



| Topic driver: The Seaside | | | | | | | |
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| Subject | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| Read aloud book | The Lighthouse Keeper's Lunch Collection 8 Books Set (Lunch, Rescue, Cat, Tea, Breakfast, Picnic, Catastrophe, Christmas) | | | The Magic Finger R Dahl | The Magic Finger R Dahl | The Magic Finger R Dahl | Little Leaders: Bold Women in Black History Vashti Harrison |
| Guided Reading | Teaching phonics assessed to RWI programme. Decodable phonics books will be used in guided reading sessions. Children learn to: <ul style="list-style-type: none">draw on knowledge of vocabulary to understand textsidentify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and informationidentify and explain the sequence of events in textsmake inferences from the textpredict what might happen based on what has been read so far | | | | | | Poetry Poor old lady by Anon 1a, I can use words to explain a poem. I can read a poem using pace and rhythm. I can explain the pictures the poet is drawing. |
| Writing | Leo and the Octopus by Isabelle Marinov and Chris Nixon To use the pronoun "I" to talk about feelings To use the | Leo and the Octopus by Isabelle Marinov and Chris Nixon To write factual statements about a subject | Leo and the Octopus by Isabelle Marinov and Chris Nixon I can use exclamation sentences to write in speech bubbles | Leo and the Octopus by Isabelle Marinov and Chris Nixon To use command sentences to write instructions | Clean Up by Nathan Bryon To write thought bubbles To write a list using expanded noun phrases To construct | Clean Up by Nathan Bryon To write thought bubbles To write a list using expanded noun phrases To construct | Clean Up by Nathan Bryon To write a Did You Know leaflet to inform Extension: Add Top Tips on how to save the ocean To write a |



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| | <p>conjunction 'when'</p> <p>To use command sentences to give advice</p> <p>To use command sentences to write a letter of advice</p> | <p>To write a range of questions about a subject</p> <p>To use the conjunctions 'and' and 'but' to compare</p> <p>I can use past tense to write a logbook</p> | <p>I can use facts in present tense to write a script</p> <p>I can plan a non-fiction report</p> <p>I can write an introduction to my report</p> | <p>To describe an octopus</p> <p>To edit and publish work</p> | <p>and write sentences using adverbials of time</p> <p>To write a post card home (using the senses) expanded noun phrases</p> | <p>and write sentences using adverbials of time</p> <p>To write a post card home (using the senses) expanded noun phrases</p> | <p>recount of real-life experience (Operation Clean-Up Crew)</p> |
| Maths | <p><u>Numbers within 100</u></p> <p>Recognise the place value within 2-digit numbers</p> <p>Identify tens and ones in a 2-digit number</p> <p>Partition 2-digit numbers</p> <p>Represent 2-digit numbers</p> <p>Read and write numbers to 100 in numerals and words</p> <p>Compare numbers to 100</p> <p>Order numbers to 100</p> <p>Explore number patterns</p> <p>Explore odd and even numbers</p> | | | <p><u>Add and subtract two digit numbers</u></p> <p>Use number bonds to 20 in addition</p> <p>Use number bonds to 20 in subtraction</p> <p>Add and subtract ones from a 2-digit number</p> <p>Add and subtract multiples of ten</p> <p>Add and subtract tens from a 2-digit number</p> <p>Add two 2-digit numbers</p> <p>Subtract two 2-digit numbers</p> <p>Add and subtract two 2-digit</p> | | <p><u>Addition and Subtraction Word Problems</u></p> <p>Represent information as a bar model</p> <p>Create bar models</p> <p>Represent two-step word problems using bar models</p> <p>Represent comparison word problems using bar models</p> <p>Identify suitable bar models to represent problems</p> | |



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| | | | | numbers Add three 1-digit numbers | | | |
| Science (Plants) | Know the differences between seeds and bulbs | Design an experiment to find out what plants need to grow | Describe what plants need to grow and stay healthy | Describe the life cycle of a plant | Observe and record the growth of plants over time | Understand that plants adapt to suit their environment | End of Unit Test |
| History (The Seaside) | To identify features of a seaside holiday | To use photographs to find clues as to what seaside holidays were like in the past. | To find out when and how seaside holidays became popular. | To find out what seaside holidays were like 100 years ago. | To be able to order seaside holidays in chronological order | To be able to identify similarities and differences between seaside holidays now and in the past. | |
| ICT - Computing systems and networks – IT around us | Children understand that some information about themselves is special because it makes them unique. | What is Information Technology? Develop learners' understanding of what information technology | Where have we seen Information Technology at home? Children to consider common uses of information technology in | Where have we seen Information Technology in the world? Children will explore IT in other environments | How does Information Technology improve our world? Children focus on the specific use of IT in a shop. | Demonstrate safe use of Information Technology. Children will consider how they use different forms of information | Using Information Technology responsibly. Children will think about the choices that are made when using information |



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| | Unit Aim: To discriminate between higher and lower sounds and understand the soh/me interval | | | | | | |
| Art - Drawing: Tell a story | Charcoal mark-making To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space'. | Creating texture To explore and experiment with mark-making to create textures. | To explore and experiment with mark-making to create textures. To develop observational drawing. | Lesson 4: Creating characters Developing new character illustrations, applying skills with line and mark making to add expression and detail. To understand how to apply expressions to illustrate a character. | Lesson 5: Tell a story Making concertina books to illustrate with scenes for characters using mark making drawing techniques. To develop illustrations to tell a story. | | |
| PSHE | To explain why rules are important and write our class | To name and label parts of the brain and explain what | To understand that we all experience different | To learn and practise tools that help us feel calm, | To recognise and describe moments of empathy | To talk about kind and caring things people do | |



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| | rules to help us be kind, calm, and ready to learn | they do | feelings and that these can be grouped into zones. | focused, and ready to learn. | | and how that shows empathy. | |
| PE – Multi Skills | To learn basic running techniques. To use different movement patterns with control while under pressure. | To respond to visual instructions while moving and mirroring your partner. To move in different ways while avoiding others. | To practise the hopscotch with the same and alternate leg. To travel around and on different obstacles in different ways. To avoid oncoming snatchers. | To copy your partner's actions at the same time. To learn different balancing techniques. | . To jump over a target. To jump with control over various distances with control. | To jump over different obstacles and different heights. To jump across obstacles with control. | To bounce and catch a ball with consistency. To throw a ball towards a target from different distances. |

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| Trips | Garden Museum London (Fire of London Walk) National Gallery Workshop (Art) |
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