

ENGLISH

COMPOSITION

Develop positive attitudes towards and stamina for writing by:

- Writing narratives based on traditional stories including Swan Lake, Sleeping Beauty and Peter and the Wolf.
- Writing in role as the main characters. Eg the prince in Swan lake and Sleeping Beauty.
- Changing elements of the story eg developing ideas about how to trap the wolf
- Writing Autumn poetry

Consider what they are going to write before beginning by:

- Planning or saying out loud what they are going to write about.
- Writing down ideas, key words and new vocabulary eg In a simple story/poetry plan.
- Drawing and labelling ideas.
- Using role play to contribute to the quality of their writing.
- Encapsulating what they want to say, sentence by sentence.

Make simple additions, revisions and corrections to their own writing by:

- Evaluating their writing with the teacher and other pupils, including responding to marking.
- Re-reading to check that their writing makes sense.
- Proof reading to check for errors in spelling, grammar and punctuation.
- Checking work against a simple success criteria.
- Reading aloud what they have written with appropriate intonation to make the meaning clear.
- Publishing a poem for display

Vocabulary, grammar and punctuation:

- Use full stops and capital letters correctly to mark sentences.
- Use exclamation marks, question marks and commas for lists correctly.
- To become familiar with the terminology: noun, noun phrase, adjective, verb, adverb.
- Use expanded noun phrases eg The blue butterfly.
- Use present and past tenses correctly and consistently.

TRANSCRIPTION - spelling and handwriting

- Use knowledge from phonics teaching to spell an increasing number of words correctly. Long vowel sounds: a, ay, a_e, ai, e, ee, ea,ey, e_e, y, i, ie, igh, i_e, o, ow, oa, o_e, u, ue, u_e, ew
- Segment spoken words into separate sounds.
- Know that two or more letters can work together to make a single sound eg ay, ea, igh, air, sh, ch, th
- Make phonetically plausible attempts at unknown spellings.
- Learn to spell words that are not fully decodable eg said, could, was
- Form lower case letters of the correct size relative to one another.
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left unjoined.
- Write capital letters of the correct size and orientation.
- Use correct spacing between words.

SCIENCE - Sound

The pupils should be taught to:

- Observe and name a variety of sources of sound, noticing that we hear with our ears.
- Recognise that sounds get fainter as the distance from the sound source increases.

Working scientifically:

What size/shape makes the best ears?

What makes the best string telephones?

Make a variety of sounds from the same/different objects including musical instruments - louder/softer, high/low

Make an instrument that makes a variety of sounds, using recyclable materials.

Investigate how sound changes as it travels away from a source.

Some pupils will:

Develop an understanding of how sound is heard when it enters the ear.

Use observations and ideas to ask and suggest answers to questions.

Gather and record data to help answer questions.

Begin to make generalisations.