



Week	Phonics / Reading	Speaking & Listening	Writing/VCOP	Numeracy	SEL (Social and Emotional Learning)	Special Events
1	Building Routines		Cold Write Assessment - Holiday Recount	Maths about me	Class Rules and Expectations of Behaviours	Start of Term 31st January
2	<b>Sounds</b> short a, long a. a-e, ai ,ay  <b>Reading Strategy:</b> Solving Words I can solve words using different reading strategies.	<b>Y1</b> I can identify the sounds I hear in words and syllables.  <b>Y2</b> I can identify all short and long vowel sounds and chunk sounds	<b>Text Type:</b> Recount <b>Y1</b> I can write words legibly, using unjoined print script of consistent size and appropriate pencil grip. <b>Y2</b> I can write upper and lower case letters using correct size, shape, and pencil grip at an appropriate speed.  <b>VCOP Focus:</b> Vocabulary I can use a WOW word in a sentence.	<b>Number:</b> <b>Y1</b> I can read, make, write and order numbers to at least 100 and find them on a number line. <b>Y2</b> I can read, model, represent and order numbers to at least 1000.  <b>Measurement &amp; Geometry:</b> <b>Y1</b> I can measure and compare the length of objects using informal units. <b>Y2</b> I can compare and order objects by <u>length</u> , area, volume and capacity using informal units.  <b>Problem Solving:</b> Guess and Check	<b>RRRR Lesson 1:</b> Emotional statues	
3	<b>Author:</b> Gill Pittar				<b>YCDI - Getting Along Lesson 1</b> Felix and Bartholomew Bad Friend	
4	<b>Sounds</b> short o, long o, oa, o-e, ow  <b>Reading Strategy:</b> Monitor and Correct I can check if my reading sounds right, looks right and makes sense.	<b>Y1</b> I can show my feelings in different ways.  <b>Y2</b> I can explore how language is used to express feelings and qualities.	<b>Text Type:</b> Recount <b>Y1</b> I can write high frequency words that have regular and irregular spelling components. <b>Y2</b> I can accurately spell high frequency words.  <b>VCOP Focus:</b> Openers I can start a new sentence with a different opener.  <b>Week 4 Big Write:</b> Recount 'My Worst or Best day ever at School.'	<b>Number:</b> <b>Y1</b> I can group numbers into tens and ones. <b>Y2</b> I can regroup and rename numbers to 1000 into hundreds, tens and ones.  <b>Measurement &amp; Geometry:</b> <b>Y1</b> I can name and describe the features of two-dimensional shapes. <b>Y2</b> I can draw and describe the features of 2D shapes.  <b>Problem Solving:</b> Act It Out/Use Materials	<b>RRRR Lesson 2:</b> Emotion Triggers	<b>Parent / Teacher Discussions</b> 21st February
5	<b>Author:</b> Gill Pittar				<b>YCDI- Resilience</b> Lower Primary Lesson 1 - Feelings	
6	<b>Sounds</b> short i, long i, i- e,igh,y  <b>Reading Strategy:</b> Maintain Fluency I can read fluently.	<b>Y1</b> I can talk about characters and events in texts, how I feel about them and make text-to-self connections.  <b>Y2</b> I can compare my opinions about characters, events and settings with others.	<b>Text Type:</b> Narrative <b>Y1</b> I can write one or more sentences for an imaginative and informative purpose showing some use of appropriate structure, sentence level grammar and word choice. <b>Y2</b> I can create a variety of short imaginative, informative and persuasive texts using growing knowledge of text structures and language features.  <b>VCOP Focus:</b> Connectives I can use 2 different connectives in my writing.	<b>Number:</b> <b>Y1</b> I can skip count forwards to 100 by two, five and ten from zero. <b>Y2</b> I can skip count forwards and backwards by two, three, five and ten from any starting point.  <b>Statistics &amp; Probability:</b> <b>Y1</b> I can use words such as 'will happen', 'won't happen', and 'might happen' to describe events that involve chance. <b>Y2</b> I can use words such as 'likely', 'unlikely', 'certain' and 'impossible' to describe everyday events involving chance.  <b>Problem Solving:</b> Draw a Picture	<b>RRRR Lesson 3 -</b> Acts of Friendship	<b>School Photos</b> 8 <sup>th</sup> March
7	<b>Author:</b> Gill Pittar				<b>YCDI - Resilience</b> Lower lesson 2: two degrees of emotions	<b>Labour Day</b> 12th March  <b>St John's First Aid Incursion</b> 13th March
8	<b>Sounds</b> short e, long e,ea, ee, ey,y  <b>Reading Strategy:</b> Summarise I can summarise a text.	<b>Y1</b> I can give short presentations.  <b>Y2</b> I can rehearse and deliver short presentations about familiar and new topics.	<b>Text Type:</b> Narrative <b>Y1</b> I can recognize and begin to use punctuation such as question marks and exclamation marks to make statements, ask commands and signal sentence beginnings. <b>Y2</b> I can recognise different forms of punctuation including question marks, exclamation marks and commas.  <b>VCOP Focus:</b> Punctuation I can use 2 different types of punctuation in my writing.  <b>Week 8 Big Write:</b> - Narrative	<b>Number:</b> <b>Y1</b> I can recognise, make and continue number patterns. <b>Y2</b> I can explain patterns with numbers and fill in gaps.  <b>Measurement &amp; Geometry:</b> <b>Y1</b> I can tell time to the half-hour. <b>Y2</b> I can tell the time using 'quarter past' and 'quarter to'.  <b>Problem Solving:</b> Guess and Check	<b>RRRR Lesson 4:</b> Sharing stories about acts of kindness	
9	<b>Author:</b> Gill Pittar				<b>Assessment and Reflection</b>	<b>Mr. Huff Performance</b> 26th March  <b>End of Term</b> 29th March - 2:30 Dismissal