Subject	Class 4					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Su
British values	Theme (Q)	Theme (Q)	Theme (Q)	Theme (Q)	Theme (Q)	Th
Christian values	Who lives in the woods?	Why was the Titanic an amazing ship?	Was the Big Bad Wolf really bad?	Do all Superheroes wear capes?	Why don't the English wear kilts?	Wł Ma yoł
Cross curricular writing opportunities	Hook: Walk to Duxbury Woods- link to Science and Settings for stories	HookTitanic day and workshop	Hook – fairytale day	Hook – Zoom call with nurses Zoom call with Mary Seacole	Hook – British cultures day. Celidh, food, national flower Maypole dancing	Ho Inc da
	Class Read: Selection of Emily Gravett Books	Class Read: Hot and Cold themed Books	Class Read: Traditional Tales	Class Read: Stories with people who help us- Linked to NHS	Class Read: Stories based in Other UK cultures	Cla En
Outdoor Area/Role Play	Woodland Home- link to Pete the Badger and Peter Rabbit	Toy Shop- Link to Christmas/The Everywhere Bear/Victorian Toys	Estate Agents- Link to Fairy Tales and Homes	Hospital/Doctors- Link to Florence Nightingale	Garden Centre	Tra
Geography	 Topic – Continents and Oceans Where in the world is? Name and locate the world's seven continents and five oceans Use world maps, atlases and globes to identify continents and oceans studied at this key stage Locate land and sea on maps. Topic - Hot and cold areas of the World 				Topic: Countries and capitals of the UK Why don't the English wear kilts? CC - Descriptive writing – describe the Loch Ness Monster. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and	To (nc cou Wa Ch Ch Ch Ch Ch Ch Ch Ch Ch Ch Ch Ch Un Fic ad ¹ Wi

Summer 2

Theme (Q)

Where would The Magic Carpet take you?

Hook

Indian day dance/food

Class Read: The Enchanted Wood

Fravel Agents

Topic: Uk Vs India (non European country

Would you rather have a house in Chorley or Chembakoli ?

CC – Non chronological report on India

Fiction based on adventure on the Wishing chair.

Understand geographical

Would you prefer to live on		it	s surrounding seas	simi
snow or sand?		(c	astles)	diffe
(begin in Autumn 1)		U	se world maps,	stud
			tlases and globes to	and
CC – Non chronological report			lentify the United	geo
on the world and continents			ingdom and its	area
Identify the leasting of het and			ountries,	King
Identify the location of hot and			Junines,	sma
cold areas of the world in		Lo	ocate land and sea	cont
relation to the Equator and the		0	n maps.	Euro
North and South Poles				Use
Use basic geographical			se simple compass	geo
vocabulary to refer to:			irections (North,	voca
			outh, East and	
Key physical features, including:			/est) and	Кеу
beach, cliff, coast, forest, hill,			cational and	inclu
mountain, sea, ocean, river, soil,			irectional language	villa
valley, vegetation, season and			or example, near	hou
weather			nd far; left and	hart
Use simple compass directions			ght], to describe	
(North, South, East and West)			ne location of	Use
and locational and directional			eatures and routes	geo
language [for example, near and		01	n a map	VOCa
far; left and right], to describe		U	se simple fieldwork	Key
the location of features and			nd observational	inclu
			kills to study the	coas
routes on a map			eography of their	mou
Tolerance		-	chool and its	rive
Mutual respect			rounds and the key	vege
Acceptance		U U	uman and physical	and
Showing compassion			eatures of its	
Being peaceful and calm			urrounding	Use
			nvironment	pho
E cofoty				pers
E-safety				reco
			emocracy ule of law	and
		RI		phys
		A	cceptance	devi
			eing peaceful and	and
		Ca	alm	basi
		E-	-safety	Kno
		_		Kno
				mea
				map
				1
				Acce
				Show

similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country

Jse basic geographical vocabulary to refer to:

Key human features, ncluding: city, town, village, factory, farm, nouse, office, port, narbour and shop

Jse basic geographical vocabulary to refer to:

Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map and use and construct pasic symbols in a key

Know that symbols mean something on maps

Acceptance Showing compassion

Mutual respect Folerance

			1		1		1		1		-
											E-
	Ongoing units	Identify seasonal	and daily we	athor natto	rns in the l In	ited Kingdom					
		s identity seasonal	and daily we	ather patte		iteu kinguoin					
	Use cameras a	and audio equipmer	nt to record §	geographica	al features, ch	nanges, differen	ces e.g.	weather, se	asons, veg	getation, buil	ding
Geography	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	G
Assessment											
History			The Titanio	 `_	Houses and	Homes	Mary	 Seacole			_
Thistory				, —	nouses and	TIOMES		lith Cavell			
			Would you		How were						
			travel acro	<mark>ss the</mark>	different 1	00 years ago?	Were	-			
			Atlantic?		History Cha	anges within		e and Edith			
			Cc – diary	of a	living mem	ory. Houses &	Cavell	neroes?			
			person on	Titanic	Homes -WI	hat were	Superi				
			(recount)			in the past?	CC – d	iary of a			
					What were		nurse				
					bedrooms		war(re	count)			
			History Eve			e a toilet? Are ter now? Why	CC – p	ersuasive			
			beyond liv	-		changed? How	letter a	asking for			
			memory th	nationally		hange in the	supplie	es			
			or globally		, future?	0	History	y The lives			
								ificant			
			Chronolog	У	familiar eve	sequence some	-	e that have			
			recognise	the	objects.		contril	outed to			
			distinction	between			nation				
			past and p	resent.		hat their own		ational			
						milar and/or	achiev	ements.			
						om the lives of	demor	nstrate			
			order and	-	people in t	ne past	aware	ness of the			
			some fami		identify sor	me of the basic	lives o	f			
			and object	S.		ich the past	signific				
			recognise	that their	can be rep	resented.		luals in the			
			own lives a	are similar			1.	ho have outed to			
			and/or diff			to of starios	nation				
			from the li		and other s	ts of stories		ational			
			people in t	ne past.		they know		ements			
			use comm	on words	about the p	-					
			and phrase	es							
					1				1		

E-safety		
gs etc		
GD	Below	

			concerned passing of Events, Peo changes retell some from beyon living mem	time. ople and e events nd their nory which	through obs handling a r sources.	bout the past serving and	from th use sin historio talk ab what/v	or events he past nple cal terms out who was			
			historical concepts and events through role-play, drawing		Rule of law Individual lib Lovely mann Showing con acceptance E-safety	ers	signific simple accourd demon simple concep events role-pla				
			Democracy Individual li Achieving & persevering Self control Showing co	berty s			drawin writing recogn basic re why pe the pas they di Individu Democi Toleran Mutual Achievi perseve Showin compas Being p calm. Self cor	ag and g. iise some easons eople in st acted as id. ual liberty racy respect ng & ering g ssion heaceful and htrol			
History Assessment	GD	Below	GD	Below	GD	Below	E-safet GD	Below	GD	Below	GD
Science	Observing simila leaves falling off Observe and dea	Seasonal change - O ar plants at different f trees and buds oper scribe weather assoc d them. Including da	stages of grov ning. iated with the	wth. Observe e seasons and	changes acros d how day leng	ss the four seaso	ns. Keep	records of h	ow plants hav	e changed o	over t

GD	Below
ow day lengt er time, for ex lays of what	xample the

Living things and their Habitats	Animals including Humans –	Everyday materials	Plants
Who lives in the the woods?	What if animals didn't have young?	What materials make the best Superhero cape?	Does a plant gro without light?
CC – write about an animal and	CC – Non		Without light
its habitat	chronological report	Distinguish between an object and the	Identify and nai
	about an animal of	material from which it is made.	variety of comm
Explore and compare the	choice		wild and garder
differences between things that		Identify and compare the suitability of a	plants, includin
are living, dead, and things that	Identify and name a	variety of everyday materials, including wood,	deciduous and
have never been alive.	variety of common	metal, plastic, glass, brick, rock, paper and cardboard for particular uses.	
Identify that most living things	animals including	cardooard for particular uses.	evergreen trees
live in habitats to which they are	fish, amphibians,	Describe the simple physical properties of a	
suited and describe how	reptiles, birds and	variety of everyday materials and Find out	
different habitats provide for the	mammals.	how the shapes of solid objects made from	Identify and de
basic needs of different kinds of		some materials can be changed by squashing,	the basic struct
animals and plants, and how	Identify and name a	bending, twisting and stretching. (year 1 to	a variety of con
they depend on each other.	variety of common	compare and group them).	flowering plant
Identify and name a variety of	animals that are	Working scientifically	including trees.
	carnivores,	Distinguish between an object and the	
plants animals in their habitats,	herbivores and	material from which it is made.	observe and de
including micro-habitats.	omnivores.		how seeds and
	onnivores.	Describe the simple physical properties of a	grow into matu
	Describe and	variety of everyday materials.	plants.
Describe how animals obtain	compare the		
their food from plants and other	structure of a variety		Find out and de
animals, using the idea of a	of common animals		how plants need water, light and
simple food chain, and identify	(fish, amphibians,	Comparing the uses of everyday materials in and around the school with materials found	suitable temper
and name different sources of	reptiles, birds and	in other places (at home, the journey to	to grow and sta
food.	mammals, including	school, on visits, and in stories, rhymes and	healthy.
1000.	, ,	songs).	
	pets)		Observe the gro
	Year 2 also	Identifying and classifying the uses of	of flowers and
Working scientifically		different materials, and	vegetables clos
Describing how they decided	Notice that animals,	recording their observations.	using a magnify
where to place things, exploring questions such as: 'Is a	including humans,		glass, and comp
flame alive? Is a deciduous tree	have offspring which	Compare and group together a variety of	and contrasting
	grow into adults.	Compare and group together a variety of	familiar plants.
dead in winter?'	Find out about and	everyday materials on the basis of their	
	describe the basic	simple physical properties.	
	needs of animals,		Compare and
Talking about ways of answering	including humans,	Performing simple tests to explore questions,	Compare and
their questions.	for survival (water,	for example: 'What is the best material for an	contrast familia
	food and air).	umbrella?for lining a dog basket?for	plants describir
Describing the conditions in	Morking scientifical	curtains?for a bookshelf?for a gymnast's	how they were
different habitats and micro-	Working scientifically Asking questions	leotard?'	to identify and
habitats (under log, on stony	about what things		them.
path, under bushes);	animals need for	Identifying and classifying the uses of	
Finding out how the senditions	survival and what	different materials, and	Setting up a
Finding out how the conditions	humans need to stay	recording their observations.	comparative te
affect the number and type(s) of			

Animals including Humans – What if everything tasted the same?

cc- life cycles explanation

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Thorough DT food

Year 2 also

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.

Working scientifically

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

	alants	and that the	haalub	-l	Democratic		alar 1		
	plants and anir	nals that live	healthy and		Democracy Mutual respect		show that p need light a		ol
	there.		suggesting find answe	-	widtual respect		to stay hea		m di
			questions.		Being peaceful and caln	n		icity.	gr
					Achieving and persever		Compare a	nd	ar
	Sorting and cla	ssifying things as	Observing,	-			contrast wi	-	
	to whether the	ey are living, dead	video or fir				have found		U
	or were never	alive	observatio				about diffe	rent	СС
			measurem				plants.		te
			different and c				Drawing dia	arama	sr
	Recording thei	r findings of	and contra	-			-	-	U
	whether things	are alive, dead		50.			showing th different pl	•	cc
	or were never	alive using charts.						diits.	te
		-	Describing	how they			Democracy		sr
			identify an	•			Rule of law		A
	Constructing a	simple food chain	themgrou						at
	_	-	animals ac	-			Showing co		ar
	that includes humans (e.g. grass, cow, human);		what they	eal.			Self contro		su hi
	cow, numany,						E-safety		he
			Asking que	stions			L Surcey		su
			about wha	-					fii
	Individual liberty Mutual respect	/	animals ne						q
	Watuarrespect		survival an						
			humans ne healthy and						M
	Lovely manners		suggesting						In
	Showing compared being peaceful a		find answe						Lo
	being peacerul a		questions.						Be
	E-safety								Se
			Mutual res Individual l	· · · · · · · · · · · · · · · · · · ·					E-
			Lovely mar Being hone						
			Self contro						
			E-safety						
Science	GD	Below	GD	Below	GD	Below	GD	Below	G
Science	UD	Below	GD	DEIOW		Below		Delow	G
Assessment									
RE	2.3Jesus		2.2 Christm	nas	S3 Old Testament	S1 Holy week	S12 Peace	I	W
	Why did Jesus	wolcomo	M/by was th	ha hirth of	What does this story	W/bat bassaned	What is Pea		sp
		weicome	Why was the			What happened	what is Pea		Cł
	everyone?		Jesus such	8000	teach us about God?	during Holy			
	CC – Letter from	m leper to say	news?		CC retell a favourite Bib	ole week?			
	thank you.	-			story		Tolerance	t	
	-						Mutual Res	pect	

observation and
measurement, how
different animals
grow and compare
and contrast.

Using their senses to compare different textures, sounds and smells.

Using their senses to compare different textures, sounds and smells.

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.

Mutual respect Individual liberty

Lovely manners Being honest Self control

E-safety

GD	Below
Why is the (Church a
special plac	<mark>e for</mark>
Christians?	

on theme of friendship letter for newsletter unit Mutual Respect Acceptance or Tolerance Mutual Respect Tolerance Showing compassion E-safety N Computing Information technology Tolerance Mutual Respect Showing compassion E-safety N Computing Information technology Tolerance Mutual Respect Showing compassion Computer Science NC Use technology purposediully to create, organize, store, manipulate and territeve digital content. Reconstraint of the part support of the par		CC – write poems and prayers	CC – 'Good News'	Special books NC faith	Tolerance		Ν
Tolerance Mutual Respect Tolerance Mutual Respect Tolerance Mutual Respect Showing compassion E-safety E-safety Computing Information technology MC Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Showing compassion Digital Literacy MC Use technology sufely and respectively wanners Computer Science Mutual Respect MC Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Digital Literacy MC Use technology sufely and respectively, keeping personal and support when they how that is colling decision and support when they how that is colling and plan, generation and support and can be internet. Optical Literacy MC Use technology sufely and respectively. Keeping personal and support when they how that is colling and transition personal colling and support when they how that is colling and plan, generation and support decision and support when they how that is colling and plan, generation and support decision and support when they how that is colling and plan, generation and support decision and and and the internet. Digital Literacy MC Use technology and transition provide and transition provide and the internet. Digital Colling and transition provide and transition provide and transition provide and the internet. Computer Science MC Colling and transition provide and transition and transition provide and transition provide and transition provide and transition and transi						Acceptance	
Tolerance Mutual Respect Lovely manners Showing compassion Tolerance Mutual Respect Tolerance Mutual Respect Compassion Forearce Mutual Respect							
Tolerance Mutual Respect Description of an angel. Being passeful and calm Being passeful and calm A Being passeful and calm A Being passeful and calm Computing Information technology NC Use technology purposefully to create, organis, stor, manipulate and retrieve digital content. Digital Literacy NC Use technology safely and rectanologies. Computer Science Mutual Respect Showing compassion Optimum Science Mutual Respect Showing compassion Optimum Science Mutual Respect Showing compassion Optimum Science Mutual Respect Showing compassion Optimum Science Mutual Respect Showing compassion Computer Science Mutual Respect Showing compassion Computer Science Mutual Respect Showing compassion Computer Science Mutual Respect Showing compassion Computer Science Mutual Respect Science Mutual Respect Sci			Write a job		Showing		T
Mutual Respect Description Description <thdescription< th=""></thdescription<>			description for an		compassion	E-safety	N
Mutual Respect Lovely manners Showing compassion Tolerance Mutual Respect Lovely manners and caim Computing Information technology MCUse technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Digital literacy NC Use technology safely and respectfully. Leeping personal of the intermet or other online technologies. Computer Science NC Use technology and programming the computer Science NC Use technology and programming the computer Science NC Create and debug simple programs. Science NC Create and science and debug simple programs. Sci			angel.		Being peaceful		A
Lovely manners Showing compassion Mutual Respect Lovely manners Tolerance Mutual Respect Showing compassion Computing Computing Information technology NC Use technology purposefully to create, organize, tore, maniputate and retrieve digital content. Recognize common uses of information technology beyond school. Digital Literacy NC Use technology supposefully to create, organize, torganize common uses of information technology Digital content. To for help and support when the have concerns about content or contain on the interest or other online technologies. Computer Science NC Understand information privace; identify where to go for help and support when the have concerns about content or contain on the interest or other online technologies. Computer Science NC Create and debug sim logical reasoning to predi- simple programs. Wata is coding? Arrows 1: Displaner Xondede or interacting (chreater is defined or interacting		Mutual Respect			and calm		В
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NC faith unit – places of worship

Tolerance Mutual Respect Acceptance Being peaceful and calm

what algorithms are; pplemented as gital devices; and that te by following precise us instructions. imple programs. Use

dict the behaviour of

Information Technology Can you use a computer to make music?

Summer 2: Sound using Keezy app Indian music

Disciplinary Knowledge Can I explore a range of electronic music and sound devices and software?

Am I able to listen to and to select a sound from a bank of pre-recorded sounds?

Can I use software to explore and create sound and musical phrases for a purpose?

Can I use basic editing tools to change recorded sounds (speed up, slow down, reverse, echo) to alter the mood or atmosphere?

Substantive Knowledge

Do I understand that most devices have stop, record and playback functions?

Am I aware that sound can be recorded and stored on

	Forward Backward Right-angle turn Algorithm Sequence Debug Predict Tolerance Self control		Have I begun that unless do entered accur cannot be use correct answe questions? <u>Key Vocabula</u> pictogram, g sorting <u>Mutual respec</u> Lovely manne	rately it d to provide ers to r <u>ry:</u> raph, ct	safe, share, st danger, interna Rule of law Individual liber Self-control Lovely manner	et. ty	Self-con Lovely n Showing		How can a show me h grows? Summer 1: Simulations u Espresso/Dis Education Disciplinary M Can I make in choices when happens in a s Can I discuss simulations ar with reality, e simulation of experiment? Substantive I Do I understa computer sim represent rea virtual enviro Do I understa computer sim the user to es and make cho recognising th decisions pro- outcomes? Key Vocabula Simulation, rea Rule of law Individual libe Self-control	Key v Sour	
Computing Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD
DT			How can I make a vehicle that can move on snow? Mechanisms – A snow vehicle - Make vehicles with construction kits which contain free running wheels Design generate, develop, model and communicate their ideas through talking, drawing,		Structures - house for t to literacy t Design design purp functional, products for and other u design crite generate, d	Wolf live in? – Making a he wolf – link text boseful, appealing or themselves users based on eria levelop, model unicate their			Food Uk food ar pitta pock use the ba varied dief	d I have as d I have as d Indian Sa ets blinis to sic principle to prepare d where foo	andwi asties es of a e dishe

the computer as a sound file?						
(ey vocabulary Sound, sound						
Mutual respect Folerance						
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lwiches wra	aps rolls					
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	templates, mock-ups	drawing, templates,		
	and, where	mock-ups and, where		
	appropriate,	appropriate, information		
	information and	and communication		
	communication	technology		
	technology			
		Make		
	Say how they will	select from and use a		
	make products	range of tools and		
	suitable for users	equipment to perform		
		practical tasks [for		
	Make	example, cutting,		
	select from and use a	shaping, joining and		
	wide range of	finishing]		
	materials and			
	components,	select from and use a		
	including	wide range of materials		
	construction	and components,		
	materials, textiles	including construction		
	and ingredients,	materials, textiles and		
	according to their	ingredients, according to		
	characteristics	their characteristics		
	measure, mark out,	Evaluate		
	cut and shape	explore and evaluate a		
	materials	range of existing products		
	Evaluate	evaluate their ideas and		
	evaluate their ideas	products against design		
	and products against	criteria		
	design criteria			
		Technical Knowledge		
	suggest how			
	products could be	build structures,		
	improved	exploring how they can		
		be made stronger, stiffer		
	Technical knowledge	and more stable		
	explore and use			
	mechanisms [for			
	example, levers,			
	sliders, wheels and			
	axles], in their			
	products			
	Vocabulary	Vocabulary		Vocabulary
	Vehicle Axle Wheel	Strong/weak Stiffer		
	Chassis Dowel Tube	Stable Structure Names		.,
	Names of tools used	of materials Names of		Vocab related to food u
	Names of materials	tools used Shape		texture and feel Names
		vocabulary (maths) Base,		utensils Names of fruit
	Direction Lever /	top, Edge, side, surface,		of parts of fruit and veg
	slider / pivot Slot /	face, Corner, point,		relating to preparation
	guide Straight/	Straight, curved		-
	curved Forwards/	_		peel
		Tolerance		Individual liberty
1	1	1	1	

d using taste, smell, es of equipment and it and vegetables Names reg e.g. peel Verbs on methods used e.g.

			backwards Up/down Tolerance Rule of law Self-contro Being hone	l.	Democrac Showing c E-safety	y ompassion			Mutual resp Lovely man Being hone E-safety	ners		
DT Assessment	GD	Below	E-safety GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
Art and Design	KS1 - about the disciplines, and	Developing Ideas e work of a range o d making links to th plore ideas from fin	neir own woi	ſk.	nd designers	, describing the	differen	ces and simi	larities betw	een differe	nt practices a	and
	Ask and answe Develop their Evaluating and KS1 - about the disciplines, and Review what t	er questions about ideas – try things o I Developing Work e work of a range o d making links to th hey (and others) ha they might change	the starting out, change t of artists, cra neir own wor ave done and	points for th heir minds. ft makers ar k d say what t	nd designers hey think an	d feel about it.				een differe	nt practices a	and
	to develop a w Experiment wi	awing to develop a vide range of art an th a variety of mec pes of marks made	id design tec lia; pencils, r	hniques in u ubbers, cray	ising colour, yons, pastels	pattern, textur		-	-			

	What colour is the		Who was Roy	Can Food be Art?
3D – clay – make an animal –	<mark>sea?</mark>		Lichtenstein?	
linking to science and habitats.				Collage - (Giuseppe
	Painting – The Great		Digital media	Arcimboldo)
Manipulate malleable materials	Wave off Kanagawa		Pop art-	Form, Shape Tone
for a purpose in a variety of	by Katsushika		Lichtenstein with	and Texture
ways including rolling and	Hokusai		Rachel List	Observe and draw
kneading				shapes from
Form	Lines and Marks		Lines and Marks	observations.
	Name, match and		Name, match	
Experiment with constructing	draw lines/marks		and draw	Invent new shapes.
and joining recycled, natural and	from observations.		lines/marks from	
manmade materials.	Invent new lines.		observations.	Draw shapes in
			Invent new lines.	between objects.
	Form, Shape Tone		Form, Shape	
Texture	and Texture	-	Tone and Texture	Digital media
	Observe and draw		Observe and	Explore ideas using
Change the surface of a	shapes from		draw shapes	digital sources i.e.
malleable material e.g. build a	observations.		from	internet.
textured tile			observations.	
	Invent new shapes.			Record visual
Individual liberty			Invent new	information using
Mutual respect	Draw shapes in		shapes.	digital cameras,
	between objects.			video recorders.
Being honest			Draw shapes in	
Showing compassion	Painting	I I I I I I I I I I I I I I I I I I I	between objects.	Use a simple
	Use a variety of tools	I I I I I I I I I I I I I I I I I I I	Digital media	graphics package to
	and techniques		Explore ideas	create images and
vocab	including different	I I I I I I I I I I I I I I I I I I I	using digital	effects - Use basic
3D	brush sizes and		sources i.e.	selection and
kneading, sculpture, joining, 2D shapes.	types.		internet.	cropping tools.
shapes	Mix and match		Record visual	Collage
	colours to artefacts		information using	Create images from
	and objects.	I I I I I I I I I I I I I I I I I I I	digital cameras,	a variety of media
		I I I I I I I I I I I I I I I I I I I	video recorders.	e.g. photocopies
				material, fabric,
	Work on different		Use a simple	crepe paper,
	scales.		graphics package	magazines etc
			to create images	
	Name different types		and effects - Use	Colour
	of paint and their		basic selection	
	properties.		and cropping	Collect, sort, name
			tools.	match colours
	Colour			appropriate for an
	Colour		Individual liberty	image
	Identify primary and		Mutual respect	
	secondary colours by			Shape
	name.	I I I I I I I I I I I I I I I I I I I	Being honest	
			Showing .	Create and arrange
	Mix primary shades		compassion	shapes appropriately
	and tones.			Toyturo
	Mix secondary		vocab	Texture
	colours.		Digital media	
	000013.		Signal media	

What materials make the best printing blocks?

Printing and Textiles

Print with a range of hard and soft materials e.g. corks, pen barrels, sponge

Build and design repeating patterns and recognise pattern in the environment

Make simple marks on rollers and printing palettes

Roll printing ink over found objects to create patterns e.g.

plastic mesh, stencils

Create simple printing blocks with press print

Take simple prints i.e. mono-printing

Colour Experiment with overprinting motifs and colour.

Textiles Match and sort fabrics and threads for colour, texture, length, size and shape Apply colour with printing, dipping, fabric crayons

Create and use dyes i.e. onion skins, tea, coffee

Change and modify threads and fabrics, knotting, fraying, fringing, pulling

Being honest Showing compassion Arrange and glue materials to uifferent backgrounds C uifferent backgrounds A Vocab Drawing light and dark lines, textures. Sort and group materials for ad our-lap papers. A Painting Brush size, poster paint, primary and secondary colours (by name), textured paint. Sort and group e.g. colour texture for Fold, crumple, tear and our-lap papers. T Individual liberty duratespect Work on different scales C Showing compassion N Vocab Sing honest showing compassion Individual liberty Mutual respect Vocab Sing honest scondary colours Individual liberty scoles Individual liberty scoles Collage Sing honest sort, group, In		Manipulate.	Create, select and	tł
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threads, twisting, plaiting cords for decoration

Cut and shape fabric using scissors/snips

Apply shapes with glue or by stitching

Apply decoration using beads, buttons, feathers etc

Texture

Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel

Individual liberty Mutual respect

Being honest Showing compassion

vocab

Printing Hard and soft materials, rollers.

Textiles Fabrics, texture, pulling, twisting,

Art and	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	G
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assessment											
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•	Our Ideal C	lassroom (1) (Y2)	Same or Di	fferent (Y1)	What Could	Harold do? (Y1)		gings and	Super Sl	<mark>еер (У1)</mark>	
education	What would y	our idea classroom	What are	the things	Do you need	to take medicine		ioney?	Why do you	think we all	н
plan)	look an	d feel like?	that make	people the	every tir	ne you're ill?			need a goo	od night's	lo
	Thinking ob	aut faalings (V/1)	same or c	lifferent?	M/h at M/aula	Lland d Cav 2 (V/2)		ng care of	slee	ep?	P
		out feelings (Y1) ow I am feeling by	An Act of K	indness (Y2)		Harold Say? (Y2) Harold say and do	some	thing (Y1)	Why is it im	nortant to	
		ting at my face?		we spread		felt unsafe?	\w/	hy is it	eat a health	•	w
		ing at my face?		·	when he			ance of look	die		ne
	Our Special P	Our Special People Balloons (Y1)		kindness to others?		n <mark>e Praise (Y1)</mark>	I .	things that	Eat We		bo
	Who are our	r Special People?		ase or bully	How do we f	eel when we get		long to		··· (/-)	
	Bullying or teasing? (V2) Is bullying the same as teasing?			(V1) support and encouragement?			elves or to	How can I keep myself clean and healthy?		Н	
				always kind aring?	Should I tell (Y2)		others?			to	
	IS Dullying The	e same as reasing?	01 00	u mg <i>e</i>		share and what			Harold's p		
	Let's all t	oe happy. (Y2)		make others		eep secret?		ould we look	helping us to		W
	How can other	rs help when you're	feel?	<mark>) (У2)</mark>			after	our money?	and healt	thy (Y2)	
	feeling sad or	· lonely (unhappy)?	Eup on r	iot? (Y2)	Feeling	<mark>g Safe (Y2)</mark>		(y1)	What does	s mv bodv	"
				of things do	What shoul	d I do if I feel	When	I feel like	need to st		
				do when we	un	isafe?		ting? (y2)	My body ne		
				nfortable?							
								an I do when			
								l like I am			
							going	to erupt?			
							Har	old Goes			
							Cam	ping (Y2)			
								uld you best			
								£5 pounds?			
		1		1		Γ				1	<u> </u>
) PSHE	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	G
assessment											
Music	Evoloring	Simple Patterns	Christmas	Production	Focus on	Dynamics &	Childrey	l n continue	Exploring	Foolings	R
Music		mpic i atterns	linistillas	i i ouuciivii		empo	their mu		Through	-	
Charanga –	How Does Mus	<u>sic Help Us to Make</u>				-	educatio	on through	-		
Lancashire Music	<u><u> </u></u>	riends?				<u>Music Teach Us</u>	attendir		How Does M		Λ
scheme all plans,			Year 2 learn		About	the Past?		production, g to worship	the World		
skills and knowledge			perform the				which fe	eatures	<u>Plac</u>	<u>ce?</u>	
included in the	Focus on simple	patterns in music,	Christmas p for parents,				songs fr				In
scheme.	while working in	nplicitly with all the	family and g		You will be p			of genres Ig joining in			ho
		of music as you go				ut dynamics and		traditional	You will be le		Е,
		s of the unit. The clapping, playing	Mutual resp			your class while licitly with all	hymns.		about all the		
		g their own simple	Individual li	berty	the other Fou				Foundationa of Music with		<u>Cl</u>
	1	- 1	1				1		I of Music Will	ia	1

GD	Below							
Growing and	d Changing							
How do you look different to when you								
were a baby?								
How do we feel when we lose contact with special								
people? Sam moves house (y2)								
What do babi								
need? Taking Daby (Y1)								
How do you lo	ok different							
to when you v Then and								
Then and Now (Y1) What does privacy mean?								
What does pr	rivacy mean?							
What does pr <mark>Respecting l</mark>								
	Privacy (y2)							
Respecting	Privacy (y2)							
Respecting	Privacy (y2)							
Respecting	Privacy (y2) Below Blown Away							
Respecting GD Recorder - E	Privacy (y2) Below Blown Away ad 2 ass, teacher tiate with							
Respecting I GD Recorder - E 1 an Mixed age cl to differen	Privacy (y2) Below Blown Away ad 2 ass, teacher tiate with d outcome. learned otes B, A, G,							
Respecting I GD GD Recorder - E 1 an Mixed age cl to differen support and n Book 1 we now to play n	Privacy (y2) Below Blown Away ad 2 ass, teacher tiate with d outcome. learned totes B, A, G, high D'.							

	composition activities. Mutual respect Individual liberty Self-control Being peaceful and calm		Self-control Being peace calm		through the Mutual resp Individual lik Self-control	ect	Individ Self-co	beaceful and	spotlight on and emotio how creatin improvisin related to cl emotion. Mutual ress Individual li Self-contro Being peace calm E-safety	ons. Discuss ng and g music is hanges in pect iberty	Bo ne C# an co the an pla mu Cli M In Se Be E-
Music Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GI
Languages											
Languages Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GI
PE	How far can I		Can I throv further?	w or roll	How many different ways can I travel?		Can I be part of a performance?		Can I strike a ball accurately?		W fo
	Lancs planning – catching and overarm. Carousel Catching Skills: To explore the skill of catching a ball To develop travelling skills To catch a ball with two hands To develop the skill of bouncing a ball with control To revise the skill of catching a ball and bouncing a ball		Fundamen Lancs plan underarm rolling. Carousel Underarm To explore equipmen To develop of the side To develop of running	ning – and skills: throwing t underarm o the skill gallop o the skill	Gymnastics (preparation for the comp) Y1 skills: To develop the basic skills of travelling To develop the basic skills of rolling To develop the basic skills of jumping To perform basic skills with straight and tuck shapes To link basic movements together		Dance (Y2 skills) Explore a range of actions related to theme. To compose and perform a dance phrase. To respond to a stimulus. To select appropriate movements and body shapes to communicate		Net and Wall (Y2 skills) (tennis) To develop the skill of throwing underarm To develop the skill of catching To develop the skill of side gallop To apply the skill of throwing underarm with accuracy To know the ready position and how to hold a bat		Ga To wa ob in ar To To To to To ec ef

Book 2 introduces the new notes low C, F♯, high C♯, low C♯, B♭, high E and high F. This completes all the notes of the scales of C, D, F and G and you can use these to olay a wide range of music.							
<u>Click to view larger</u>							
Mutual respendividual lib							
Self-control Being peaceful and calm E-safety							
GD	Below						
	Deleur						
GD	Below						
What make ootball play							
Games – kio	cking						
Games – kicking To explore different ways of kicking objects with ncreasing accuracy and control. To receive a kick with control. To intercept a ball. To explore kicking with a variety of							
equipment. To choose s effectively f							

	game To bounce a ball while travelling			rm throw	travelling, rolling and jumping with two		to the theme.of striking a bTo exploreTo develop sin			M	
		all while travelling	in different To develop	•	different	th two		ore ients to	tactics	simple	Ru
	in a game.		of dodging		shapes		depict		To apply str	riking a	Ac
	Overarm skills:		To apply simple		To link basic movements		relating		ball and tactics in a		pe
		skill of running	tactics in a	-	together to		theme.		simple tean		Be
	fast	Skill Of Fullning	game	team	sequence		To rem		simple team	ii gaine	Se
		skill of throwing	Same			e sequence to	repeat	,	Mutual resp	oect	50
	overarm		Rolling skil	ls:	perform on			n a short	Rule of law		
		e skill of running	-	the skill of			dance.				
	fast	5	running fas		Y2 skills:				Achieving a	nd	
	To develop the skill of throwing		To explore		To develop	the skills of	Mutual	respect	persevering		
	overarm for distance		different e	-	jumping wit		Rule of		Being hone		
	To develop the	e skill of throwing	To explore		shapes				Self-control		
	overarm for ac		jumping		To develop	the basic skills	Achievi	ng and			
	To understand	simple tactics in	To develop	the skill	of travelling	g on hands and	perseve	ering			
	To understand simple tactics in a game		of rolling d	ifferent	feet.		Being h	onest			
	-		equipment	t	To develop	the skill of	Self-co	ntrol			
	group		To explore	the skill of	balancing o	n different					
	To strike a ball	off a tee	dodging		body parts.						
	To apply simpl	e tactics in a	To apply th			the basic skills					
	game		rolling diffe		of rolling.						
					To link actions of						
		re excelling in the	To apply si	•		together to					
	fundamental s		tactics in a	-	create a simple sequence.						
	-	ne skills in game	work coop	-		the basic skills					
	situations (Y2)	planning)	in a small g	small group of travelling, balancing, jumping and rolling.							
			IF VO abilda	~ ~ ~ ~ ~	, , ,	•					
	Mutual respec Rule of law	t	If Y2 childr		To link action						
	Rule of law		excelling in fundament			together to ple sequence.					
	Achieving and	nersevering	they can be			sequence of					
	Being honest	persevering	the skills in	-	moves to a	•					
	Self-control		situations	-		oparatus.					
	Sell control		planning)	(12	Mutual res	hert					
			Mutual res	pect	Rule of law						
			Rule of law	•	nuic or iuw						
				-	Achieving a	nd					
			Achieving a	and	persevering						
			perseverin		Being hone						
			Being hone	-	Self-control						
			Self-contro								
PE	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD
Assessment											
Maths									+	<u> </u>	+
wattis											

Mutual respect Rule of law

Achieving and persevering Being honest Self-control

GD	Below

		•	•			
Maths Christian Values	Christian Value: Achieving and persevering	Christian Value: Achieving and persevering	Christian Value: Achieving and persevering	Christian Value: Achieving and persevering	Christian Value: Achieving and persevering	Cł Ac pe
Literacy						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Su
Fiction	Stories By The Same Author	Stories With a	Traditional Tales With a	Repetitive	Classic Text- Katie	St
	Emily Gravett- Tidy	Familiar Setting- The	Twist- 3 little wolves and	Patterned Stories	Morag	Se
		Everywhere Bear?	the big bad pig	Supertato	Can I write a story to	Ca
	Can I write a new story to inspire Class 5 to be tidy?	Can I write a story to	Can I write a new	Can I write a	tell Class 3 about a	st
		be published on the school website?	fairytale to persuade St George's that the Big Bad	story to entertain	different part of the UK?	ar
	Reading	SCHOOL WEDSILE!	Wolf isn't really bad?	children in a		
	Year One	Reading		hospital?	Reading	Re
	- Relate texts to own	Year One	Reading	Reading	Year One	Ye
	experiences. – Orally retell familiar	-Identify and discuss	Year One	Year One	 Identify and 	re
	stories in a range of	the main events in	-Recognise and join in	Identify and	discuss the	
	contexts e.g. small world, role play,	stories.	with language patterns	-Identify and discuss the main	main characters in	
	storytelling.	-Discuss the	and repetition.	events in stories.	stories.	
	 Give opinions and support with reasons e.g. 	title and how it relates to	-Use patterns and	Demonstrate	Demonstrate understanding	
	I like the Little Red Hen	the events in	repetition to support oral	understanding of	of texts by answering	
	because sheIdentify and discuss the	the whole story e.g.	retelling, e.g. fairy stories, traditional tales and	texts by	questions	
	main characters in	Olvier's	stories by well-known	answering	related to who, what,	
	stories. – Recall specific	Vegetables. -Demonstrate	authors.	questions related to who, what,	where, when,	
	information in fiction	understanding	-Identify and discuss the	where, when,	why, how. Make basic	
	and non-fiction texts. Read words with contractions	of texts by answering	main events in stories.	why, how.	inferences about what is	
	- e.g. I'm, I'll, we'll and	questions related to	Develop and	Develop and	being said	
	understand the	who, what,	demonstrate their	demonstrate	and done. Recall	
	apostrophe represents the omitted letter.	where, when, why, how.	understanding of characters and events	their	specific	
		- Introduce and	through role play and	understanding of characters and	information	
		discuss key	drama, drawing on	events through	in fiction and non-fiction	
			l uranna, urawing on	evenus unough	non-neuon	

Christian Value: Achieving and persevering

Summer 2

Stories with a Fantasy Setting- Aladdin

Can I write a fantasy story to send to another school?

Reading

Year One

- Identify and discuss the main characters in stories.
- Introduce and discuss key vocabulary, linking meanings of new words to those already known.
- Make basic inferences about what is being said and done.

[meanings of now		drama drawing		
	-		_		
Year Two Orally retell a wider range of stories, fairy tales and traditional tales. Explain and discuss their understanding, giving opinions and supporting with reasons. Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised. Activate prior knowledge and raise questions e.g. What do we know? What do we want to know? What have we learned?	meanings of new words to those already known. Year Two Demonstrate understanding of fiction and non- fiction texts by asking and answering who, what, where, when, why, how questions.	Year Two Make inferences about characters and events using evidence from the text e.g. what is the character thinking, saying and feeling? Sequence and discuss the main events in stories and recounts Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.	drama, drawing on language from the text. Make basic inferences about what is being said and done. Year Two Make inferences about characters and events using evidence from the text e.g. what is the character thinking, saying and feeling?	Year Two . Make inferences about characters and events using evidence from the text e.g. what is the character thinking, saying and feeling? Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. Dise morphology to work out the meaning of unfamiliar words e.g. terror, terrorised.	fe D u fi te
	fiction and non- fiction texts by asking and answering who, what, where, when, why, how	and recounts Introduce and discuss words within the context of a text, linking new meanings to known	the text e.g. what is the character thinking, saying and feeling? Sequence and	vocabulary. Description Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised.	tł fe D fi te an w
	discuss the main events in stories and recounts Activate prior knowledge and raise questions e.g. What	work out the meaning of unfamiliar words e.g. terror, terrorised. Develop and demonstrate their understanding of characters and events	and recounts Activate prior knowledge and raise questions	Read words containing common suffixes e.g. –ness, - ment, -ful, -less -ly, -ing, -ed, - er, -est, -y.	h Ic w R
Writing	do we know? What do we want to know? What have we learned?	through role play and drama, drawing on language from the text.	e.g. What do we know? What do we want to know? What have we learned? Develop and		co su m -li -e
Year One Separate words with spaces.			demonstrate their understanding of characters and		

Year Two

Make inferences about characters and events using evidence from the text e.g. what is the character thinking, saying and feeling?

Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions.

Identify, discuss and collect favourite words and phrases.

Read words containing common

suffixes e.g. –ness, ment, -ful,

-less -ly, -ing, -ed, -er, -est, -y.

Use punctuation to demarcate			events through	
simple		Writing	role play and drama, drawing	
sentences (capital letters and full stops).		Year One	on language from	
		Use the joining word and	the text.	
Use capital letter for the		to link words and		
personal pronoun				
l.		clauses.		
Use capital letters for names		Orally compose every		
of people		sentence before	Writing	
Write simple sentences that can		writing.	Year One	
be read by		Re-read every sentence		
themselves and others		to check it makes sense.	Sequence ideas and events in	
themselves and others		Use formulaic phrases to	narrative	
		open and close		
	Writing		Compose and sequence their	Writing
	Year One	Write simple sentences that can be read by	own sentences	Year One
	Sequence ideas and		to write short	Use familiar plots
	events in narrative	themselves and others	narratives	structuring the
		Spell words with the /v/		opening,
	Use familiar plots for structuring the	sound at the end of	Identify and use question marks	middle and end of
	opening,	words,	and	their stories.
		e.g. have, live, give.		
	middle and end of their stories.	Add s and es to words,	exclamation marks.	Compose and sequence their ow
		e.g. thanks, catches.		sentences
	Compose and	☑ Add the endings –ing, –	Make singular	to write short
	sequence their own sentences	ed and –er to verbs	nouns plural using 's' and	narratives
		where		
	to write short narratives	no change is needed to	ʻes' e.g. dog, dogs; wish,	Use formulaic phrases to open ar
		the root word.	wishes.	close
	Use formulaic			
Year Two	phrases to open and close		Add suffixes to verbs where no	texts
To spell correctly, distinguish			spelling	Use capital letters
between homophones	texts.			for names of peop
(e.g. here and hear; sea and see;	Spell common	Year Two	change is needed to the root word	places and days of
bear and bare; night	exception words (see		e.g.	the week.
and knight) and near-	below).	- the /l/ or /əl/ sound spelt –al at the end of		Identify and use
homophones (e.g. quite and	Spell days of the	words,	helping, helped, helper	question marks an
	week.			exclamation marks
		e.g. pedal, capital.		

Writing

Year One

Use the joining word and to link words and

clauses.

Orally compose every sentence before

writing.

Re-read every sentence to check it makes sense.

Sequence ideas and events in narrative

Add the prefix 'un' to verbs and adjectives

to change the meaning e.g. untie, unkind.

Add the prefix –un.

Spell compound words, e.g. farmyard, bedroom.

quist: one and wone are and	D Namo the letters of	the opding il e a	Spollwords	Write cimple	5
quiet; one and won; are and our).	Name the letters of the alphabet in	- the ending –il e.g. pencil, fossil, nostril.	Spell words	Write simple sentences that can	?
ourj.	order.	pencii, iossii, fiostril.	ending –y (/i:/ or /ɪ/), e.g. happy.	be read by	a c
the /l/ or /əl/ sound spelt –le at		- the /aɪ/ sound spelt –y	/ <i>1/],</i> c.g. nappy.		U
the end of words,	Use letter names	at the end of words, e.g.		themselves and	n
e.g. table, apple.	to distinguish	try,		others	W
	between alternative	reply.		Divide words into	
- the /l/ or /əl/ sound spelt –el	spellings of the same			syllables, e.g. pocket.	
at the end of words,	sound	Add –ed, –ing, –er and –			
e.g. camel, tunnel.		est to a root word ending			
		in	Year Two		
Add suffixes ness and er e.g. happiness, sadness,		–y with a consonant	the /s/ sound		
nappiness, sauness,		before it, e.g. copied,	spelt c before e, i		
teacher, baker.		copier.	and y, e.g. ice,		
Select, generate and effectively		Ise subordination for	cell		
use nouns.	Year Two	time using when,	- the /n/ sound		Y
		before and after e.g. We	spelt kn and gn		?
	Use suffixes er and	went out to play	at the beginning,		S
Secure the use of full stops,	est e.g. faster, fastest, smaller,		e.g.		e
capital letters,		when we had finished our	knee, gnat.		~
exclamation marks and question	smallest.	writing. When we	_		e
marks.	Use suffix ly e.g.	had finished our writing,	- the /ɹ/ sound		?
	slowly, gently,	we went out to	spelt wr at the		le
Use commas to separate items	carefully.	play.	beginning e.g. wrote,		C
in a list.	Spell words with:				С
Provide their writing with		Use apostrophes for	wrong.		Г
adults and peers.	- the /dʒ/ sound	contracted forms e.g.	Use present		L W
Proofread to check for errors	spelt as ge and dge	don't, can't, wouldn't,	tense for non-	Year Two	c
in spelling,	at the end (e.g.	you're, l'll.	chronological	The /or/ cound coalt	
	age, badge), and	Ise apostrophes for	reports and	The /ɔ:/ sound spelt a before I and II, e.g.	e
grammar and punctuation.	spelt as g elsewhere	singular possession in	persuasive	call, walk	n יי
	(e.g. magic,		adverts.		1
	giant)	nouns, e.g. the girl's		The /p/ sound spelt a	S
		name.	Use commas to separate items in	after w and qu, e.g. wander,	р
	Image: Second state Image: Second state Image: Second state		separate items in a list.	wanuer,	С
	for reason using because			quantity.	u
	Decause			- The /3:/ sound spelt	
	and if e.g. I put my			or after w, e.g. word,	N 2
	coat on because it			worm.	a 0
	was			The last second areas	5
	raining. Because it			- The /ɔ:/ sound spelt ar after w, e.g. war,	U
	was raining, I put on			warm.	n L
	my				(e
1					

Add –er and –est to adjectives where no change is

needed to the root word.

Year Two

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

enjoyment.

Add suffixes ful and less e.g. playful, careful,

careless, hopeless

Learn to spell more words with contracted forms,

e.g. can't, didn't, hasn't, couldn't, it's, I'll.

Say, write and punctuate simple and

compound sentences using the joining

words and, but, so and or (coordination).

Use past tense for narrative, recount (e.g.

	 coat. Use the subordinating conjunction that in a sentence, e.g. I hope that it doesn't rain on sports day. Select, generate and effectively use verbs. Explore the progressive form of verbs in the present tense (e.g. she is drumming) and past tense (e.g. he was shouting) to mark actions in progress. Proofread to check for correct form of verbs within sentences, e.g. correcting he walking to 		 The /ʒ/ sound spelt s, e.g. television, usual. Spell words ending in -tion, e.g. station, fiction 	di re hi U di st cc ex Ec w au pu E- U
Fiction Links				
Poetry	Poems on a Theme- Angel Gabriel- Linked into Recount	Traditional Rhymes- Miss Polly Has a Dolly		Po He W

diary, newspaper
report, biography)

historical reports.

Use sentences with different forms:

statement, question, command,

exclamation.

Edit and improve own writing in relation to

audience and purpose.

E-Safety Use technology safely.

Poem to Learn By Heart- The Quangle Wangle's Hat- Year 1 Only

	Reading	Can I perform a
		traditional
	Year One	rhyme?
		,
	Enjoy and recite	
	rhymes and poems	Reading
	by heart.	Year One
	Sy ficult.	
	Recognise and join in	
	with language	
	patterns and	
	repetition.	Enjoy and recite
		rhymes and
		poems by heart.
		Recognise and
		join in with
		language
		patterns and
	Year 2	repetition.
	Recognise the use of	
	repetitive language	
	within a text or	
	poem (e.g. run, run	
	as fast as you can)	Year 2
	and across texts (e.g.	
	long, long ago in a	Recognise the
	land far away).	use of repetitive
	Izearn and recite a	language within a
		text or poem
	range of poems using	(e.g. run, run as
	appropriate	fast as you can)
	intonation.	and across texts
		(e.g. long, long
		ago in a land far
		away).
	Writing	Izearn and
	Write simple poems	recite a range of
	based on models.	poems using
		appropriate
		intonation.
		Writing

Reading

Year One

Enjoy and recite rhymes and poems by heart.

Recognise and join in with language patterns and repetition.

Year 2

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.

				Write simple		W
				poems based on		w
				models		ba
Poetry Links						-
Non-fiction	Non Chronological Reports-	Recount- Angel	Persuasion: Letter for		Explanation Text-	In
	Badgers	Gabriel	fairy tale characters		How Plants Grow	Ca
	Can I write a report to teach	Can I write a recount	Can I persuade Year 6		Can I explain to Class	te
	people in Duxbury about	for the Church	that fairy tale baddies		1 and 2 how plants	СС
	badgers?	family?	aren't really bad?		grow?	Re
		Reading	Reading		Reading	Ye
	Reading	Year One	Year One		Year One	
	Year One					
						Re
		Recall specific information in fiction	Activate prior knowledge e.g. what do you know		Activate prior knowledge e.g. what	in ⁻
	Activate prior knowledge e.g.	and non-fiction texts.	about minibeasts?		do you know about	
	what do you know about minibeasts?				minibeasts?	
					Locate parts of text	
	Locate parts of text that give				that give particular	
	particular information, e.g. titles, contents page and				information, e.g.	
	labelled diagram				titles, contents page	
					and labelled diagram	
					Year 2	
					Identify how specific	Ye
	Year 2		Year 2		information is	
	Demonstrate understanding of	Voor 2	Domonstrato		organised within a	De
	fiction and non-fiction texts by	Year 2	Demonstrate understanding of fiction		non-fiction text e.g. sub-headings,	fic
	asking and answering who,	Identify how specific	and non-fiction texts by		contents, bullet	te
	what, where, when, why, how	information is	asking and answering		points, glossary,	ar
	questions.	organised within a non-fiction text e.g.	who, what, where, when,		diagrams.	w
	Identify how specific	sub-headings,	why, how questions.		Locate information	ho
	information is organised within	contents, bullet	Identify how specific		from non-fiction	Id
	a non-fiction text e.g. sub-	points, glossary,	information is organised		texts using the	in
	headings, contents, bullet	diagrams.	within a non-fiction text		contents page,	or
	points, glossary, diagrams.		e.g. sub-headings,			nc
						su

Writing

Write simple poems based on models.

Instructions: Food

Can I write a recipe to teach my family to cook?

Reading

Year One

Recall specific information in fiction and non-fiction texts..

Year 2

Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions.

Identify how specific information is organised within a non-fiction text e.g. sub-headings,

Icocate information from non-	Iccate information	contents, bullet points,	index, labelled	C
 Locate information from non- fiction texts using the contents page, index, labelled diagrams and charts. Make simple notes from non- fiction texts, e.g. highlighting and noting key words. 	 Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts. Use specific text type features to write for a range of audiences and purposes e.g. to 	contents, bullet points, glossary, diagrams. Read words containing common suffixes e.g. –ness, -ment, -ful, -less -ly, -ing, -ed, -er, - est, -y.	index, labelled diagrams and charts. Demonstrate understanding of fiction and non- fiction texts by asking and answering who, what, where, when, why, how questions	C F d
	instruct, inform, entertain, explain, discuss, persuade.	Year One Writing Write in different forms with simple text type	Year One Writing Write in different	١
Year One Writing Compose and sequence their own sentences to write short non-fiction texts, e.g. recounts,	Year One Writing	features e.g. instructions, narratives, recounts, poems, information texts Sequence ideas and events in non-fiction.	forms with simple text type features e.g. instructions, narratives, recounts, poems, information texts	C s t f
information texts, instructions. Write in different forms with simple text type features e.g. instructions, narratives, recounts, poems, information texts.	Compose and sequence their own sentences to write short non- fiction texts, e.g. recounts, information texts, instructions. Sequence ideas and events in non-fiction.		Sequence ideas and events in non-fiction. Year 2 Non-Fiction	iı iı

contents, bullet points, glossary, diagrams.

Year One Writing

Compose and sequence their own sentences

to write short nonfiction texts, e.g. recounts,

information texts, instructions.

	Year 2 Writing (NF) Add suffixes ness and er to create nouns e.g. happiness, sadness, teacher, baker. Create compound words using nouns, e.g. whiteboard and football. Select, generate and effectively use adjectives. I Identify, generate and effectively use noun phrases, e.g. the blue butterfly with shimmering wings (for description), granulated sugar (for specification). E-safety	Year 2 Non-Fiction 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)	Year 2 Non-Fiction Select, generate and effectively use adverbs. Des suffix ly to turn adjectives into adverbs e.g. slowly, gently, carefully. E-safety	Add suffixes ful or less to create adjectives e.g. playful, careful, careless, hopeless. Use suffixes er and est to create adjectives e.g. faster, fastest, smaller, smallest E-safety	Ye Ad –e to e. to hik 2
Fiction Links					

Year 2 Non-Fiction

Add the endings –ing, –ed, –er, –est and –y to words

ending in –e with a consonant before it, e.g. hiking,

hiked, hiker.