

Muck, Mess and Mixtures.

This week's core text: The Adventures of the Egg Box Dragon

Monday	Tuesday	Wednesday	Thursday	Friday
 	 	 	 	 
English <u>LI: to develop creative responses to the text</u> I can draw what is being described in the text. I can annotate my drawing with words and phrases. I can ask questions about a text.	English <u>LI: to draw and label a diagram</u> I can say my ideas aloud. I can identify common features of a dragon. I can label my diagram.	English <u>LI: to write clear, sequenced instructions</u> I can use appropriate imperative verbs. I can sequence a set of instructions. I can add explanations to an instruction using conjunctions.	English <u>LI: to write an adventure narrative</u> I can use phonics to spell words. I can punctuate my sentences correctly. I can vary the way I start my sentences.	English <u>LI: to proof read and evaluate my writing</u> I can check for and correct. spelling, punctuation and grammar errors in my writing. I can improve my handwriting and presentation when publishing my work.
<u>DfE Letters and Sounds</u> Phonics: Phase 5 ay Spelling: The /s/ sound spelt c before e, i and y.	<u>DfE Letters and Sounds</u> Phonics: Phase 5 ou Spelling: The /n/ sound spelt kn and gn at the beginning of words	<u>DfE Letters and Sounds</u> Phonics: Phase 5 ie Spelling: The /r/ sound spelled 'wr' at the beginning of words.	<u>DfE Letters and Sounds</u> Phonics: Phase 5 au Spelling: The // or /ul/ sound spelled '-le' at the end of words.	<u>DfE Letters and Sounds</u> Phonics: Phase 5 ew Spelling: The // or /ul/ sound spelt '-el' at the end of words.
Year 1 Maths <u>LI: Count in 2s</u> Knowledge & Skills Make equal groups Add equal groups Make arrays Make doubles Make equal groups – grouping Make equal groups - sharing	Year 1 Maths <u>LI: Count in 2s</u> Knowledge & Skills Make equal groups Add equal groups Make arrays Make doubles Make equal groups – grouping Make equal groups - sharing	Year 1 Maths <u>LI: Count in 5s</u> Knowledge & Skills Make equal groups Add equal groups Make arrays Make doubles Make equal groups – grouping Make equal groups - sharing	Year 1 Maths <u>LI: Count in 5s</u> Knowledge & Skills Make equal groups Add equal groups Make arrays Make doubles Make equal groups – grouping Make equal groups - sharing	Year 1 Maths <u>LI: Count in 10s</u> Knowledge & Skills Make equal groups Add equal groups Make arrays Make doubles Make equal groups – grouping Make equal groups - sharing
Year 2 Maths <u>LI: Recognise equal groups</u> Knowledge & Skills Make equal groups Add equal groups Make arrays Make doubles Make equal groups – grouping Make equal groups - sharing	Year 2 Maths <u>LI: Make equal groups</u> Knowledge & Skills Make equal groups Add equal groups Make arrays Make doubles Make equal groups – grouping Make equal groups - sharing	Year 2 Maths <u>LI: add equal groups</u> Knowledge & Skills Make equal groups Add equal groups Make arrays Make doubles Make equal groups – grouping Make equal groups - sharing	Year 2 Maths <u>LI: Multiplication sentences using the times symbol</u> Knowledge & Skills Make equal groups Add equal groups Make arrays Make doubles Make equal groups – grouping Make equal groups - sharing	Year 2 Maths <u>LI: Multiplication sentences from pictures</u> Knowledge & Skills Make equal groups Add equal groups Make arrays Make doubles Make equal groups – grouping Make equal groups - sharing
Religious Education LI: What do we think about God? Success Criteria: I can respond sensitively to what matters to Muslims and what matters to me.	Physical Education LI: passing and receiving. Success Criteria: I can use a hockey stick. I can use a tennis racket I can pass a football	<u>Wider Curriculum</u> <u>LI: to explain what makes a person significant</u> Success Criteria: I can explain why a person is significant to me. I can identify some significant people. I can explain why a person from history is significant.	Art <u>LI: Use a range of materials creatively to design and make products.</u> Success Criteria: I can use my senses to explore different materials. I can create a messy mixture using my hands. I can discuss how each mixture is different.	Science <u>LI: Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</u> Success Criteria: I can perform simple tests. I can make predictions. I can describe how some objects and materials can be changed
Reading with an adult	Reading with an adult	Reading with an adult	Reading with an adult	Reading with an adult