

Subject	Content	Outcomes	Effort						
Oracy	<p>This half term we will continue to develop our Oracy skills by using the word “so”. We will also practice making predictions.</p> <p>We will introduce the first Oracy roles that we will practice. The Oracy roles that we will look into are summariser, clarifier and builder.</p>	<ul style="list-style-type: none"> <li>I can make sentence of what is happening now and what will happen later.</li> <li>I can use expressions that I hear other people using.</li> <li>I begin to summarise in a discussion.</li> <li>I begin to ask questions to my pair to clarify.</li> <li>I begin to build on the conversation by using “also”.</li> </ul>	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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Reading	<p>This half term we will focus on fluency of reading. We will continue to explore phonics and use those skills to explore different words, but we will also focus on fluency of reading.</p> <p>We will also look into using expression in our reading. This includes intonation and using voices for characters.</p>	<ul style="list-style-type: none"> <li>I can use different voices for characters when reading dialogue aloud</li> <li>I can use different voice pitch to indicate whether they are reading an exclamation or question</li> <li>I can identify the meaning of vocabulary in context</li> <li>I can justify their views about texts they have had read to them e.g. uses the word ‘because’</li> <li>I can explain their understanding of texts that are pitched beyond the level they can read independently</li> <li>I can understand that there is a range of non-fiction texts e.g. different layouts for instructions, non-fiction books etc</li> <li>I can re-read to self-correct if meaning is lost</li> <li>I can predict events and endings</li> <li>I can read age-appropriate texts fluently, pauses appropriately, reading in phrases, and using punctuation with around 90% accuracy</li> </ul>	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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Writing	<p>This half term we will work on our writing in Phonics, segmenting words, cluster words and multi-syllabic words containing all the sounds that we have covered.</p> <p>In English, we will write our own versions of these text types:</p> <ul style="list-style-type: none"> <li>Story with repeated phrases: You can’t take an elephant of the bus</li> <li>Fantasy story</li> <li>Persuasive letter</li> </ul> <p>We will also write a non-chronological report and a recount.</p> <p>We will also look at a range of grammar features.</p>	<ul style="list-style-type: none"> <li>I can decide where stories are set.</li> <li>I can include good and bad characters</li> <li>I can write own version of a familiar story using a series of sentences to sequence events</li> <li>I make some choices of appropriate vocabulary</li> <li>I use simple features correctly (greetings in a letter).</li> <li>I can join clauses using ‘and’</li> <li>I can use ‘because’ to provide reasoning</li> <li>I can use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</li> <li>I can re-read what they’ve written to check sense and attempts to edit for sense.</li> <li>I can joins words and clauses using ‘and’</li> <li>I can apply simple spelling rules</li> <li>I can add the prefix un– to the beginning of a word</li> <li>I can spell Train words</li> </ul>	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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Maths	<p>This half term we will be learning about variety of different mathematical concepts.</p> <p>We will look into</p> <ul style="list-style-type: none"> <li>3D shapes</li> <li>Position and direction</li> <li>Time</li> <li>Statistics</li> <li>Place value (20-99)</li> <li>Multiplication and division with pictures and numbers up to 20</li> </ul> <p>At the end we will also recap addition and subtraction with the numbers 0-100.</p>	<ul style="list-style-type: none"> <li>I can recognise and name common 3-D shapes e.g; cuboids (including cubes, pyramids and spheres)             <ul style="list-style-type: none"> <li>in different orientations</li> <li>in different sizes</li> </ul> </li> <li>I can measure and begin to record time in hours, minutes and seconds</li> <li>I can use appropriate language (e.g. before, after, next, first, today, tomorrow, morning, afternoon and evening) to sequence events in chronological order</li> <li>I can use the language of time relating to dates including days of the week, weeks, months and years</li> <li>I can tell the time to the hour and half past the hour and draws hands on a clock face</li> <li>I can use the vocabulary related to time (seconds, minutes, hours and days)</li> <li>I can describe position, direction and movement, including whole, half and three quarter turns</li> <li>I can use language such as left, right, top, middle, bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside</li> <li>I begin to construct simple pictograms and tables</li> <li>I can solve one-step problems involving multiplication and division, by calculating the</li> </ul>	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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		answer using concrete objects, pictorial representations and arrays with the support of the teacher <ul style="list-style-type: none"> <li>I can count to and across 100, forward and backwards, beginning with 0 or 1, or from any given number</li> <li>I can count, read and write numbers to 100 in numerals</li> </ul>							
Science	This half term we will continue our unit on 'Plants'. We will: <ul style="list-style-type: none"> <li>Identify and name variety of different wild and garden plants</li> <li>Learn vocabulary related to plants and trees.</li> <li>Look at the basic structure of a plant</li> </ul> We will also learn about summer and the seasonal changes that take place within it.	<ul style="list-style-type: none"> <li>I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>I can identify and describe the basic structure of a variety of common flowering plants, including trees.</li> <li>I can observe changes across the 4 seasons</li> </ul>	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td></td></tr> <tr><td>Persistence</td></tr> <tr><td></td></tr> <tr><td>Attainment</td></tr> <tr><td></td></tr> </table>	Curiosity		Persistence		Attainment	
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Art & Design	In art this half term our focus artist will be Pablo Picasso and we will explore his work.  We will develop our skills in the following areas: <ul style="list-style-type: none"> <li>Experimenting mixing with colours.</li> <li>Using colours and lines</li> <li>Using grading to vary tones.</li> </ul> In DT this half term we will be making pop up cards.	<ul style="list-style-type: none"> <li>I can use a variety of art media to make lines</li> <li>I can explore tone using different grades of pencil, pastel or chalk</li> <li>I can explore how colour and line can make different impacts in my work</li> <li>I can choose colours to suit specific purposes/ audiences</li> <li>I can listen to other people about products and designing products</li> <li>I can use examples of different products</li> <li>I can hold a ruler correctly to draw lines</li> <li>I can select and name tools</li> <li>I can fold paper and card accurately</li> <li>I can explore how I can make structures stronger, stiffer and more stable</li> <li>I can use glue to join materials</li> <li>I can use a hole punch</li> <li>I can cut lines (straight and curved) in paper and card</li> </ul>	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td></td></tr> <tr><td>Persistence</td></tr> <tr><td></td></tr> <tr><td>Attainment</td></tr> <tr><td></td></tr> </table>	Curiosity		Persistence		Attainment	
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Computing	This half-term we will continue to learn about programming information technology.  The children will learn to: <ul style="list-style-type: none"> <li>Name the external parts of a computer and explore how they work together.</li> <li>Begin to understand algorithms and programming.</li> <li>Develop their programming skills in open programming time using Beebots.</li> </ul>	<ul style="list-style-type: none"> <li>Children begin to understand what an algorithm is.</li> <li>Children begin to create and debug simple programs (Beebots).</li> <li>Children begin to describe the link between algorithms and programming.</li> </ul>	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td></td></tr> <tr><td>Persistence</td></tr> <tr><td></td></tr> <tr><td>Attainment</td></tr> <tr><td></td></tr> </table>	Curiosity		Persistence		Attainment	
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French	This half term we will continue learning about 'Countries and Continents'. We will practice naming the following: <ul style="list-style-type: none"> <li>France, Belgique, Luxembourg, Suisse, Royaume-Uni, Angleterre, Écosse, Pays de Galle, Irlande</li> </ul> We will look at the gender of countries. We will then start our final topic, which is 'Weather and Seasons' and will learn the following phrases: <ul style="list-style-type: none"> <li>Il fait beau / mauvais/chaud/froid</li> <li>Il y a des nuages / du vent</li> <li>Il pleut, il neige</li> </ul>	<ul style="list-style-type: none"> <li>I can read and remember simple sentences.</li> <li>I can try to spell words.</li> <li>I can recognise simple statements and questions</li> <li>I can use phonics to read part of words</li> <li>I can translate simple words that I have been taught</li> <li>I can use visual clues to help me identify the meaning of new simple words</li> </ul>	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td></td></tr> <tr><td>Persistence</td></tr> <tr><td></td></tr> <tr><td>Attainment</td></tr> <tr><td></td></tr> </table>	Curiosity		Persistence		Attainment	
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History / Geography	This half term we will be learning about famous Britons.  In terms of geography, we will recap the countries within the UK and the seas around it.  In terms of history, we will look at the lives of significant Britons, as well as focusing on two different time periods in British history. We will identify the contributions these made.	<ul style="list-style-type: none"> <li>I can name the four countries and capital cities in the UK.</li> <li>I can understand why we use sources to prove and find evidence</li> <li>I can use phrases that show a passing of time</li> <li>I can extract information from stories/sources to demonstrate an understanding of an event</li> <li>I can use known facts to solve problems</li> <li>I know there are and have been different people in Britain</li> <li>I know there have been at least 2 different time</li> </ul>	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td></td></tr> <tr><td>Persistence</td></tr> <tr><td></td></tr> <tr><td>Attainment</td></tr> <tr><td></td></tr> </table>	Curiosity		Persistence		Attainment	
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		<p>periods in British history</p> <ul style="list-style-type: none"> <li>I can describe a significant change within living memory (and beyond)</li> <li>I know about the life of a significant individual and how they have contributed to national/international life</li> <li>I can describe a significant historical person from own locality (Watford/London)</li> </ul>				
Music	We will complete Units 7-9 in the Voices Foundation book, which will develop the use of our thinking voice, timbre and ability to play simple percussion instruments.	<ul style="list-style-type: none"> <li>I can find my thinking voice</li> <li>I can play simple percussion</li> <li>I can understand timbre and develop this skill</li> <li>I can hear the quality of sound in instruments</li> </ul>	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td>Persistence</td></tr> <tr><td>Attainment</td></tr> </table>	Curiosity	Persistence	Attainment
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Physical Education (PE)	<p>In PE this half term, we will continue to do three PE lessons. This half term we will focus on the following:</p> <ul style="list-style-type: none"> <li>Dance</li> <li>Agility</li> <li>Coordination</li> </ul> <p>We will then have Skills 7, alongside sports day practise.</p>	<ul style="list-style-type: none"> <li>I can stay balanced whilst moving</li> <li>I can hold myself perfectly still</li> <li>I can show good sportsmanship</li> </ul>	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td>Persistence</td></tr> <tr><td>Attainment</td></tr> </table>	Curiosity	Persistence	Attainment
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Personal, Social, Health, Citizenship Education (PSHCE)	This half term we will be exploring the topic of 'Changing Me', in which we discuss our similarities and differences, especially when it comes to boys and girls.	<ul style="list-style-type: none"> <li>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina</li> <li>I respect my body and understand which parts are private</li> </ul>	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td>Persistence</td></tr> <tr><td>Attainment</td></tr> </table>	Curiosity	Persistence	Attainment
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Religious Education	<p>This half term we will be exploring human responsibilities and the values upheld by Christianity and Islam.</p> <p>We will then discuss the role charity and helping others plays in both religions.</p>	<ul style="list-style-type: none"> <li>I can describe faith in action</li> </ul>	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td>Persistence</td></tr> <tr><td>Attainment</td></tr> </table>	Curiosity	Persistence	Attainment
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Spanish	<p>This half term we will continue learning about our family in our topic titled 'Mi familia'.</p> <p>We will learn the following words: -family members, father, mother, brother, sister, grandad, grandma -numbers to 20</p> <p>We will focus on masculine and feminine words.</p> <p>We will look at words containing the letter:</p> <ul style="list-style-type: none"> <li>h</li> </ul> <p>We will then begin the topic of 'En el mercado' and will learn the names of fruits and vegetables.</p> <p>We will learn about plurals and look at words containing the letters:</p> <ul style="list-style-type: none"> <li>ñ – z – h – j – v – ll</li> </ul>	<ul style="list-style-type: none"> <li>I can repeat the word with correct pronunciation.</li> <li>I can remember the word.</li> <li>I can recognise the gender of a word</li> <li>I can use repetition to learn new words</li> <li>I can say simple words and phrases with correct pronunciation</li> <li>I can read simple words with support</li> <li>I can use phonics to read part of words</li> <li>I can translate simple words that I have been taught</li> </ul>	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td>Persistence</td></tr> <tr><td>Attainment</td></tr> </table>	Curiosity	Persistence	Attainment
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Dates to remember		Things to remember	
		<b>Monday</b>	
		<b>Tuesday</b>	
		<b>Wednesday</b>	
		<b>Thursday</b>	
		<b>Friday</b>	