






Long Term Plan

Year 1/2

Autumn Term		Spring Term		Summer Term	
 <p>Community Cam Support others Appreciate each other</p> <p>Ways to wellbeing – Connect</p>	 <p>Mindful Mo Believe in yourselves Be Kind</p> <p>Ways to wellbeing - Feel</p>	 <p>Engagement Eric Think for yourselves Ask questions</p> <p>Ways to wellbeing - Learn</p>	 <p>Independent India Be brave Trust yourself</p> <p>Ways to wellbeing - Learn</p>	 <p>Possibilities Parker Try something new Keep going</p> <p>Ways to wellbeing - Do</p>	<p>Celebration of all Super Friends</p>
<p>Core texts being studied in reading:</p> <ul style="list-style-type: none"> - Year 1 – Alan’s big scary teeth by Jarvis, Tad by Benji Davis - Year 2 – The Pirates next door by Jonny Duddle, Super Dad’s day off by Phil Earle <p>Core texts being read as w/c readers:</p> <ul style="list-style-type: none"> - A range of picture books including: Izzy Gizmo, Odd dog out, The day the crayons quit and The great Hamster get away. <p>Core texts in class:</p> <ul style="list-style-type: none"> - Books from Early Resources for Education box used throughout. 		<p>Core texts being studied in reading:</p> <ul style="list-style-type: none"> - Year 1 – The Storm whale in winter by Benjii Davis, The Pencil by Allan Ahlberg - Year 2 – George’s Marvellous Medicine by Roald Dahl <p>Core texts being read as w/c readers:</p> <ul style="list-style-type: none"> - Einstein the Penguin, The hundred mile an hour dog, Hotel Flamingo <p>Core texts in class:</p> <ul style="list-style-type: none"> - Books from Early Resources for Education box used throughout. 		<p>Core texts being studied in reading:</p> <ul style="list-style-type: none"> - Year 1 – Toby and the Great Fire of London by Margaret Nash and Jane Cope, Light in the Night by Marie Voight - Year 2 – The Great Chocoplot by Chris Callaghan <p>Core texts being read as w/c readers:</p> <ul style="list-style-type: none"> - Toto the Ninja cat, The Twits, The Enchanted Horse <p>Core texts in class:</p> <ul style="list-style-type: none"> - Books from Early Resources for Education box used throughout. 	
<p>As readers we will practise reading skills across the year to include:</p>					
<p>Year 1: Phonics and Decoding:</p> <ul style="list-style-type: none"> • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in words • recognise words with the same initial sound, such as money and mother • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Common Exception Words:</p>			<p>Year 2: Word Reading:</p> <ul style="list-style-type: none"> • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • Read accurately words of two or more syllables that contain the same graphemes as above • Read words containing common suffixes • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • Re-read these books to build up their fluency and confidence in word reading <p>Comprehension: Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • Discussing the sequence of events in books and how items of information are related • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Recognising simple recurring literary language in stories and poetry 		

- Read a few common exception words matched to the school's phonic programme.
- To read some common irregular words.

Fluency:

- Understand the five key concepts about print:
 - print has meaning
 - the names of different parts of a book
 - print can have different purposes
 - page sequencing
 - we read English text from left to right and from top to bottom
- Blend sounds into words, so that they can read short words made up of letter-sound correspondences.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- Discussing their favourite words and phrases
- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Checking that the text makes sense to them as they read and correcting inaccurate reading
- Making inferences on the basis of what is being said and done
- Answering and asking questions
- Predicting what might happen on the basis of what has been read so far
- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Phonics

Assess and review

New sounds:

- /ai/ <ay>
- /ow/ <ou>
- /igh/ <ie>
- /ee/ <ea>
- /oi/ <oy>
- /ur/ <ir>
- /oo/ <ue>
- /or/ <aw>
- /w/ <wh>
- /f/ <ph>
- /oo/ <ew>
- /oa/ <oe>
- /or/ <au>
- /ee/ <ey>
- /ai/ <a-e>
- /ee/ <e-e>
- /igh/ <l-e>
- /oa/ <o-e>
- /oo/ <u-e>
- /s/ <c>
- /ee/ <y>
- /or/ <al>

Please, once, any, many, again, who, wolde, where, two

Phonics

Assess and review

New sounds:

- /ai/ <a>
- /ai/ <ey>
- /ai/ <ea>
- /ai/ <eigh>
- /ar/ <a>
- /ee/ <e>
- /igh/ <l>
- /igh/ <y>
- /oa/ <o>
- /o/ <a>
- /oo/ <u>
- /y/ + /oo/ <u>
- /c/ <ch>
- /sh/ <ch>
- /e/ <ea>
- /ur/ <or>
- /ur/ <ear>
- /oo/ <ou>
- /oa/ + /l/ <oul>
- /ee/ <ie>
- /v/ <ve>
- /i/ <y>
- /air/ <are>
- /air/ <ere>
- /air/ <ear>
- /ch/ <tch>
- /u/ <o>
- /j/ <g>
- /j/ <ge>
- /j/ <dge>
- /s/ <st>
- /s/ <ce>
- /s/ <se>
- /n/ <gn>
- /n/ <kn>
- /r/ <wr>

Phonics

Assess and review

/m/ <m>
 /z/ <se>
 /z/ <ze>
 /ear/ <eer>
 /ear/ <ere>
 /sh/ <ti>
 /ar/ <al>
 /or/ <augh>
 /sh/ <ss>
 /zh/ <si>
 /sh/ <ti>
 /sh/ <ci>
 Here, sugar, friend, because

As **writers** we will study these units this term:

- Labels, lists and captions
- Retelling known fairytales



DINOSAURS
 Dinosaurs and all that Rubbish
 Michael Foreman
 15 sessions, 3 weeks

Pamphlets
 Letters, setting descriptions, instructions, narrative retellings, pamphlets, posters



As **writers** we will study these units this term:



OR Leo and the Octopus
 Isabelle Marinov
 15 sessions, 3 weeks

Fact files
 This is Me! posters, letters of advice, factual descriptions, logbooks, scripts



Lost and Found
 Oliver Jeffers
 15 sessions, 3 weeks

Own version 'losing/finding' narratives
 Character descriptions, retellings, advice, instructions, non-chronological reports



Billy and the Beast
 Nadia Shireen
 15 sessions, 3 weeks

Own version 'defeat a monster' narratives
 Wanted posters, summaries, emails, character descriptions, recipes



OR A Walk in London
 Salvatore Rubbino
 15 sessions, 3 weeks

'A Walk in...' tour guide
 Instructions, persuasive poster, setting descriptions, captions, postcard, diary entry

As **writers** we will study these units this term:



ASTRO GIRL
 Ken Wilson-Max
 15 sessions, 3 weeks

Fact files about being astronauts
 Writing in role, commands, 'how to' guides



OR Julian is a Mermaid
 Jessica Love
 10+ sessions, 2+ weeks

Three-verse poems
 Instructions, writing in role, advertisements



Grandad's Camper
 Harry Woodgate
 15 sessions, 3 weeks

Sequel narratives
 Labels, memories poems, interviews, photo album captions, postcards



OR Toys in Space
 Mini Grey
 15 sessions, 3 weeks

Own fantasy world narrative
 Found posters, diary entries, speech bubbles, notes of advice, space logs, invitations, fantasy setting descriptions

As **writers** we will practise these skills over the year:

Year 1

- I can write simple stories about myself and others.
- I can sometimes use my past and present tense correctly.
- I can use "and" to join sentences.
- I can use the following punctuation correctly: capital letters, capital letter for the pronoun "I", full stops, question marks and exclamation marks.
- I can add "s" or "es" to pluralise nouns.
- I can segment spoken words into phonemes and represent these by graphemes and I can sometimes spell these words correctly.
- I can spell some of the common exception words: a, are, ask, be, by, come, do, friend, full, go, has, he, here, his, house, I, is, love, me, my,

Year 2

- I can write simple, clear narratives about myself and others.
- I can write about real events in a clear and simple way.
- I can use full stops and capital letters, mostly correctly.
- I can use question marks correctly, when needed.
- I can use past and present tense, mostly correctly and consistently.
- I can use co-ordinating conjunctions e.g. but, and, or, so
- I can use some subordinating conjunctions e.g. after, as, when, if, that, even though, because, until, since.
- I can segment spoken words into phonemes and represent these by graphemes and I can spell these words mostly correctly.
- I can spell many common exception words: door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas.

<p>no, of, once, one, our, pull, push, put, said, says, school, she, so, some, the, there, they, to, today, was, we, were, where, you, your</p> <ul style="list-style-type: none"> I can correctly form some of my capital letters and digits. I can use finger spaces between words. 	<ul style="list-style-type: none"> I can form capital letters and digits of the correct size, making sure they are the correct way around. I can use finger spaces between words. <p>GDS –</p> <ul style="list-style-type: none"> I can write effectively and coherently for different purposes using the books I am reading to make interesting vocabulary and grammar choices. I can revise, edit and proofread my writing. I can use the KS1 punctuation mostly correctly: capital letters, full stops, question marks, exclamation marks, commas in a list, and apostrophes to mark where letters are missing in spelling, apostrophes for singular possession. I can spell many common exception words. I can use co-ordinating conjunctions. 	
<p>As mathematicians this term we will study: Number and Place Value, Addition and Subtraction, Shape</p>	<p>As mathematicians this term we will study: Addition and Subtraction, Multiplication and division, Length and height, Statistics</p>	<p>As mathematicians this term we will study ... Money, Fractions, time, measures.</p>
<p><u>Number and Place Value to 20</u> Step 1 Count objects within 10 Step 2 Represent numbers to 10 Step 3 Count on and back within 20 Step 4 Understand 10 Step 5 Understand 11 to 15 Step 6 Understand 16 to 20 Step 7 1 more Step 8 1 less Step 9 Number lines Step 10 Estimate on a number line Step 11 Less than, greater than, equal to Step 12 Compare numbers Step 13 Order numbers</p> <p><u>Addition and Subtraction</u> Step 1 Parts and wholes Step 2 Systematic number bonds within 10 Step 3 Number bonds to 10 Step 4 Number bonds to 20 Step 5 Addition – add together Step 6 Addition – add more Step 7 Doubles Step 8 Near doubles Step 9 Add three 1-digit numbers Step 10 Find a part Step 11 Fact families – the eight facts Step 12 Take away (how many left?) Step 13 Find the difference Step 14 Missing number problems</p> <p><u>Number and Place Value to 100</u> Step 1 Count beyond 20 Step 2 Count tens Step 3 Groups of tens and ones Step 4 Partition into tens and ones Step 5 Use a place value chart Step 6 Flexible partitioning Step 7 Number lines Step 8 Estimate on a number line Step 9 1 more and 1 less Step 10 Compare numbers with the same number of tens Step 11 Compare any two numbers Step 12 Order objects and numbers</p>	<p><u>Addition and Subtraction</u> Step 1 Related facts Step 2 Add and subtract 1s Step 3 Add to the next 10 Step 4 Add to a 10 Step 5 Add across a 10 Step 6 Subtract to a 10 Step 7 Subtract from a 10 Step 8 Subtract across a 10 Step 9 Add 10s Step 10 Subtract 10s Step 11 Add two 2-digit numbers – not across a 10 Step 12 Add two 2-digit numbers – across a 10 Step 13 Subtract two 2-digit numbers – not across a 10 Step 14 Subtract two 2-digit numbers – across a 10 Step 15 Mixed addition and subtraction Step 16 Compare calculations Step 17 Missing number problems</p> <p><u>Multiplication and division</u> Step 1 Count in 2s, 5s and 10s Step 2 Count in 3s Step 3 Recognise equal groups Step 4 Make equal groups Step 5 Add equal groups Step 6 Make arrays Step 7 Multiplication sentences Step 8 Commutativity Step 9 Make equal groups – grouping Step 10 Make equal groups – sharing Step 11 The 2 times-table Step 12 Divide by 2 Step 13 Doubling and halving Step 14 Odd and even numbers Step 15 The 10 times-table Step 16 Divide by 10 Step 17 The 5 times-table Step 18 Divide by 5 Step 19 The 5 and 10 times-tables</p> <p><u>Length and height</u> Step 1 Measure length using objects Step 2 Measure length in centimetres</p>	<p><u>Money</u> Step 1 Recognise coins and notes Step 2 Count money – pence Step 3 Count money – pounds (notes and coins) Step 4 Count money – pounds and pence Step 5 Choose notes and coins Step 6 Compare amounts of money Step 7 Calculate with money Step 8 Make a pound Step 9 Find change</p> <p><u>Fractions</u> Step 1 Parts and wholes Step 2 Equal and unequal parts Step 3 Recognise a half Step 4 Find a half Step 5 Recognise a quarter Step 6 Find a quarter Step 7 Recognise a third Step 8 Find a third Step 9 Find the whole Step 10 Unit fractions Step 11 Non-unit fractions Step 12 Recognise the equivalence of a half and two-quarters Step 13 Recognise three-quarters Step 14 Find three-quarters Step 15 Count in fractions up to a whole</p> <p><u>Time</u> Step 1 Months and days Step 2 Hours, minutes and seconds Step 3 O'clock and half past Step 4 Quarter past Step 5 Tell the time past the hour Step 6 Quarter to Step 7 Tell the time to the hour Step 8 Tell the time to 5 minutes Step 9 Minutes in an hour Step 10 Hours in a day Step 11 Solve problems with time</p> <p><u>Measures</u> Step 1 Compare mass</p>

<p>Shape Step 1 Recognise and name 2-D and 3-D shapes Step 2 Count sides on 2-D shapes Step 3 Count vertices on 2-D shapes Step 4 Draw 2-D shapes Step 5 Vertical lines of symmetry Step 6 Count faces on 3-D shapes Step 7 Count edges on 3-D shapes Step 8 Count vertices on 3-D shapes Step 9 Sort 2-D and 3-D shapes Step 10 Patterns with 2-D and 3-D shapes</p> <p>Shape – Position and direction</p> <p>Step 1 Language of position Step 2 Describe movement Step 3 Describe turns Step 4 Describe movement and turns</p>	<p>Step 3 Measure in metres Step 4 Compare lengths and heights Step 5 Order lengths and heights Step 6 Four operations with lengths and heights</p> <p>Statistics Step 1 Tally charts Step 2 Tables Step 3 Block diagrams Step 4 Draw pictograms Step 5 Interpret pictograms</p>	<p>Step 2 Measure in grams Step 3 Measure in kilograms Step 4 Four operations with mass Step 5 Compare volume and capacity Step 6 Measure in millilitres Step 7 Measure in litres Step 8 Four operations with volume and capacity Step 9 Temperature</p>
<p>As scientists - working scientifically we will:</p> <ul style="list-style-type: none"> ask simple questions & recognise they can be answered in different ways observe closely, using simple equipment perform simple tests identify & classify use observations & ideas to suggest answers to questions gather & record data to help in answering questions 		
<p>As scientists we will study ...</p> <p>Animals including Humans</p> <ul style="list-style-type: none"> Be able to name and locate parts of the human body, including those relating to the senses. Be able to identify and name different common animals including fish amphibians, reptiles, birds and mammals. Be able to describe and compare the observable features of animals from a range of groups. Recognise that animals can be grouped according to whether they are carnivores, herbivores and omnivores. Know the basic needs of animals for survival. Describe the importance of exercise, balanced diet and hygiene for humans. Describe the main changes as young animals, including humans, grow into adults. <p>Seasonal Changes</p> <ul style="list-style-type: none"> Understand and describe the main changes across the seasons. Understand weather associated with the seasons. Understand how day length varies across the year. 	<p>As scientists we will study ...</p> <p>Everyday Materials</p> <ul style="list-style-type: none"> Recognise the difference between the name of an object and the material from which it is made. Identify a range of everyday materials including wood, plastic, glass, metal, water and rock. Describe the physical properties of everyday materials including hard/soft, stretchy/stiff, shiny/dull, rough/smooth, bendy/not bendy, waterproof/ not waterproof, absorbent/ not absorbent, opaque/ transparent. Understand how to group everyday materials according to their physical properties. Understand how everyday materials can be used for more than one thing. Understand how different everyday materials can be used for the same thing. Understand why the properties of materials make them suitable or unsuitable for particular purposes. Recognise that squashing, bending, twisting and stretching can change the shapes of solid objects made from some everyday materials. <p>Scientific enquiry</p> <ol style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests 	<p>As scientists we will study...</p> <p>Plants</p> <ul style="list-style-type: none"> Be able to name a variety of different plants (including deciduous and evergreen trees). Understand and describe how plants are suited to different habitats. Understand and describe the structure of plants including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches and stem. Understand and describe the basic needs of plants for water, light and a suitable temperature to grow and stay healthy. <p>Scientific enquiry</p> <ol style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions

<p>Scientific enquiry</p> <ul style="list-style-type: none"> Observe what is happening and explore different materials Predict and explore which material is most effective Evaluate the results and talk about what they have discovered Understand what different pets need to be healthy and happy (Yr1) Make comparisons between different pets' needs and requirements for health and happiness (Yr2) Make a visual record of their observations, annotate to show understanding and learning (Yr1) Annotate drawings of their observations with scientific questions and develop lines of enquiry (Yr2) <p>Understand that there are special places (habitats) where mini-beasts (invertebrates) live</p> <ul style="list-style-type: none"> Consider what conditions a woodlice might prefer and recreate those conditions in the classroom Observe the woodlice over a period of time and record the results (Yr1) Observe the woodlice over a period of time and explore results using different materials (Yr 2) 	<ul style="list-style-type: none"> iv. identifying and classifying v. using their observations and ideas to suggest answers to questions vi. gathering and recording data to help in answering questions 	
<p>As historians we will</p> <ul style="list-style-type: none"> place events, people and objects in the correct time order. phrases such as: past, present, older and newer. Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. identify differences between ways of life in the past and present. Recount changes that have occurred in their own lives. Use dates where appropriate. recount parts of stories to talk about things that have happened in the past. Describe significant people from the past. understand how the achievements of famous people from the past have influenced our lives. Show an understanding of the concept of nation and a nation's history. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. Recognise that there are reasons why people in the past acted as they did. understand ways in which we can find out about the past. Use artefacts, pictures, stories, online sources and databases to find out about the past. Observe or handle evidence to ask questions and find answers to questions about the past. 	<p>As geographers we will...</p> <ul style="list-style-type: none"> identify the significant features of the local area. Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. use aerial photographs and plans to recognise landmarks. Identify land use around the school. Learn about maps, map-making and symbols. Compare journeys and understand near/far, often/rarely name and locate the four countries and capital cities of the UK. know some characteristics of the four countries and capital cities of the UK. name and locate the World's seven continents and five oceans. use World maps, atlases and globes to identify countries, continents and oceans. Understand geographical similarities and differences when studying human and physical geography. locate hot and cold areas of the World in relation to the Equator and North and South Poles. describe key human features using geographical vocabulary (including city, town village, factory, farm, house, office, port, harbour and shop). describe key physical features using geographical vocabulary (including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather). Develop knowledge about the world. Use locational and directional language to describe the location of features and routes on a map. name and locate the surrounding seas of the UK. explain why some countries are hot and cold. make comparisons of human features of a small area in the UK and a small area in a contrasting country (Non European). make comparisons of physical features of a small area in the UK and a small area in a contrasting country (Non-European). Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). explain why people live in different areas of the World. identify daily and seasonal weather patterns in the UK. 	

<ul style="list-style-type: none"> • find answers to simple questions about the past by using stories and other sources. • Ask questions such as: What was it like for people? What happened? How long ago? • Link our units to the core concepts of: beliefs, exploration and migration, culture and lifestyle, settlements, diversity and society, conflict and power 	<ul style="list-style-type: none"> • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • devise a simple map with a key. • Carry out first hand observations. • use compass directions (North, South, East, West). • Use the core concepts of map skills, economic activity, natural resources and sustainability, settlements and land use, climate and natural disasters, natural features/ biomes 	
<p>As historians we will study Why do we remember the past including....</p> <p>What is significance?</p> <p>What events do people remember?</p> <ul style="list-style-type: none"> • The Spanish Armada was a fleet of ships that Spain sent to attack England in 1588. The Armada's failure made Spain less powerful in Europe. • The worst fire in the city of London's history occurred in 1666. It is known as the Great Fire of London. • The titanic sunk in 1912 • Queen Elizabeth I became queen 1558 • First World War 1914 • First man on the moon 1969 <p>How do we know about the past?</p> <ul style="list-style-type: none"> • Samuel Pepys kept a diary of the events and warned the King. <p><i>National Curriculum – changes within living memory, events with national and global significance.</i></p>	<p>As geographers we will study the Why does our weather change?</p> <p>What is British weather like?</p> <p>How does the weather change?</p> <ul style="list-style-type: none"> • Wind direction changes the weather. • Weather changes with the four seasons: spring, summer, autumn and winter. <p>How is our weather the same and different to other places?</p> <ul style="list-style-type: none"> • Our climate is temperate and our biome is temperate woodland • The equator is an imaginary line going around the middle of the globe. • It is hotter nearer the equator. • The North Pole and South Pole are at the top and bottom of the globe. It is colder there. <p>How does the weather impact geography?</p> <ul style="list-style-type: none"> • Weather impacts what we can do and how plants grow. <ul style="list-style-type: none"> • Grid references are used to help you find places on a map. • The United Kingdom is made up of 4 countries: England, Scotland, Wales and Northern Island. • Their capital cities are London, Cardiff, Edinburgh and Belfast. • The compass points are North, East, South and West. <p><i>National Curriculum – name and locate the continents and oceans, name and locate the countries and capital cities of the UK and its surrounding seas, compare the UK and a non-European country, identify seasonal and daily UK weather patterns, identify the cold and hot areas of the world.</i></p>	<p>As geographers we will study Why should we look after the world?</p> <p>What are some important natural features?</p> <ul style="list-style-type: none"> • Physical features are natural and include: beaches, cliffs, coasts, forests, hills, mountains, seas, oceans, rivers, weather and vegetation. <p>What are some important man made features?</p> <ul style="list-style-type: none"> • Human features are manmade and include: settlements, houses, monuments. <p>How are places changing?</p> <p>What can we do to look after the environment?</p> <ul style="list-style-type: none"> • The 5 oceans are: Pacific, Atlantic, arctic, Indian and Southern. • The 7 continents are: Asia, Africa, Europe, north America, south America, Antarctica, Australasia <p><i>National Curriculum – name and locate continents and oceans, name and locate UK countries and capitals and seas, key physical features, key human features, compare the UK and a non-European country,</i></p>
<p>As artists we will....</p> <ul style="list-style-type: none"> - Use a range of materials creatively to design and make products - Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - Develop a wide range of art and design techniques in using colour, pattern, texture, line, form and space. - Learn about the work of a range of artists and designers, describing differences and similarities between them and making links to their own work. - Develop specific and relevant vocabulary linked to art techniques. - I respond to ideas and starting points- objects, the natural world) - I explore ideas from my imagination or from real starting points. - I can draw my ideas and describe them to others. 		

- I describe what I think about my own and others' work.
- I can describe my work using accurate vocabulary, including line, tone, colour, texture, shape, pattern.
- I comment on differences and similarities in artwork.
- I suggest ways of making improvements.

<p>Monochromatic Unit – How can pattern be used in art?</p> <p><u>Practical Knowledge</u> Pupils will revise the parts of a pencil. Pupils will control a pencil with increased precision. Pupils will learn to use a guide to keep our drawings more precise. Pupils will know the definition of line, shape, and space. Pupils will explore how to use lines and space to create patterns. Tools Pupils will use scissors accurately and safely. Pupils will use glue appropriately.</p> <p><u>Disciplinary Knowledge</u> Pupils will evaluate their own work. Pupils will compare differences and similarities between artwork, describing art with appropriate vocabulary.</p> <p><u>Theoretical Knowledge</u> Pupils will learn about contemporary and historical designers' work by learning about a Mehndi artist's work. Pupils will know how designers impact how our homes look. Pupils will know how humans can use patterns during celebrations. Pupils will know that humans have been designing patterns for thousands of years worldwide. Pupils will know that art can be in our homes as decoration. Pupils will recognise patterns in nature.</p>	<p>Y2 Chromatic Unit – How can artists use colour?</p> <p><u>Practical Knowledge</u> Revise primary and secondary colours. Identifying warm and cool colours. Identify complementary colours. Begin to recognise the colour wheel. Creating colour palettes. Revise parts of a brush. Controlling a paint brush for increased precision. Using acrylic paints. Use a sketch to create guide lines for painting.</p> <p><u>Disciplinary Knowledge</u> Consider how we feel about art and why people create art. Describing how colours may make people feel. Learning the differences between landscape, portrait and still life. Know that art doesn't have to be realistic. Evaluating our own work.</p> <p><u>Theoretical Knowledge</u> Knowing that where an artist lives can effect what they create. Learning that artists do not have to directly create every piece of art that is attributed to them. Ted Harrison paints and then commissions serigraph prints to sell. Beginning to identify artists work by recognising their style.</p>	<p>Y2 Sculpture Unit – How have artists been inspired by castles?</p> <p><u>Practical Knowledge</u> Pupils will wedge clay to prepare it. Pupils will join using 'score and slip'. Pupils will create a relief design. Pupils will identify how to create grey and brown, using the three primary colours and white and black paint. Pupils will identify shapes in forms to support drawing a 3D object. Pupils will control a paintbrush for increased precision.</p> <p><u>Disciplinary Knowledge</u> Pupils will know that some sculptures have a practical purpose, while others are decorative. Pupils will evaluate artwork, focusing on dynamic responses and a reflection on the artistic process. Pupils will evaluate each other's work, as well as our own.</p> <p><u>Theoretical Knowledge</u> Pupils will learn about a ceramic factory and the work it produces. Pupils will know that art has been created throughout history and worldwide.</p>
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<p>As designers we will...</p> <ul style="list-style-type: none"> - Know about the simple working characteristics of materials and components. - The correct vocabulary for the projects they are undertaking. - <p>Planning</p> <ul style="list-style-type: none"> - Generate ideas by drawing on their own and other people's experiences - <input type="checkbox"/> Develop their design ideas through discussion, observation, drawing and modelling - <input type="checkbox"/> Identify a purpose for what they intend to design and make - <input type="checkbox"/> Identify simple design criteria - <input type="checkbox"/> Make simple drawings and label parts

<p>Making</p> <ul style="list-style-type: none"> • Make their design using appropriate techniques • <input type="checkbox"/> With help measure, mark out, cut and shape a range of materials • <input type="checkbox"/> Use tools <i>eg scissors and a hole punch</i> safely • <input type="checkbox"/> Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape • <input type="checkbox"/> Select and use appropriate fruit and vegetables, processes and tools • <input type="checkbox"/> Use basic food handling, hygienic practices and personal hygiene • <input type="checkbox"/> Use simple finishing techniques to improve the appearance of their product <p>Evaluating</p> <ul style="list-style-type: none"> • Evaluate against their design criteria • Evaluate their products as they are developed, identifying strengths and possible changes they might make • Talk about their ideas, saying what they like and dislike about them 		
<p>Sensational Salads – cooking and nutrition</p> <p>This Sensational Salads unit will teach your class about peeling, zesting, cutting safely and applying these skills when preparing healthy dishes. Children will learn key information about healthy eating and where their food comes from. They will gain some practical ideas about ingredients that can be combined to make interesting and healthy salads.</p> <p>They will be able to:</p> <p>Explain that the food they eat can be split into different groups and know they should eat a balance of foods, including fish, to have a healthy and varied diet. Use the basic principles of a healthy diet to prepare dishes and start to understand why it is healthy. Follow a simple recipe. Work with some independence to correctly use measuring spoons, zesters and juicers when preparing dishes. Understand that fruit and vegetables are grown in different places and that fish is caught in seas, rivers and lakes.</p>	<p>Fabric Faces – textiles</p> <p>In this unit your class will learn all about different fabrics. They will explore and become familiar with the names of different fabrics and learn how to choose and manipulate fabrics to create different effects; they will also learn how to join fabrics in a variety of ways. Running stitch will be introduced during this unit. Finally, children get the chance to apply all of these skills to help them create their own fabric face which they will evaluate.</p> <p>They will be able to:</p> <p>Use a template to shape a piece of fabric. Discuss their ideas as they develop and say what their design has to do to achieve the design criteria. Create a fabric face that reflects their own face. Stitch two pieces of fabric together using a running stitch and add features using appropriate materials and joining techniques. Evaluate their product saying what they like and what they could improve.</p>	<p>Pirate Paddy’s Packed Lunch Problems - structures</p> <p>The Pirate Paddy's Packed Lunch Problems unit gives children the opportunity to develop their understanding of structures. The exploration of different types of lunch boxes gives children the experience and information to draw on when developing their own ideas. The children create their ideas following the design criteria, given at the beginning of the project, and go on to create models from reclaimed materials. Children gain a basic understanding about how structures can be made stronger, stiffer and more stable. At the end of the unit, children test their product and suggest further improvements.</p> <p>They will be able to:</p> <p>Explore an existing product and describe its problems and positives; Draw a design and describe it; Build strong structures; Test their own product and suggest improvements.</p>
<p>In Music we will enjoy:</p> <p>Carnival of Animals Listening: identify instruments, match instruments to a theme, respond with movement, recognise changes in music Composing: improvise, use dynamics & tempo, explore character Performing: ostinato, playing & singing together, explore dynamics, tempo, timbre & pitch, call & response</p>	<p>In Music we will enjoy:</p> <p>Oceans Listening: identify instruments, identify rhythm, pitch, dynamics and tempo Composing: improvise rhythm Performing: follow staff notation, use pitch, dynamics and tempo Social: communication, kindness, respect, support, leadership Emotional: confidence, determination, independence, perseverance, honesty, empathy</p>	<p>In Music we will enjoy:</p> <p>Great Fire of London Listening: Features of Baroque, identify instruments, texture, use of voice, word painting Composing: explore vocal sounds, found sounds, instruments, record rhythms: notation Performing: follow a score, notation, body percussion, copy rhythms, chant to a pulse, add actions when singing, sing in a round Social: co-operation, respect, kindness, communication Emotional: independence, perseverance, empathy, confidence</p>

<p>Social: communication, co-operation, collaboration, support, respect Emotional: determination, empathy, self-control, independence, confidence Thinking: creativity, reflection, comprehension, select/apply</p> <p>4 Seasons Listening: identify instruments, identify rhythm, pitch, dynamics & tempo Composing: improvise Performing: follow dot & staff notation, use pitch, dynamics & tempo Social: respect, co-operation, leadership, communication Emotional: empathy, independence Thinking: reflection, decision making, provide feedback, creativity</p>	<p>Thinking: creativity, reflection, problem solving, comprehension</p> <p>Dinosaurs</p> <p>Listening: identifying sounds, changes in pitch, matching instruments to sound Composing: consider timbre, dynamics & tempo, explore pitch, order sounds Performing: use dynamics, pulse & tempo, percussion, graphic score, follow a conductor, chanting, understand changes in pitch Social: co-operation, collaboration, respect, communication, leadership Emotional: confidence, empathy, persevere Thinking: select and apply, comprehension, feedback</p>	<p>Thinking: provide feedback, select/apply, comprehension, reflection</p> <p>At the seaside Listening: identifying sounds, interpreting music Composing: creating sound effects, layering sounds, exploring percussion, playing loudly/quietly/quickly/slowly, creating a graphic score Performing: following a score, group ensemble, performing to a pulse, changing tempo, adding actions Social: collaboration, co-operation, sharing, listening Emotional: self-control, identifying emotions, confidence, independence Thinking: select and apply</p>
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As advocates for our faith and other faiths communities....

- *Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions*
- *Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts*
- *Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority*
- *Make clear connections between what people believe and how they live, individually and in communities*
- *Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures*
- *Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)*
- *Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.*
- *Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.*

<p>In RE we will be studying...</p> <p>1.2 Who made the world?</p> <ul style="list-style-type: none"> • Retell the story of creation from Genesis 1:1-2.3 simply • Recognise that 'Creation' is the beginning of the 'big story' of the Bible. • Say what the story tells Christians about God, Creation and the world. • Give at least one example of what Christians do to say thank you to God for the Creation. • Think, talk and ask questions about living in an amazing world. <p>1.6 Who is a Muslim and how do they live? (Part 1)</p> <ul style="list-style-type: none"> • Recognise the words of the Shahadah and that it is very important for Muslims • Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean. 	<p>In RE we will ...</p> <p>1.6 Who is a Muslim and how do they live? (Part 2)</p> <ul style="list-style-type: none"> • Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) • Give examples of how Muslims put their beliefs about prayer into action. • Think, talk about and ask questions about Muslim beliefs and ways of living • Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too. <p>1.8 Who am I? What does it mean to belong?</p> <ul style="list-style-type: none"> • Recognise that loving others is important in lots of communities • Say simply what Jesus and one other religious leader taught about loving other people. • Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean 	<p>In RE we will ...</p> <p>1.4 What is the good news that Jesus brings</p> <ul style="list-style-type: none"> • Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. • Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. • Recognise that Jesus gives instructions to people about how to behave. • Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. • Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). • Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas. <p>1.10 How should we care for the world and others, and why does it matter?</p> <ul style="list-style-type: none"> • Identify a story or text that says something about each person being unique and valuable • Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) • Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world. • Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories • Give examples of how Christians and Jews can show care for the natural earth • Say why Christians and Jews might look after the natural world. • Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world • Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world. • Talk about what they have learned and how their ideas have changed.
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<ul style="list-style-type: none"> • Give examples of how stories about the Prophet show what Muslims believe about Muhammad. • Give examples of how Muslims use the Shahadah to show what matters to them. • 	<ul style="list-style-type: none"> • Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious). • Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences • Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas • Talk about what they have learned and how their ideas have changed. 	
<p>In computing we will study....</p> <ul style="list-style-type: none"> - Mouse and keyboard skills - Move the mouse and left click to select an object - Drag and drop with a mouse to move objects - Find letters and numbers on a keyboard - Begin touch typing with home row keys - Digital Art - Use lines and fill tools to make interesting patterns. - Add a variety of shapes (outlines and fill) and label them with text. - Re-create graphics using pixels with different colours. <p>Online Safety – We are rule writers We are kind and thoughtful</p>	<p>In computing we will ...</p> <ul style="list-style-type: none"> - Introduction to Animation - Add a background and objects to a frame (including text) - Copy/clone a frame and move objects to create an animation, including flipping objects. - Create an animation with multiple objects moving simultaneously. - Create animated drawings of characters by cropping photos and adjusting points of movement. - Introduction to Data Handling - Understand what data is and collect it as a tally. - Use software to label a pictogram and add data to each column. - Edit a table with correct titles and numbers. - Use software to create a bar chart/pie chart/line chart suitable for the data. - Interpret a pictogram/bar chart/line chart - Internet research - Understand how a web-page displays information in different ways; text, images, videos and interactive elements. - Use a web-page to answer questions - Developing programming - Create and debug simple programs by selecting code blocks, placing them in the correct sequence and executing a program. - Use logical reasoning to predict the behaviour of simple programs. - Simplify a program by using a loop. <p>Online Safety – We are responsible internet and device users. We are information protectors</p>	<p>In computing we will ...</p> <ul style="list-style-type: none"> - Programming with Scratch Jr - Program movements. - Program outputs for audio or text. - Find errors in a program. - Program inputs. - Program selection/conditions (if one sprite hits another). - Ebook Creation - Add a book cover with title, author, colour and image. - Add multiple pages based on a theme. - Add text on different pages. - Add images on different pages to match the theme/text. - Add voice recordings to match the text and theme. <p>Online Safety – We are good digital citizens We are responsible gamers.</p>
<p>In PE we will enjoy:</p> <ul style="list-style-type: none"> - Fundamentals - Physical: balancing, sprinting, jogging, dodging, jumping, hopping, skipping 	<p>In PE we will enjoy:</p> <ul style="list-style-type: none"> - Dance - Physical: travelling actions, jumping, balancing, - Social: communication, listening, leading, inclusion 	<p>In PE we will enjoy:</p> <ul style="list-style-type: none"> - Cricket - Physical: Throwing, catching, tracking a ball, bowling, batting - Social: Collaboration, communication,

<ul style="list-style-type: none"> - Social: taking turns, supporting and encouraging others, respect, communication - Emotional: challenging myself, perseverance, honesty - Thinking: selecting and applying, identifying strengths - Ball Skills - Physical: rolling, kicking, Physical: throwing, catching, bouncing, dribbling - Social: co-operation, communication, leadership, supporting others - Emotional: honesty, perseverance, challenging myself - Thinking: using tactics, exploring actions - Net Wall - Physical: throwing, catching, racket skills, ready position, hitting a ball - Social: support, co-operation, respect, communication - Emotional: perseverance, honesty - Thinking: decision making, reflection, comprehension, selecting and applying - Team Building - Physical: travelling actions, jumping, balancing, - Social: communication, listening, leading, inclusion - Emotional: trust, honesty and fair play, acceptance - Thinking: planning, decision making, problem solving <p>Units covered by Get Set 4 PE Term1 – Findamentals, ball skills Term 2 – Net Wall, Team Building</p>	<ul style="list-style-type: none"> - Emotional: trust, honesty and fair play, acceptance - Thinking: planning, decision making, problem solving - Yoga - Physical: travelling actions, jumping, balancing, - Social: communication, listening, leading, inclusion - Emotional: trust, honesty and fair play, acceptance - Thinking: planning, decision making, problem solving - Gymnastics - Physical: travelling actions, jumping, balancing, - Social: communication, listening, leading, inclusion - Emotional: trust, honesty and fair play, acceptance - Thinking: planning, decision making, problem solving - Fitness - Physical: travelling actions, jumping, balancing, - Social: communication, listening, leading, inclusion - Emotional: trust, honesty and fair play, acceptance - Thinking: planning, decision making, problem solving - - <p>Units covered by Get Set 4 PE Term 3 – Dance, Yoga Term 4 – Gymnastics, Fitness</p>	<ul style="list-style-type: none"> - Emotional: Honesty, acceptance, controlling emotions - Thinking: Select and apply, using tactics, decision making - Sending and receiving - Physical: travelling actions, jumping, balancing, - Social: communication, listening, leading, inclusion - Emotional: trust, honesty and fair play, acceptance - Thinking: planning, decision making, problem solving - Athletics - Physical: travelling actions, jumping, balancing, - Social: communication, listening, leading, inclusion - Emotional: trust, honesty and fair play, acceptance - Thinking: planning, decision making, problem solving - May Day <p>Units covered by Get Set 4 PE Term 5 - Sending and receiving, May Day Term 6 – Cricket, Athletics</p>
<p>In PSHE we will ...</p> <ul style="list-style-type: none"> • Me and my relationships – Who Am I? • Understand that classroom rules help everyone to learn and be safe; • Explain their classroom rules and be able to contribute to making these • Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them fee • Recognise how others might be feeling by reading body language/facial expressions; • Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc 	<p>In PSHE we will ...</p> <ul style="list-style-type: none"> • Keeping myself safe • Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; • Identify simple bedtime routines that promote healthy sleep. • Recognise emotions and physical feelings associated with feeling unsafe; • Identify people who can help them when they feel unsafe • Understand and learn the PANTS rules; • Name and know which parts should be private; • Explain the difference between appropriate and inappropriate touch; • Understand that they have the right to say “no” to unwanted touch; 	<p>In PSHE we will ...</p> <ul style="list-style-type: none"> • Being my best • Recognise the importance of fruit and vegetables in their daily diet; • Know that eating at least five portions of vegetables and fruit a day helps to maintain health. • Recognise that they may have different tastes in food to others; • Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; • Recognise which foods we need to eat more of and which we need to eat less of to be healthy. • Recognise the importance of regular hygiene routines; • Sequence personal hygiene routines into a logical order. • Understand how diseases can spread; • Recognise and use simple strategies for preventing the spread of diseases. • Recognise that learning a new skill requires practice and the opportunity to fail, safely; • Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. • Demonstrate attentive listening skills;

<ul style="list-style-type: none"> Identify a range of feelings; Identify how feelings might make us behave; Suggest strategies for someone experiencing 'not so good' feelings to manage these. Recognise that people's bodies and feelings can be hurt; Suggest ways of dealing with different kinds of hurt Identify simple qualities of friendship; Suggest simple strategies for making up <p>Valuing Difference:</p> <ul style="list-style-type: none"> Identify the differences and similarities between people; Empathise with those who are different from them; Begin to appreciate the positive aspects of these differences Explain the difference between unkindness, teasing and bullying; Understand that bullying is usually quite rare. Explain some of their school rules and how those rules help to keep everybody safe. Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others. Identify some of the people who are special to them; Recognise and name some of the qualities that make a person special to them Recognise that they belong to various groups and communities such as their family; Explain how these people help us and we can also help them to help us. 	<ul style="list-style-type: none"> Start thinking about who they trust and who they can ask for help. Understand that medicines can sometimes make people feel better when they're ill; Explain simple issues of safety and responsibility about medicines and their use Recognise the range of feelings that are associated with loss. <p>Rights and Responsibilities</p> <ul style="list-style-type: none"> Recognise how a person's behaviour (including their own) can affect other people; identify what they like about the school environment; Recognise who cares for and looks after the school environment. Demonstrate responsibility in looking after something (e.g. a class pet or plant); Explain the importance of looking after things that belong to themselves or to others. Explain where people get money from; List some of the things that money may be spent on in a family home Recognise that different notes and coins have different monetary value; Explain the importance of keeping money safe; Identify safe places to keep money; Understand the concept of 'saving money' (i.e. by keeping it in a safe place and adding to it). 	<ul style="list-style-type: none"> Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel <p>Growing and Changing</p> <ul style="list-style-type: none"> Understand that the body gets energy from food, water and air (oxygen); Recognise that exercise and sleep are important parts of a healthy lifestyle. Identify things they could do as a baby, a toddler and can do now; Identify the people who help/helped them at those different stages. Understand some of the tasks required to look after a baby; Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. Explain the difference between teasing and bullying; Give examples of what they can do if they experience or witness bullying; Say who they could get help from in a bullying situation. Explain the difference between a secret and a nice surprise; Identify situations as being secrets or surprises; Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. Identify parts of the body that are private; Describe ways in which private parts can be kept private; Identify people they can talk to about their private parts.
	<p>As Spanish speakers we will learn about:</p> <ul style="list-style-type: none"> Nursery Rhymes Transport <ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences. 	<p>As Spanish speakers we will learn about:</p> <ul style="list-style-type: none"> The seasons Anita and the Teddy Bear <ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.

	<ul style="list-style-type: none">• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	
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