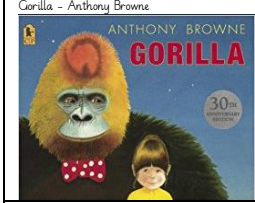
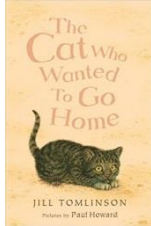
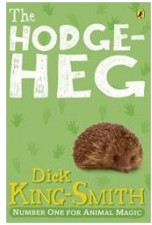


English	Reading for Enjoyment
<p>MAIN TEXT : Gorilla by Anthony Browne</p>  <p>Gorilla - Anthony Browne</p> <p>Story plot: Wishing Tale Toolkit Focus: Description – people, places, animals</p> <p>Shape poems/calligrams Gorilla/own animal</p> <p>Non Fiction: Diary entry</p>	<p>Class 1 Class 2</p>  
<p>Mathematics</p>	<p>Maths No problem Chapter 1 Numbers to 1000 Chapter 2 Addition and Subtraction</p>
<p>Science</p>	<p><u>Working scientifically</u> •Can they make observations of different rocks (inc close observation through a hand lens looking at structure e.g. granular/crystalline/fossilised) and record their findings? •Can they group and classify rocks based upon observable features/using a key? •Can they identify the differences & similarities between different soils? •Can they explain how rocks might have changed over time? e.g. weathering of gravestones. •Can they undertake research to find out the different kinds of living things whose fossils are found in sedimentary rock and how fossils are formed? •Can they make observations of and raise questions about different kinds of soils and rocks, how they are formed & the changes that occur when they are in water?</p> <p><u>Knowledge & Understanding</u> •Can they compare and group together different rocks on the basis of their appearance and simple physical properties? •Can they create their own criteria/rules for classifying a group of different rocks/soils and apply them consistently when sorting? •Can they describe in simple terms how fossils are formed when things that have lived are trapped within rock? •Can they recognise that soils are made from rocks and organic matter?</p>
<p>History</p>	<p>None</p>
<p>Geography</p>	<p><u>Term 1</u> Possible starting point / stimulus A travel brochure Packing case/rucksack A Holiday Destination Geographical Enquiry Can they raise relevant questions for investigation? •Can they identify key features of a locality by using a map? •Can they begin to use 4-figure grid references? •Can they accurately plot NSEW on a map? •Can they use some basic OS map symbols? •Can they make accurate measurement of distances within 100km? •Can they work out how long it would take to get to a given destination taking account of the mode of transport?</p> <p>Physical Geography •Can they locate the Mediterranean and explain why it is a popular holiday destination? •Can they recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, NE)?</p> <p>Human Geography •Can they explain how the lives of people living in the Mediterranean would be different from their own? •Can they identify why they would prefer to live at home or at a holiday destination in the Mediterranean. •Can they explain how people's lives differ due to weather? •Can they explain the reasons for packing/choosing items of clothing re a Mediterranean destination? •Can they explain why the food available/types of housing found in different destinations might be different to London? • Can they explain why you should be aware of cultural sensitivities re clothing choices in different destinations.</p> <p>Can they confidently describe human features in a locality? •Can they explain why a locality has certain human features? •Can they explain why a place is like it is?</p> <p>Geographical Knowledge •Can they name a number of countries in the Northern Hemisphere? •Can they name and locate some well-known European countries? •Can they name and locate the capital cities of neighbouring European countries? •Are they aware of different weather in different parts of the world, especially Europe? •Can they name the two largest seas around Europe?</p>
<p>Computing</p>	<p>Purple mash 2 code</p>
<p>Religious Education</p>	<p>Signs and symbols in religions</p>
<p>Physical Education</p>	<p>Games –netball Health and fitness •Can they explain why warming up is important? •Can they explain why keeping fit is good for their health?</p> <p>Acquiring and developing skills •Can they select and use the most appropriate skills, actions or ideas? •Can they move and use actions with co-ordination and control? •Can they make up their own small-sided game?</p> <p>Net/wall tennis •Can they catch with one hand? •Can they throw and catch accurately? •Can they hit a ball accurately and with control? •Can they keep possession of the ball? •Can they move to find a space when they are not in possession during a game? •Can they vary tactics and adapt skills according to what is happening?</p> <p>Evaluating and improving •Can they explain how their work is similar and different from that of others? •With help, do they recognise how performances could be improved?</p>
<p>Art and Design</p>	<p>Wire sculpture – Tate Modern Stimulus Drawing •Can they use their sketches to produce a final piece of work? •Can they write an explanation of their sketch in notes? •Can they use different grades of pencil shade, to show different tones and texture?</p> <p>Sketch books •Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? •Can they make notes in their sketch books about techniques used by artists? •Can they suggest improvements to their work by keeping notes in their sketch books?</p> <p>3D/ Textiles •Do they experiment with and combine materials and processes to design and make 3D form? •Can they begin to use mouldable materials (wire) •Can they use the printed images they take with a digital camera and combine them with other media to produce art work?</p>
<p>Design and technology</p>	<p>No design & technology</p>
<p>Music</p>	<p>Exploring descriptive sounds Performing •Can they play clear notes on instruments? Composing •Can they use different elements in their composition? •Can they create repeated patterns with different instruments?</p>

	<p>Appraising</p> <ul style="list-style-type: none"> -Can they improve their work; explaining how it has improved? -Can they use musical words to describe what they like and dislike? -Can they recognise the work of at least one famous composer? <p>Challenge</p> <ul style="list-style-type: none"> -Can they tell whether a change is gradual or sudden? -Can they identify repetition, contrasts and variations?
French	<p>Listening and responding</p> <ul style="list-style-type: none"> -Do they understand simple classroom commands? -Do they understand short statements? -Do they understand simple questions? -Do they understand clearly spoken speech? <p>May need a lot of help, e.g. gesture and repetition.</p> <p>Speaking</p> <ul style="list-style-type: none"> -Can they answer with a single word? -Can they answer with a short phrase? <p>Pronunciation may be approximate, and may need considerable support from a spoken model and from visual cues.</p> <p>Reading and responding</p> <ul style="list-style-type: none"> -Can they read and understand a single word? <p>Presented in clear script in familiar context. May need visual cues.</p> <p>Writing</p> <ul style="list-style-type: none"> -Can they copy a single word correctly? -Can they label items? -Can they choose the right words to complete a phrase? -Can they choose the right words to complete a short sentence?
PSHE	<p>E-safety</p> <p>Lesson: Being Me in My World</p> <p>Special and safe Can they help others to feel welcome? Can they try to make our school community a better place?</p> <p>My class Can they think about everyone's right to learn?</p> <p>Rights and responsibilities Care about other people's feelings?</p> <p>Rewards and feeling proud Can they work well with others?</p> <p>Consequences Can they choose to follow the learning charter?</p> <p>Owning our learning charter</p>
Enrichment	<ul style="list-style-type: none"> • Art Gallery – Sculptures • Rocks and soils workshop • Black History – Jesse Owen • Visitors- from Europe • Educational visit – London Zoo