



	Week 1 04/09	Week 2 11/09	Week 3 18/09	Week 4 25/09	Week 5 02/10	Week 6 09/10	Week 7 16/10
Reading	Reading comprehension - Rainbow Grey by Laura Ellen Anderson Skill – Prediction, Retrieval and inference.	Reading comprehension - Rainbow Grey by Laura Ellen Anderson Skill – Vocabulary, Retrieval and sequencing.	Reading comprehension - Rainbow Grey by Laura Ellen Anderson Skill – Vocabulary, Retrieval and inference.	Reading comprehension - Rainbow Grey by Laura Ellen Anderson Skill – Vocabulary, Retrieval and sequencing.	Reading comprehension - Rainbow Grey by Laura Ellen Anderson Skill – Vocabulary, Retrieval and inference.	Reading comprehension - Rainbow Grey by Laura Ellen Anderson Skill – Vocabulary, Retrieval and sequencing.	Reading comprehension - Rainbow Grey by Laura Ellen Anderson Skill – Vocabulary, Performance and Inference.
Writing	The Return: Simple sentences Conjunctions	Laundry video Setting description/story starters			The Day the Crayons Quit: Text Analysis of letter writing Expanded Noun Phrases Using a range of conjunctions Modelled Write Independent write		
Maths	2LS1 – Securing fluency to 20	2LS2 – Place Value. Making tens and some more	2LS3 – Place Value and regrouping, 2 digit numbers 2LS4 – Counting on and back in ones and tens from any number		2LS5 – Representing, ordering and comparing numbers to 100 and quantities for measure.	2LS6 – Estimation and Magnitude	2LS7 – Numbers to 20, mental addition and subtraction.
Science		To know the meaning of squashing, bending, twisting, stretching, pushing and pulling.	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting	To know how to classify materials that can be changed by squashing, bending, twisting and	To perform a simple test	To apply my understanding of bending, twisting and stretching when solving a problem.	To use my observations and ideas to suggest answers to questions

			and stretching.	stretching.			
RE		To know that there are three main deities in Hinduism	To know that Brahma is the creator of the universe	To know that Vishnu is the preserver of the Universe	To know that Shiva is the destroyer of the Universe	To identify the main deities and their role in the religion of Hinduism	To identify the main deities and their role in the religion of Hinduism
Art		I know what tonal value is.	I know how to identify tonal value in the work of Kandinsky.	I know how to experiment with tonal value.	I know how to mix colours to create a particular colour for my artwork.	I know how I can use a range of brushes to create different strokes.	To apply knowledge of tonal value to create my own artwork in the style of Kandinsky.
History		To know the dates and events important to Florence Nightingale's life.	To know the dates and events important to Mary Seacole's life.	To know when these people lived in relation to other significant figures.	To know the legacy of Florence Nightingale.	To know the legacy of Mary Seacole.	To compare the life and legacy of Florence Nightingale and Mary Seacole.
Music		I know that I can recognise the difference between pulse and rhythm.	I know how I can learn the lyrics to the song.	I know how I can start to learn an accompaniment part on an un-tuned instrument.	I know how I can rehearse an accompaniment using un-tuned instruments.	I know how I can perform with control on un-tuned instruments.	I know how I can perform with control on un-tuned instruments.
PE	Football	To be able to keep a ball close under control using the instep of the foot.	Move with the ball in a variety of ways with some control.	Use two different ways of moving with a ball in a game.	To know how to use passing and dribbling to keep possession.	To know how to shoot more accurately at a goal.	To show how to dribble, pass and shoot in a game.
	Dance	To know how to copy and repeat actions (jump, hop)	To know how to copy and repeat actions. (jump, hop).	To know how to vary the speed of their actions.	To know a simple choreographic device (working in unison and mirroring) to create	To know how to put a sequence of actions together	To perform a group dance.

					a sequence.		
RHE		To discuss what I already know about living in the wider world.	I know my rights and responsibilities as a member of the class and the school.	I know how treating others with mutual respect will help me and others learn.	I know how to listen to other people and contribute my own ideas.	I know how people and other living things have different needs and about the responsibilities of caring for them.	I know how to apply my knowledge to demonstrate how to keep positive relationships.
Computing		I know the uses and features of Information Technology.	I know the uses of Information Technology in school.	I know the uses of Information Technology beyond school.	I know the ways Information Technology can help us.	I know the safe ways to use Information Technology.	I know the choices made when using Information Technology.

Livingstone