

English

- I can listen and respond to a story
- I can listen and join in with predictive phrases
- I can use adjectives to describe the fruits
- I can use adjectives to describe animals

- I can act out the story
- I can write simple sentences
- I can make a mini book
- I can re-read my book and check for mistakes.

- Listen attentive and respond to questions
- I can use talk for writing to act out the story
- I can sequence a story
- I can begin to write simple sentences

- I can use a variety of adjectives in sentences
- I can act out a story
- I can recall a story
- I can write a simple book review

- I can describe the appearance of a tiger
- I can write simple facts about a tiger
- I can identify features of non-fiction text
- I can write a fact file (explanation text) about an animal
- Assessment

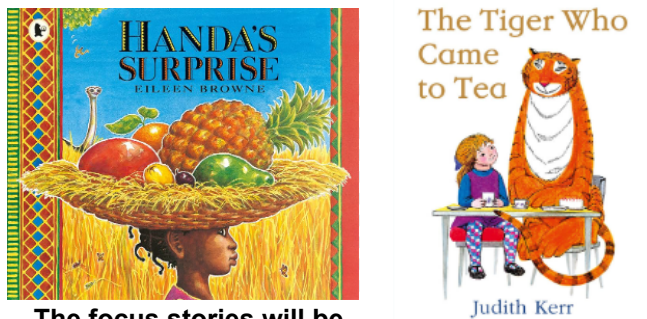
SPAG

- Singular nouns
- Past and present verbs
- Suffixes – ed
- Capital letters for days of the week
- Writing sentences

Spelling

- my, you, me, be, they, all, proud, cloud, each, treat.
- ball, tall, when, what, said, so, pie, tie, lake, cake.
- have, were, out, like, some, come, boy, toy, cake, lake.
- there, little, one, do, children, people, true, blue.
- Children, love, their, oh Mr, Mrs, photo, phone, flew, crew.

Year One Term 2 Amazing Animals (5 weeks)



The focus stories will be
'Handa's Surprise' and 'The Tiger Who Came to Tea'

Topic/Science

- I can name different animal groups (fish, birds, mammals)
- I can name different animal groups (fish, birds, mammals)
- Animal art
- I can explain the difference between carnivores, herbivores and omnivores
- I can explain the difference between carnivores, herbivores and omnivores
- Animal art
- I can describe and compare a variety of common animals
- I can describe and compare a variety of common animals
- Animal art
- I can label a tiger
- I can gather information on tigers - diet
- I can gather information on tigers – habitat
- I know who Sir David Attenborough is and why he is famous
- I can act out a David Attenborough style documentary on tigers

Phonics

- Phase 5:
- Week 3 oa/ o as in oval, ago, hotel, no.
- /oo/ u (push), bush, full.
- /k/ ch school, chorus,
- /sh/ ch chef. /e/ ea head, feather.
- week 4 /ur/ or world, /oo/ ou soup, /ee/ ie brief, relief
- /i/ y gym, bicycle.
- Week 5 Assessment.
- Week 6 /air/ are dare, share, /air/ ere there, where.
- /air/ ear pear, tear, /ch/ tch catch, latch.
- Harder to read words: here, sugar, friend, because.

Mathematics

- Add by counting on within 20
- Add ones using number bonds.
- Find and make number bonds to 20.
- Doubles.
- Near doubles.
- Subtract ones using number bonds.
- subtraction - counting back
- subtraction - finding the difference.
- related facts.
- missing number problems.
- Count from 20 to 50.
- 20, 30, 40, and 50.
- Count by making groups of tens.
- Groups of tens and ones.
- Partition into tens and ones.
- The number line to 50.
- Estimate a number line to 50.
- 1 more, 1 less.
- Heavier and lighter.
- Measure mass.
- Compare mass.
- Full and empty,
- Compare volume.
- Measure capacity.
- Compare capacity.

	<ul style="list-style-type: none">I can act out a David Attenborough style documentary on tigers	
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