

ENGLISH

COMPOSITION

Develop positive attitudes towards and stamina for writing by:

- Writing narratives based on traditional stories including The Elves and the Shoemaker, The Princess and the pea and Little Red Riding Hood. Changing elements of the story eg setting, plot and characters.
- Use of film to inspire writing eg Toy Story.
- Reading and writing 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 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.

Vocabulary, grammar and punctuation:

- Use full stops and capital letters correctly to mark sentences.
- Use exclamation marks, question marks and commas for lists correctly.
- Use apostrophes to mark where letters are missing e.g. don't and possession e.g. the girl's name.
- 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. Including irregular sounds for s, g, ch, sh, zh
- 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 - Uses of Everyday Materials

The pupils should be taught:

- To identify, describe and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- To explore out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Working Scientifically to answer questions such as: When squashed which materials return to their original shape? Which surface does a car roll down quickest?

- Asking simple questions and recognise they can be answered in different ways.
- Observing closely using simple equipment such as egg timers and magnifying glasses.
- Performing simple tests.
- Using observations and ideas to suggest answers to questions.

Some pupils will:

Use the properties of materials to give reasons why a material could be used for a specific purpose.

Explain how to carry out a simple experiment and why a test is fair.

Make relevant observations and measurements.

Record and present findings.