	Term 1	Term 2
Being a reader	 Levels 18 Extract meaning from the text while reading with less dependence on illustrations Approach different genres with increasing flexibility Use punctuation and text layout to read with a greater range of expression and control Sustain reading through longer sentence structures and paragraphs Tackle a higher ratio of more complex words using known vocabulary, phonic knowledge and syllables Find a way around alphabetically ordered texts such as indexes, glossaries and dictionaries Levels 19 and 20 Look through a variety of texts with a growing independence to predict content and story development Read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences Solve unfamiliar words on the run by blending long vowels, phonemes, recognising and using them in longer and more complex words Adapt to fiction, non-fiction and poetic language with growing flexibility Take more conscious account of literacy effects used by writers, and the formal language of different types or non-fiction 	
Being an author- writer	 Demarcate sentences using full stops and capital letters mostly accurate Use spacing between words that reflects the size of the letters Form correctly sized and orientated lower-case letters, capital letters and digits Use co-ordinating conjunctions to form compound sentences Use the noun phrases to describe and specify people, places and things Use subordinating conjunctions to add extra information Write about more than one idea and group related information and write coherently e.g. ordering information into simple sections with 2-4 related sentences, writing makes sense to the reader. 	

	<u>Place Value</u>	<u>Measurement</u>
	• Read and write numbers to at least 100 in numerals	 Recognise and use symbols for pounds (£) and pence
Being a	and in words.	(p); combine amounts to make a particular value
mathematician	 Recognise the place value of each digit in a two- 	• Find different combinations of coins that equal the
	digit number (tens and ones).	same amounts of money
A-	 Identify, represent and estimate numbers using 	 Solve simple problems in a practical context involving
	different representations including the number	addition and subtraction of money of the same unit,
	line.	including giving change
A A A	 Compare and order numbers from 0 up to 100; 	
	use <, > and = signs.	Multiplication and Division
88	 Use place value and number facts to solve 	 Recall and use <u>multiplication</u> and division facts for
	problems.	the 2, 5 and 10 multiplication tables, including
	 Count in steps of 2, 3 and 5 from 0 and in tens 	recognising odd and even numbers
	from any number, forwards and backwords.	 Calculate mathematical statements for
		multiplication and division within the multiplication
	Addition and Subtraction	tables and write them using the multiplication (×),
	 Solve problems with addition and subtraction: 	division (÷) and equals (=) signs
	 using concrete objects and pictorial representations, 	 Show that <u>multiplication of two numbers can be</u>
	including those involving numbers, quantities and	done in any order (commutative) and division of
	measures	one number by another cannot
	 applying their increasing knowledge of mental and 	 Solve problems involving <u>multiplication</u> and
	written methods	division, using materials, arrays, repeated addition,
	 recall and use addition and subtraction facts to 20 	mental methods, and multiplication and division
	fluently, and derive and use related facts up to 100	facts, including problems in contexts.
	Add and subtract numbers using concrete objects,	
	pictorial representations, and mentally, including:	
	a two-digit number and ones	
	a two-digit number and tens	
	two two-digit numbers	

 adding three one-digit numbers 	
 Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. 	

	What is my classroom made of?
Being a scientist	asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment
	performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions
111	identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
	find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching
	What else lives in my city?
	 Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
	 identify and name a variety of plants and animals in their habitats, including microhabitats
	 gathering and recording data to help in answering questions

	What could my classroom be made of?
Being a	 Awareness of past
	 Know where people and events they study fit in
nistorian	chronological framework
	 Similarities and differences between different periods
	 Wide vocabulary of historical terms
	 Ask and answer questions
	 Understand how we find out about past
	 Identify different ways it is represented
Being a	
geographer	
8008 opiner	

Being a philosopher	 Who is a Muslim and what do they believe? LINK TO PSHE- BEING ME IN MY WORLD Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad (A1). Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1) Re-tell a story about the life of the Prophet Muhammad (A2) Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). Find out about and respond with ideas to examples of cooperation between people who are different (C2). 	 What does it mean to belong to a faith community? LINK TO PSHE- CELEBRATING DIFFERENCES Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3). Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1). Identify two ways people show they belong to each other when they get married (A1). Respond to examples of co-operation between different people (C2)
RELIGIOUS FESTIVALS	 HARVEST DAY: How and why do we celebrate special and sacred times? Identify some ways Christians celebrate Harvest and some ways a festival is celebrated (A1). Re-tell stories connected with Harvest and a festival and say why these are important to believers (A2). 	 CHRISTMAS DAY/ WEEK: How and why do we celebrate special and sacred times? Identify some ways Christians celebrate Christmas and some ways a festival is celebrated (A1). Re-tell stories connected with Christmas and say why these are important to believers (A2).

PSHE (Personal, Social, Health Education)	 Being me in my world I understand the rights and responsibilities as a member of my class. I know my views are valued and can contribute to the Learning Charter. I can recognise the choices I make and understand the consequences I understand my rights and responsibilities within our Learning Charter. 	 Celebrating Differences I can talk about one thing that makes me different from my friends I understand these differences make us special and unique.
Being an artist	 How can we help? use a range of materials creatively to design and make products use drawing, painting and sculpture to develop and share their ideas, experiences and imagination develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	

Being an engineer (Design	 What could my classroom be made of? select from and use a range of tools and equipment to perform practical tasks [for example cutting, shaping, joining and finishing]
Technology)	 select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to characteristics

Music	 How can we help? Experiment with, create, select and combine sounds using the inter-related dimensions of music 	
PE	Gymnastics (individual)	Tennis (Individual and team)
	 master basic movements including running and jumping, as well as developing balance and co- ordination 	 master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination.
COMPUTING	Impact of technology	Algorithms and Programming
	 Be able to describe what a device needs in order to work Know about the different types of device that can access the internet and the different ways they are used Know how technology supports people in their daily lives Know how technology is used in some jobs Know what sort of information can be found on web sites and how this is a benefit to people 	 Learners will be able to control a device using a sequence of direction and turn instructions, predicting outcomes and refining their instructions Plan and enter a sequence of instructions on a floor robot specifying distance and turn to achieve a given outcome. Debug a sequence of instructions. Understand the term sequence. Plan and test a sequence using distance and turn instructions to achieve a given algorithm. Find an alternative algorithm to one already given.

Know how people can be contacted to get help	Debug a program explaining why it needs to be
online and that this has changed over time	changed.
	• Edit a given algorithm to achieve a different outcome.
	Replicate an algorithm using programming software
	and debug
	Write an algorithm to produce a shape.
	Use repeats in a real-life context.
	• Predict what a given algorithm will do and test their
	predictions by creating a program using it.

E-Safety	 Know some ways to stay safe online and who to tell if they have a problem
	Know that personal information should not be shared online and what to do if they are asked for it.
	Know some ways that people can communicate online and how to be a good friend online.
	Know what to do if someone is mean to them online.
	 Know that you do not always know who you are talking to online.
	Know that some websites are safe to visit and what to do if they find an unsafe site.