



	<b>Week 1</b> 30/10	<b>Week 2</b> 06/11	<b>Week 3</b> 13/11	<b>Week 4</b> 20/11	<b>Week 5</b> 27/11	<b>Week 6</b> 04/12	<b>Week 7</b> 11/12
<b>Reading</b>	A Dark Dark Tale By Ruth Brown	You Can't Take An Elephant On A Bus  By Patricia Cleveland-Peck	Little Kids First Big Book of Animals  By National Geographic Kids	Little Kids First Big Book of Animals  By National Geographic Kids	I Am a Tiger  By Karl Newson	I Can Only Draw Worms  By Will Mabbit	Seahorses Are Sold Old  By Katja Gehrman
<b>Writing</b>	Meerkat Mail  To use capital letters for names and places  Simple sentences.	Meerkat Mail  To use capital letters for names and places  To use 'and'  To write a postcard	Little Kids First Big Book of Animals  By National Geographic Kids  To use the suffix -ing Simple sentences  GD To use 'and'	Little Kids First Big Book of Animals  By National Geographic Kids  To use the suffix -er Simple sentences  GD To use 'and'	Little Kids First Big Book of Animals  By National Geographic Kids  To use exclamation marks  To apply the suffix - er  To use capital letters for places  To write an animal factfile	Monty the Penguin  To use capital letters for names and places  To use 'and'	Monty the Penguin  To write a persuasive letter to Santa  To use capital letters for names and places  To use 'and'
<b>Maths</b>	Fact families of numbers within 10	Number bonds within 10	Systematic number bonds within 10	Number bonds to 10	Addition- adding two numbers together	Addition- add more	Addition word problems
<b>Humanities</b>	Geography maps -	Geography maps - countries, capital	Geography maps -	Geography maps -	Geography maps -	Geography maps -	Geography maps - countries, capital

	countries, capital cities and seas of Great Britain  To know the location of Great Britain to a map and a globe.	cities and seas of Great Britain  To know the names and location of the countries of Great Britain.	countries, capital cities and seas of Great Britain  To know the names and location of capital cities of Great Britain.	countries, capital cities and seas of Great Britain  To know the names and locations of the seas surrounding Great Britain.	countries, capital cities and seas of Great Britain  To recognise and describe the key human and physical features of Great Britain	countries, capital cities and seas of Great Britain  To know the location of Great Britain to a map and a globe.	cities and seas of Great Britain  To know the names and location of the countries of Great Britain.
<b>Science</b>	LO: Know the names of a variety of common animals, including fish, amphibians, reptiles, birds and mammals	LO: Know about animal classification	LO: Know how to classify reptiles, mammals, amphibians, fish and birds	LO: Classify animals that are carnivores, herbivores and omnivores.	LO: Describe and compare the structure of a variety of common animals	LO: To apply our knowledge about animal classification	LO: To apply our knowledge about animal classification
<b>RHE</b>	I can discuss what I already know about relationships.	To know that differences make us special and unique.	To have an awareness of what the term bullying means and how it may affect people's feelings.	To know how to recognise when I or someone else feels lonely and what to do.	To know how to make new friends.	I can apply my knowledge to demonstrate that I know why difference should be celebrated.	I can apply my knowledge to demonstrate that I know why difference should be celebrated.
<b>Music</b>	I can sing a reggae song.	I can play a reggae beat on un-tuned percussion.	I can sign a song in a rap style.	I can play the beat of a rap song.	I can identify different styles of music.	To perform songs in different styles.	To perform songs in different styles.
<b>PE / Games</b>	To know how to copy and repeat actions (weight on hands, balance).	To know how to copy and repeat actions. (weight on hands, balance).	To know how to change the direction of their actions.	To know a simple choreographic device (cannon) to create a sequence	To know how to put a sequence of actions together	To begin to improvise independently to create a simple	To begin to improvise independently to create a simple

						dance.	dance.
	To know how to throw underarm	How to throw a ball underarm at a given target	How to position my hands to be able to catch a ball with control	Catch and bounce a ball	How to throw and catch in varied environments.	How to throw and catch in varied environments.	How to throw and catch in varied environments.
<b>RE</b>	To know that on the first day God created light and separated it from darkness.	To know that on the second day, God created the sky and on the third day God created land, sea, rivers and lakes.	To know that on the fourth day God created trees and plants and on the fifth day God created the sun, moon and stars.	To know that on the sixth day God created the animals, humans and	To know that on the seventh day God had created the Earth.	To apply my knowledge of the Creation story.	To apply my knowledge of the Creation story.
<b>Art</b>	I can hold my pencil and create different lines.	I can use pencils to create light and dark shades.	I can identify a shade from an object and apply it.	I know how to make different effects using different lines	I know how different artists use colour and lines	I can apply my knowledge of colour and lines.	I can apply my knowledge of colour and lines.
<b>Computing</b>	Know what a given command will do	Know how directions and instructions can be given and acted out.	Know what the 'forwards' and 'backwards' commands do in a sequence.	Know what the four direction commands do within a sequence.	Know how a simple program is planned	Know that more than one solution to a problem can be found in a program	Know that more than one solution to a problem can be found in a program