of Egypt.</p>	<p>Planning their own maps with sailing routes.</p>	<p>Children can locate themselves, the wider UK, Egypt and France on a map.</p> <p>They can identify some geographical features on a map.</p>
<p>Computing / ICT</p> <ul style="list-style-type: none"> • Control motion by specifying the number of steps to travel, direction and turn. • Use a range of applications and devices in order to communicate ideas, work and messages. 	<p>Using learn.code.org to learn how to give sets of instructions and to debug sets of instructions.</p> <p>Explore use of chromebooks for research and word processing.</p>	<p>Recording of some of their independent learning using Google docs.</p>	<p>Children can control characters on screen by providing a sequence of instructions.</p> <p>Children can debug a simple set of instructions which contain an error.</p> <p>Children begin to use chrome books to support their independent learning.</p> <p>Children are able to discuss when ICT is useful to help them and when it is not.</p>

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<p>Music</p> <ul style="list-style-type: none"> ▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes ▪ play tuned and untuned instruments musically ▪ listen with concentration and understanding to a range of high-quality live and recorded music ▪ experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Use of Charanga (online music resource).</p> <p>Exploring the Song 'Hands, Feet, Heart' – a song that celebrates South African music.</p> <p>Listening to and appraising other pieces including; The Click song, Mbube, You Can Call Me Al, Hlokolozza.</p> <p>Learning about pulse, rhythm, pitch etc with singing and use of untuned percussion.</p>	<p>All children are active musicians and each lesson will involve an element of performance.</p>	<p>Children will be able to use some musical vocabulary to appraise music.</p> <p>They will be able to find the pulse of a piece of music and maintain a pulse when playing.</p> <p>They can work together to perform.</p>
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