<table>
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<tr>
<th>Date</th>
<th>Event</th>
<th>Spiritual Value</th>
<th>Key Text and Learning</th>
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<tbody>
<tr>
<td><strong>Collective Worship</strong></td>
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<td><strong>Key text:</strong> Egg Drop</td>
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| 18th-17th September 2017 | Read Monkey Puzzle. Class chicks and caterpillars. Carousel of sensory activities. | Kindness          | **WALT:** Investigate the fantasy genre.  
**Outcome:** describe a setting. **WALT:** To make predictions about the story. **WALT:** To find examples of exciting verbs and adjectives in the text. **SMSC:** Teamwork. **Task:** Write a character description. |
| **Entry Point** |                                                                 | Friendship         | **Key text:** Diary of a Killer Cat. **WALT:** Make a prediction about a text. **WALT:** Find exciting adjectives, noun phrases and verb examples. **SMSC:** Creativity. **Task:** Write a character description about Fluffy. |
| 23rd-24th September 2017 |                                                                 |                   | **Key text:** Egg Drop. Various Instruction texts. **WALT:** To make predictions about the story. **WALT:** To find examples of imperative verbs in the text. **WALT:** To follow instructions. **SMSC:** Creativity. **Task:** Write an alternative ending for “Egg Drop”. |
| 2nd-1st October 2017 |                                                                 |                   | **Key text:** Diary of a Killer Cat. **WALT:** Think about opinions in the story. **WALT:** Use “because” to give a reason why. **SMSC:** Give opinions and listen to the opinions of others. **Task:** Debate about Fluffy’s personality. |
| 9th-8th October 2017 |                                                                 |                   | **Key text:** Diary of a Killer Cat. **WALT:** Create a story map to retell the story. **WALT:** Create a character **WALT:** Plan a chapter from another point of view. **WALT:** Use my teacher’s comments to edit my diary entry and improve my work. **WALT:** Review my work and think about my next steps. **SMSC:** Imagination |
| 15th-14th October 2017 |                                                                 |                   | **Key text:** Diary of a Killer Cat. **WALT:** Use my teacher’s comments to edit my diary entry and improve my work. **WALT:** Review my work and think about my next steps. **SMSC:** Imagination |
Task: write a chapter introducing my character to the reader and telling them about the naughty things I have done.

English Grammar

- Identify and use verbs and adverbs.
- Write and punctuate statement sentences correctly.
- Identify and use command sentences.
- Identify and use noun phrases.
- Consistently use past simple tense (words ending –ed).
- Identify and use question sentences.

English Spelling

- Revise high frequency words from Year 1
  - Example words: The, a, to, do, today, said, his, has, I, your, you, They, be, he, me, she, we, no, go, so, by

Maths

- Number and Place Value
  - Write 2 digit and 3 digit numbers.
  - Partition numbers in different ways.
  - Mark 2 digit numbers on a number line.
  - Say which is more.

- Addition and Subtraction
  - Know pairs to 10 then 7, 8, and 9.
  - Know pairs to 10 and 20.
  - Add and subtract 10 using a number line.

- Measurement (money)
  - Recognise coins and make amounts.
  - Investigate amounts to be made using coins using a system.
  - Use coins to buy objects up to 20p and give change.
  - Add amounts of money using partitioning.

- Measurement (length)
  - Measure lengths from smallest to largest.
  - Missing number Problems
<table>
<thead>
<tr>
<th>Topic Blocked Unit including History/Geography/Art &amp; Design/Design and Technology/SMSC</th>
<th>WALT</th>
<th>OUTCOME</th>
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<tr>
<td>Entry points, looking after chicks/caterpillars, create my own frog for class display</td>
<td>explain that humans and offspring can produce offspring and that these offspring grow into adults</td>
<td>explain the lifecycle of a chick</td>
<td>explain the stages of the lifecycle of a caterpillar</td>
<td>explain the life cycle of a frog</td>
<td>explain different between living and non-living</td>
<td>describe how humans change as they grow</td>
<td>order food into types</td>
<td>justify why eating healthy is important</td>
<td>explain that humans and other animals can produce offspring and that these offspring grow into adults</td>
<td>explain the lifecycle of a chick</td>
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<td>Pupil voice: what do you want to find out about? What questions do you have?</td>
<td>describe how humans change as they grow</td>
<td>list the effects of exercise</td>
<td>ZMSC: engagement in and appreciating artistic opportunities</td>
<td>TASK: create pop art style pictures showing healthy and unhealthy food</td>
<td>&quot;WALT:&quot;</td>
<td>&quot;OUTCOME:&quot;</td>
<td>&quot;WALT:&quot;</td>
<td>&quot;OUTCOME:&quot;</td>
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<td>WALT: understand the importance of food</td>
<td>WALT: understand the importance of exercise</td>
<td>SMSC: drama and teamwork</td>
<td>SMSC: explore interest and foster curiosity for learning</td>
<td>TASK: create a frog hat and describe the life cycle of a frog</td>
<td>WALT: to sort food into types</td>
<td>WALT: to learn about events beyond living memory and the lives of significant individuals</td>
<td>TASK: create your own frog for class display</td>
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<td>SMSC: explore interest and foster curiosity</td>
<td>TASK: write about the conditions in the Crimea and the hospital in Scutari.</td>
<td>TASK: learn about Mary Seacole's life and write facts.</td>
<td>TASK: compare the conditions experienced in the Crimean War and the first world war</td>
<td>TASK: create a fact file using information about Florence Nightingale and how she felt.</td>
<td>TASK: write about the improvements made by Florence Nightingale.</td>
<td>TASK: read about Edith Cavell and create a cartoon strip.</td>
<td>TASK: write about the conditions in the Crimea and the hospital in Scutari.</td>
<td>TASK: learn about Mary Seacole's life and write facts.</td>
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<td>SMSC: explore interest and foster curiosity</td>
<td>Understand some of the ways in which we find out about the past.</td>
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<td>Task: use discussion skills to sort images into living and non-living</td>
<td>WALT: describe how humans change as they grow.</td>
<td>WALT: understand the importance of exercise</td>
<td>SMSC: drama and teamwork</td>
<td>SMSC: explore interest and foster curiosity</td>
<td>Task: create a fact file using information about Florence Nightingale and how she felt.</td>
<td>Task: compare the conditions experienced in the Crimean War.</td>
<td>SMSC: research</td>
<td>Outcome: Class hospital Tripp: Visit the Florence Nightingale Museum.</td>
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<td>RE</td>
<td>OUTCOME: Understand that religions have special times called festivals to remember what is important in that religion.</td>
<td>OUTCOME: Know the right names for things that are special to Jews.</td>
<td>OUTCOME: Know the Jewish names for things that are special to Jews.</td>
<td>OUTCOME: Compare some of the things that are same for Jewish people and my own experience.</td>
<td>To know that Rosh Hashanah is important to Jews. To understand how Jews worship in a church. To understand the key features of a church.</td>
<td>To understand the different types of services in a church. To understand the different types of services in a church. To understand the different types of services in a church.</td>
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<td>Computing</td>
<td>WALT: online safety</td>
<td>WALT: algorithms as a set of instructions</td>
<td>WALT: convert simple algorithms to programmes using bee-bots</td>
<td>WALT: use algorithms to create programmes in scratch</td>
<td>WALT: make predictions and debug the programme</td>
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| PSHE | WALT: identify my hopes | WALT: understand the rights and responsibilities for living | WALT: help make my class a safe and fair place. | WALT: listen to other people and contribute my own ideas | WALT: work cooperatively. | WALT: understand how the ...
| and dreams for this year. | being a member of my class and school. | about rewards and consequences. | learning charter will help me and others learn. Outcome: make and personalise a trophy. |

**Music**
- **WALT**: create and respond to vocal sounds and body percussion.
- **WALT**: develop the use of vocal sounds to express feelings.
- **WALT**: understand how mood can be expressed using the voice.
- **WALT**: keep a steady beat at different speeds (tempi).
- **WALT**: develop a sense of steady beat through chant, actions and instruments.
- **WALT**: perform a steady beat and change tempo.

**Enrichment Opportunities**
- **Carousel of activities exploring pupil’s interests.**
- **Frog art for class display.**
- **Class chicks.**
- **Art influenced by Andy Warhol.**
- **Visit St Alban’s Church.**
- **Class caterpillars.**
- **Frog hat art and role play.**
- **Make fruit kebabs and fruity crispy cakes.**
- **Visit from a nurse.**
- **Mass artefacts.**
- **Art Week.**
- **Wedding ceremony role play.**
- **Stained class window art.**
- **Class hospital.**
- **Trip to Florence Nightingale Museum after half term on 2nd November.**

**Outcome**
- Class Hospital.