
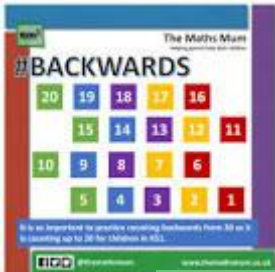


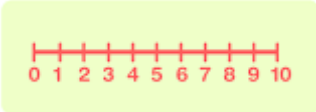
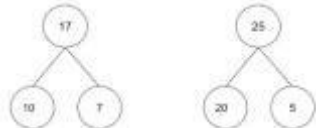






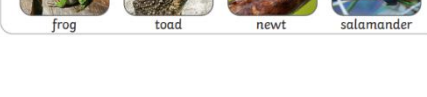
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Subject	Key vocabulary	Meaning	Key facts	Key knowledge	Key Skills I will learn	I know more I can do.....
Maths – Place Value & Addition and Subtraction	count	Find the total number of something	     	<ul style="list-style-type: none"> - I can understand how to count objects - I can understand numbers can be written as words - I can understand 1 less than a number is the number before - I can understand that 1 more is the number after - I can understand when I count backwards the numbers will get smaller - I can understand that I can compare groups of numbers - I can understand that Fewer and less than mean the same thing - I can understand that More and Greater than mean the same thing - I can understand that same and equal to mean the same thing. - I can understand what a number line is. 	<ul style="list-style-type: none"> - I can count any amount of objects within 10. - I can recognise numbers as words within 10 - I can count to 10 from any number. - I can say 1 more than any number to 10 - I can say 1 less than any number to 10 - I can count backwards from 10 - I can say if an amount is fewer than another - I can say if a number is more than another - I can say if a number is the same as another number. - I can say if a number is less than another number. - I can say if a number is greater than another number - I say if a number is equal to another number. - I can order a set of objects and numbers to 10. - I can place numbers on a number line. 	<ul style="list-style-type: none"> - I can use effective methods to count an amount of objects - I can confidently count in different ways with numbers to 10. - I can confidently understand the place value of numbers within 10.
	1 more	The number after the number you currently have.				
	1 less	The number before the number you currently have.				
	Count backwards	Numbers decrease in value				
	Compare	See what is similar or different between 2 numbers				
	Fewer/ Less Than	A less amount				
	More/ Greater than	A larger amount				
	Same/ Equal to	The same amount				
	Order	Arranging numbers to regulate them				
	Number line	A straight line with numbers placed along the length				
	Part	A smaller number within the bigger number				
	Whole	The largest number				
Part - Whole model	A pictorial representation of how numbers can be split apart.					



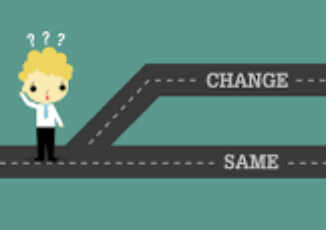
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English – recount. traditional tales English – Instruction writing, Non-fiction writing, Stories from another culture	adjectives	Describing words	<div style="text-align: center;"> <p>How to make the perfect sentence.</p> <p>well formed letters neat and tidy must make sense write on the line</p> </div> <div style="text-align: center; border: 1px solid green; padding: 5px; margin: 5px;"> <p>Curly Caterpillar Letters</p> <p>c c a a o o</p> <p>d d g g q q</p> <p>e e s s f f</p> </div> <div style="text-align: center; border: 1px solid purple; padding: 5px; margin: 5px;"> <p>Characters</p> <p>Who is the story about?</p> <p><small>This may be people, animals, and sometimes objects that are alive.</small></p> </div> <div style="text-align: center; border: 1px solid orange; padding: 5px; margin: 5px;"> <p>Setting</p> <p>Where and when does the story take place?</p> </div> <div style="text-align: center; border: 1px solid green; padding: 5px; margin: 5px;"> <p>green clever long</p> <p>Adjectives</p> <p><small>An adjective is a word that describes a noun (the name of a thing or a place).</small></p> <p>helpful beautiful</p> </div>	characters	Who is in the story	<ul style="list-style-type: none"> - I can understand that a sentence needs a capital letter, finger spaces and a full stop. - I can understand what adjectives are - I can understand who the characters are in a book - I can understand what the settings are in a book - I can know the rhyme to form my letters correctly. - I can understand that stories have a beginning a middle and an end. 	<ul style="list-style-type: none"> - I can write clear cohesive sentences. - I can use adjectives to describe a character - I can use adjectives to describe a setting. - I can form my letters correctly. 	<ul style="list-style-type: none"> - I can create a character description - I can create a setting description - I can re-tell a familiar story
	setting	Where the story happens						
	Curly caterpillar letters	Letters that start with the c shape, C, a, o, d, g, q, e, s, f						
	story	A description of something that has happened, either true or made up						
	Fiction	Something that is made up or not true						
	Non-fiction	Something that is factual and true						



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Science – Animals including humans	amphibians	Amphibians live in the water as babies and on land as they grow older. They have smooth, slimy skin.	<div style="text-align: center; margin-bottom: 5px;">Mammals</div>  <div style="text-align: center; margin-bottom: 5px;">Birds</div>  <div style="text-align: center; margin-bottom: 5px;">Fish</div>  <div style="text-align: center; margin-bottom: 5px;">Reptiles</div>  <div style="text-align: center; margin-bottom: 5px;">Amphibians</div> 	<ul style="list-style-type: none"> - I can say the names of a variety of common animal groups. - I can understand that different animals have different diets - To observe changes across the seasons. - To observe the weather associated with the seasons. - To observe how day length varies. - I know not to look directly at the sun 	<ul style="list-style-type: none"> - I can identify a variety of animals and decide which animal group they belong to - I can understand what carnivore, herbivore and an omnivore mean - I can see the changes in nature during the autumn season - I can see and feel the changes in weather in the autumn season - I am aware that there are fewer hours of daylight in the autumn 	<ul style="list-style-type: none"> - I can sort animals into their categories based on their features - I can search for things and say what sense I used to find it
	Birds	All birds have a beak, two legs, feathers and wings.				
	Fish	Fish live and breathe under water. They have scaly skin, fins to help them swim and they breathe through gills.				
	Mammals	Born living, drink their mother's milk and have hair.				
	Reptiles	All reptiles breathe air. They have scales on their skin				
	Carnivore	Animals that mostly eat other animals (meat) are carnivores.				
	Herbivore	Animals that only eat plants are herbivores.				
	omnivore	Animals that eat both plants and other animals are omnivores.				
	Seasonal changes	Changes in the nature, weather and day length.				
History- Personal timelines	timeline	Tool to describe the order in which events happen.		<ul style="list-style-type: none"> - I can know the real events in my own life - I can understand that other's versions of similar experiences may be different from mine, - I can understand what is fact and fiction 	<ul style="list-style-type: none"> - I can order events of my life in Chronological order - I can remember details about an event that has happened in my life - I can use a story to understand what fact and fiction is. 	<ul style="list-style-type: none"> - I can create a timeline of my own life - I can talk about my first days at school - I can discuss the events of Harry and the
	event	Something important that happens				
	old	Something that has existed for a long time				
	new	Something that has not existed for very long				





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	A long time ago	Something that has not happened in living memory.				<p>Dinosaurs go to school</p> <ul style="list-style-type: none"> - I can relate my own experience to this book - I can say which parts of the story make it fiction.
	past	Something that has already happened	 <p>old</p>			
	present	Something that is happening now	<p>New</p> 			
	change	Something that is done differently				
	remember	To think of again since it was taught or happened.				
	truth	Correct remembering of an event.				
	real	Actually, exists or happened.				





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Geography		Next half term		-	-	-
Computing – E-Safety	Personal information	Information about yourself e.g. full name, address, age etc	 <p>Password</p>  <p>Website</p> <p>Personal information:</p>	<ul style="list-style-type: none"> - I can understand what a password is - I can understand that a password needs to be kept private - I can understand what personal information is - I know to tell an adult if something worries me whilst I am using the internet. - I know that it is important to be kind and polite in an online word. - I know there is a difference between an online world and an offline world. - I know that there are age appropriate websites 	<ul style="list-style-type: none"> - I can explain how to keep a password safe - I can explain what personal information is - I can explain what I might need to tell an adult about when using technology to keep me safe. - I can explain what age appropriate websites look like. - I can explain what the e-safety rules are. 	<ul style="list-style-type: none"> - I can explain all of the e-safety rules using the acronym SMART (with a) heart. - I can create a poster about how to keep safe whilst using technology.
	Password	A word or set of numbers needed to access private information				
	Online world	A world which exists only on a computer or the internet				
	Offline world	Real life word which is experienced in person				
	Website	A page on the internet which displays information				


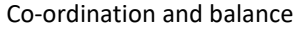


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Art – Landscape	E-Safety	How to be safe on the internet and whilst using technology.	 <p>HELLO, MY NAME IS _____</p>	- I know there are e-safety rules to follow when using technology		
			<p>Name</p>  <p>Age</p>			
			<p>Address</p> <p>14390 Air and Space Museum Pkwy Charlottesville, VA 20151 United States</p> <p>Get Directions</p>			
	David Hockney	A British Artist who contributed greatly to the Pop Art movement	 <p>David Hockney</p>	<ul style="list-style-type: none"> - I can name all the primary colours - I can name a variety of tools and techniques - I can understand who David Hockney is - I can describe what pop art is. - I can say what a shade and tint of a colour means 	<ul style="list-style-type: none"> - I can use a variety of tools and techniques including different brush sizes and types. - I can mix secondary colours - I can find collections of colour - I can create shades and tints of colours. 	<ul style="list-style-type: none"> - I can create a landscape using skills I have learnt similar to one of David Hockney's. - I can find collections of different colours in the natural environment.
	Shades	A colour which has been darkened				
	Tints	A colour which has been lightened	 <p>SHADE</p>			
	Technique	A way to create a piece of art				

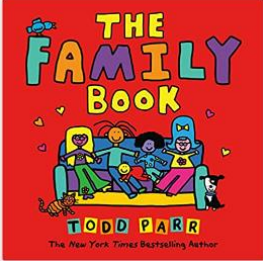
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	Primary Colours	Colours which cannot be made: Red, Yellow, Blue	   landscape				
	Secondary colours	Colours which are created by mixing 2 primary colours together: Green, Purple etc					
	Pop art	A type of art which used bright colours and cartoon like features					
	Landscape painting	A painting of a particular piece of scenery.					
DT- next half term		Next half term					
Music- My musical Heartbeat	notation	Symbols to depict how a piece of music should be played	 Dynamics (Volume) How loud or quiet a piece of music is.	<ul style="list-style-type: none"> - I can understand what a tuned and untuned instrument is - I can describe what pitch, dynamics and tempo mean 	<ul style="list-style-type: none"> - I can play an untuned instrument with control - I can follow instructions about when to play an instrument or sing a note - I can control how long a sound lasts - I can imitate changes in pitch 	<ul style="list-style-type: none"> - I can compose my own simple rhythm and record a notation for this. - I can sing a simple song using different effects. 	
	beat	A steady pulse in the music					
	Untuned instruments	An instrument which cannot play a tune e.g. drum					
	pitch	How high or low the note sounds					

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	dynamics	How loud or quiet the music is	 <p>Pitch Whether notes are high or low.</p> <p>Rhythm The pattern of sounds (notes or words) in music.</p>		<ul style="list-style-type: none"> - I can create a musical notation to record my piece of music - I can use my voice to create different effects 	
	tempo	How fast or slow the music is				
	rhythm	The pattern of the sounds				
PE – Fitness skills	fitness	Being able to perform a physical task over a specified length of time	 Fitness  Co-ordination and balance  	<ul style="list-style-type: none"> - I can explain how to jump effectively - I can understand what balance mean - I can understand that I can use various equipment in different ways. 	<ul style="list-style-type: none"> - I can jump from 2 feet to 2 feet using my arms to propel me - I can use different muscles to help me balance - I can move around varying equipment using different techniques 	<ul style="list-style-type: none"> - I can jump effectively over 5 cones in a row. - I can effectively balance for 10 seconds - I can move around a circuit of equipment without repeating a movement.
	balance	Being able to stay still in one spot when centre of gravity is not aligned.				
	control	Being able to move an object accurately in the desired way				
	Co-ordination	Moving body part together easily and smoothly.				
	jump	Movement of the body using the legs and arms to propel yourself				

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RE – Why do Christians call God ‘creator’?	God	The spiritual leader of the Christian Faith	  	<ul style="list-style-type: none"> - I understand that most Christians believe that God loves to give - I am aware of the creation account and that Christians believe God is a creator - I understand how the beliefs of Christians link to the event of creation and the events of Jesus’ life - I understand that Harvest is a time to be thankful for food - I understand that for most Christians, worship/ giving is a response to who God is and what he has given 	<ul style="list-style-type: none"> - I can discuss who I think God is to me - I can understand that everyone may have different opinions and this is OK - I can describe the Creation story in increasing detail - I can talk about my emotions in response to ‘creation’ 	<ul style="list-style-type: none"> - I can create a book about the creation story - I can join in with discussion about everyone’s beliefs.
	creator	Someone who make something				
	God the Father	God being the father of Jesus and a father figure to Christians				
	Holy Trinity	God the father, God the son (Jesus), God the holy spirit.				
PSHE – The Family Book	Family	Parents/ guardians/ careers and their children. Extended families – include grandparents, aunts, uncles, cousins etc...		<ul style="list-style-type: none"> - I understand that all families are different - I understand that all families deserve respect and value diversity between families - I know how people choose friends - I know how people make friends - I understand that there are a variety of games that I can play in the playground. I can choose to play these independently 	<ul style="list-style-type: none"> - I can be respectful and accepting of differences - I can value diversity - I know how to be a good friend 	<ul style="list-style-type: none"> - I can make up games with friends and ask other children to join in
	Friends	People who you choose to spend time with because you enjoy their company				

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Books we are reading this half term are:

