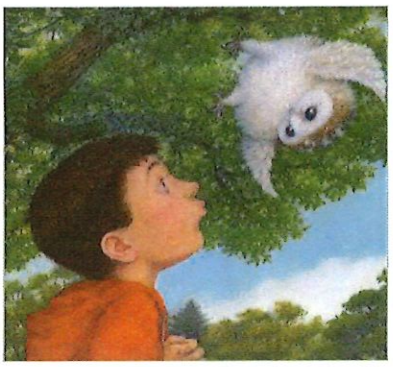
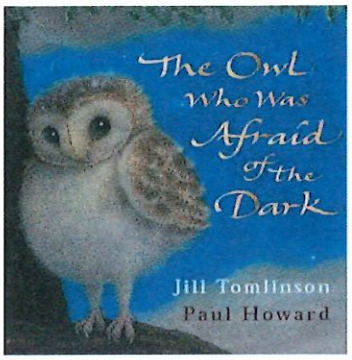
English Mastery Targets







My mastery targets for this term are...

- Use plural noun suffixes -s and -es
- Punctuate sentences using a capital letter and a full stop
- Join words using and

My feature keys...

- Write simple sentences linked to the topic
- Write in the present tense
- Link ideas through subject or pronoun e.g. Bats are black. They fly at night.

Vocabulary I will use this term...

Year 1/2 Words:

the	we	every	would
a	love	find	again
to	ask	mind	Christmas
said		last	because
his		eye	father
I		half(way)	would
you		old	only
they		kind	kind(s)
me		parents	

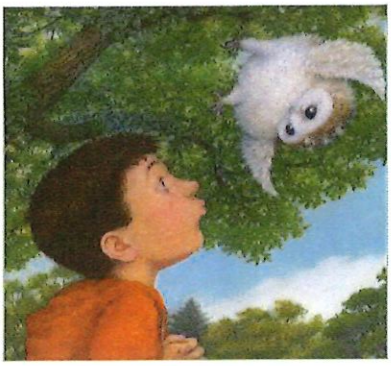
Foundation subject key words I may use:

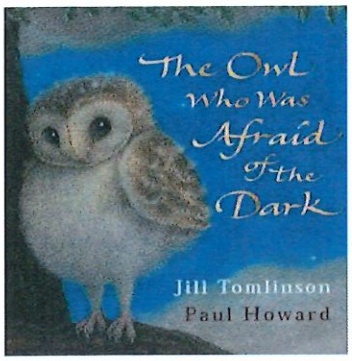
faded	Barn Owl
bleary	deckchair
peered	camp-fire
enormous	wellington
necessary	telescope
return	planets
butting	supper
startled	moonlight
explore	rooftops
twinkle	

By the end of this unit, I will have produced:

A fact sheet about owls using information gathered from the text

English Mastery Targets







My mastery targets for this term are...

- Use finger spaces
- Hold a sentence
- Identify sounds within words
- Begin to form recognisable letters

My feature keys...

- Write simple captions linked to the topic
- Write in the present tense

Vocabulary I will use this term...

Year 1/2 Words:

the	we
a	love
to	ask
said	
his	
I	
you	
they	
me	

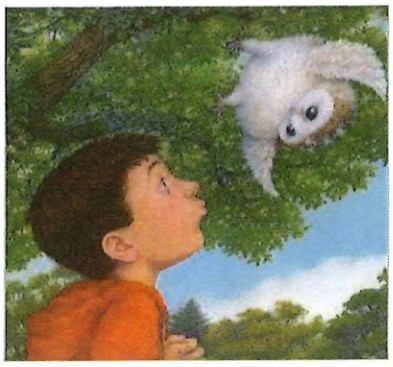
Foundation subject key words I may use:

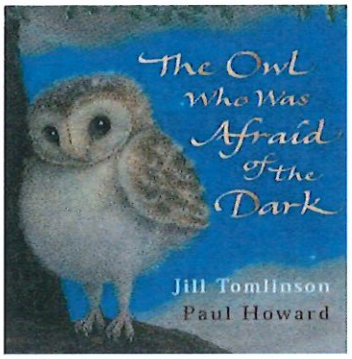
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By the end of this unit, I will have produced:

A fact sheet about owls using information gathered from the text

English Mastery Targets







My mastery targets for this term are...

- Hold a sentence orally
- Begin to identify sounds within words
- Begin to form recognisable letters

My feature keys...

- Write simple captions linked to the topic
- Write in the present tense

Vocabulary I will use this term...

Year 1/2 Words:

the	we
a	love
to	ask
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his	
I	
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Foundation subject key words I may use:

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By the end of this unit, I will have produced:

A fact sheet about owls using information gathered from the text

Materials

What should I already know?

Objects are made from materials
Common materials include plastic, wood, glass, paper, fabric
We can recycle lots of materials

What vocabulary will I use this term: (NC vocab!)

Plastic rough smooth malleable
Wood squash bend twist stretch
Glass transparent opaque
Paper waterproof properties
Fabric melt freeze
Absorb
Float
Sink
Metal

What new knowledge will I learn?

Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.



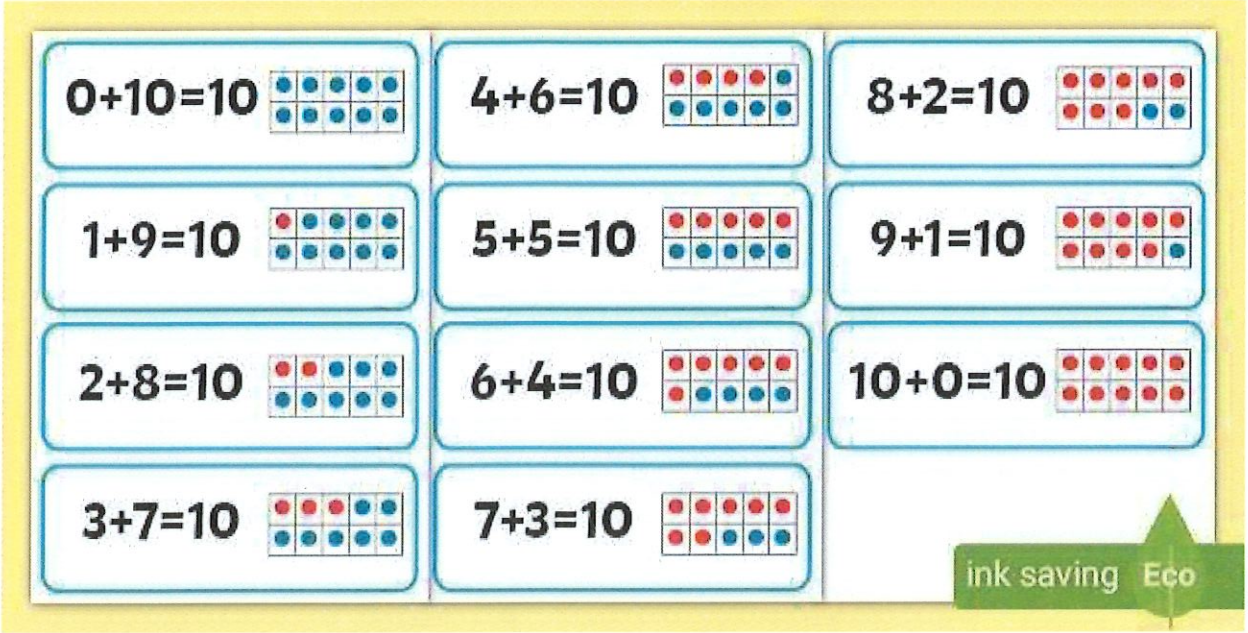




What skills will I use?

I will ask questions
I will investigate using my senses and observations of objects
I will share ideas with my peers

MATHS: Addition and Subtraction



What new **knowledge** will I learn?

I will:

- Represent and use number bonds and subtraction facts within 10
- Read, write and understand statements involving addition (+), subtraction (-) and equals (=)
- Add and subtract one-digit numbers to 10 including zero.
- Solve number problems that involve addition and subtraction

What **mathematical sentences** will I use?

Addition

- "___ + ___ = ___ because I counted all the objects."
  Example: "3 + 4 = 7 because I counted 3, then 4 more."
- "I know this because I can use my number bonds to 10."
  Example: "I know 7 + 3 = 10 because 7 needs 3 to make 10."
- "I noticed that when I add, the total gets bigger."

Subtraction

- "___ - ___ = ___ because I took away ___ objects."
  Example: "8 - 5 = 3 because I took 5 away from 8."
- "I know this because I can count backwards."
  Example: "I counted back 2 from 6 and got 4."
- "I noticed that when I subtract, the number gets smaller."

What **vocabulary** will I use?

whole, part, count, compare, most, least, bigger, smaller, largest, smallest, value, zero, total, equals, add, sum, subtract, take-away, fact families, partition, represent, number bonds, number sentence, digit, difference, compare

History: How has Ellesmere Port changed over time?

What should I already know?

- I know the difference between the past and the present.
- I know that my local area is called Ellesmere Port.
- I can use words like old, new, before and after to talk about time.
- I know that photographs and objects can help us find out about the past.

What vocabulary will I use this term:

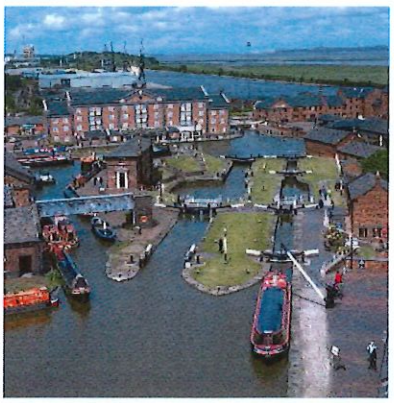
Past	The time that happened before now.
Present	The time that we are living now.
Change	When something becomes different over time.
Timeline	A line that shows events in the order they happened.
Canal	A man-made waterway built for boats to travel along.
Docks	A place where boats and ships load, unload and stop.
Industry	The work of making things in factories.
Chronological order	Putting events in the order that they happened.

What new knowledge will I learn?

- Ellesmere Port has changed over time from a small settlement into a town.
- The canal and docks helped Ellesmere Port grow.
- Ellesmere Port became known for shipbuilding, oil refining and making cars.
- Some buildings in Ellesmere Port have changed, while others have stayed the same.
- People's jobs, homes and ways of travelling were different in the past.

What skills will I use? I will:

- use words like old, new, a long time ago, before and after to talk about the past.
- ask and answer simple questions about how Ellesmere Port has changed.
- put pictures, objects and events in the order they happened.
- find similarities and differences between Ellesmere Port in the past and today.







Golden Thread: Local Area

Seasonal Change

What should I already know?

That the leaves fall off some trees during the Autumn

Some leaves change colour in the Autumn

The weather changes in Autumn

It gets darker earlier in Autumn

We can find conkers and acorns on the ground

What vocabulary will I use this term: (NC vocab!)

Seasons - Spring, Summer, Autumn, Winter
Change
Conkers
Acorns
Daylight
Weather - rain, sunshine, windy

What new knowledge will I learn?

Learn the names of the four seasons

Describe the changes that can be observed outside during the Autumn

Observe and describe changes in the weather associated with the different seasons

Talk about how day length varies across the seasons



What skills will I use?

I will ask questions
I will investigate using my senses



