

Term 1 and 2

The Arts

Making clay pots.

Sphinx face.

Egyptian Hieroglyphs

English

Recount.

Instruction Writing

Naming and Labelling.

Fact File.

Exploring new vocabulary.

Sentence structure.

Diagraphs/trigraphs and alternative pronunciations.

Spellings, related to phonics and CEW.

Language for thinking.

Comprehension.

Colourful Semantics.

History

Recount own experiences.

Explore Egyptian artefacts.

Timeline.

Geography

Explore the river Nile.

Map work.

Maths

Number and place value - Identifying numbers, partitioning and recombining numbers.

Addition and Subtraction - Adding three numbers, adding 2 and 3 digit numbers. Addition and multiplication facts.

Geometry - Properties of shapes - Name recognise and describe 2D and 3D shapes.

Physical Education.

Weekly swimming lessons.

Religious Education

Hinduism

I can locate where Hinduism was founded.

I can explain how Hinduism was founded.

I can name the main Hindu deities.

I can explain the main beliefs that Hindus share.

I can identify where Hindus worship.

I can explain the similarities and differences between worshipping at a mandir and at home.

I can name and describe some special Hindu festivals

Emotion Potion

Feeling safe and special in my class.

Set reach for the star targets.

I can identify hopes and fears for the year.

Rights and responsibilities of a class/school member

I know when I am worried and who to ask for help.

Rewards and consequences.

Our learning charter.

Naming and labelling emotions.

Identifying coping strategies.

Zones of Regulation.

Science

Excuse me, are these your teeth?

Identify the different types of teeth in humans and their simple functions.

Describe the simple functions of the basic parts of the digestive system in humans.

Construct and interpret a variety of food chains, identifying producers, predators and prey.

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The children next steps from their outcomes within their EHCPs will be a primary focus throughout their learning. In addition to this, children will continue to work on their own individual next steps set out in the framework.

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