

1 13.4.26	2 20.4.26	3 27.4.26	4 4.5.26 4 day week Class trip	5 11.5.26	6 18.5.26
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<p>English objectives</p> <p>Ongoing skills</p> <p>National curriculum</p>	<p>Y1</p> <p>Handwriting</p> <ul style="list-style-type: none"> - Sit correctly at a table, holding a pencil comfortably and correctly - Identify which letters belong to 'handwriting families' - Begin to correctly form lower-case letters in the correct direction, starting and finishing in the right place - Form capital letters <p>Composition</p> <ul style="list-style-type: none"> - Write sentences by saying out loud what they are going to write about - Use the appropriate terminology when discussing their work - Discuss what they have written with the teacher or other pupils - Check their writing makes sense by re-reading what they have written <p>Transcription</p> <ul style="list-style-type: none"> - Spell words using set 2 and 3 RWI sounds, - Write from memory sentences dictated by a teacher using the GPC's and common exception words learnt so far. - Spell year 1 common exception words from memory. <p>Reading</p> <ul style="list-style-type: none"> - Develop pleasure in reading and motivation to read by listening to and discussing a wide range of poems, stories and non-fiction texts. - Make links between what they read or hear read and their own experiences - Explain clearly their understanding of what is read to them and take part in discussions listening to others ideas. - Demonstrate an understanding of texts by using vocabulary learned - Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words 				
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English Novel	Little red riding hood	Jack and the beanstalk	Jack and the beanstalk.	Recount	Great fire of London	Three little pigs
Writing type/purpose	Character Description	Retelling a Narrative	Instructions.		Diary	Narrative

Mathematics objectives	<ol style="list-style-type: none"> Count up to 100. Explore the structure of numbers up to 100. Explore the structure of numbers up to 100. Recognise the patterns in the number sequence 1-100. Represent numbers on a number line. 	<ol style="list-style-type: none"> Estimate numbers on a number line. Count forwards from a given number to another given number. Count backwards from a given number to another given number. Compare numbers identifying which one is more. Compare numbers identifying which one is less. 	<ol style="list-style-type: none"> Order numbers. Find one more than a given number. Find one less than a given number. Extra problem solving. Number bonds 	<p>BANK HOLIDAY CLASS TRIP</p> <ol style="list-style-type: none"> Recognise a half as one of two equal parts of an object or shape. Find $\frac{1}{2}$ of objects. Find $\frac{1}{2}$ of an amount. 	<ol style="list-style-type: none"> Recognise a quarter as one of 4 equal parts of an object or shape. Find $\frac{1}{4}$ of objects. Find $\frac{1}{4}$ of an amount. Compare mass of objects. Order objects by mass. 	<ol style="list-style-type: none"> Measure the mass of objects using non standard units. Measure the mass of objects using standard units. Compare capacity Order capacity Measure capacity using non standard and standard units.
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Science	WALT Identify and describe the basic structure of plants. Learners will identify, name and understand the purpose of the key parts of plants.	WALT Identify and describe the basic structure of trees. Learners will identify, name and understand the purpose of the key parts of trees.	WALT identify wild and garden plants. Learners will identify the difference between garden plants and wild flowers. They will begin to name commonly found examples.	WALT identify plants in the local area. Learners will look at the which flowers are available in the local school area and will use their knowledge of classifying to name them.	WALT identify deciduous trees. Learners will be able to identify and group trees based which are classed as deciduous. Children will begin to look at trees in the local area and describe the difference between deciduous and evergreen trees.	WALT identify evergreen trees. Learners will be able to identify and group trees based on which are class as evergreen. Children will begin to look at trees in the local area and describe the difference between deciduous and evergreen.
Great Fire of London: How did London change?						
History	WALT: Use clues from pictures to find out what London was like before the great fire. In this lesson children will look at a range of sources to describe what London was like before the fire.	WALT: Understand the cause of the great fire Children will learn about the events at pudding lane and write an apology letter from Thomas Falmer explaining what happened in his Bakery.	WALT: understand the key events of the great fire and how they know.	WALT: Understand why the fire spread so quickly and how they tried to put it out.	WALT: identify whether more could be done to stop the fire from spreading	WALT: understand how people managed to live through the fire. WALT: understand how London changed after the great fire.
Digital Music						
Computing	WALT say how music makes us feel.	WALT identify that there are patterns in music	WALT experiment with sounds using a computer.	WALT use a computer to create a musical pattern	WALT create music for a purpose.	WALT review and refine our computer work.
Drawing: Telling a Story						
Art	WALT develop a range of mark making techniques	WALT explore and experiment with mark making to create texture.	WALT develop observational drawing.		WALT understand how to apply expressions to illustrate a character.	WALT develop illustrations to tell a story
Pitch: Musical Me						
Music	WALT: explore pitch patterns	WALT: Sing pitch patterns	WALT: understand notation		WALT: use a tuned percussion to play a song	WALT: use notation

What is the Good News Christians believe Jesus brings?						
RE	<u>WALT:</u> Recognise the link between stories from the Bible and the concept of 'Good News'	<u>WALT:</u> Forgive by saying sorry and be forgiven	<u>WALT:</u> understand how to have peace in our lives.		<u>WALT:</u> Understand how Christians try to bring Jesus' 'Good News' to others	<u>WALT:</u> Identify how a Church building helps Christians to talk to god.
Being my Best						
PSHE	<u>WALT:</u> Explain the stages of the learning line and how they can develop a positive attitude.	<u>WALT:</u> Understand Choices we make and how they can make a difference to their health.	<u>WALT:</u> Explain how germs can be spread and how we can prevent them spreading.	<u>WALT:</u> Explain the importance of good dental hygiene	<u>WALT:</u> Explain what my body needs to stay healthy.	<u>WALT:</u> understand basic first aid.
Athletics						
PE	To consolidate appropriate running technique To jump with control & balance on landing	To jump whilst travelling To throw towards a stationary target	To know what the term 'healthy eating' means To consolidate appropriate running technique	To jump with control & balance on landing To jump whilst travelling	To throw towards a stationary target To know what the term 'healthy eating' means	To consolidate appropriate running technique To jump with control & balance on landing To jump whilst travelling To throw towards a stationary target To know what the term 'healthy eating' means