

ENGLISH

Katie goes to

London/Great Fire of London.

Handwriting

Practising wh unjoined, which, what, why, when. Introducing the horizontal join to ascender wh, when, what, why. Practising ow unjoined, cow, owl, now. Introducing the horizontal join no ascender ow, how, now, owl. Review joins ch, and ai, wh, ow learned so far.

Writing

Compose a sentence orally before writing it sequencing sentences to form short narratives, re-reading what they have written to check that it makes sense.

Discuss what they have written with the teacher or other pupils. Read their writing aloud clearly enough to be heard by their peers and the teacher, form capital letters.

Speaking and Listening

listen and respond appropriately to adults and their peers, ask relevant questions to extend their understanding and knowledge

Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Gain, maintain and monitor the interest of the listener(s).

Reading

Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read words containing taught GPCs and -s, -es, -ing, -ed. Read other words of more than one syllable that contain taught GPCs being encouraged to link what they read or hear to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known. Drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading. Making inferences on the basis of what is being said and done. Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.

Spelling

Spell: words containing each of the 40+ phonemes already taught common exception words the days of the week Name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound. Using the spelling rule for adding -s or -es. using -ing, -ed, where no change is needed in the spelling of root words apply simple spelling rules and guidance, as listed in [English Appendix 1](#). Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Leave spaces between words joining words and joining clauses using "and" beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' learning the grammar for year 1 in [English Appendix 2](#) Use the grammatical terminology in [English Appendix 2](#) in discussing their writing and reading.

MATHS

Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] Describe position, direction and movement, including whole, half, quarter and three quarter turns, Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals. Given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least. Recognise and know the value of different denominations of coins and notes. Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. Recognise and use language relating to dates, including days of the week, weeks, months and years. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] Measure and begin to record time (hours, minutes, seconds)

SCIENCE

Asking simple questions and recognising that they can be answered in different ways performing simple tests. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions. Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.

DESIGN

Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Explore and evaluate a range of existing products Build structures, exploring how they can be made stronger, stiffer and more stable

RE

Recall and name different beliefs and practices, including festivals, forms of worship, rituals and ways of life, in order to find out about the meanings behind them. Recognise some of the symbols and actions that express a religious community's way of life, looking at similarities between them.

PE

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.

MUSIC

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.

COMPUTING

Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

GEOGRAPHY

Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop, Use world maps, atlases and globes to identify the United Kingdom and its countries, Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

HISTORY

Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Understand some of the ways in which we find out about the past and identify different ways in which it is represented. Compare aspects of life in different periods. significant historical events, people and places in their own locality.



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