

The world came to my place today	<b>04.1.16</b> The world came to my place today	<b>11.1.16</b> The world came to my place today	<b>18.1.16</b> I will not ever never eat a tomato	<b>25.1.16</b> I will not ever never eat a tomato	<b>01.2.16</b> I will not ever never eat a tomato Writing – imaginative story assessment <b>ato</b>	<b>08.2.16</b> Max makes a sandwich	
<b>English</b>	<p>Letters &amp; Sounds Ur and Streamed phonics x5 days Tricky word- you</p> <p><b>Writing-</b> To write an alliterative poem about food</p> <p>CC Science- what do you know about healthy eating? mind map (Sid Spider)</p>	<p>Letters &amp; Sounds Ow and streamed phonics x5 days Tricky words- they</p> <p><b>Writing</b> – facts of chosen countries</p> <p><b>Writing-</b> To write an alliterative poem about food</p>	<p>Letters &amp; Sounds oi and streamed phonics x5 days a week Tricky words-her</p> <p><b>Transcription-</b> to spell common exception words- read common exception words</p> <p><b>Reading-</b>recognising and joining in with predictable phrases</p> <p><b>Writing</b> – To write a speech bubble describing the food</p>	<p>Letters &amp; Sounds ear and streamed phonics x 5 days Tricky words all</p> <p><b>Transcription-</b>to spell the days of the week</p> <p><b>Reading-</b>Discuss word meanings linking new meanings to those already known</p> <p><b>Writing-</b> facts of chosen country</p>	<p>Letters &amp; Sounds Air And streamed phonics x 5 days a week Tricky word- are</p> <p><b>Transcription-</b> Naming the letters of the alphabet in order</p> <p><b>Reading-</b> becoming very familiar with key stories, retelling them and considering their particular characteristics</p> <p><b>Writing-</b> Sequencing sentences to form short narratives Writing – imaginative story assessment</p>	<p>Letters &amp; Sounds- Ure and streamed phonics x 5 days Tricky word-</p> <p><b>Transcription-</b>Add suffixes using the spelling rule for –s-or –es as the plural</p> <p><b>Reading-</b> read accurately by blending sounds in unfamiliar words containing GPS's that have been taught.</p> <p><b>Writing-</b>To understand how words can combine to make sentences.</p>	
<b>Guided Reading</b>			<p>1&amp;2 predict what may happen on the basis of what has been read so far. 3&amp;4 Respond speedily with correct sound graphemes Focus on 'oi'</p>	<p>1&amp;2 predict what may happen on the basis of what has been read so far. 3&amp;4 Respond speedily with correct sound graphemes Focus on 'ear'</p>	<p>Salford test – every child</p>	<p>Read aloud accurately books that are consistent with their developing phonic knowledge.</p> <p>I correctly read aloud the words from my book.</p>	

<b>English – Drama/Role Play</b>	Role play- supermarket	Role play- supermarket	Role play cafes	Role play cafes	Role play cafes	Role play cafes	
<b>Maths</b>	<p>Number place value</p> <p>To sort objects according to a set criteria.</p> <p>Record sorting pictorially/in graphs and charts.</p>	<p>Count in multiples of 2</p> <p>To derive and recall all pairs of numbers with a total of 10/20 and addition facts for totals to at least 10/20.</p>	<p>To know the number of units in a two digit number.</p> <p>To recognise a teen number and its value.</p>	<p>Add and subtract one digit and two digit numbers to 20, including zero</p> <p>To understand the operation of addition and different strategies to use.</p>	<p>Add and subtract one digit and two digit numbers to 20, including zero</p> <p>To understand subtraction as taking away or counting back</p>	<p>To find the missing number in a number sentence.</p> <p>To know odd and even numbers.</p>	
<b>Science</b>	<p>Food – create mind map of prior knowledge</p> <p>To locate class tree and observe changes over the season</p>	<p>To begin to understand the importance of Healthy Eating</p> <p>To observe and record changes in the weather and season using simple weather equipment</p>	<p>To know that our bodies have similar parts and that we have 5 senses to find out about the world</p>	<p>To explore and investigate the 5 senses.</p> <p>To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>To learn that Food processing can affect appearance, texture, odour and taste – record experiment Using a table in books</p>	<p>To learn that Food processing can affect appearance, texture, odour and taste – record experiment Using a table in books</p>	
<b>I.C.T.</b>	<p>To Collect data for pictograms</p> <p>To use software to produce graphs (Curious Cat) MA- Type questions to ask about pictograms/graphs</p>	<p>Espresso coding Simple inputs- unit 1b</p>	<p>Espresso coding Simple inputs- unit 1b</p>	<p>Espresso coding Simple inputs- unit 1b</p>	<p>Espresso coding Simple inputs- unit 1b</p>	<p>Espresso coding Simple inputs- unit 1b</p>	

<b>Netbooks</b>	<p>To type capitals using shift function and print document.</p> <p>To use the tool bar to change colour, font and size.</p>	<p>To navigate word to type alliterative poem about food- Gp 1,2</p> <p>To save a word document -MA</p> <p>To navigate clicker 6 to type and illustrate a food word- gp3, 4 CC Literacy</p>	<p>To navigate word to type alliterative poem about food- Gp 1,2</p> <p>To save and retrieve a word document -MA</p> <p>To navigate clicker 6 to type and illustrate a food word- gp3, 4 CC Literacy</p>	<p>Circle time-discussion about whether statements or images on the intranet are true.</p>	<p>To use 2simple to draw fruit and veg grown around the world</p>	<p>To create a list of foods using bullet points of numbers.</p> <p>To use the tool bar to change colour, font and size.</p>	
<b>R.E. (M)</b>	<p>To introduce the concept of a church</p>	<p>To recognise the Key features of a church</p>	<p>To understand How is God's home special? AT1 Level 2 Develop understanding of why it is important for some people to go to church</p>	<p>To role-play a Christian Wedding</p> <p>Christian value of Hope</p>	<p>To understand why God's house is special.</p> <p>Christian value of Friendship</p>	<p>Role-play key ceremonies of a church, e.g. wedding etc. ready for church visit on 6.3.15(Sid Spider)</p> <p>Christian value of Forgiveness</p>	
<b>Art (M)</b>	<p>To create a self portrait-assessment</p>	<p>To develop key vocabulary for art- Give children selection of picture parts-what is it? why?</p>	<p>To use a view finder to explore line, tone, colour, shape.</p>	<p>Extend picture using paint-tones, mixing etc Discuss why image might be cropped etc.</p>	<p>To use a view finder to explore line, tone, colour, shape.</p>	<p>To create images of fruit on a large scale</p>	
<b>Music</b>	<p>To begin to understand pulse. what is the rhythm</p>	<p>To recognise different pulses slow /fast</p>	<p>To create different pulses "Copy cats" clap/copy rhythm (Molly Monkey)</p>	<p>To Introduce simple notations eg II I</p>	<p>To Introduce simple notations eg II I</p>	<p>To create individual notations</p>	
<b>(Gym) P.E.</b>	<p>To learn to stop using a balance (Molly Monkey)</p>	<p>To learn to use big and small shapes</p>	<p>To learn to combine travelling with big and small shapes on the apparatus</p>	<p>To select and link movements in a short pattern (Olly Owl)</p>	<p>To create a pattern of balance and travelling (Olly Owl)</p>	<p>To learn to slide using push and pull actions</p>	

<b>D.T.</b>	CC science- healthy eating To discuss basic Food hygiene	To design a reusable shopping bag/basket	To make a reusable shopping bag/basket	To evaluate a reusable shopping bag/basket <b>(A)</b> <b>(Olly Owl)</b>	To understand processing food can change its appearance, texture, odour and taste.	To design and make a healthy sandwich  <b>(Olly Owl)</b>	
<b>Geography</b>	Which countries has Barnaby bear visited? To use locational and directional language to discuss where food comes from. <b>(Molly Monkey)</b>	Look at Food labels etc – what country did Barnaby visit to collect these items? <b>(Curious Cat)</b> Locate in Atlas / Maps etc	Look at Food labels etc – what country did Barnaby visit to collect these items? <b>(Curious Cat)</b> Locate in Atlas / Maps etc	To look at foods from different countries and use adjectives to describe them. CC literacy	CC Literacy- adventure story involving foods around the world <b>(Molly Monkey)</b>	To find out about and write facts about different countries. To write facts about where foods come from. <b>(Molly Monkey)</b>	
<b>History</b>	Discuss changes in food transport over the last 100 years						
<b>PSHCE</b>	'Good to be me' To recognise, name and deal with their feelings in a positive way. P5- proud	'Good to be me' To recognise, name and deal with their feelings in a positive way. P6- proud	'Good to be me' To recognise, name and deal with their feelings in a positive way. P6- worried	'Good to be me' To recognise, name and deal with their feelings in a positive way. P6- worried	'Good to be me' To recognise, name and deal with their feelings in a positive way. P6- worried	'Good to be me' To recognise, name and deal with their feelings in a positive way. P6- worried	
<b>WWO</b>	To ask simple questions	To ask simple questions	To use eye contact when talking to somebody	To work co-operatively in a group	To work co-operatively in a group	To use non-verbal communication	
<b>Outside Learning Opportunities</b>	Kitchen garden – planting vegetables Plant potatoes in tubs by classroom Large scale art – create fruit and vegetables using natural materials						