

Phased Learning Journey	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Trips/ visitors		Parents event-phonics screening 08.01.19			Visit to Huddersfield Museum 29.01.18-1A 30.01.19-1B 31.01.19-1P	Assessment Week	
Maths Taken from APP and NC	Time o'clock and half-past.	Time o'clock and half-past.	Place value	Place value	Addition and subtraction	Measures, lengths and height	Measures, lengths and height
Sentence construction	Using and or because to join 2 simple sentences together.		Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Adjectives		Initial letter for names of people, places, the days of the week, and the personal pronoun 'I'		
English EBL Scenario: receive present with paintbrush and some chopsticks inside. A message saying "Please look after me, I am magical". Teacher to paint paper (ladder) and then ladder to appear.	Some sentence-like structures formed by chaining clauses together, e.g. series of ideas joined by repeated use of 'and' Some awareness of use of full stops and capital letters, e.g. beginning/end of sentence. Weeping, gather, wealthy, steaming, seize, scowls	Some sentence-like structures formed by chaining clauses together, e.g. series of ideas joined by repeated use of 'and' Some awareness of use of full stops and capital letters, e.g. beginning/end of sentence. Emperor, seize, gracious, majesty, swiftly, roaring	Some sentence-like structures formed by chaining clauses together, e.g. series of ideas joined by repeated use of 'and' Some awareness of use of full stops and capital letters, e.g. beginning/end of sentence. Curious, thrilled, keen, inquisitive, cautious	Events/ideas sometimes in appropriate order, e.g. actions listed in time sequence, items numbered. Apprehensive, overjoyed, shocked, alarmed, delighted	Frustrated, eager, inspired, anxious, hopeful Events/ideas sometimes in appropriate order, e.g. actions listed in time sequence, items numbered.	Gap fill	Events/ideas sometimes in appropriate order, e.g. actions listed in time sequence, items numbered. Review previous sophisticated language
Spelling Independent sessions	Adding s and es to words (plural of nouns and the third person singular of verbs) cats, dogs, spends,	-tch - The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much,	Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word. Hunting, hunted,	Adding s and es to words (plural of nouns and the third person singular of verbs) cats, dogs, spends,	-tch - The /tʃ/ sound is usually spelt as tch if it comes straight after	Gap fill	Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word. Hunting, hunted,

	rocks, thanks, catches	such.	hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper	rocks, thanks, catches	a single vowel letter. Exceptions: rich, which, much, such.		hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
Science & SST/EBL What is the weather like in China?	Observe and describe weather associated with the seasons and how day length varies. Winter observations	Observe and describe weather associated with the seasons and how day length varies. Winter observations	Naming parts of the plant	Parts of a plant -roots	Parts of a plant- stem	Parts of a plant- leaves	Parts of a plant- flower
Topic What would it be like to live in China?	Comparing Bradford to a Chinese fishing village. What are the similarities.	Comparing Bradford to a Chinese fishing village. What are the differences.	Identify different weather patterns within different countries – China/England – Compare and contrast.	Link with a school in China – Writing focus – Writing letters to children in a class in China. What questions would we like to ask the children? Can we ask them any questions related to The Magic Paintbrush.	Link with a school in China – Writing focus – Writing letters to children in a class in China. What questions would we like to ask the children? Can we ask them any questions related to The Magic Paintbrush.	Assessment Week	Looking at a diary in the life of a Chinese village fisher from history. What are the features of this? Can we re-create our own?

<p>PSHCE – SEAL Going for Goals</p>	<p><i>I know we learn in different ways.</i></p> <p><i>I can choose a realistic goal.</i></p>	<p><i>I can break a goal down into small steps.</i></p> <p><i>I can tell you some of my strengths as a learner.</i></p> <p><i>I can resist distractions.</i></p>	<p><i>I can learn from my successes.</i></p> <p><i>I can tell you how I learn best.</i></p> <p><i>I can predict and understand the consequences of reaching my goal.</i></p>	<p><i>I can tell you how I learn best.</i></p> <p><i>I can learn from my successes.</i></p>	<p><i>I can break a goal down into small steps.</i></p> <p><i>I can choose a realistic goal.</i></p> <p><i>I can say what I want to happen when there is a problem (set a goal).</i></p>	<p>Assessment Week</p>	<p><i>I can recognise when I am becoming bored or frustrated.</i></p> <p><i>I know some ways to overcome boredom and frustration.</i></p>
<p>Citizenship</p> <p>How can we respect other cultures?</p>	<p><i>We are learning to identify the features of our culture.</i></p> <p><i>Make a factfile of what things you do within your culture.</i></p>	<p><i>We are learning to identify my place in my culture.</i></p> <p><i>Make a factfile of what things you do within your culture.</i></p>	<p><i>We can identify how we are similar/ different to others.</i></p>	<p><i>We can identify different cultures in our area.</i></p> <p><i>Look at different areas of the world that children and teachers families are from.</i></p> <p><i>Locate these places on a map.</i></p>	<p><i>We can identify different cultures in our area.</i></p> <p><i>Talk about how they feel about people who have come from other countries to live here and the benefits we gain from so much rich, diverse culture.</i></p>		<p><i>Problem solving: if a new child came to our school how could we make them welcome.</i></p> <p><i>Remind the children that not all people in this country are fair to those who come to live here. If they, as children, can promote a positive attitude towards people from different cultures, things will get better.</i></p>
<p>RE</p>	<p><i>To know what it means to belong to a religious community</i></p> <p><i>To recognise some signs and ceremonies of belonging that occur in religions</i></p>	<p><i>To know what it means to belong to a religious community</i></p> <p><i>To recognise some signs and ceremonies of belonging that occur in religions</i></p>	<p><i>I can identify and discuss my family and personal celebrations.</i></p>	<p><i>I can identify and discuss my family and personal celebrations.</i></p>	<p><i>How and why do people celebrate</i></p>	<p>Assessment Week</p>	<p><i>How and why do people celebrate religious festivals.</i></p>

	To say what is important about belonging in their own lives	To say what is important about belonging in their own lives			religious festivals.		
ICT Focus: Visual Media and sound How can we make our own Magic Paintbrush book?	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Chn to make their own magic stories on Purple Mash.	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Chn to make their own magic stories on Purple Mash.	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Chn to make their own magic stories on Purple Mash.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content Create and debug simple programs Beebots to be used to follow a treasure map linking in to directions and instructions	Use technology purposefully to create, organise, store, manipulate and retrieve digital content Create and debug simple programs Beebots to be used to follow a treasure map linking in to directions and instructions		Use technology purposefully to create, organise, store, manipulate and retrieve digital content Create and debug simple programs Beebots to be used to follow a treasure map linking in to directions and instructions
Spelling and handwriting	Consonant digraphs which have been taught and the sounds which they represent.	Consonant digraphs which have been taught and the sounds which they represent.	Vowel digraphs which have been taught and the sounds which they represent.	Vowel digraphs which have been taught and the sounds which they represent.	Words with adjacent consonants		High frequency word practice. Words with adjacent consonants
Music	Listening to a range of Chinese music. Move to different rhythms and beats.	Listening to a range of Chinese music. Move to different rhythms and beats.	Listening to a range of Chinese music. Move to different rhythms and beats.	Dragon and fan dance.	Dragon and fan dance.		Dragon and fan dance.
Outdoor learning	Large number tiles for counting on/ back. Observe/ photograph our class tree. How has it changed from last month?	Subtraction skittles game for subtracting from 10 /20.	We are learning to identify the features of our local area.	Carrying out our sun dial experiment to observe changes in weather and length in day.	Observe/ photograph our class tree. How has it changed		Assessment Week Phonics challenge game: one child to find real and the other alien hidden in the outside area. Whoever finds the most wins. (Have

					from last month?		alien picture on alien words)
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Science Assessment questions

Can they distinguish between changes in weather?

- Can they describe what the weather is like?
- Can they describe these changes using specific scientific words?
- Can they explain what changes are happening?

Can they explain why these changes are happening?