














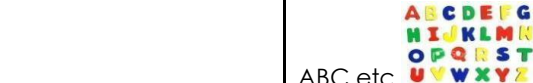



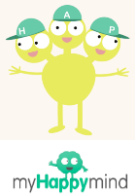


	1.1	1.2	1.3	1.4	1.5	1.6	1.7
<b>ENGLISH</b>	<p><b><u>Fiction</u></b></p> <p>The Lighthouse Keeper's Lunch</p> <p><b><u>Writing Outcome:</u></b></p> <p>Write labels or simple sentences for the items that Mrs Gringling is putting in the basket.</p> <p><b><u>Grammar:</u></b></p> <p>Leave spaces between words,</p>  <p>Use capital letters for names of people, places, days of the week</p>  <p>Know letter names ABC etc.</p> 	<p><b><u>Fiction</u></b></p> <p>The Lighthouse Keeper's Lunch</p> <p><b><u>Writing Outcome:</u></b></p> <p>Write a postcard from the lighthouse.</p> <p><b><u>Grammar:</u></b></p> <p>Leave spaces between words,</p>  <p>Use capital letters for names of people, places, days of the week</p>  <p>Know letter names ABC etc.</p> 	<p><b><u>Fiction</u></b></p> <p>The Lighthouse Keeper's Lunch</p> <p><b><u>Writing Outcome:</u></b></p> <p>Write a postcard or letter from Mrs Gringling.</p> <p>Speech bubbles to show what characters are saying.</p> <p><b><u>Grammar:</u></b></p> <p>Leave spaces between words,</p>  <p>Use capital letters for names of people, places, days of the week</p> 	<p><b><u>Fiction:</u></b></p> <p>The Lighthouse Keeper's Lunch</p> <p><b><u>Writing outcome:</u></b></p> <p>Write a set of instructions: how to make a delicious sandwich for Mr Gringling's lunch</p> <p><b><u>Grammar:</u></b></p> <p>Leave spaces between words,</p>  <p>Use capital letters for names of people, places, days of the week</p>  <p>Know letter names ABC etc.</p> 	<p><b><u>Fiction:</u></b></p> <p>The Lighthouse Keeper's Lunch.</p> <p>Badgers Disgusting Sandwich</p> <p><b><u>Writing outcome:</u></b></p> <p>Instructions: how to make a disgusting sandwich for Mr Gringling's lunch so the seagulls don't pick on it.</p> <p><b><u>Grammar:</u></b></p> <p>Leave spaces between words,</p>  <p>Use capital letters for names of people, places, days of the week</p> 	<p><b><u>Fiction:</u></b></p> <p>The Tree</p> <p>The Boy and the Bear</p> <p><b><u>Writing outcome:</u></b></p> <p>Seasonal vocabulary – captions, labels.</p> <p>Rhyming words.</p> <p><b><u>Grammar:</u></b></p> <p>Leave spaces between words,</p>  <p>Use capital letters for names of people, places, days of the week</p>  <p>Know letter names ABC etc.</p> 	<p><b><u>Fiction:</u></b></p> <p>The Tree</p> <p><b><u>Writing outcome:</u></b></p> <p>Write a seasonal poem.</p> <p><b><u>Grammar:</u></b></p> <p>Leave spaces between words,</p>  <p>Use capital letters for names of people, places, days of the week</p>  <p>Know letter names ABC etc.</p> 



	<p><b>Engage</b> with the concept of belonging to a church family.</p> <p>How do we make new people feel welcome?</p>	<p><b>Enquire</b> into baptism/christening as a mark of belonging to God and the church.</p> <p>What can we find out about baptism/christening?</p>	<p><b>Explore</b> Jesus' example of 'welcome' in a story from the bible.</p> <p>How did Jesus make people feel welcome?</p>	<p><b>Explore</b> the practise of baptism in the Church of England.</p> <p>What happens in the church during a Church of England baptism/christening?</p>	<p><b>Explore</b> how belonging to the church family helps in Christian living.</p> <p>What happens after a baptism service?</p>	<p><b>Evaluate</b> your understanding of why it's important to Christians to belong to God and the church family.</p> <p>What have we learnt?</p>	<p><b>Express</b></p> <p>How can we share our learning with others?</p>
<b>HISTORY BLOCK</b>				<p>Key Question: How has technology changed our lives over the last 60 years?</p> <ul style="list-style-type: none"> <li>• comparison of technology from the past and modern day</li> <li>• changes in technology over the past 60 years</li> <li>• technology we use in everyday life</li> <li>• technology to help us write, talk and be entertained</li> <li>• historical figures in the history of technology eg: Tim Berners-Lee</li> </ul> <p>Themes &amp; Concepts: Society &amp; Community</p> <p>Substantive concepts explicitly taught: Trade, Industry</p>			
<b>SCIENCE BLOCK</b>	<p>Seasons (explicit teaching now, and then to apply these skills throughout the year as the seasons change)</p> <ul style="list-style-type: none"> <li>- To observe changes across the four seasons</li> <li>- to observe and describe weather associated with the seasons and how day length varies</li> </ul>						
	- to use observation skills in our school environment and look for changes	- to know the names of, and key characteristics of each season	<p>- to know about different weather</p> <p>- to know that day length varies</p>	Assessment			

<p><b>PSHE</b></p> 	<p><b>Meet your Brain</b></p> <p>*We are learning what our brain looks like and how it helps us.</p> <p>*We are learning that the brain has 3 parts.</p>	<p><b>Meet your Brain</b></p> <p>*We are learning about how our brains help us.</p> <p>*We are learning what Neuroplasticity is.</p> <p>*We are learning how Team H-A-P help us be our best self.</p>	<p><b>Meet your Brain</b></p> <p>*We are learning what happens when Team H-A -P is happy and sad.</p> <p>*We are learning how you can help Team H-A -P.</p>	<p><b>Meet your Brain</b></p> <p>*We are learning more about Happy Breathing and how it helps us.</p> <p>*We are learning that our brain can react differently indifferent situations.</p>	<p><b>Meet your Brain</b></p> <p>*We will be recapping and thinking about how we can use our new knowledge.</p>	<p><b>Celebrate</b></p> <p>*We are learning what character is.</p> <p>*We are learning how character makes us special</p>	<p><b>Celebrate</b></p> <p>*We are learning more about Character Strengths.</p> <p>*We are learning why it is important to use our strengths.</p>
<p><b>PE INDOORS</b></p> <p><b>Coaches</b></p>	<p><b>Fundamentals</b></p> <p>To explore balance, stability and landing safely.</p> <p><b>*Physical:</b> balance, jump, hop, run, speed, agility, dodge, skip, coordination</p> <p><b>* Social:</b> collaboration, work safely, support others</p> <p><b>* Emotional:</b> determination, self-regulation, honesty, perseverance</p> <p><b>* Thinking:</b> comprehension, select and apply skills</p>	<p><b>Fundamentals</b></p> <p>To explore how the body moves differently when running at different speeds.</p> <p><b>*Physical:</b> balance, jump, hop, run, speed, agility, dodge, skip, coordination</p> <p><b>* Social:</b> collaboration, work safely, support others</p> <p><b>* Emotional:</b> determination, self-regulation, honesty, perseverance</p> <p><b>* Thinking:</b> comprehension, select and apply skills</p>	<p><b>Fundamentals</b></p> <p>To explore changing direction and dodging.</p> <p><b>*Physical:</b> balance, jump, hop, run, speed, agility, dodge, skip, coordination</p> <p><b>* Social:</b> collaboration, work safely, support others</p> <p><b>* Emotional:</b> determination, self-regulation, honesty, perseverance</p> <p><b>* Thinking:</b> comprehension, select and apply skills</p>	<p><b>Fundamentals</b></p> <p>To explore jumping, hopping and skipping actions.</p> <p><b>*Physical:</b> balance, jump, hop, run, speed, agility, dodge, skip, coordination</p> <p><b>* Social:</b> collaboration, work safely, support others</p> <p><b>* Emotional:</b> determination, self-regulation, honesty, perseverance</p> <p><b>* Thinking:</b> comprehension, select and apply skills</p>	<p><b>Fundamentals</b></p> <p>To explore co-ordination and combination jumps.</p> <p><b>*Physical:</b> balance, jump, hop, run, speed, agility, dodge, skip, coordination</p> <p><b>* Social:</b> collaboration, work safely, support others</p> <p><b>* Emotional:</b> determination, self-regulation, honesty, perseverance</p> <p><b>* Thinking:</b> comprehension, select and apply skills</p>	<p><b>Fundamentals</b></p> <p>To explore combination jumping and skipping in an individual rope.</p> <p><b>*Physical:</b> balance, jump, hop, run, speed, agility, dodge, skip, coordination</p> <p><b>* Social:</b> collaboration, work safely, support others</p> <p><b>* Emotional:</b> determination, self-regulation, honesty, perseverance</p> <p><b>* Thinking:</b> comprehension, select and apply skills</p>	<p><b>Fundamentals</b></p> <p>To explore combination jumping and skipping in an individual rope.</p> <p><b>*Physical:</b> balance, jump, hop, run, speed, agility, dodge, skip, coordination</p> <p><b>* Social:</b> collaboration, work safely, support others</p> <p><b>* Emotional:</b> determination, self-regulation, honesty, perseverance</p> <p><b>* Thinking:</b> comprehension, select and apply skills</p>

<b>PE INDOORS</b>	<b>Fitness</b>  To develop my understanding of how exercise can make you feel.  <b>*Physical:</b> run, jump, coordination, stamina, strength, agility, balance  <b>* Social:</b> communication, co-operation, support, work safely, kindness  <b>* Emotional:</b> kindness, perseverance, honesty, independence, determination  <b>* Thinking:</b> comprehension, creativity, problem solving, reflection, feedback	<b>Fitness</b>  To develop my understanding of how exercise can make you strong and healthy.  <b>*Physical:</b> run, jump, coordination, stamina, strength, agility, balance  <b>* Social:</b> communication, co-operation, support, work safely, kindness  <b>* Emotional:</b> kindness, perseverance, honesty, independence, determination  <b>* Thinking:</b> comprehension, creativity, problem solving, reflection, feedback	<b>Fitness</b>  To develop my understanding of how exercise relates to breathing.  <b>*Physical:</b> run, jump, coordination, stamina, strength, agility, balance  <b>* Social:</b> communication, co-operation, support, work safely, kindness  <b>* Emotional:</b> kindness, perseverance, honesty, independence, determination  <b>* Thinking:</b> comprehension, creativity, problem solving, reflection, feedback	<b>Fitness</b>  To develop my understanding of how exercise helps my brain.  <b>*Physical:</b> run, jump, coordination, stamina, strength, agility, balance  <b>* Social:</b> communication, co-operation, support, work safely, kindness  <b>* Emotional:</b> kindness, perseverance, honesty, independence, determination  <b>* Thinking:</b> comprehension, creativity, problem solving, reflection, feedback	<b>Fitness</b>  To develop my understanding of how exercise helps my muscles.  <b>*Physical:</b> run, jump, coordination, stamina, strength, agility, balance  <b>* Social:</b> communication, co-operation, support, work safely, kindness  <b>* Emotional:</b> kindness, perseverance, honesty, independence, determination  <b>* Thinking:</b> comprehension, creativity, problem solving, reflection, feedback	<b>Fitness</b>  To develop my understanding of the importance of daily exercise.  <b>*Physical:</b> run, jump, coordination, stamina, strength, agility, balance  <b>* Social:</b> communication, co-operation, support, work safely, kindness  <b>* Emotional:</b> kindness, perseverance, honesty, independence, determination  <b>* Thinking:</b> comprehension, creativity, problem solving, reflection, feedback	<b>Fitness</b>  To develop my understanding of the importance of daily exercise.  <b>*Physical:</b> run, jump, coordination, stamina, strength, agility, balance  <b>* Social:</b> communication, co-operation, support, work safely, kindness  <b>* Emotional:</b> kindness, perseverance, honesty, independence, determination  <b>* Thinking:</b> comprehension, creativity, problem solving, reflection, feedback
<b>MUSIC</b>	Main focus: *Establishing a sense of pulse *Development of singing in tune *Starting to understand the concept of high/low pitch *Starting to understand the difference between pulse and rhythm	Main focus: *Establishing a sense of pulse *Development of singing in tune *Starting to understand the concept of high/low pitch *Starting to understand the difference between pulse and rhythm	Main focus: *Establishing a sense of pulse *Development of singing in tune *Starting to understand the concept of high/low pitch *Starting to understand the difference between pulse and rhythm	Main focus: *Establishing a sense of pulse *Development of singing in tune *Starting to understand the concept of high/low pitch *Starting to understand the difference between pulse and rhythm	Main focus: *Establishing a sense of pulse *Development of singing in tune *Starting to understand the concept of high/low pitch *Starting to understand the difference between pulse and rhythm	Main focus: *Establishing a sense of pulse *Development of singing in tune *Starting to understand the concept of high/low pitch *Starting to understand the difference between pulse and rhythm	Main focus: *Establishing a sense of pulse *Development of singing in tune *Starting to understand the concept of high/low pitch *Starting to understand the difference between pulse and rhythm

<b>Computing</b>	<b>Media Balance OBJECTIVES:</b>  *Know when and why to take breaks from device time.  *Consider the feelings of people around them, even when engaged in fun online activities.	<b>Media Balance OBJECTIVES:</b>  *Know when and why to take breaks from device time.  *Consider the feelings of people around them, even when engaged in fun online activities.	<b>Using a computer keyboard</b>  <b>OBJECTIVES:</b>  To use a keyboard to type on a computer.  *I can say what a keyboard is for *I can type my name on a computer *I can save my work to a file	<b>Developing Keyboard skills</b>  <b>OBJECTIVES:</b>  To use the keyboard to edit text  *I can open my work from a file *I can use the arrow keys to move the cursor *I can delete letters	<b>Using a computer responsibility</b>  <b>OBJECTIVES:</b>  To create rules for using technology responsibly  *I can identify rules to keep us safe and healthy when we are using technology in and beyond the home *I can give examples of some of these rules *I can discuss how we benefit from these rules	<b>Media Balance OBJECTIVES:</b> *Know when and why to take breaks from device time.  *Consider the feelings of people around them, even when engaged in fun online activities.	<b>Media Balance OBJECTIVES:</b>  *Know when and why to take breaks from device time.  *Consider the feelings of people around them, even when engaged in fun online activities.
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