

Subject	Class 4					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
British values	Theme (Q) Who lives in the woods?	Theme (Q) Why was the Titanic an amazing ship?	Theme (Q) What material would you use to build a fairy tale home?	Theme (Q) Do all Superheroes wear capes?	Theme (Q) Why don't the English wear kilts?	Theme (Q) Where would The Faraway Tree you?
Christian values						
Cross curricular writing opportunities	Hook: Walk to Duxbury Woods-link to Science and Settings for stories	Hook- -Titanic day and workshop	Hook – construction day/Astley Hall	Hook – Zoom call with Mary Seacole	Hook – Themed UK countries afternoon Y1 trip	Hook Indian day – dance/food
	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	Class Read: The Enchanted Wood
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	Travel Agents
Geography	<p>Topic – Continents and Oceans</p> <p><b>Where in the world is....?</b></p> <p>Name and locate the world's seven continents and five oceans</p> <p>Use world maps, atlases and globes to identify continents and oceans studied at this key stage</p> <ul style="list-style-type: none"> <li>Locate land and sea on maps.</li> </ul> <p>Topic - Hot and cold areas of the World</p>				<p>Topic: Countries and capitals of the UK</p> <p><b>Why don't the English wear kilts?</b></p> <p>CC - Descriptive writing – describe the Loch Ness Monster.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and</p>	<p>Topic: Uk Vs India (non European country)</p> <p><b>Would you rather have a house in Chorley or Chembakoli ?</b></p> <p>CC – Non chronological report on India</p> <p>Fiction based on adventure on the Wishing chair.</p> <p>Understand geographical</p>

	<p>Would you prefer to live on snow or sand?</p> <p>(begin in Autumn 1)</p> <p>CC – Non chronological report on the world and continents</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to:</p> <p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Tolerance Mutual respect</p> <p>Acceptance Showing compassion Being peaceful and calm</p> <p>E-safety</p>				<p>its surrounding seas (castles)</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries,</p> <p>Locate land and sea on maps.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p> <p>Democracy Rule of law</p> <p>Acceptance Being peaceful and calm</p> <p>E-safety</p>	<p>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</p> <p>Use basic geographical vocabulary to refer to:</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Use basic geographical vocabulary to refer to:</p> <p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map and use and construct basic symbols in a key</p> <p>Know that symbols mean something on maps</p> <p>Acceptance Showing compassion</p> <p>Mutual respect Tolerance</p>
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	Ongoing units Identify seasonal and daily weather patterns in the United Kingdom											
	Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc											
Geography Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
History	<p>The Titanic –</p> <p>Would you like to travel across the Atlantic?</p> <p>Cc – diary of a person on Titanic (recount)</p> <p>History Events beyond living memory that are significant nationally or globally.</p> <p>Chronology</p> <p>recognise the distinction between past and present.</p> <p>order and sequence some familiar 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>use common words and phrases</p>		<p>Houses and Homes</p> <p>Would you like to live in a house with an outside toilet?</p> <p>History Changes within living memory. Houses &amp; Homes -What were homes like in the past? What were children’s bedrooms like? Did homes have a toilet? Are homes better now? Why have they changed? How will they change in the future?</p> <p>order and sequence some familiar 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>identify some of the basic ways in which the past can be represented.</p> <p>choose parts of stories and other sources to show what they know about the past.</p>		<p>Mary Seacole and Edith Cavell</p> <p>Were Mary Seacole and Edith Cavell superheroes?</p> <p>CC – diary of a nurse at war(recount)</p> <p>CC – persuasive letter asking for supplies</p> <p>History The lives of significant people that have contributed to national and international achievements.</p> <p>demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements</p>							

			<p>concerned with the passing of time.</p> <p>Events, People and changes</p> <p>retell some events from beyond their living memory which are significant nationally or globally.</p> <p>demonstrate simple historical concepts and events through role-play, drawing and writing.</p> <p>Democracy Individual liberty</p> <p>Achieving &amp; persevering Self control Showing compassion</p>		<p>ask and answer simple questions about the past through observing and handling a range of sources.</p> <p>Democracy Rule of law Individual liberty</p> <p>Lovely manners Showing compassion acceptance</p> <p>E-safety</p>		<p>retell simple stories or events from the past</p> <p>use simple historical terms</p> <p>talk about what/who was significant in simple historical accounts.</p> <p>demonstrate simple historical concepts and events through role-play, drawing and writing.</p> <p>recognise some basic reasons why people in the past acted as they did.</p> <p>Individual liberty Democracy Tolerance Mutual respect</p> <p>Achieving &amp; persevering Showing compassion Being peaceful and calm. Self control</p> <p>E-safety</p>					
History Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
Science	<p>Ongoing units – Seasonal change - Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Observing similar plants at different stages of growth. Observe changes across the four seasons. Keep records of how plants have changed over time, for example the leaves falling off trees and buds opening.</p> <p>Observe and describe weather associated with the seasons and how day length varies. Making tables and charts about the weather. Make displays of what happens in the world around them. Including day length, as the seasons change</p>											

What is the weather like today?				
<p><u>Living things and their Habitats</u></p> <p><b>Who lives in the woods?</b></p> <p>CC – write about an animal and its habitat</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>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.</p> <p>Identify and name a variety of plants animals in their habitats, including micro-habitats.</p> <p>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 of food.</p> <p>Working scientifically 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</p>	<p>Animals including Humans –</p> <p><b>What if animals didn't have young?</b></p> <p>CC – Non chronological report about an animal of choice</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Year 2 also</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Working scientifically Asking questions about what things animals need for survival and what humans need to stay</p>	<p>Everyday materials</p> <p><b>What materials make the best Superhero cape?</b></p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Describe the simple physical properties of a variety of everyday materials and Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (year 1 to compare and group them).</p> <p>Working scientifically Distinguish between an object and the material from which it is made.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>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).</p> <p>Identifying and classifying the uses of different materials, and recording their observations.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>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 gymnast's leotard?'</p> <p>Identifying and classifying the uses of different materials, and recording their observations.</p>	<p>Plants</p> <p><b>Does a plant grow without light?</b></p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Observe the growth of flowers and vegetables closely using a magnifying glass, and comparing and contrasting familiar plants.</p> <p>Compare and contrast familiar plants describing how they were able to identify and group them.</p> <p>Setting up a comparative test to</p>	<p>Animals including Humans –</p> <p><b>What if everything tasted the same?</b></p> <p>cc- life cycles explanation</p> <p>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</p> <p>Year 2 also</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Working scientifically</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>Observing, through video or first-hand</p>

	<p>plants and animals that live there.</p> <p>Sorting and classifying things as to whether they are living, dead or were never alive</p> <p>Recording their findings of whether things are alive, dead or were never alive using charts.</p> <p>Constructing a simple food chain that includes humans (e.g. grass, cow, human);</p> <p>Individual liberty Mutual respect</p> <p>Lovely manners Showing compassion being peaceful and calm</p> <p>E-safety</p>	<p>healthy and suggesting ways to find answers to their questions.</p> <p>Observing, through video or first-hand observation and measurement, how different animals grow and compare and contrast.</p> <p>Describing how they identify and group them...grouping animals according to what they eat.</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>Mutual respect Individual liberty</p> <p>Lovely manners Being honest Self control</p> <p>E-safety</p>	<p>Democracy Mutual respect</p> <p>Being peaceful and calm Achieving and persevering</p>	<p>show that plants need light and water to stay healthy.</p> <p>Compare and contrast what they have found out about different plants.</p> <p>Drawing diagrams showing the parts of different plants.</p> <p>Democracy Rule of law</p> <p>Showing compassion Self control</p> <p>E-safety</p>	<p>observation and measurement, how different animals grow and compare and contrast.</p> <p>Using their senses to compare different textures, sounds and smells.</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>Mutual respect Individual liberty</p> <p>Lovely manners Being honest Self control</p> <p>E-safety</p>		
Science Assessment	GD Below	GD Below	GD Below	GD Below	GD Below	GD Below	GD Below
RE	<p>2.3 Jesus</p> <p>Why did Jesus welcome everyone?</p> <p>CC – Letter from leper to say thank you.</p>	<p>2.2 Christmas</p> <p>Why was the birth of Jesus such good news?</p>	<p>S3 Old Testament</p> <p>What does this story teach us about God?</p> <p>CC retell a favourite Bible story</p>	<p>S1 Holy week</p> <p>What happened during Holy week?</p>	<p>S12 Peace</p> <p>What is Peace?</p> <p>Tolerance Mutual Respect</p>	<p>Why is the Church a special place for Christians?</p>	

	<p>CC – write poems and prayers on theme of friendship</p> <p><b>Tolerance</b> <b>Mutual Respect</b></p> <p>Lovely manners Showing compassion</p>	<p>CC – ‘Good News’ letter for newsletter</p> <p>Write a job description for an angel.</p> <p><b>Tolerance</b> <b>Mutual Respect</b> Lovely manners</p>	<p>Special books NC faith unit</p> <p><b>Tolerance</b> <b>Mutual Respect</b> Showing compassion</p>	<p><b>Tolerance</b> <b>Mutual Respect</b></p> <p>Showing compassion Being peaceful and calm</p>	<p>Acceptance</p> <p>E-safety</p>	<p>NC faith unit – places of worship</p> <p><b>Tolerance</b> <b>Mutual Respect</b> Acceptance Being peaceful and calm</p>
Computing	<p>Information technology</p> <p>NC Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.</p>	<p>Digital Literacy</p> <p>NC Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>Computer Science</p> <p>NC Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>NC Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.</p>			
	<p>Computer Science: Programming</p> <p><b>What is coding?</b></p> <p><b>Autumn 1:</b> Programming using Espresso/Discovery Education Level 2 (refresher) and Level 2a Different sorts of inputs.</p> <p><b>Disciplinary Knowledge</b> Can I plan, generate and follow a sequence of instructions (actual and on-screen) to make something happen; or complete a given task or problem to create a simple program?</p> <p>Can I explore and create sequences of commands/instructions in a variety of programs/devices?</p> <p>Can I make predictions and describe the effects when creating programs and controlling devices?</p> <p><b>Substantive Knowledge</b> Do I understand that prediction, trial and error are important considerations when creating programs or controlling movement?</p> <p><b>Key vocabulary:</b> Instructions Algorithm Buttons Robots</p>	<p>Information Technology</p> <p><b>How can we show information?</b></p> <p><b>Autumn 2:</b> Data handling using Purple Mash unit 1.3 pictograms</p> <p><b>Disciplinary Knowledge</b> Can I use simple graphing software to produce pictograms and other basic tables, charts or graphs?</p> <p>Can I use graphing software to enter data and change a graph type? e.g. pictogram to bar chart.</p> <p>Can I interpret the graphs, discuss the information contained and answer simple questions.</p> <p><b>Substantive Knowledge</b> Do I understand that IT can be used to sort items and information?</p> <p>Do I understand that IT can be used to create and display charts graphs?</p> <p>Do I understand that IT can be used to add to and change charts and graphs?</p>	<p>Digital Literacy: Online Safety</p> <p><b>How do you stay safe online?</b></p> <p><b>Spring 1:</b> Online safety using Think U know Jessie and Friends.</p> <p><b>Disciplinary Knowledge</b> Can I use technology safely?</p> <p>Can I keep personal information safe?</p> <p>Can I use technology respectfully?</p> <p><b>Substantive Knowledge</b> Do I know the rules for keeping safe online?</p> <p>Do I understand that personal information, e.g. email address, usernames, passwords, home address or telephone number should not be shared, either online or offline, without a trusted adult’s permission?</p> <p><b>Key vocabulary:</b> safe, meet, accept, tell, online, trusted, adult, information, safety, personal, key, question,</p>	<p>Information Technology</p> <p><b>Can I make a picture talk?</b></p> <p><b>Spring 2:</b> Create content using Animate me App</p> <p><b>Disciplinary Knowledge</b> Can I begin to add different forms of media together?</p> <p>Can I use a range of devices to capture and save both still and moving images?</p> <p><b>Substantive Knowledge</b> Do I understand there are a variety of tools in graphics packages, each fulfilling a different purpose?</p> <p><b>Key Vocabulary:</b> Animate, image, still image, moving image</p> <p><b>Rule of law</b> <b>Individual liberty</b></p>	<p>Digital Literacy AND Computer Science</p> <p><b>How can I speak to people in a different part of the country?</b></p> <p><b>Summer 1:</b> Electronic communication using Zoom as a class to share information</p> <p><b>Disciplinary Knowledge</b> Do I understand that messages can quickly be sent electronically, via a range of devices, over distances and that people can reply to them?</p> <p><b>Substantive Knowledge</b> Can I begin to use webcams and /or video conferencing as a class, if appropriate and available, with external providers, another class or school?</p> <p>Can I talk openly about my use of online communication in school and at home?</p> <p><b>Key Vocabulary:</b> Zoom, communicate, webcam</p>	<p>Information Technology</p> <p><b>Can you use a computer to make music?</b></p> <p><b>Summer 2:</b> Sound using Keezy app Indian music</p> <p><b>Disciplinary Knowledge</b> Can I explore a range of electronic music and sound devices and software?</p> <p>Am I able to listen to and to select a sound from a bank of pre-recorded sounds?</p> <p>Can I use software to explore and create sound and musical phrases for a purpose?</p> <p>Can I use basic editing tools to change recorded sounds (speed up, slow down, reverse, echo) to alter the mood or atmosphere?</p> <p><b>Substantive Knowledge</b> Do I understand that most devices have stop, record and playback functions?</p> <p>Am I aware that sound can be recorded and stored on</p>

	<p>Patterns Program</p> <p>Forward Backward Right-angle turn Algorithm Sequence Debug Predict</p> <p><b>Tolerance</b></p> <p>Self control</p>	<p>Have I begun to understand that unless data has been entered accurately it cannot be used to provide correct answers to questions?</p> <p><b>Key Vocabulary:</b> pictogram, graph, sorting</p> <p><b>Mutual respect</b></p> <p>Lovely manners</p>	<p>safe, share, stranger, danger, internet.</p> <p><b>Rule of law</b> <b>Individual liberty</b></p> <p>Self-control Lovely manners</p>	<p>Self-control Lovely manners Showing compassion</p>	<p><b>How can a computer show me how a plant grows?</b></p> <p><b>Summer 1:</b> Simulations using Espresso/Discovery Education</p> <p><b>Disciplinary Knowledge</b></p> <p>Can I make informed choices when exploring what happens in a simulation?</p> <p>Can I discuss use of simulations and compare with reality, e.g. a simulation of a science experiment?</p> <p><b>Substantive Knowledge</b></p> <p>Do I understand that computer simulations can represent real and virtual environments?</p> <p>Do I understand that computer simulations allow the user to explore options and make choices, recognising that different decisions produce different outcomes?</p> <p><b>Key Vocabulary:</b> Simulation, reality</p> <p><b>Rule of law</b> <b>Individual liberty</b></p> <p>Self-control Lovely manners</p>	<p>the computer as a sound file?</p> <p><b>Key vocabulary:</b> Sound, sound effect</p> <p><b>Mutual respect</b> <b>Tolerance</b></p> <p>Achieving and persevering Being peaceful and calm</p>						
Computing Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
DT			<p><b>How can I make a vehicle that can move on snow?</b></p> <p>Mechanisms – A snow vehicle - Make vehicles with construction kits which contain free running wheels</p> <p>Design generate, develop, model and communicate their ideas through talking, drawing,</p>	<p><b>What kind of house would the Wolf live in?</b></p> <p>Structures – Making a house for the wolf – link to literacy text</p> <p>Design design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking,</p>			<p><b>What could I have as a snack in India?</b></p> <p>Food</p> <p>Uk food and Indian Sandwiches wraps rolls pitta pockets blinis toasties salad snacks</p> <p>use the basic principles of a healthy and varied diet to prepare dishes</p> <p>understand where food comes from.</p>					

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

			backwards Push/Pull Up/down  Tolerance Rule of law Self-control Being honest E-safety		Democracy  Showing compassion  E-safety				Mutual respect  Lovely manners Being honest  E-safety			
DT Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
Art and Design	<p>In all units</p> <p>Exploring and Developing Ideas KS1 - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Record and explore ideas from first hand observations. Ask and answer questions about the starting points for their work. Develop their ideas – try things out, change their minds.</p> <p>Evaluating and Developing Work KS1 - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work Review what they (and others) have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work (and explain their reasoning)..</p> <p>Drawing KS1 - to use drawing to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. Control the types of marks made with the range of media.</p>											

	<p>3D – clay – make an animal – linking to science and habitats.</p> <p>Manipulate malleable materials for a purpose in a variety of ways including rolling and kneading Form</p> <p>Experiment with constructing and joining recycled, natural and manmade materials.</p> <p>Texture</p> <p>Change the surface of a malleable material e.g. build a textured tile</p> <p>Individual liberty Mutual respect</p> <p>Being honest Showing compassion</p> <p>vocab 3D kneading, sculpture, joining, 2D shapes.</p>	<p>What colour is the sea?</p> <p>Painting – The Great Wave off Kanagawa by Katsushika Hokusai</p> <p>Lines and Marks Name, match and draw lines/marks from observations. Invent new lines.</p> <p>Form, Shape Tone and Texture Observe and draw shapes from observations.</p> <p>Invent new shapes.</p> <p>Draw shapes in between objects.</p> <p>Painting Use a variety of tools and techniques including different brush sizes and types.</p> <p>Mix and match colours to artefacts and objects.</p> <p>Work on different scales.</p> <p>Name different types of paint and their properties.</p> <p>Colour Colour Identify primary and secondary colours by name.</p> <p>Mix primary shades and tones.</p> <p>Mix secondary colours.</p>		<p>Who was Roy Lichtenstein?</p> <p>Digital media Pop art- Lichtenstein with Rachel List</p> <p>Lines and Marks Name, match and draw lines/marks from observations. Invent new lines. Form, Shape Tone and Texture Observe and draw shapes from observations.</p> <p>Invent new shapes.</p> <p>Draw shapes in between objects.</p> <p>Digital media Explore ideas using digital sources i.e. internet.</p> <p>Record visual information using digital cameras, video recorders.</p> <p>Use a simple graphics package to create images and effects - Use basic selection and cropping tools.</p> <p>Individual liberty Mutual respect</p> <p>Being honest Showing compassion</p> <p>vocab Digital media</p>	<p>Can Food be Art?</p> <p>Collage - (Giuseppe Arcimboldo) Form, Shape Tone and Texture Observe and draw shapes from observations.</p> <p>Invent new shapes.</p> <p>Draw shapes in between objects.</p> <p>Digital media Explore ideas using digital sources i.e. internet.</p> <p>Record visual information using digital cameras, video recorders.</p> <p>Use a simple graphics package to create images and effects - Use basic selection and cropping tools.</p> <p>Collage Create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc</p> <p>Colour</p> <p>Collect, sort, name match colours appropriate for an image</p> <p>Shape</p> <p>Create and arrange shapes appropriately</p> <p>Texture</p>	<p>What materials make the best printing blocks?</p> <p>Printing and Textiles</p> <p>Print with a range of hard and soft materials e.g. corks, pen barrels, sponge</p> <p>Build and design repeating patterns and recognise pattern in the environment</p> <p>Make simple marks on rollers and printing palettes Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils</p> <p>Create simple printing blocks with press print</p> <p>Take simple prints i.e. mono-printing</p> <p>Colour Experiment with overprinting motifs and colour.</p> <p>Textiles Match and sort fabrics and threads for colour, texture, length, size and shape Apply colour with printing, dipping, fabric crayons</p> <p>Create and use dyes i.e. onion skins, tea, coffee</p> <p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling</p>
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		<p>Tolerance Mutual respect</p> <p>Being honest Showing compassion</p> <p>Vocab Drawing light and dark lines, textures.</p> <p>Painting Brush size, poster paint, primary and secondary colours (by name), textured paint.</p>		Manipulate.	<p>Create, select and use textured paper for an image</p> <p>Arrange and glue materials to different backgrounds</p> <p>Sort and group materials for different purposes e.g. colour texture Fold, crumple, tear and overlap papers.</p> <p>Work on different scales</p> <p>Individual liberty Mutual respect</p> <p>Being honest Showing compassion</p> <p>vocab Drawing light and dark lines, textures.</p> <p>Collage Sort, group,</p>	<p>threads, twisting, plaiting cords for decoration</p> <p>Cut and shape fabric using scissors/snips</p> <p>Apply shapes with glue or by stitching</p> <p>Apply decoration using beads, buttons, feathers etc</p> <p>Texture</p> <p>Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel</p> <p>Individual liberty Mutual respect</p> <p>Being honest Showing compassion</p> <p>vocab Printing Hard and soft materials, rollers.</p> <p>Textiles Fabrics, texture, pulling, twisting,</p>
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Art and design assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
PSHE Following SCARF (life education plan)	<p><b>Me and My Relationships</b> How do special people make us feel?</p> <p><b>Our Ideal Classroom (1) (Y2)</b> What would your idea classroom look and feel like?</p> <p><b>Thinking about feelings (Y1)</b> Can you tell how I am feeling by simply looking at my face?</p> <p><b>Our Special People Balloons (Y1)</b> Who are our Special People?</p> <p><b>Bullying or teasing? (Y2)</b> Is bullying the same as teasing?</p> <p><b>Let's all be happy. (Y2)</b> How can others help when you're feeling sad or lonely (unhappy)?</p>		<p><b>Valuing Difference</b> Are friends always kind or caring?</p> <p><b>Same or Different (Y1)</b> What are the things that make people the same or different?</p> <p><b>An Act of Kindness (Y2)</b> How can we spread kindness to others?</p> <p><b>Unkind, tease or bully (Y1)</b> Are friends always kind or caring?</p> <p><b>How do we make others feel? (Y2)</b> <b>Fun or not? (Y2)</b> What sorts of things do our bodies do when we feel uncomfortable?</p>		<p><b>Keeping Myself Safe</b> How can I keep myself safe?</p> <p><b>What Could Harold do? (Y1)</b> Do you need to take medicine every time you're ill?</p> <p><b>What Would Harold Say? (Y2)</b> What would Harold say and do when he felt unsafe?</p> <p><b>Pass on the Praise (Y1)</b> How do we feel when we get support and encouragement?</p> <p><b>Should I tell (Y2)</b> What do you share and what do you keep secret?</p> <p><b>Feeling Safe (Y2)</b> What should I do if I feel unsafe?</p>		<p><b>Rights and Responsibilities</b> How should we look after our belongings and money?</p> <p><b>Taking care of something (Y1)</b> Why is it important of look after things that belong to themselves or to others?</p> <p><b>How should we look after our money? (y1)</b> <b>When I feel like erupting? (y2)</b> What can I do when I feel like I am going to erupt?</p> <p><b>Harold Goes Camping (Y2)</b> How would you best spend £5 pounds?</p>		<p><b>Being My Best</b> How can I keep my body fit and healthy?</p> <p><b>Super Sleep (Y1)</b> Why do you think we all need a good night's sleep?</p> <p>Why is it important to eat a healthy balanced diet? <b>Eat Well (y1)</b> How can I keep myself clean and healthy? <b>Harold's postcard - helping us to keep clean and healthy (Y2)</b> What does my body need to stay alive? <b>My body needs... (y2)</b></p>		<p><b>Growing and Changing</b> How do you look different to when you were a baby?</p> <p>How do we feel when we lose contact with special people? <b>Sam moves house (y2)</b> What do babies need? <b>Taking care of a baby (Y1)</b> How do you look different to when you were a baby? <b>Then and Now (Y1)</b> What does privacy mean? <b>Respecting Privacy (y2)</b></p>	
) PSHE assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
Music <i>Charanga – Lancashire Music scheme all plans, skills and knowledge included in the scheme.</i>	<p><b>Exploring Simple Patterns</b> <i>How Does Music Help Us to Make Friends?</i></p> <p>Focus on simple <b>patterns</b> in music, while working implicitly with all the other elements of music as you go through the steps of the unit. The children will be clapping, playing back and creating their own simple</p>		<p><b>Christmas Production</b></p> <p>Year 2 learn and <b>perform</b> the infant Christmas production for parents, friends, family and guardians.</p> <p><b>Mutual respect</b> <b>Individual liberty</b></p>		<p><b>Focus on Dynamics &amp; Tempo</b> <i>How Does Music Teach Us About the Past?</i></p> <p>You will be particularly thinking about <b>dynamics</b> and <b>tempo</b> with your class while working implicitly with all the other Foundational</p>		<p>Children continue their musical education through attending the Easter production, listening to worship which features songs from a variety of genres including joining in singing traditional hymns.</p>		<p><b>Exploring Feelings Through Music</b> <i>How Does Music Make the World a Better Place?</i></p> <p>You will be learning about all the Foundational Elements of Music with a</p>		<p><b>Recorder - Blown Away 1 and 2</b> <i>Mixed age class, teacher to differentiate with support and outcome.</i></p> <p>In Book 1 we learned how to play notes B, A, G, E, D, F, C and high D'. <a href="#">Click to view larger</a></p>	

	patterns in the 'Understanding Music', <b>improvisation</b> and <b>composition</b> activities.  Mutual respect Individual liberty  Self-control Being peaceful and calm		Self-control Being peaceful and calm		Elements of Music as you go through the unit steps.  Mutual respect Individual liberty  Self-control Being peaceful and calm		Mutual respect Individual liberty  Self-control Being peaceful and calm  E-safety		spotlight on <b>feelings</b> and <b>emotions</b> . Discuss how <b>creating</b> and <b>improvising</b> music is related to changes in emotion.  Mutual respect Individual liberty  Self-control Being peaceful and calm  E-safety		Book 2 introduces the new notes low C, F#, high C#, low C#, Bb, 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 play a wide range of music.  <a href="#">Click to view larger</a>  Mutual respect Individual liberty  Self-control Being peaceful and calm E-safety	
Music Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
Languages												
Languages Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
PE	<b>How far can I throw?</b>  Fundamental skills  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		<b>Can I throw or roll further?</b>  Fundamental skills  Lancs planning – underarm and rolling.  Carousel  Underarm skills: To explore throwing equipment underarm To develop the skill of the side gallop To develop the skill of running		<b>How many different ways can I travel?</b>  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		<b>Can I be part of a performance?</b>  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		<b>Can I strike a ball accurately?</b>  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		<b>What makes a good basketball player?</b>  Bounceball – throwing  To explore different ways of throwing objects with increasing accuracy and control. To receive a throw with control. To intercept a ball. To explore bouncing with a variety of equipment. To choose skills effectively for a game.	

	<p>To apply simple tactics in a game To bounce a ball while travelling in a game.</p> <p>Overarm skills: To explore the skill of running fast To explore the skill of throwing overarm To develop the skill of running fast To develop the skill of throwing overarm for distance To develop the skill of throwing overarm for accuracy To understand simple tactics in a game To work cooperatively in a small group To strike a ball off a tee To apply simple tactics in a game</p> <p>If Y2 children are excelling in the fundamental skills they can begin to use the skills in game situations (Y2 planning)</p> <p>Mutual respect Rule of law</p> <p>Achieving and persevering Being honest Self-control</p>		<p>To apply the skill of an underarm throw in different ways To develop the skill of dodging To apply simple tactics in a team game</p> <p>Rolling skills: To explore the skill of running fast To explore rolling different equipment To explore the skill of jumping To develop the skill of rolling different equipment To explore the skill of dodging To apply the skill of rolling different equipment To apply simple tactics in a game work cooperatively in a small group</p> <p>If Y2 children are excelling in the fundamental skills they can begin to use the skills in game situations (Y2 planning)</p> <p>Mutual respect Rule of law</p> <p>Achieving and persevering Being honest Self-control</p>		<p>To apply the skills of travelling, rolling and jumping with two different shapes To link basic movements together to create a sequence To adapt the sequence to perform on apparatus</p> <p>Y2 skills: To develop the skills of jumping with different shapes To develop the basic skills of travelling on hands and feet. To develop the skill of balancing on different body parts. To develop the basic skills of rolling. To link actions of movement together to create a simple sequence. To develop the basic skills of travelling, balancing, jumping and rolling. To link actions of movement together to create a simple sequence. To adapt a sequence of moves to apparatus.</p> <p>Mutual respect Rule of law</p> <p>Achieving and persevering Being honest Self-control</p>		<p>ideas in relation to the theme. To explore movements to depict life relating to the theme. To remember, repeat and perform a short dance.</p> <p>Mutual respect Rule of law</p> <p>Achieving and persevering Being honest Self-control</p>		<p>To develop the skill of striking a ball To develop simple tactics To apply striking a ball and tactics in a simple team game</p> <p>Mutual respect Rule of law</p> <p>Achieving and persevering Being honest Self-control</p>		<p>Mutual respect Rule of law</p> <p>Achieving and persevering Being honest Self-control</p>	
PE Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
Maths												

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	Christian Value: Achieving and persevering
Literacy						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	<p>Stories By The Same Author</p> <p>Emily Gravett- Tidy</p> <p>Can I write a new story to inspire Class 5 to be tidy?</p> <p>Reading</p> <p>Year One</p> <ul style="list-style-type: none"> <li>- Relate texts to own experiences.</li> <li>- Orally retell familiar stories in a range of contexts e.g. small world, role play, storytelling.</li> <li>- Give opinions and support with reasons e.g. I like the Little Red Hen because she...</li> <li>- Identify and discuss the main characters in stories.</li> <li>- Recall specific information in fiction and non-fiction texts.</li> </ul> <p>Read words with contractions</p> <ul style="list-style-type: none"> <li>- e.g. I'm, I'll, we'll and understand the apostrophe represents the omitted letter.</li> </ul>	<p>Stories With a Familiar Setting- The Everywhere Bear?</p> <p>Can I write a story to be published on the school website?</p> <p>Reading</p> <p>Year One</p> <ul style="list-style-type: none"> <li>-Identify and discuss the main events in stories.</li> <li>-Discuss the title and how it relates to the events in the whole story e.g. Olivier's Vegetables.</li> <li>-Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.</li> </ul> <p>- Introduce and discuss key vocabulary, linking</p>	<p>Traditional Tales- 3 little pigs</p> <p>Can I write a new fairytale to be recorded as a BBC bedtime story?</p> <p>Reading</p> <p>Year One</p> <ul style="list-style-type: none"> <li>-Recognise and join in with language patterns and repetition.</li> <li>-Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors.</li> <li>-Identify and discuss the main events in stories.</li> </ul> <p>☑ Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</p>	<p>Repetitive Patterned Stories</p> <p>Supertato</p> <p>Can I write a story to entertain children in a hospital?</p> <p>Reading</p> <p>Year One</p> <ul style="list-style-type: none"> <li>-Identify and discuss the main events in stories.</li> </ul> <p>Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.</p> <p>☑ Develop and demonstrate their understanding of characters and events through role play and</p>	<p>Classic Text- Katie Morag</p> <p>Can I write a story to tell Class 3 about a different part of the UK?</p> <p>Reading</p> <p>Year One</p> <ul style="list-style-type: none"> <li>- Identify and discuss the main characters in stories. Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. Make basic inferences about what is being said and done. Recall specific information in fiction and non-fiction texts.</li> </ul>	<p>Stories with a Fantasy Setting-The Magic Faraway Tree</p> <p>Can I write a new scene to be sent to a real author?</p> <p>Reading</p> <p>Year One</p> <ul style="list-style-type: none"> <li>- Identify and discuss the main characters in stories.</li> <li>- Introduce and discuss key vocabulary, linking meanings of new words to those already known.</li> <li>- Make basic inferences about what is being said and done.</li> </ul>

	<p>Year Two</p> <p>Orally retell a wider range of stories, fairy tales and traditional tales.</p> <p>☑ Explain and discuss their understanding, giving opinions and supporting with reasons.</p> <p>Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.</p> <p>☑ Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised.</p> <p>Activate prior knowledge and raise questions e.g. What do we know? What do we want to know? What have we learned?</p> <p>Writing</p> <p>Year One</p> <p>Separate words with spaces.</p>	<p>meanings of new words to those already known.</p> <p>Year Two</p> <p>Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions.</p> <p>Sequence and discuss the main events in stories and recounts</p> <p>Activate prior knowledge and raise questions e.g. What do we know? What do we want to know? What have we learned?</p>	<p>Year Two</p> <p>Make inferences about characters and events using evidence from the text e.g. what is the character thinking, saying and feeling?</p> <p>Sequence and discuss the main events in stories and recounts</p> <p>Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.</p> <p>☑ Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised.</p> <p>Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</p>	<p>drama, drawing on language from the text.</p> <p>Make basic inferences about what is being said and done.</p> <p>Year Two</p> <p>Make inferences about characters and events using evidence from the text e.g. what is the character thinking, saying and feeling?</p> <p>Sequence and discuss the main events in stories and recounts</p> <p>Activate prior knowledge and raise questions e.g. What do we know? What do we want to know? What have we learned?</p> <p>Develop and demonstrate their understanding of characters and</p>	<p>Year Two</p> <p>. Make inferences about characters and events using evidence from the text e.g. what is the character thinking, saying and feeling?</p> <p>Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.</p> <p>☑ Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised.</p> <p>Read words containing common suffixes e.g. -ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y.</p>	<p>Year Two</p> <p>Make inferences about characters and events using evidence from the text e.g. what is the character thinking, saying and feeling?</p> <p>Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions.</p> <p>Identify, discuss and collect favourite words and phrases.</p> <p>Read words containing common suffixes e.g. -ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y.</p>
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	<p>Use punctuation to demarcate simple sentences (capital letters and full stops).</p> <p>Use capital letter for the personal pronoun I.</p> <p>☑ Use capital letters for names of people</p> <p>Write simple sentences that can be read by themselves and others</p>	<p>Writing</p> <p>Year One</p> <p>Sequence ideas and events in narrative</p> <p>Use familiar plots for structuring the opening, middle and end of their stories.</p> <p>Compose and sequence their own sentences to write short narratives</p> <p>Use formulaic phrases to open and close texts.</p> <p>Spell common exception words (see below).</p> <p>☑ Spell days of the week.</p>	<p>Writing</p> <p>Year One</p> <p>Use the joining word and to link words and clauses.</p> <p>Orally compose every sentence before writing.</p> <p>☑ Re-read every sentence to check it makes sense.</p> <p>Use formulaic phrases to open and close</p> <p>Write simple sentences that can be read by themselves and others</p> <p>Spell words with the /v/ sound at the end of words, e.g. have, live, give.</p> <p>☑ Add s and es to words, e.g. thanks, catches.</p> <p>☑ Add the endings –ing, –ed and –er to verbs where no change is needed to the root word.</p> <p>Year Two</p> <p>- the /l/ or /əl/ sound spelt –al at the end of words, e.g. pedal, capital.</p>	<p>events through role play and drama, drawing on language from the text.</p> <p>Writing</p> <p>Year One</p> <p>Sequence ideas and events in narrative</p> <p>Compose and sequence their own sentences to write short narratives</p> <p>Identify and use question marks and exclamation marks.</p> <p>Make singular nouns plural using ‘s’ and ‘es’ e.g. dog, dogs; wish, wishes.</p> <p>☑ Add suffixes to verbs where no spelling change is needed to the root word e.g. helping, helped, helper</p>	<p>Writing</p> <p>Year One</p> <p>Use familiar plots for structuring the opening, middle and end of their stories.</p> <p>Compose and sequence their own sentences to write short narratives</p> <p>Use formulaic phrases to open and close texts</p> <p>Use capital letters for names of people, places and days of the week.</p> <p>Identify and use question marks and exclamation marks.</p>	<p>Writing</p> <p>Year One</p> <p>Use the joining word and to link words and clauses.</p> <p>Orally compose every sentence before writing.</p> <p>☑ Re-read every sentence to check it makes sense.</p> <p>Sequence ideas and events in narrative</p> <p>Add the prefix ‘un’ to verbs and adjectives to change the meaning e.g. untie, unkind.</p> <p>Add the prefix –un.</p> <p>☑ Spell compound words, e.g. farmyard, bedroom.</p>
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	<p>quiet; one and won; are and our).</p> <p>the /l/ or /əl/ sound spelt –le at the end of words, e.g. table, apple.</p> <p>- the /l/ or /əl/ sound spelt –el at the end of words, e.g. camel, tunnel.</p> <p>Add suffixes ness and er e.g. happiness, sadness, teacher, baker.</p> <p>Select, generate and effectively use nouns.</p> <p>☑ Secure the use of full stops, capital letters, exclamation marks and question marks.</p> <p>☑ Use commas to separate items in a list.</p> <p>☑ Evaluate their writing with adults and peers.</p> <p>☑ Proofread to check for errors in spelling, grammar and punctuation.</p>	<p>☑ Name the letters of the alphabet in order.</p> <p>☑ Use letter names to distinguish between alternative spellings of the same sound</p> <p>Year Two</p> <p>Use suffixes er and est e.g. faster, fastest, smaller, smallest.</p> <p>☑ Use suffix ly e.g. slowly, gently, carefully.</p> <p>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)</p> <p>☑☑ Use subordination for reason using because and if e.g. I put my coat on because it was raining. Because it was raining, I put on my</p>	<p>- the ending –il e.g. pencil, fossil, nostril.</p> <p>- the /aɪ/ sound spelt –y at the end of words, e.g. try, reply.</p> <p>Add –ed, –ing, –er and –est to a root word ending in –y with a consonant before it, e.g. copied, copier.</p> <p>☑ Use subordination for time using when, before and after e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</p> <p>☑ Use apostrophes for contracted forms e.g. don’t, can’t, wouldn’t, you’re, I’ll.</p> <p>☑ Use apostrophes for singular possession in nouns, e.g. the girl’s name.</p>	<p>Spell words ending –y (/i:/ or /ɪ/), e.g. happy.</p> <p>Year Two</p> <p>the /s/ sound spelt c before e, i and y, e.g. ice, cell</p> <p>- the /n/ sound spelt kn and gn at the beginning, e.g. knee, gnat.</p> <p>- the /ɹ/ sound spelt wr at the beginning e.g. wrote, wrong.</p> <p>Use present tense for non-chronological reports and persuasive adverts.</p> <p>☑ Use commas to separate items in a list.</p>	<p>Write simple sentences that can be read by themselves and others</p> <p>Divide words into syllables, e.g. pocket.</p> <p>Year Two</p> <p>The /ɔ:/ sound spelt a before l and ll, e.g. call, walk</p> <p>The /ɒ/ sound spelt a after w and qu, e.g. wander, quantity.</p> <p>- The /ɜ:/ sound spelt or after w, e.g. word, worm.</p> <p>- The /ɔ:/ sound spelt ar after w, e.g. war, warm.</p>	<p>☑ Add –er and –est to adjectives where no change is needed to the root word.</p> <p>Year Two</p> <p>☑ Add suffix ment to spell longer words, e.g. enjoyment.</p> <p>☑ Add suffixes ful and less e.g. playful, careful, careless, hopeless</p> <p>Learn to spell more words with contracted forms, e.g. can’t, didn’t, hasn’t, couldn’t, it’s, I’ll.</p> <p>Say, write and punctuate simple and compound sentences using the joining words and, but, so and or (co-ordination).</p> <p>Use past tense for narrative, recount (e.g.</p>
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		<p>coat.</p> <p>Use the subordinating conjunction that in a sentence, e.g. I hope that it doesn't rain on sports day.</p> <p>☑ Select, generate and effectively use verbs.</p> <p>☑ 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.</p> <p>☑ Proofread to check for correct form of verbs within sentences, e.g. correcting he walking to the shop to he walked to the shop</p>			<p>- The /z/ sound spelt s, e.g. television, usual.</p> <p>Spell words ending in -tion, e.g. station, fiction</p>	<p>diary, newspaper report, biography)</p> <p>historical reports.</p> <p>Use sentences with different forms: statement, question, command, exclamation.</p> <p>Edit and improve own writing in relation to audience and purpose.</p> <p>E-Safety Use technology safely.</p>
Fiction Links						
Poetry		<p>Poems on a Theme- Angel Gabriel- Linked into Recount</p>	<p>Poem to Learn By Heart- The Quangle Wangle's Hat-</p>	<p>Traditional Rhymes- Miss Polly Has a Dolly</p>		

		<p>Can I write a recount for the Church family?</p> <p>Reading</p> <p>Year One</p> <p>Enjoy and recite rhymes and poems by heart.</p> <p>Recognise and join in with language patterns and repetition.</p> <p>Year 2</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...).</p> <p>☑ Learn and recite a range of poems using appropriate intonation.</p> <p>Writing</p> <p>Write simple poems based on models.</p>	<p>Can I perform a poem from memory?</p> <p>Reading</p> <p>Year One</p> <p>Enjoy and recite rhymes and poems by heart.</p> <p>Recognise and join in with language patterns and repetition.</p> <p>Year 2</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...).</p> <p>☑ Learn and recite a range of poems using appropriate intonation.</p> <p>Writing</p>	<p>Can I perform a traditional rhyme?</p> <p>Reading</p> <p>Year One</p> <p>Enjoy and recite rhymes and poems by heart.</p> <p>Recognise and join in with language patterns and repetition.</p> <p>Year 2</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...).</p> <p>☑ Learn and recite a range of poems using appropriate intonation.</p> <p>Writing</p>		
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			Write simple poems based on models.	Write simple poems based on models		
Poetry Links						
Non-fiction	<p>Non Chronological Reports- Badgers</p> <p>Can I write a report to teach people in Duxbury about badgers?</p> <p>Reading</p> <p>Year One</p> <p>Activate prior knowledge e.g. what do you know about minibeasts?</p> <p>Locate parts of text that give particular information, e.g. titles, contents page and labelled diagram</p> <p>Year 2</p> <p>Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions.</p> <p>Identify how specific information is organised within a non-fiction text e.g. sub-headings, contents, bullet points, glossary, diagrams.</p>	<p>Recount- Angel Gabriel</p> <p>Can I write a recount for the Church family?</p> <p>Reading</p> <p>Year One</p> <p>Recall specific information in fiction and non-fiction texts.</p> <p>Year 2</p> <p>Identify how specific information is organised within a non-fiction text e.g. sub-headings, contents, bullet points, glossary, diagrams.</p> <p>☑ Locate information from non-fiction</p>			<p>Explanation Text- How Plants Grow</p> <p>Can I explain to Class 1 and 2 how plants grow?</p> <p>Reading</p> <p>Year One</p> <p>Activate prior knowledge e.g. what do you know about minibeasts?</p> <p>Locate parts of text that give particular information, e.g. titles, contents page and labelled diagram</p> <p>Year 2</p> <p>Identify how specific information is organised within a non-fiction text e.g. sub-headings, contents, bullet points, glossary, diagrams.</p> <p>☑ Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts.</p>	<p>Instructions: Food</p> <p>Can I write a recipe to teach my family to cook?</p> <p>Reading</p> <p>Year One</p> <p>Recall specific information in fiction and non-fiction texts..</p> <p>Year 2</p> <p>Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions.</p> <p>Identify how specific information is organised within a non-fiction text e.g. sub-headings,</p>

	<p>☒ Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts.</p> <p>Make simple notes from non-fiction texts, e.g. highlighting and noting key words.</p> <p>Year One Writing</p> <p>Compose and sequence their own sentences</p> <p>to write short non-fiction texts, e.g. recounts, information texts, instructions.</p> <p>Write in different forms with simple text type</p> <p>features e.g. instructions, narratives, recounts, poems, information texts.</p>	<p>texts using the contents page, index, labelled diagrams and charts.</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>Year One Writing</p> <p>Compose and sequence their own sentences</p> <p>to write short non-fiction texts, e.g. recounts, information texts, instructions.</p> <p>Sequence ideas and events in non-fiction.</p>			<p>Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions</p> <p>Year One Writing</p> <p>Write in different forms with simple text type</p> <p>features e.g. instructions, narratives, recounts, poems, information texts</p> <p>Sequence ideas and events in non-fiction.</p> <p>Year 2 Non-Fiction</p> <p>Add suffixes ful or less to create adjectives</p>	<p>contents, bullet points, glossary, diagrams.</p> <p>Year One Writing</p> <p>Compose and sequence their own sentences</p> <p>to write short non-fiction texts, e.g. recounts, information texts, instructions.</p>
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	<p>Year 2 Writing (NF)</p> <p>☐ Add suffixes ness and er to create nouns</p> <p>e.g. happiness, sadness, teacher, baker.</p> <p>Create compound words using nouns, e.g. whiteboard and football.</p> <p>☐ Select, generate and effectively use adjectives.</p> <p>☐ Identify, generate and effectively use noun phrases, e.g. the blue butterfly with shimmering wings (for description), granulated sugar (for specification).</p> <p>E-safety</p>	<p>Year 2 Non-Fiction</p> <p>☐ Learn the possessive apostrophe (singular), e.g. the girl's book.</p> <p>☐ 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)</p>			<p>e.g. playful, careful, careless, hopeless.</p> <p>☐ Use suffixes er and est to create adjectives</p> <p>e.g. faster, fastest, smaller, smallest..</p> <p>E-safety</p>	<p>Year 2 Non-Fiction</p> <p>Add the endings –ing, –ed, –er, –est and –y to words</p> <p>ending in –e with a consonant before it, e.g. hiking, hiked, hiker.</p> <p>☐</p>
Fiction Links						