







	<i>To be completed half termly through shared class reading/independent AR reading.</i>	<i>To be completed half termly through shared class reading/independent AR reading.</i>	<i>To be completed half termly through shared class reading/independent AR reading.</i>	<i>To be completed half termly through shared class reading/independent AR reading.</i>	<i>To be completed half termly through shared class reading/independent AR reading.</i>	<i>To be completed half termly through shared class reading/independent AR reading.</i>
	Listen to, discuss and express views about books at a level beyond that which they can read independently.	Discuss the significance of the title and events	Discuss the sequence of events in books and how items of information are related	Predict what might happen on the basis of what has been read.	Draw inferences on the basis of what is being said and done	Participate in discussion about what is read, taking turns and listening to other
Reading Continued	READING non- READING non-negotiable whilst looking at NC statements above	READING non- READING non-negotiable whilst looking at NC statements above	READING non- READING non-negotiable whilst looking at NC statements above	READING non- READING non-negotiable whilst looking at NC statements above	READING non- READING non-negotiable whilst looking at NC statements above	READING non- READING non-negotiable whilst looking at NC statements above
	Reading Toolbox underpins all Talk Detective Lessons through the teaching of the following throughout the year: <ul style="list-style-type: none"> - Retrieval - Inference - Predict - Vocabulary <p>Summarising texts will begin to ensure a broad understand</p> <p>Children will also start to 'explain' in more depth.</p> <p>Text, videos and images selected for Reading lessons ensure cross curricular links to the given writing and foundation subject curriculum.</p>	Reading Toolbox underpins all Talk Detective Lessons through the teaching of the following throughout the year: <ul style="list-style-type: none"> - Retrieval - Inference - Predict - Vocabulary <p>Summarising texts will begin to ensure a broad understand</p> <p>Children will also start to 'explain' in more depth.</p> <p>Text, videos and images selected for Reading lessons ensure cross curricular links to the given writing and foundation subject curriculum.</p>	Reading Toolbox underpins all Talk Detective Lessons through the teaching of the following throughout the year: <ul style="list-style-type: none"> - Retrieval - Inference - Predict - Vocabulary <p>Summarising texts will begin to ensure a broad understand</p> <p>Children will also start to 'explain' in more depth.</p> <p>Text, videos and images selected for Reading lessons ensure cross curricular links to the given writing and foundation subject curriculum.</p>	Reading Toolbox underpins all Talk Detective Lessons through the teaching of the following throughout the year: <ul style="list-style-type: none"> - Retrieval - Inference - Predict - Vocabulary <p>Summarising texts will begin to ensure a broad understand</p> <p>Children will also start to 'explain' in more depth.</p> <p>Text, videos and images selected for Reading lessons ensure cross curricular links to the given writing and foundation subject curriculum.</p>	Reading Toolbox underpins all Talk Detective Lessons through the teaching of the following throughout the year: <ul style="list-style-type: none"> - Retrieval - Inference - Predict - Vocabulary <p>Summarising texts will begin to ensure a broad understand</p> <p>Children will also start to 'explain' in more depth.</p> <p>Text, videos and images selected for Reading lessons ensure cross curricular links to the given writing and foundation subject curriculum.</p>	Reading Toolbox underpins all Talk Detective Lessons through the teaching of the following throughout the year: <ul style="list-style-type: none"> - Retrieval - Inference - Predict - Vocabulary <p>Summarising texts will begin to ensure a broad understand</p> <p>Children will also start to 'explain' in more depth.</p> <p>Text, videos and images selected for Reading lessons ensure cross curricular links to the given writing and foundation subject curriculum.</p>

	Genre types are wide ranging and supplement knowledge gain for the writing curriculum	Genre types are wide ranging and supplement knowledge gain for the writing curriculum	Genre types are wide ranging and supplement knowledge gain for the writing curriculum	Genre types are wide ranging and supplement knowledge gain for the writing curriculum	Genre types are wide ranging and supplement knowledge gain for the writing curriculum	Genre types are wide ranging and supplement knowledge gain for the writing curriculum
Writing	 <p>Power of Reading Block 1 (weeks 1-3)</p> <p>1 –Character Descriptions & Predictions (Reading) Links to other Pirate books.</p> <p>2 – Instructional language/ commanding language. Predictions (so far)</p> <p>3 –letter (IW) explaining where to go. Directional language.</p> <p>Block 2 (weeks 4-6)</p> <p>4 – Characteristics and Stereotypes based on girls and boy’s feelings and emotions.</p> <p>5 – Descriptive writing focusing on underwater cave scene.</p> <p>6 – Sequencing of story – Beginning, Middle and End. (Puppets) Reading of the whole book to the end. Written retell of the story (IW)</p>	 <p>Power of Reading Block 1 (weeks 1-3)</p> <p>1-predicting with a bag of props. Children to write their own story using some of the artefacts.</p> <p>2-Inference skills based on a picture of the Giraffe. Persuasive writing. Letter to the Pasha from Atir. 3- The River Nile scene. Diary entry from Atir. What happened on the journey down the Nile?</p> <p>Diary Entry (IW)</p> <p>Block 2 (weeks 4-6)</p> <p>4- Arrive in Paris. Meet Mr Stravaganzer. Design how to get Zeraffa to Paris. Present to Mayor of Paris. Labelling. Verbs etc.</p> <p>5- News report – focusing on language, questions, events, opinions, writing in the role of a character.</p> <p>6- Retelling the story of Zeraffa’s point of view. How did he feel? Why?</p>	 <p>Power of Reading Block 1 (weeks 1-3)</p> <p>1-Character Descriptions. Inferences with illustrations from text. Making predictions about events in story.</p> <p>2- Receive a letter from Magic Finger girl. How to write a letter/ responding?</p> <p>3 - Letter (IW) persuasive language about foxhunting.</p> <p>Block 2 (weeks 4-6)</p> <p>4- Predictions (Gregg Family turn into birds). Emotions and feelings. Character writing in a voice of.</p> <p>5-Storm scene in book. How have the roles been reversed? Opinions about the Ducks.</p> <p>6 – How have the characters changed? – Plot characteristics of Greggs throughout the story – Beginning, Middle and End. Narrative Writing – What happened next? (IW)</p>	 <p>Power of Reading Block 1 (weeks 1-3)</p> <p>1-Character Descriptions. Inferences with illustrations from text. Making clues and comparing to other characters (links to other books).</p> <p>2 – Scrapheap – Voice of the character – feelings and emotions. Thought bubbles etc. Writing in role of Robot.</p> <p>3- Meets Bluebird. New character. Adjectives, verbs, actions and feelings. Character description with sub-headings (IW)</p> <p>Block 2 (weeks 4-6)</p> <p>4- Start of the journey – Inference. Instructions to make bird cakes. Reading and following them. Evaluate their instructions.</p> <p>5- Emotions of characters - end of the story. Retelling and sequencing of the story. Voice of characters. Different points of view.</p>	 <p>Power of Reading Block 1 (weeks 1-3)</p> <p>1 – Questions, Rhyming words Structure of poem. Write own version.</p> <p>2 – Rhyming couplets, describing, alliteration everyday objects, structure of poem.</p> <p>3 – Structure of poem, word choices, humour</p> <p>Writing own version of poem (IW)</p> <p>Block 2 (weeks 4-6)</p> <p>Narrative Adventure based on a poem from within focus book</p>	 <p>Power of Reading Block 1 (weeks 1-3)</p> <p>1 – Predictions & inference – looking at illustrations, what kind of character is Olga?</p> <p>2 – Leaving the pet shop – thoughts and feelings of Olga, write a farewell letter to the other guinea pigs.</p> <p>3 – Characteristics of main characters. Description of Olga’s new home.</p> <p>Information text based on looking after a small pet</p> <p>Block 2 (weeks 4-6)</p> <p>4 – Vocabulary – different words for pride and achievement – linking them to personal experiences.</p> <p>5 – What is a rumour? Characters feelings. Interview, ask questions, and write responses.</p> <p>6 – Write their own Olga Da Polga Adventure -Book reviews.</p>

		Does he miss his family? Is he too cold? Retell of story in voice of Zeraffa (IW)	The Coopers?	Re-write the story in the voice of the character. 6- Story map the whole story – different vocabulary. Story mountains. Retell the story in the voice of the bluebird or robot. (IW)		
Writing across the Curriculum	Biography – Captain James Cook	Information text - the great escape	Instructional writing – How to create packaging	Recount – Local area walk (based on fieldwork carried out)	Instructional writing – creating instrument	Information text (geography focused)
Handwriting	Handwriting completed at least 3 times weekly. KS1 to focus on cursive formation using the principles of Letter Join (Letter Join 40 Font).	Handwriting completed at least 3 times weekly. KS1 to focus on cursive formation using the principles of Letter Join (Letter Join 40 Font).	Handwriting completed at least 3 times weekly. KS1 to focus on cursive formation using the principles of Letter Join (Letter Join 40 Font).	Handwriting completed at least 3 times weekly. KS1 to focus on cursive formation using the principles of Letter Join (Letter Join 40 Font).	Handwriting completed at least 3 times weekly. KS1 to focus on cursive formation using the principles of Letter Join (Letter Join 40 Font).	Handwriting completed at least 3 times weekly. KS1 to focus on cursive formation using the principles of Letter Join (Letter Join 40 Font).
Spelling and Grammar Focus	Based on Gap analysis and links to writing, Active English to cover year group objectives in a sequenced order	Based on Gap analysis and links to writing, Active English to cover year group objectives in a sequenced order	Based on Gap analysis and links to writing, Active English to cover year group objectives in a sequenced order	Based on Gap analysis and links to writing, Active English to cover year group objectives in a sequenced order	Based on Gap analysis and links to writing, Active English to cover year group objectives in a sequenced order	Based on Gap analysis and links to writing, Active English to cover year group objectives in a sequenced order
Speaking and Listening Focus	Ask relevant questions to extend knowledge and understanding.	Participate in discussions, performances, role play, improvisations and debate about what has been read.	Participate in discussions, performances, role play, improvisations and debate about what has been read.	Use spoken language to develop understanding through imagining and exploring ideas.	Listen and respond appropriately to adults and peers.	Consider and evaluate viewpoints, attending to and building on the contributions of others.
Maths	Theme Number – number and place value <hr/> Number – addition and subtraction	Theme Measurement <ul style="list-style-type: none">Number – multiplication and division	Theme Number – multiplication and division <hr/> Statistics <ul style="list-style-type: none">Measurement	Theme Geometry – properties of shape <hr/> <ul style="list-style-type: none">Number – fractions	Theme Geometry – position and direction <hr/> <ul style="list-style-type: none">Number – addition and subtraction	Theme Measurement – time <hr/> Measurement – weight, volume and temperature
Creative Maths	<ul style="list-style-type: none">Mass, position, direction and movement	<ul style="list-style-type: none">Shapes	<ul style="list-style-type: none">Measurement	<ul style="list-style-type: none">Time, data handling	<ul style="list-style-type: none">Symmetry	<ul style="list-style-type: none">Songs to recall number facts
Science Focus	Healthy me	Materials monster	Mini worlds	Move it	Young gardeners	Little MasterChefs

Computing Focus	I Search – Online research.	I Blog – How to write and respond.	I Pub – Multimedia and Publishing	I Program – Scratch – creating simple animations	I Do mail – Sending and receiving emails	I Animation – Make own short animation.
Art and Artist Focus		Henri Rousseau		Arthur Spooner		Georgia O Keefe
Creative Art and Design		Develop art techniques using colour, form and space. Develop experiences and imagination through drawing and painting.		Watercolour painting using shading to create effects in style of Arthur Spooner - landmarks around Nottingham – Newstead Abbey / Market Square		Observational drawings of real life objects (flowers) – Art Day & Trip to Belton House
History Focus	Significant historical people – Captain James Cook, Grace Darling, famous pirates.	Castles around the world	W. K. Kellogg – Person that has contributed to international achievement.	Changes to Nottingham city over time. Council house focus – how this building has changed over the years/time.		
D & T Focus	Designing a waterproof ship .		Designing a cereal bar and packaging.		Design and make a musical instrument	
Geography Focus	Name and locate 7 continents and 5 oceans. Simple maps Simple key 4 points of the compass – use in directional language.	Castles around the world – locate on a world map. Recognise at least 5 different countries around the world.		Name and locate capital cities in the UK. Including Nottingham. Looking at aerial photographs to recognise local landmarks. Simple fieldwork of local environment.		Locate Brazilian Rainforest and Equator on map. Compare small & contrasting area with non-European country (Plants in UK & Brazilian Rainforest.) Compare Brazil to UK looking at climate and position to Equator.
PE Focus	Team Games	Gymnastics	Outdoor adventurous	Animal movements and dance	Athletics	Dance

			Measurement, statistics	Swimming		
PSCHE Focus	Creating Jigsaw Charter	Celebrating Difference -Trophy of celebration	Dreams and Goals -Dream birds	Healthy Me -Healthy Me Café – Healthy snacks	Relationships -Compliment bunting	Changing Me -Leaf mobiles
RE Focus	Christianity – Is it possible to be kind to everyone all the time?	Christianity – Why do Christians believe God gave Jesus the world?	Islam – Does praying at regular intervals help a Muslim in his/her life?	Christianity – Jesus coming back to life?	Islam – Does going to a Mosque give Muslims a sense of belonging?	Islam – Does completing Hajj make a person a better Muslim?
Music Focus	Hands, Feet, Heart African Styles	Ho Ho Ho Christmas/Big Band	I Wanna Play in a Band Rock	Zootime Reggae	Beat Bam Boogie	Reflect, Rwind and Replay Western Classical Music
Fundamental British Values	Democracy Individual Liberty Establish class rules Elect school council members Respecting the views of others	Democracy Individual liberty Tolerance and Respect Looking after animals Do animals have the same rights as humans? How have attitudes changed in relation to animal rights?	Democracy Individual Liberty Why do we have differing views? Is my opinion more important / valid than yours? What can I do if I disagree with something?	Democracy Rule of Law Individual liberty Tolerance and Respect Eco-issues within school addressed. Why do we recycle? Should it be the law to recycle and care for the environment?	Democracy Individual liberty Should we keep pets? Be able to hold a strong opinion and respect the opinions of others.	Individual liberty Tolerance and Respect What do I believe and is it different to others? How can I show respect for others in my school and community?
L.E.A.D. Values	Empower Encouraging children to be the best they can be and celebrate their differences	Lead How can we LEAD others towards a better world?	Empower Encouraging pupils to stand up for their beliefs	Drive Be ambassadors for change in relation to the environment	Achieve How can I achieve a fair society? How can I improve my school?	Lead, Achieve, Drive What have been my achievements this year? What am I aiming for next year?