



# We can be heroes!

## Autumn 2018

Writing	Reading	Mathematics	Geography
<ul style="list-style-type: none"> <li>• Say first and then write to tell others about ideas.</li> <li>• Plan by talking about ideas and writing notes.</li> <li>• Use well-chosen adjectives to add detail.</li> <li>• Use adverbs for extra detail.</li> <li>• Re-read writing to check it makes sense.</li> <li>• Use the correct tenses.</li> <li>• Write about more than one idea.</li> <li>• Sequence sentences to form clear narratives.</li> <li>• Join sentences with conjunctions and connectives.</li> <li>• Vary the way sentences begin.</li> <li>• Learn some new ways to represent phonemes.</li> <li>• Spell common exception words correctly.</li> <li>• Use subordination (when, if, that or because).</li> <li>• Use coordination (or, and, but).</li> <li>• Read aloud writing clearly enough to be heard by peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words.</li> <li>• Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</li> <li>• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>• Discuss events.</li> <li>• Predict events.</li> <li>• Infer what characters are like from actions.</li> <li>• Ask and answer questions about texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</li> <li>• Count in steps of 2, 3, 5 and 10 from 0 or 1 and in tens from any number, forward and backward.</li> <li>• Identify, represent and estimate numbers using different representations, including the number line.</li> <li>• Read and write numbers initially from 1 to 20 and then to at least 100 in numerals and in words.</li> <li>• Compare and order numbers from 0 up to 100; use &lt;math&gt;q&lt;/math&gt;, &lt;math&gt;G&lt;/math&gt; and = signs.</li> <li>• Recognise the place value of each digit in a two-digit number (tens, ones).</li> <li>• Use place value and number facts to solve problems.</li> <li>• Solve one-step problems with addition and subtraction using concrete objects and pictorial representations including those involving numbers, quantities and measures.</li> <li>• Add and subtract one-digit and two-digit numbers to 20, including zero.</li> <li>• Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> <li>• Represent and use number bonds and related subtraction facts within 20.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> <li>• Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> <li>• Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>• Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office and shop.</li> </ul>
Computing	Science	Physical Education	Art and Design
<ul style="list-style-type: none"> <li>• Participate in class social media accounts.</li> <li>• Understand online risks and the age rules for sites.</li> <li>• Use a range of applications and devices in order to communicate ideas, work and messages.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>• Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</li> <li>• Observe and name a variety of sources of light, including electric lights, flames and the Sun, explaining that we see things because light travels from them to our eyes.</li> <li>• Observe and name a variety of sources of sound, noticing that we hear with our ears.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the terms 'opponent' and 'team-mate'.</li> <li>• Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> <li>• Develop tactics.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to ideas and starting points.</li> <li>• Use thick and thin brushes.</li> <li>• Mix primary colours to make secondary.</li> <li>• Add white to colours to make tints and black to colours to make tones.</li> <li>• Create colour wheels.</li> <li>• Draw lines of different sizes and thickness.</li> <li>• Colour (own work) neatly following the lines.</li> </ul>

<b>Design and Technology</b>	<b>Music</b>	<b>Languages</b>	<b>Religious Education</b>
<ul style="list-style-type: none"> <li>• Cut, peel or grate ingredients safely and hygienically.</li> <li>• Measure or weigh using measuring cups or electronic scales.</li> <li>• Assemble or cook ingredients.</li> <li>• Shape textiles using templates.</li> <li>• Join textiles using running stitch.</li> <li>• Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).</li> <li>• Design products that have a clear purpose and an intended user.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow instructions on how and when to sing or play an instrument.</li> <li>• Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> <li>• Choose sounds to create an effect.</li> <li>• Sequence sounds to create an overall effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Answer simple questions and give basic information.</li> <li>• Give responses to questions about everyday events.</li> <li>• Show awareness of the social conventions when speaking to someone.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe some of the teachings of a religion.</li> <li>• Describe some of the main festivals or celebrations of a religion.</li> </ul>
<b>PHSCE</b>	<b>Forest Based Learning</b>		
<ul style="list-style-type: none"> <li>• Think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</li> <li>• Identify people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</li> <li>• Recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.</li> <li>• Understand how to contribute to the life of the classroom.</li> <li>• Help construct, and agree to follow, group and class rules and to understand how these rules help them.</li> <li>• Identify that they belong to various groups and communities such as family and school.</li> <li>• Identify what improves and harms their local, natural and built environments and about some of the ways people look after them.</li> </ul>	<ul style="list-style-type: none"> <li>• Arrive properly equipped for outdoor and adventurous activity.</li> <li>• Show resilience when plans do not work and initiative to try new ways of working.</li> <li>• Use maps, compasses and digital devices to orientate themselves.</li> </ul>		