

Subject Overview Linked to New Curriculum 2020/2021

Class 5 Year 2

Subject	Class 5					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Hook:	Hook:	Hook:	Hook:	Hook:	Hook:
	Topic: Why isn't there a beech in Chorley?	Topic: Fantasy	Topic: Could you go on holiday to the moon?	Topic: How can we look after our world?	Topic: How has technology changed the world?	Topic: Kenya
	Class Read:		Class Read:		Class Read:	
Geography	<p align="center"><b>UK focus - Blackpool/Lytham</b></p> <p><b>BV -Democracy &amp; The Rule of Law</b></p> <p><b>CC - An information leaflet about visiting Blackpool or Lytham</b></p> <p><b>E Safety</b> - internet searches</p> <p>Name, locate and identify characteristics of the <b>four countries and capital cities of the United Kingdom and its surrounding seas</b></p> <p>Use basic geographical vocabulary to refer to:</p> <p><b>Key human features, including: city, town,</b></p>			<p><b>Looking After Our World</b></p> <p><b>BV -The Rule of the Law</b></p> <p><b>CV - Acceptance &amp; Compassion</b></p> <p><b>CC -Persuasive Poster about recycling and the effects of plastic pollution on the environment</b></p> <p>Identify the <b>location of hot and cold areas of the world</b> in relation to the Equator and the North and South Poles</p> <p>■ Ask simple geographical,</p>		<p><b>Non-European Country - Kenya</b></p> <p><b>BV -Democracy &amp; The Rule of Law</b></p> <p><b>CV - Compassion</b></p> <p><b>CC - Travel brochure about Kenya (information text)</b></p> <p><b>E Safety</b> - online communication</p> <p>Understand geographical similarities and differences through studying the <b>human and physical geography of a small area in a contrasting non-European country</b></p>

village, factory,  
farm, house, office,  
port, harbour and  
shop

Use locational and  
directional language  
[for example, near and  
far; left and right], to  
describe the location  
of features and routes  
on a map

Use simple fieldwork  
and observational skills  
to **identify the key  
human and physical  
features of the  
surrounding  
environment of their  
school and its grounds**

#### Vocabulary

**UK countries (and  
capital cities)** England  
(London), Scotland  
(Edinburgh), Ireland  
(Dublin), Wales  
(Cardiff)

**Surrounding Seas -**

'where?', 'what?',  
and 'who?' questions  
about the world and  
their environment  
e.g. 'What is it like  
to live in this  
place?'

Use aerial  
photographs and plan  
perspectives to  
**devise a simple map;  
and use and  
construct basic  
symbols in a key**

- Begin to realise why  
maps need a key.

#### Vocabulary

Near, far, left, right

Use **world maps,  
atlases and globes**  
to identify the  
**countries,  
continents and  
oceans** studied at  
this key stage

- Use a range of  
maps (including  
picture maps) at  
different scales.

#### Vocabulary

(Agriculture,  
business, detached,  
house, flats, high  
street, port,  
rainfall, semi-  
detached, terraced,  
urban)

(Desert, rainfall,  
soil, climate, cloud,  
dry/drier, frost,  
ice, rain, puddle,  
snow, sunshine,  
temperature, UK,  
wet/wetter, wind )



History			<p><b>Significant historical events, people, places in own locality - Remembrance Day (short topic)</b></p> <p>use common words and phrases concerned with the passing of time.</p> <p>develop awareness of significant historical events, people and places in their own locality.</p> <p>demonstrate simple historical concepts and events through role-play, drawing and writing.</p> <p>choose parts of stories and other sources to show what they know about significant people and events</p>			<p><b>Events beyond living memory - moon landing Neil Armstrong - compare Tim Peake</b></p> <p>demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>talk about what/who was significant in simple historical accounts.</p> <p>use a variety of simple historical terms and concepts</p>			<p><b>Changes within living memory - technology/communication</b></p> <p>order and sequence events and objects.</p> <p>recognise that their own lives are similar and/or different from the lives of people in the past.</p> <p>ask and answer simple questions about the past through observing and handling a range of sources.</p> <p>consider why things may change over time.</p> <p>recognise some basic reasons why people in the past acted as they did.</p>			
	Assessment	WT	GD	WT	GD	WT	GD	WT	GD	WT	GD	WT
Science	<b>Materials</b>				<b>Animals including Humans</b>		<b>Plants</b>				<b>Living things and their habitats</b>	
<i>Observe plants and animals in the local environment</i>	Identify and compare						Observe and					

throughout the year

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.

Comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs).

Performing simple tests to explore questions, for example: 'What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a

Notice that animals, including humans, have offspring which grow into adults.

Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Asking questions about what things animals need for survival and what humans need to stay healthy and suggesting ways to find answers to their questions.

Observing, through video or first-hand observation and measurement, how different animals grow.

describe how seeds and bulbs grow into mature plants.

Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb,

Setting up a comparative test to show that plants need light and water to stay healthy.

Compare and contrast what they have found out about different plants.

Vocabulary

As for Year 1 plus light, shade, sun,

Explore and compare the differences between things that are living, dead, and things that have never been alive.

Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.

Identify and name a variety of plants animals in their habitats, including micro-habitats.

Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources

	<p>gymnast's leotard?'</p> <p>Using their senses to compare different textures, sounds and smells.</p> <p>Asking questions about what things animals need for survival and what humans need to stay healthy and suggesting ways to find answers to their questions.</p> <p>Identifying and classifying the uses of different materials, and recording their observations.</p> <p><u>Vocabulary</u></p> <p>wood, metal, plastic, glass, brick, rock, paper, cardboard</p> <p>Properties of materials - Year 1 plus opaque, transparent and translucent, reflective, non- reflective,</p>		<p><u>Vocabulary</u></p> <p>Offspring, reproduction, growth, child, young/old stages (examples - chick/hen, baby/child/adult, caterpillar/butterfly), exercise, heartbeat, breathing, hygiene, germs, disease, food types (examples - meat, fish, vegetables, bread, rice, pasta)</p>	<p>warm, cool, water, grow, healthy</p>		<p>of food.</p> <p>Describing how they decided where to place things, exploring questions such as: 'Is a flame alive? Is a deciduous tree dead in winter?'</p> <p>Talking about ways of answering their questions.</p> <p>Describing the conditions in different habitats and micro-habitats (under log, on stony path, under bushes);</p> <p>Finding out how the conditions affect the number and type(s) of plants and animals that live there.</p> <p>Sorting and classifying things as</p>
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	flexible, rigid										to whether they are living, dead or were never alive.	
	Shape, push/pushing, pull/puling, twist/twisting, squash/squashing, bend/bending, stretch/stretching.										Recording their findings of whether things are alive, dead or were never alive using charts.	
										Constructing a simple food chain that includes humans (e.g. grass, cow, human);		
										<u>Vocabulary</u> Living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed  Names of local habitats e.g. pond, woodland etc.  Names of micro-habitats e.g. under logs, in bushes etc.		
Assessment	WT	GD	WT	GD	WT	GD	WT	GD	WT	GD	WT	GD
RE	2.3 = Jesus friend to		2.2 = Christmas. Why		2.1 = The Bible - why is it		2.4 = Easter - how do		2.5 = Why is the		NC Faith unit:	

	everyone (6hrs)	was the birth of Jesus such good news?(4hrs)	such a special book? (6 hrs) NC Faith unit: Special Books (4hrs) * recap Mary Jones but find new person!	symbols help us to understand the story? (ensure Y1 targets are met) (5hrs)	church a special place for Christians? (5hrs)	Places of worship (4hrs)
Computing	<p><b>UNIT 1)</b></p> <p>Online safety using SMART crew</p> <p>Childnet.com</p> <p>Know their responsibilities from their school's acceptable use policy and how to report any concerns they have.</p> <p>Recognise situations using technology and the internet involving content and contact that are not safe and know where to go for help.</p> <p>Develop their knowledge of the technology used in everyday life in a range of situations and be able to discuss their</p>	<p><b>UNIT 2)</b></p> <p>Electronic communication using Purple Mash 2email, send and reply to emails from fairytale characters</p> <p>Begin to develop an understanding of the importance of computers and the internet to communicate.</p>	<p>UNIT 1)</p> <p>Create content using iMovie trailer app to create content</p> <p>Use technology with purpose to create, store, organise, retrieve and manipulate digital content.</p> <p>Learn to make a range of simple digital assets such as presentations, movies, audio files and graphs.</p> <p><b>UNIT 3)</b></p> <p>Sound and Simulations using Purple Mash 2explore and 2beat</p>	<p><b>UNIT 1)</b></p> <p>Programming using espresso unit 2b leading to free code at the end of the unit</p> <p>Use algorithms and know that they can be implemented as programs on devices.</p> <p>Know what debugging is and find errors in their programs.</p> <p>Understand that programs execute by following a precise set of instructions.</p> <p>Create simple programs and further develop their strategies and logical thinking to find bugs</p>	<p><b>UNIT 2)</b></p> <p>Binary Numbers using CS Unplugged, Binary Numbers, ages 5-7, lesson 1, 2 and 3</p> <p>Use algorithms and know that they can be implemented as programs on devices.</p> <p>Know what debugging is and find errors in their programs.</p> <p>Understand that programs execute by following a precise set of instructions.</p> <p>Create simple programs and further develop their strategies and logical</p>	<p><b>UNIT 2) Digital research using Google junior</b></p> <p>Navigate the web and carry out simple searches using suitable search engines and begin to understand that not everything on the internet is true.</p> <p><b>UNIT 4)</b></p> <p>Data handling using Purple Mash unit 2.4 questioning</p>



	<p>ideas.</p>		<p>Use technology with purpose to create, store, organise, retrieve and manipulate digital content.</p> <p>Learn to make a range of simple digital assets such as presentations, movies, audio files and graphs.</p>	<p>and predict outcomes in their algorithms and programs.</p>	<p>thinking to find bugs and predict outcomes in their algorithms and programs.</p> <p><b>UNIT 3)</b></p> <p><b>Sound and Simulations using Purple Mash 2explore and 2beat</b></p> <p><b>(this unit is repeated above)</b></p> <p>Use technology with purpose to create, store, organise, retrieve and manipulate digital content.</p> <p>Learn to make a range of simple digital assets such as presentations, movies, audio files and graphs.</p>	
	<p><u>Vocabulary</u>  Paint effects  Templates  Animation  Documents</p>					

	<p>Index finger typing  Enter/return  Caps lock  Backspace  Appropriate/inappropriate sites  Cyber-bullying  Digital footprint  Keyword searching  Forward  Backward  Right-angle turn  Algorithm  Sequence  Debug  Predict</p>											
Assessment	WT	GD	WT	GD	WT	GD	WT	GD	WT	GD	WT	GD
DT	<p><b>Textiles (doll) - stitches, buttons</b>  <b>Viv</b>  <b>Buttons, running stitch</b></p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their</p>						<p><b>Food - from around the world, growing own food</b>  <b>Street food</b></p> <p>Measure and weigh food items, non-statutory measures e.g. spoons, cups.</p> <p>use the basic principles of a healthy and varied diet to prepare dishes</p> <p>understand where food comes from.</p> <p><b>Vocabulary</b>  Vocab related to food using taste, smell, texture and feel  Names of</p>	<p><b>Mechanisms (sliders and levers) - toy/game using no technology</b></p> <p><b>Sliders and levers.</b>  <b>Story based</b>  <b>Toys/games</b>  <b>Mechanism</b></p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Say how they will make products suitable for users</p>				

	characteristics						equipment and utensils Names of fruit and vegetables Names of parts of fruit and veg e.g. peel Verbs relating to preparation methods used e.g. peel		select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics			
	evaluate their ideas and products against design criteria								measure, mark out, cut and shape materials evaluate their ideas and products against design criteria			
	<b>Vocabulary</b> Names of fabrics (e.g. felt) Names of components (e.g. buttons, sequins, wool, thread) Names of tools used Names of stitches learned Pattern Finish								suggest how products could be improved explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.			
									<b>Vocabulary</b> Vehicle Axle Wheel Chassis Dowel Tube Names of tools used Names of materials Direction Lever / slider / pivot Slot / guide Straight/ curved Forwards/ backwards Push/Pull Up/down			
Assessment	WT	GD	WT	GD	WT	GD	WT	GD	WT	GD	WT	GD
PE	Striking and Fielding		Attacking and Fielding		Gymnastics		Dance - Themes on		Athletics Colour		Net and Wall	

	<p><b>games</b></p> <p>Master basic movements including running, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Children will improve and apply their basic FMS in games. They also develop an early understanding of simple concepts of attack; avoiding and outwitting opponents.</p> <p>Perform fundamental movement skills at a developing level and start to master some basic movements in: travelling skills, sending skills and receiving skills.</p>	<p><b>- Piggy in the middle game</b></p> <p>Master basic movements including running, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Children will improve and apply their basic FMS in games. They also develop an early understanding of simple concepts of attack; avoiding and outwitting opponents.</p> <p>Perform fundamental movement skills at a developing level and start to master some basic movements in: travelling skills, sending skills and receiving skills.</p>	<p><b>(preparation for the comp)</b></p> <p>Develop balance, agility and coordination.</p> <p>Perform fundamental movement skills at a developing level and start to master some basic movements in travelling skills.</p> <p>Perform body actions with control and coordination.</p> <p><u>Shape</u></p> <p>Wide, thin, dish, arch and tuck</p> <p><u>Hand and feet Travels</u></p> <p>Frog, bunny, crab, bear, caterpillar, crocodile and monkey.</p>	<p><b>SOW</b></p> <p>Perform dances using simple movement patterns.</p> <p>Master basic movements of developing balance, agility and coordination.</p> <p>Children will focus on creating and performing dances that communicate different moods, feelings and ideas.</p> <p>Children will learn to use different parts of the body to imitate and lead movements.</p> <p>Perform fundamental movement skills at a developing level and start to master some</p>	<p><b>Match (preparation for quad kids)</b></p> <p><b>Louis</b></p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Perform fundamental movement skills at a developing level and start to master some basic movements.</p> <ul style="list-style-type: none"> <li>- Running</li> <li>- Jumping for distance</li> <li>- Underarm throw</li> <li>- Overarm throw</li> <li>- Push throw</li> </ul> <p><u>Vocabulary</u></p>	<p><b>games</b></p> <p>Master basic movements including running, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Children will improve and apply their basic FMS in games. They also develop an early understanding of simple concepts of attack; avoiding and outwitting opponents.</p> <p>Perform fundamental movement skills at a developing level and start to master some basic movements in: travelling skills, sending skills and</p>
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	<p><u>Travelling:</u> Side gallop Running Dodging</p> <p><u>Sending skills:</u> Underarm throw Throw Strike a ball off a tee and with a drop feed Overarm throw</p> <p><u>Receiving Skills:</u> Catching</p> <p><u>Vocabulary</u> Striking Catching Own space Team Speed Direction Passing Controlling Shooting Scoring</p>	<p><u>Travelling:</u> Side gallop Running Dodging</p> <p><u>Sending skills:</u> Underarm throw Throw Strike a ball off a tee and with a drop feed Overarm throw</p> <p><u>Receiving Skills:</u> Catching</p> <p><u>Vocabulary</u> Striking Catching Own space Team Speed Direction Passing Controlling Shooting Scoring</p>	<p><u>Feet Travels</u> Jog, skip, gallop, hop, walk forwards and backwards.</p> <p><u>Balancing</u> Front support, balance on 4 and 3 points, large body parts.</p> <p><u>Jumping and landing</u> 2-2 for height</p> <p><u>Rolling</u> Rocking on back, pencil, egg rolls, dish roll, teddy/circle roll and forward roll.</p> <p><u>Apparatus</u> <u>Vocabulary</u> Forwards Backwards Sideways</p>	<p>basic movements.</p> <p>They will create short dances individually and with a partner.</p> <p>Perform body actions with control and coordination and show an understanding of dynamic, expressive and rhythmic qualities in their own dance.</p> <p>Remember and repeat movements showing greater control, coordination and spatial awareness.</p> <p>Body Actions:</p> <ul style="list-style-type: none"> <li>Copy and explore basic body actions (Travel, Turn,</li> </ul>	<p>Distance, weight, height, fluency, javelin, technique, grip, stance, strike, power, accuracy</p>	<p>receiving skills.</p> <p><u>Travelling:</u> Side gallop Running Dodging</p> <p><u>Sending skills:</u> Underarm throw Throw Strike a ball off a tee and with a drop feed Overarm throw</p> <p><u>Receiving Skills:</u> Catching</p> <p><u>Vocabulary</u> Striking Catching Own space Team Speed Direction Passing Controlling Shooting Scoring</p>
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				Roll Slow Body parts Shape Jump Travel Stretch Wide Narrow			Jump, Gesture and Stillness) from a range of stimuli. <ul style="list-style-type: none"> <li>• Copy simple movement patterns.</li> <li>• Show and tell using body actions to explore moods, ideas and feelings.</li> <li>• Vary speed, strength, energy and tension of their movements.</li> </ul> <u>Vocabulary</u> Travel Stillness Direction Space Body parts Levels Speed					
Assessment	WT	GD	WT	GD	WT	GD	WT	GD	WT	GD	WT	GD
PSHE					▪		▪		▪		▪	
Music	Unit: Hands, Feet, Heart Style: South African styles		Unit: Ho Ho Ho Style: Christmas, Big Band, Motown, Elvis, Freedom Songs.		Unit: Friendship Song Style: Pop Curriculum Objective: -Experiment with,		Unit: I Wanna Play In A Band Style: Rock Curriculum		Unit: Recorder Style: Pop, Hip Hop, Disco, Blues Curriculum		Unit: Reflect, Rewind and Replay Style: Western Classical Music and	

	Curriculum Objective: -Listen with concentration and understanding to a range of high-quality live and recorded music.		Curriculum Objective: -Use their voices expressively and creatively by singing songs and speaking chants and rhymes.		create, select and combine sounds using the inter-related dimensions of music.		Objective: -Play tuned and untuned instruments musically.		Objective: -Play tuned and untuned instruments musically.		your choice from Year 2 Curriculum Objective: -Listen with concentration and understanding to a range of high-quality live and recorded music. -Experiment with, create, select and combine sounds using the inter-related.	
Vocabulary: Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.												
Assessment	WT	GD	WT	GD	WT	GD	WT	GD	WT	GD	WT	GD
Art and Design	<b>Textiles (see DT topic)</b>  Apply decoration using beads, buttons, feathers etc  Apply shapes by stitching  Create cords and plaits for decoration - <i>hair, belt, bag, jewellery</i>		<b>Flower art (link to poppies)</b> - Georgia O'Keeffe poppies? <i>Painting watercolour, watercolour Christmas card</i>  <b>Exploring and Developing Ideas</b> Develop their ideas - try things out, change their minds.  Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.  <b>Evaluating and</b>		<b>Space art</b> <i>Peter Thorpe</i> <i>Draw, chalk, paint, playground</i>  <b>Exploring and Developing Ideas</b> Develop their ideas - try things out, change their minds.  Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.  <b>Evaluating and Developing Work</b>						<b>African art (Tinga Tinga)</b> <b>Exploring and Developing Ideas</b> Develop their ideas - try things out, change their minds.  Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.  <b>Evaluating and Developing Work</b> Review what they and others have	

		<p><b>Developing Work</b> Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work (and explain their reasoning).</p> <p><b>Drawing</b> Control the types of marks made with the range of media.</p> <p>Draw shapes in between objects.</p> <p>Invent new shapes.</p> <p><b>Painting</b> Work on different scales. (<i>draw in sketch books and on A3/A2</i>)</p> <p>Name different types of paint and their properties.</p> <p>Experiment with tools and techniques e.g. layering, mixing media, scrapping through.</p> <p><b>Colour</b> Mix secondary colours.</p>	<p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work (and explain their reasoning).</p> <p><b>Sketching -</b></p> <p><b>Drawing</b> Control the types of marks made with the range of media.</p> <p><b>Lines and Marks</b> Invent new lines. Draw on different surfaces with a range of media.</p> <p><b>Form, Shape Tone and Texture</b> Draw shapes in between objects.</p> <p>Invent new shapes. (planets)</p> <p>Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. (<i>Planets darker around the outside to look round.</i>)</p>			<p>done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work (and explain their reasoning).</p> <p><b>Drawing</b> (draw animal) Control the types of marks made with the range of media.</p> <p>Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.</p> <p><b>Painting</b> (paint animals) <i>mix paint with PVA</i> Name different types of paint and their properties.</p> <p>Experiment with tools and techniques e.g. layering, mixing media, scrapping through.</p> <p><b>Collage</b> (<i>habitats - look at colours in different habitats</i>)</p>
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		<p><b>Texture</b> Create textured paint by adding sand, plaster. (<i>texture for the centre of flower-paint over -silk, cotton. Add into paint - rice, sand, beans etc</i>)</p>	<p>Investigate textures by describing, naming, rubbing, copying. (<i>rubbings</i>)</p> <p><b>Printing</b> (<i>Design spaceship</i>)</p> <p>Colour Experiment with overprinting motifs and colour</p> <p>Design more repetitive patterns (<i>repetitive patterns on planets</i>)</p> <p>Take simple prints i.e. mono -printing</p> <p><b>Digital Media</b> (<i>design spaceship</i>)</p> <p>Record visual information using digital cameras, video recorders.</p> <p>Use a simple graphics package to create images and effects with: lines by changing the size of brushes in response to ideas; shapes using eraser, shape and fill tools; and</p>			<p>Fold, crumple, tear and overlap papers.</p> <p>Work on different scales</p> <p><b>3D (African animals)</b> Manipulate malleable materials for a purpose, e.g. pot, tile</p> <p>Explore sculpture with a range of malleable media - <i>make with playdough first, how to make it stand</i></p> <p>Understand the safety and basic care of materials and tools</p> <p><b>Form</b> Use simple 2-D shapes to create a 3-D form - <i>sketch animal and add notes - legs same length etc.</i></p> <p><b>Texture</b> Change the surface of a malleable material e.g. build a textured tile</p>
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				colours and texture using simple filters to manipulate and create images. Use basic selection and cropping								
Assessment	WT	GD	WT	GD	WT	GD	WT	GD	WT	GD	WT	GD
Maths												
Literacy	<p>The following objectives will be taught across the year:</p> <p><b><u>Reading</u></b></p> <p><b>Word reading</b></p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read books to build up fluency and confidence in word reading.</p> <p>Read frequently encountered words quickly and accurately without overt sounding and blending.</p> <p>Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. shoulder, roundabout, grouping.</p> <p>Read longer and less familiar texts independently.</p> <p>Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.</p> <p>Work out unfamiliar words by focusing on all letters in the word, e.g. not reading place for palace.</p> <p>Read words containing common suffixes e.g. -ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y.</p> <p>Read further common exception words, noting tricky parts (see below).</p> <p><b><u>Comprehension</u></b></p> <p><b>Developing pleasure in reading and motivation to read</b></p> <p>Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry.</p> <p>Orally retell a wider range of stories, fairy tales and traditional tales.</p> <p>Sequence and discuss the main events in stories and recounts.</p> <p>Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports.</p> <p>Recognise the use of repetitive language within a text or poem (e.g. run, run as fast as you can) and across texts (e.g. long, long ago in a land far away...). Learn and recite a range of poems using appropriate intonation.</p> <p>Make personal reading choices and explain reasons for choices.</p>											

## **Writing**

### **Composition**

#### **Planning**

Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas.

#### **Drafting and Writing**

Orally rehearse each sentence prior to writing.

Develop a positive attitude to writing.

Develop stamina for writing in order to write at length.

Write about real and fictional events.

#### **Evaluating and Editing**

Edit and improve own writing in relation to audience and purpose.

Evaluate their writing with adults and peers.

Proofread to check for errors in spelling, grammar and punctuation.

#### **Performing**

Read aloud their writing with intonation to make the meaning clear.

### **Transcription**

#### **Handwriting**

Form lower-case letters of the correct size relative to one another.

Orientate capital letters correctly.

Use capital letters appropriately e.g. not always writing A as a capital, not using capitals within words.

Write capital letters and digits of the correct size relative to one another and to lower case letters.

Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

Use spacing between words which reflects the size of the letters.

#### **Spelling**

Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.

Learn new ways of spelling phonemes for which one or more spellings are already known.

Learn to spell common exception words.

Learn to spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.

Learn the possessive apostrophe (singular), e.g. the girl's book.

To spell correctly, distinguish between homophones (e.g. here and hear; sea and see; bear and bare; night and knight) and near-homophones (e.g. quite and quiet; one and won; are and our).

Add suffixes *ness* and *er* e.g. happiness, sadness, teacher, baker.

Add suffix *ment* to spell longer words, e.g. enjoyment.

Add suffixes *ful* and *less* e.g. playful, careful, careless, hopeless.

Use suffixes *er* and *est* e.g. faster, fastest, smaller, smallest.

Use suffix *ly* e.g. slowly, gently, carefully.

Spell words with: -

- the /dʒ/ sound spelt as *ge* and *dge* at the end (e.g. age, badge), and spelt as *g* elsewhere (e.g. magic, giant). -
- the /s/ sound spelt *c* before *e*, *i* and *y*, e.g. ice, cell - the /n/ sound spelt *kn* and *gn* at the beginning, e.g. knee, gnat.
- the /ɪ/ sound spelt *wr* at the beginning e.g. wrote, wrong.
- the /l/ or /əl/ sound spelt *-le* at the end of words, e.g. table, apple.
- the /l/ or /əl/ sound sp
- the /l/ or /əl/ sound spelt
- al at the end of words, e.g. pedal, capital.
- the ending *-il* e.g. pencil, fossil, nostril.
- the /aɪ/ sound spelt *-y* at the end of words, e.g. try, reply.
- The /ɔ:/ sound spelt *a* before *l* and *ll*, e.g. call, walk.
- The /ʌ/ sound spelt *o*, e.g. mother, Monday.
- The /i:/ sound spelt *-ey*, e.g. key, donkey.
- The /ɒ/ sound spelt *a* after *w* and *qu*, e.g. wander, quantity.
- The /ɜ:/ sound spelt *or* after *w*, e.g. word, worm.
- The /ɔ:/ sound spelt *ar* after *w*, e.g. war, warm.
- The /ɜ/ sound spelt *s*, e.g. television, usual.

Add *-es* to nouns and verbs ending in *-y*, e.g. copies, babies.

Add *-ed*, *-ing*, *-er* and *-est* to a root word ending in *-y* with a consonant before it, e.g. copied, copier.

Add the endings *-ing*, *-ed*, *-er*, *-est* and *-y* to words ending in *-e* with a consonant before it, e.g. hiking, hiked, hiker.

Add *-ing*, *-ed*, *-er*, *-est* and *-y* to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. patting, padded.

Spell words ending in *-tion*, e.g. station, fiction

Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words.

Literacy	<p><b>Fiction - (The Storm Whale)</b></p> <p><u>Reading Objectives</u></p> <p>Demonstrating understanding of texts by asking and answering questions related to who, what,</p>	<p><b>Fiction - (Enchanted Wood? Tell Me a Dragon? The Dragonsitter?)</b></p> <p><u>Reading Objectives</u></p> <p>Explain and discuss their understanding,</p>	<p><b>Fiction - Man on the Moon / Dog in Space</b></p> <p><u>Reading Objectives</u></p> <p>Use tone and intonation when reading aloud.</p>	<p><b>Fiction - The Great Kapok Tree</b></p> <p><u>Reading Objectives</u></p> <p>Introduce and discuss words within the context of a text, linking new</p>	<p><b>Fiction- Robot???</b></p> <p><u>Technology????</u></p> <p><u>Reading Objectives</u></p> <p>Use morphology to work out the meaning of unfamiliar words e.g. terror,</p>	<p><b>Non-Fiction- Explanation</b></p> <p>(Life cycles)</p> <p><u>Reading Objectives</u></p> <p>Activating prior knowledge and raising questions e.g. <i>What do we know? What do</i></p>
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<p>where, when, why, how</p> <p>Sequencing and discussing the main events in stories.</p> <p>Making predictions using evidence from the text.</p> <p>Making inferences about characters and events using evidence from the text e.g. <i>what is a character thinking, saying and feeling?</i></p> <p><b><u>Writing Objectives</u></b></p> <p>Select, generate and effectively use adjectives.</p> <p>Select generate and effectively use nouns.</p> <p>Say, write and punctuate simple and compound sentences using the connectives <i>and, but</i> and <i>or</i>.</p> <p>Secure the use of full stops, capital letters, exclamation marks and questions marks.</p>	<p>giving opinions and supporting with reasons.</p> <p>Sequence and discuss main events of a story.</p> <p>Making inferences about characters and events using evidence from the text e.g. <i>what is a character thinking, saying and feeling?</i></p> <p>Use sentences with different forms: statement, question, command, exclamation.</p> <p><b><u>Writing Objectives</u></b></p> <p>Say, write and punctuate simple and compound sentences using the connectives <i>and, but</i> and <i>or</i>.</p> <p>Use subordination for time when, while, as, before, after.</p> <p>Add <b>suffixes</b> <i>ful</i> or <i>less</i> to create <b>adjectives</b> e.g. <i>playful, careful, careless, hopeless</i>.</p> <p><b><u>Non-Fiction - Persuasive Poster - The Dragonsitter?</u></b></p>	<p>Develop and demonstrate their understanding of characters and events through role play and drama drawing on language from the text.</p> <p>Explain and discuss their understanding, giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket because...</i></p> <p>Making inferences about characters and events using evidence from the text e.g. <i>what is a character thinking, saying and feeling?</i></p> <p><b><u>Writing Objectives:</u></b></p> <p>Identify, generate and effectively use noun phrases e.g. <i>the blue butterfly</i>.</p> <p>Use subordination for reason e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my</i></p>	<p>meanings to known vocabulary.</p> <p>Explain and discuss their understanding, giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket because...</i></p> <p>Make inferences about characters and events using evidence from the text e.g. <i>what is a character thinking, saying and feeling?</i></p> <p>Sequence and discuss the main events in stories and recounts.</p> <p><b><u>Writing Objectives</u></b></p> <p>Say, write and punctuate simple and compound sentences using the connectives <i>and, but</i> and <i>or</i>.</p> <p>Identify, generate and effectively use noun phrases e.g. <i>the blue butterfly with shimmering wings (for description)</i>.</p>	<p>terrorised.</p> <p>Making inferences about characters and events using evidence from the text.</p> <p>Demonstrate understating of fiction by asking and answering who, what, where, when, why, how questions.</p> <p>Use tone and intonation when reading aloud.</p> <p><b><u>Writing Objectives</u></b></p> <p>Secure the use of full stops, capital letters, exclamation marks or question marks.</p> <p>To identify and generate noun phrases to describe and specify.</p> <p><b><u>Non-Fiction - Instructions</u></b> (How to build a</p>	<p><i>we want to know? What have we learned?</i></p> <p>Introducing and discussing key vocabulary within the context of a text.</p> <p><b><u>Writing Objectives</u></b></p> <p>Use sentences with different forms: statement, question, command, exclamation.</p> <p><b><u>Fiction - Text-based Unit</u></b> (African animal stories)</p> <p><b><u>Reading Objectives</u></b></p> <p>Consider other points of view.</p> <p>Use the subordinating conjunction that in a sentence e.g. <i>I hope that it doesn't rain on sports day.</i></p> <p>Making predictions using evidence from</p>
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<p><b>Classic Poetry - The Owl and the Pussy Cat</b> <u>Reading Objectives</u></p> <p>Use tone and intonation when reading aloud.</p> <p>Identify, discuss and collect favourite words and phrases.</p> <p><u>Writing Objectives</u></p> <p>Select, generate and effectively use nouns.</p> <p>Select, generate and effectively use adjectives.</p> <p>Write simple poems based on models</p> <p><b>Non-Fiction - Letters/Postcards (At the Beach)</b></p> <p><u>Key Reading Skills:</u> Learning and reciting a range of poems using appropriate intonation.</p> <p>Develop and demonstrate their</p>	<p>(Dragon as a pet) <u>Writing Objectives</u></p> <p>Use present tense for non-chronological reports and persuasive adverts.</p> <p>Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct, inform, entertain, explain, discuss, persuade.</i></p> <p><u>Reading Objectives</u></p> <p>Identify how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams.</i></p> <p>Making contributions in whole class and group discussion.</p> <p><u>Writing Objectives</u></p> <p>Use present tense for non-chronological reports and persuasive adverts.</p> <p>Use specific text type features to write for a range of audiences and purposes e.g. <i>to</i></p>	<p>coat. Other reason connectives: <i>so, if, then, for, unless.</i></p> <p>Use past tense for narrative.</p> <p>Add suffixes <i>ful</i> or <i>less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless</i></p> <p><b>Non-fiction -Recount</b> Moon landing</p> <p>Texts:</p> <p><u>Reading Objectives</u></p> <p>Check that texts make sense while reading and self correct.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the</p>	<p>Use suffixes <i>er</i> and <i>est</i> to create adjectives e.g. <i>faster, fastest, smaller, smallest</i></p> <p>Select, generate and effectively use adverbs.</p> <p>Use suffix <i>ly</i> to turn adjectives into adverbs e.g. <i>slowly, gently, carefully.</i></p> <p><b>Non-Fiction - Information text - looking after the world</b></p> <p><u>Reading Objectives</u></p> <p>Discussing how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i></p> <p>Activating prior knowledge and raising questions e.g. <i>What do we</i></p>	<p>robot???)</p> <p><u>Reading Objectives</u></p> <p>Activating prior knowledge and raising questions e.g. <i>What do we know? What do we want to know? What have we learned?</i></p> <p>Listening and responding to contributions from others.</p> <p>Identifying, discussing and collecting favourite words and phrases.</p> <p><u>Writing Objectives</u></p> <p>Select, generate and effectively use verbs.</p> <p>Use subordination for time e.g. <i>When we had finished our writing, we went out to play. We went out to play when we had finished our writing.</i></p> <p>Other time connectives: <i>while, as, before, after</i></p> <p>Use sentences with</p>	<p>the text.</p> <p>Making inferences about characters and events using evidence from the text e.g. <i>what is a character thinking, saying and feeling?</i></p> <p><u>Writing Objectives</u></p> <p>Use subordination for time e.g. <i>When we had finished our writing, we went out to play. We went out to play when we had finished our writing.</i></p> <p>Use subordination for reason e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i></p> <p>Other reason connectives: <i>so, if, then, for, unless.</i></p> <p>To explore the progressive form of verbs in past (e.g. <i>he was shouting</i>) and present tense (e.g. <i>she is drumming</i>) to mark actions in</p>
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<p>understanding of characters and events through role play and drama drawing on language from the text.</p> <p>Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions.</p> <p>Make inferences about characters and events using evidence from the text.</p> <p>What is the character thinking, saying, feeling?</p> <p>Use subordination for reason e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i></p> <p><b><u>Writing Objectives</u></b></p> <p>Use sentences with different forms: statement, question, command, exclamation.</p> <p>Use apostrophes for</p>	<p><i>instruct, inform, entertain, explain, discuss, persuade.</i></p>	<p>text.</p> <p>Sequence and discuss the main events in stories and recounts.</p> <p>To identify, discuss and collect favourite words and phrases.</p> <p><b><u>Writing Objectives</u></b></p> <p>Use past tense for narrative, recount, e.g. <i>diary, newspaper report, biography, historical reports.</i></p> <p>Make simple notes from non-fiction texts e.g. highlighting and noting key words.</p> <p>Use subordination for time using when, before and after e.g. <i>We went out to play when we had finished our writing. When we had finished our writing we went out to play.</i></p> <p><b><u>Poems - space??</u></b></p> <p><b><u>Reading Objectives:</u></b></p> <p>Listening and responding to contributions from</p>	<p><i>know? What do we want to know? What have we learned?</i></p> <p>Locate information from non-fiction texts using the contents page, index, labelled diagram and charts.</p> <p>Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised.</p> <p><b><u>Writing Objectives</u></b></p> <p>Use commas to separate items in a list.</p> <p>Secure the use of full stops, capital letters, exclamation marks and questions marks.</p> <p>Use apostrophes for singular possession in nouns, e.g. <i>the girl's names.</i></p> <p>Make simple notes from non-</p>	<p>different forms: statement, question, command, exclamation.</p> <p>Use specific text type features to write for a range of audiences and purposes e.g. to instruct, inform, entertain, explain, discuss, persuade.</p>	<p>progress.</p> <p>Proofread to check for correct form of verbs within sentences, e.g. <i>correcting he walking to the shop to he walked to the shop.</i></p> <p>Read aloud their writing with intonation to make the meaning clear.</p>
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	<p>contracted forms e.g. <i>don't, can't, wouldn't, you're, I'll</i></p> <p>Use commas to separate items in a list.</p> <p>Orally rehearse each sentence prior to writing.</p>		<p>others.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p><b><u>Writing Objectives:</u></b></p> <p>Select, generate and effectively use nouns phrases e.g. <i>the blue butterfly with shimmering wings</i> (for description) <i>granulated sugar</i> (for specification).</p> <p>Select, generate and effectively use adjectives.</p> <p>Use subordination for time using <i>when, before and after</i> e.g. <i>we went out to play when we have finished our writing. When we had finished our writing, we went out to play.</i></p> <p>Write simple poems based on models.</p>	<p>fiction texts e.g. highlighting and noting key words.</p> <p>Use specific text type, features to write for a range of audiences and purposes e.g. <i>to instruct, inform, entertain, explain, discuss, persuade.</i></p> <p><b>Poetry</b> (environment Poems)</p> <p><b><u>Reading Objectives</u></b></p> <p>Identifying, discussing and collecting favourite words and phrases.</p> <p>Uses tone and intonation when reading aloud.</p> <p><b><u>Writing Objectives</u></b></p> <p>Write simple poems based on models Edit and improve their own writing in relation to audience and purpose.</p>		
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