

Subject Overview Linked to New Curriculum 2025/2026
Class 5 Year 2 Subject Overview

Community Link	Autumn 2 – Make and send Kandinsky Christmas Cards to Fosterfield Dementia Day Centre Autumn 2 – Record and send our Year 2 Nativity Performance to Fosterfield Dementia Day Centre Spring 2 – Make Pentecost cards for the congregation at St George’s Church					
Subject	Class 5					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Hook: Trip to the beach – Lytham	Hook: Fairy Tale Day Class walk to Cenotaph Astley Park	Hook: Trout eggs	Hook: walk to Duxbury – look for plants and how to look after our world	Hook: Bibby’s Farm Residential	Hook: African clay art African artefacts around the class
	Topic: Why isn’t there a beach in Chorley?	Topic: Should we only believe Fairytales from one character’s perspective?	Topic: Could you go on holiday to the moon?	Topic: How can we look after our world?	Topic: How has technology changed the world?	Topic: Kenya
Geography	<p>Substantive Concept- Landmarks</p> <p><u>Topic</u> UK -Blackpool or Lytham</p> <p><u>Question</u> Why isn’t there a beach in Chorley?</p> <p><u>NC</u> Locational Knowledge: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Human and physical Geography:</p> <p>Use basic geographical vocabulary to refer to:</p> <p>Key human features, including: city, town, village,</p>			<p>Substantive Concept- Mother Nature’s destruction</p> <p style="background-color: #90ee90;">CC write –Persuasive Poster about recycling and the effects of plastic pollution on the environment</p> <p><u>Topic</u> Looking after our world</p> <p><u>Question</u> Should we look after our world?</p> <p style="background-color: #90ee90;">Individual liberty</p> <p style="background-color: #ff69b4;">Compassion</p> <p><u>NC</u> Human and Physical Geography Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Geographical skills and fieldwork:</p>		<p>Substantive Concept- Mother Nature’s destruction</p> <p style="background-color: #90ee90;">CC – Travel brochure about Kenya (information text)</p> <p><u>Topic</u> Kenya</p> <p><u>Question</u> How would my life be different if I lived in Kenya?</p> <p style="background-color: #90ee90;">Individual liberty</p> <p style="background-color: #00b0f0;">Mutual respect</p> <p><u>NC</u> Location Knowledge: Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country (Kenya)</p> <p>Geographical skills and fieldwork:</p>

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

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

Geographical skills and fieldwork:

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

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

Key Vocabulary

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

Surrounding Seas - English Channel, Irish Sea, North Sea, Celtic Sea

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

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

Key Vocabulary

Hot and cold areas Equator. North Pole. South Pole

Locational and directional language: Near, far, left, right

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

Key Vocabulary

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

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

	Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop											
Assessment	WT	GD	WT	GD	WT	GD	WT	GD	WT	GD	WT	GD
History			<p>Substantive Concept- Monarchy</p> <p>Topic Significant historical events, people, places in own locality – Remembrance Day (short topic)</p> <p>Question Where did the soldiers come from?</p> <p>Mutual Respect Compassion</p> <p>Use common words and phrases concerned with the passing of time.</p> <p>Develop awareness of significant historical events, people and places in their own locality.</p>	<p>CC Write -Phone call from space</p> <p>Topic Events beyond living memory – moon landing Neil Armstrong – compare Tim Peake</p> <p>Question Could you go on holiday to the moon?</p> <p>Achieving and Persevering</p> <p>Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</p>				<p>Substantive Concept- Childhood</p> <p>CC Write - Persasive poster to buy technology from the past</p> <p>Topic Changes within living memory – technology/ communication</p> <p>Question How has communication technology changed over the past 100 years?</p> <p>Individual liberty, Democracy</p> <p>Achieving and persevering</p> <p>Order and sequence events and objects.</p> <p>Recognise that their own lives are similar and/or</p>				

		<p>Demonstrate simple historical concepts and events through role-play, drawing and writing.</p> <p>Choose parts of stories and other sources to show what they know about significant people and events</p> <p><u>Key Vocabulary:</u> Battle Remembrance Conflict Armed Forces Monarchy Significant dates Long ago, Local, past, significant dates Significance before I was born, A long time ago, then, now, famous, similarities, locality, local area, similarities, differences</p>	<p>Talk about what/who was significant in simple historical accounts.</p> <p>Use a variety of simple historical terms and concepts</p> <p><u>Key Vocabulary:</u> Neil Armstrong Tim Peake 1969 Past Significant Individual Space Race Exploration Moon landing Space station</p>					<p>different from the lives of people in the past.</p> <p>Ask and answer simple questions about the past through observing and handling a range of sources.</p> <p>Consider why things may change over time.</p> <p>Recognise some basic reasons why people in the past acted as they did.</p> <p><u>Key Vocabulary:</u> Communication Technology Memory Modern Research Inventions Recent past compare</p>				
Assessment	WT	GD	WT	GD	WT	GD	WT	GD	WT	GD	WT	GD
<p>Science</p> <p><i>Observe plants and animals in the local environment throughout the year</i></p>	<p><u>Topic</u> Materials</p> <p><u>Question</u> What is the best material for a beach hut?</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass,</p>	<p>CC Write -Diary of a plant</p> <p><u>Topic</u> Plants</p> <p><u>Question</u> Could we convert the PE cupboard to a greenhouse?</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p>	<p><u>Topic</u> Animals including Humans</p> <p><u>Question</u> Could a trout live on the moon?</p> <p>Find out about and describe the basic needs of animals, including humans,</p>	<p>CC Write -Write the life cycle of a fish</p> <p><u>Topic</u> Animals including Humans</p> <p><u>Question</u> What came first? Trout or egg?</p>	<p><u>Topic</u> Plants</p> <p><u>Question</u> How does the seasons affect the growth of plants?</p>	<p>CC Write - Information leaflet - habitats</p> <p><u>Topic</u> Living things and their habitats</p> <p><u>Question</u> Could a lion live in Chorley?</p>						

<p>brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Can I identify everyday materials?</p> <p>Can I find different uses for materials in different places?</p> <p>Can I sort (classify) objects made from different materials?</p> <p>What material would make the best beach hut?</p> <p>What makes the best material for a windbreak?</p> <p>Can I design a beach hut using materials that I can change?</p> <p>Skills 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>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</p>	<p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, water to stay healthy.</p> <p>Setting up a comparative test to 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>Where do plants come from ?</p> <p>What do plants need to grow?</p> <p>What would happen if a plant didn't get any water/light?</p> <p>Skills Based on the children's own criteria: Classify seeds and bulbs</p> <p>Setting up a comparative test to show that plants need light and water to stay healthy. Children can generate own questions.</p> <p>Key Vocabulary: As for Year 1 plus light, shade, sun, warm, cool, water, grow, healthy</p>	<p>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>What does a trout need to survive?</p> <p>Can I make a healthy snack for an Alien visiting earth?</p> <p>How could I exercise on the Moon?</p> <p>Skills 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>Based on children's own criteria: classify food items and animals.</p> <p>Key Vocabulary: Offspring, reproduction, growth, child, young/old stages (examples - chick/hen, baby/child/adult, caterpillar/butterfly), exercise, heartbeat, breathing, hygiene, germs, disease, food types</p>	<p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Skills 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. ☒ Medicines can be useful when we are ill. ☒ Medicines can be harmful if not used proper</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 observation and measurement, how different animals grow.</p> <p>What is the life cycle of a trout?</p> <p>How are offspring linked to adults?</p> <p>Can I write the life cycle of a trout?</p> <p>Skills Observing, through video or first-hand observation and</p>	<p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, water to stay healthy.</p> <p>What is a suitable temperature for cress to grow at?</p> <p>What is the life cycle of a sunflower?</p> <p>Skills Look at packets to decide how to plant and care for seeds.</p> <p>Key Vocabulary As for Year 1 plus light, shade, sun, warm, cool, water, grow, healthy</p> <p>Peaceful and calm</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>What lives at St George's?</p> <p>How do I know if something is dead or alive?</p> <p>Why do animals and plants live in certain places?</p> <p>How do plants feed animals ?</p> <p>Why are habitats different?</p> <p>Skills Describing how they decided where to place things, exploring questions such as: 'Is a flame alive? Is a deciduous tree dead in winter?' Use secondary sources to name plants and animals seen in the local environment. Talking about ways of answering their questions.. Talking about ways of answering their questions.</p>
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RE	<p>Topic S9 New Testament</p> <p>Question Which part of the story do you like best?</p> <p>Tolerance Compassion, acceptance, forgiveness</p>	<p>Topic 2.7 Christmas</p> <p>Question Why do the people in the nativity story travel to Bethlehem?</p> <p>Peaceful and Calm</p>	<p>Topic 2.1 = The Bible</p> <p>Question Why is it such a special book?</p> <p>Tolerance Compassion, acceptance</p>	<p>CC Write: Recount of the Easter story</p> <p>Topic 2.4 = Easter</p> <p>Question How do symbols help us to understand the Easter story?</p> <p>Individual Liberty, tolerance Honest, forgiveness, self control</p>	<p>CC Write: Information leaflet - Pentecost</p> <p>Topic 2.6 = Ascension & Pentecost</p> <p>Question What happened at the Ascension and Pentecost?</p> <p>Individual Liberty, Tolerance, mutual respect Acceptance, peaceful and calm, manners</p>	<p>Topic 2.5 =The Church</p> <p>Question Why is the church a special place for Christians?</p>
Computing	<p>Digital Literacy: Online Safety CC Write - Persuasive poster</p> <p>Topic Online safety, Project Evolve, Year 2, Online Bullying (3 sessions) and Privacy and Security (4 sessions)</p> <p>Question Is the internet safe?</p> <p>Disciplinary Knowledge Can I recognise situations involving content and contact that are not safe? (e.g. In emails, text messages, videos) and know where to go for help. Can I minimise screen, turn off the monitor, or use back buttons to return to the home page if anything inappropriate appears on the screen?</p>	<p>Digital Literacy CC Write - Email to a fairytale character</p> <p>Topic Electronic communication using Purple Mash 2email, send and reply to emails from fairytale characters Purple Mash unit 3.5</p> <p>Question How can the internet help us communicate?</p> <p>Disciplinary Knowledge Can I contribute ideas to class and group emails? Can I send an email, using a subject heading, to a known member of the school community? Can I open and reply to an email from a known person?</p>	<p>Information Technology</p> <p>Topic Create content using iMovie trailer app to create content</p> <p>Question Who makes movie trailers?</p> <p>Disciplinary Knowledge Can I select appropriate images to add to work? Can I begin to make changes to images e.g. cropping using basic tools in image manipulation software? Can I upload images or video from cameras and other digital devices to a computer, or into a</p>	<p>Computer Science</p> <p>Topic Programming using espresso unit Level 2b, Buttons and Instructions leading to free code at the end of the unit</p> <p>Question Can I tell a computer what to do?</p> <p>Disciplinary Knowledge 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? Can I explore and create sequences of commands/instructions in a variety of programs/devices?</p>	<p>Information Technology</p> <p>Topic Sound and Simulations using Purple Mash unit 2.7 – Making Music 2explore and 2beat</p> <p>Question Can a computer help me compose the next top 10 hit?</p> <p>Disciplinary Knowledge Can I use software to explore and create sound and musical phrases for a purpose? Can I use sound recorders, both at and away from the computer, to record and playback sounds? e.g. voices, instruments, environmental sounds.</p>	<p>Information Technology (2 units)</p> <p>Topic 1 Digital research using Google junior</p> <p>Question Could Google be our teacher?</p> <p>Disciplinary Knowledge Can I use and explore appropriate buttons, arrows, menus and hyperlinks to navigate teacher selected web sites, and other sources of stored information?</p> <p>Substantive Knowledge Do I understand and discuss how information can be obtained and used to answer specific questions? Do I understand a website has a unique address and the need for precision when typing it?</p>



	<p>Substantive Knowledge Do I know that they should not ask to meet anybody from the online world in the offline world? Do I know and abide by the school's rules for keeping safe online (age appropriate)?</p> <p>Can I understand that technology should be used respectfully?</p> <p><u>Key vocabulary:</u> safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, key, question, tell, safe, share, stranger, danger, internet.</p> <p>Rule of law, mutual respect Manners, being honest, self control</p>	<p>Can I contribute to a blog, journal or forum on the school's VLE?</p> <p>Substantive Knowledge Do I understand that an email has to be sent to a unique email address and the need for accuracy in typing the address?</p> <p>Understand that electronic messages can be in the form of pictures, sound and/or text.</p> <p>Understand that some emails may be malicious or inappropriate and begin to recognise when an attachment may be unsafe to open.</p> <p><u>Key vocabulary:</u> Communication, email, send, attachment</p> <p>Mutual respect Manners, forgiveness</p>	<p>document, with support if needed?</p> <p>Can I create a sequence of images to form a short animation?</p> <p>Can I change the content of a project for a specific audience?</p> <p>Substantive Knowledge Do I know that there are various ways of capturing still and moving images?</p> <p>Do I understand that files can be retrieved from their location and edited?</p> <p>Do I understand the need to frame an image or scene and keep the camera still?</p> <p>Do I know how to take images appropriately and responsibly?</p> <p>Can I begin to understand that images, sounds and text can be subject to copyright?</p> <p>Can I start to understand that content needs to be changed according to the audience?</p> <p><u>Key vocabulary:</u> Trailer, movie, iMovie, action shot, close-up</p> <p>Individual Liberty</p>	<p>Can I make predictions and describe the effects when creating programs and controlling devices?</p> <p>Can I identify errors in instructions?</p> <p>Can I use logical reasoning to predict what will happen in simple programs?</p> <p>Substantive Knowledge Do I understand that there are different ways to create or produce a sequence of commands, including verbal, recorded, graphical, pressing buttons and on screen methods?</p> <p><u>Key vocabulary:</u> algorithm, instruction, order, debug, program, turn, left, right, clockwise, anticlockwise, blocks, sequence, project, repeat</p>	<p>Am I able to share recordings with a known audience?</p> <p>Substantive Knowledge 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 the computer as a sound file?</p> <p><u>Key vocabulary:</u> sound effects, soundtrack, volume, stop, play, record</p>	<p>Can I begin to understand that not everything on the internet is true?</p> <p>Am I aware that they can be accidentally diverted from websites through a link to a new website, advertising or pop-ups?</p> <p><u>Key vocabulary:</u> Search, google, reliable, search engine</p> <p>Topic 2 Data handling using Purple Mash unit 2.4 questioning</p> <p>Question Can a computer help me answer a question with a picture?</p> <p>Disciplinary Knowledge Can I develop classification skills by carrying out sorting activities?</p> <p>Can I sort and classify a group of items by asking simple yes / no questions. This may take place away from the computer, e.g. a 'Guess Who' game?</p> <p>Can I use a branching database program to sort and identify items?</p> <p>Can I use basic search tools in a prepared database to answer simple questions e.g. how many children have brown hair?</p> <p>Substantive Knowledge 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>
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											Have I begun to understand that unless data has been entered accurately it cannot be used to provide correct answers to questions? Key vocabulary: Branching database, question data, Rule of law Instructions for using a search engine	
Assessment	WT	GD	WT	GD	WT	GD	WT	GD	WT	GD	WT	GD
DT	<p>Topic Textiles (beach hut flag) – stitches, buttons Buttons, running stitch</p> <p>Question Can I make a beach flag to stand out from the crowd?</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate their ideas and products against design criteria</p>						<p>Topic Food – Linked to Rainforest topic – Preparing a fruit salad sticks or smoothies with fruits from the rainforest</p> <p>Question Can I explore where our food comes from?</p> <p>Can I explore where our food comes from?</p> <p>Is it farmed or grown at home?</p> <p>Can I prepare the food safely and hygienically?</p> <p>Can I describe the properties of food ingredients? (eg, taste, smell, consistency, etc)</p> <p>Where does the food from the rainforest go to?</p> <p>Can you name and label foods from the rainforest?</p>		<p>Topic Mechanisms (sliders and levers) – toy/game using no technology Sliders and levers. Story based Toys/games Mechanism</p> <p>Question How can I create movement without using electricity?</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Say how they will make products suitable for users</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>			

	<p>Key Vocabulary Names of fabrics (e.g. felt) Names of components (e.g. buttons, sequins, wool, thread) Names of tools used Names of stitches learned Pattern Finish</p> <p>Democracy Achieve and Persevere</p>					<p>How does the food from the rainforest compare to the food in Chorley?</p> <p>What is your favourite food?</p> <p>How can you describe the food?</p> <p>How far does it travel to reach our plates?</p> <p>Measure and weigh food items, non-statutory measures e.g. spoons, cups.</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Tolerance Manners</p>	<p>Measure, mark out, cut and shape materials evaluate their ideas and products against design criteria</p> <p>Suggest how products could be improved explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Key Vocabulary: Vehicle Axle Wheel Chassis Dowel Tube Names of tools used Names of materials Direction Lever / slider / pivot Slot / guide Straight/ curved Forwards/ backwards Push/Pull Up/down</p> <p>Achieving and Persevering</p>					
Assessment	WT	GD	WT	GD	WT	GD	WT	GD	WT	GD	WT	GD
PE	<p><u>Topic</u> Attacking and Fielding - Piggy in the middle game</p> <p><u>Question</u> Why do I need to learn to throw and catch?</p> <p>Master basic movements including running, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p>		<p><u>Topic</u> Striking and Fielding games</p> <p><u>Question</u> What qualities does a good striker and fielder need?</p> <p>Master basic movements including running, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p>		<p><u>Topic</u> Dance – Space</p> <p><u>Question</u> What makes a good performance?</p> <p>Perform dances using simple movement patterns.</p> <p>Master basic movements of developing balance, agility and coordination.</p> <p>Children will focus on creating and performing dances that communicate</p>		<p><u>Topic</u> Gymnastics</p> <p><u>Question</u> What do gymnasts look like?</p> <p>Develop balance, agility and coordination.</p> <p>Perform fundamental movement skills at a developing level and start to master some basic movements in travelling skills.</p> <p>Perform body actions with control and coordination.</p> <p>Shape</p>		<p><u>Topic</u> Athletics Colour Match (preparation for quad kids)</p> <p><u>Question</u> How could I compete in a decathlon?</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>		<p><u>Topic</u> Net and Wall games</p> <p><u>Question</u> Who is the most important person in a team?</p> <p>Master basic movements including running, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Children will improve and apply their basic FMS in games. They also develop an early</p>	

	<p>Children will improve and apply their basic FMS in games. They also develop an early understanding of simple concepts of attack; avoiding and outwitting opponents.</p> <p>Perform fundamental movement skills at a developing level and start to master some basic movements in: travelling skills, sending skills and receiving skills.</p> <p>Travelling: Side gallop Running Dodging</p> <p>Sending skills: Underarm throw Throw Strike a ball off a tee and with a drop feed Overarm throw</p> <p>Receiving Skills: Catching</p> <p>Key Vocabulary: Striking Catching Own space Team Speed Direction Passing Controlling Shooting Scoring</p> <p>Rule of Law Self Control</p>	<p>Children will improve and apply their basic FMS in games. They also develop an early understanding of simple concepts of attack; avoiding and outwitting opponents.</p> <p>Perform fundamental movement skills at a developing level and start to master some basic movements in: travelling skills, sending skills and receiving skills.</p> <p>Travelling: Side gallop Running Dodging</p> <p>Sending skills: Underarm throw Throw Strike a ball off a tee and with a drop feed Overarm throw</p> <p>Receiving Skills: Catching</p> <p>Key Vocabulary: Striking Catching Own space Team Speed Direction Passing Controlling Shooting Scoring</p> <p>Rule of Law Self Control</p>	<p>different moods, feelings and ideas.</p> <p>Children will learn to use different parts of the body to imitate and lead movements.</p> <p>Perform fundamental movement skills at a developing level and start to master some basic movements.</p> <p>They will create short dances individually and with a partner.</p> <p>Perform body actions with control and coordination and show an understanding of dynamic, expressive and rhythmic qualities in their own dance.</p> <p>Remember and repeat movements showing greater control, coordination and spatial awareness.</p> <p>Body Actions:</p> <ul style="list-style-type: none"> • Copy and explore basic body actions (Travel, Turn, Jump, Gesture and Stillness) from a range of stimuli. • Copy simple movement patterns. • Show and tell using body actions to 	<p>Wide, thin, dish, arch and tuck</p> <p>Hand and feet Travels Frog, bunny, crab, bear, caterpillar, crocodile and monkey.</p> <p>Feet Travels Jog, skip, gallop, hop, walk forwards and backwards.</p> <p>Balancing Front support, balance on 4 and 3 points, large body parts.</p> <p>Jumping and landing 2-2 for height</p> <p>Rolling Rocking on back, pencil, egg rolls, dish roll, teddy/circle roll and forward roll.</p> <p>Apparatus Gymnastics mats</p> <p>Key Vocabulary: Forwards Backwards Sideways Roll Slow Body parts Shape Jump Travel Stretch Wide Narrow</p> <p>Achieving and Persevering</p>	<p>Perform fundamental movement skills at a developing level and start to master some basic movements.</p> <ul style="list-style-type: none"> - Running - Jumping for distance - Underarm throw - Overarm throw - Push throw <p>Key Vocabulary: Distance, weight Height Fluency Javelin Technique Grip Stance, Strike Power Accuracy</p>	<p>understanding of simple concepts of attack; avoiding and outwitting opponents.</p> <p>Perform fundamental movement skills at a developing level and start to master some basic movements in: travelling skills, sending skills and receiving skills.</p> <p>Travelling: Side gallop Running Dodging</p> <p>Sending skills: Underarm throw Throw Strike a ball off a tee and with a drop feed Overarm throw</p> <p>Receiving Skills: Catching</p> <p>Key Vocabulary: Striking Catching Own space Team Speed Direction Passing Controlling Shooting Scoring</p> <p>Rule of Law Achieving and Persevering</p>
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				<p>explore moods, ideas and feelings.</p> <ul style="list-style-type: none"> Vary speed, strength, energy and tension of their movements. <p><u>Key Vocabulary:</u> Travel Stillness Direction Space Body parts Levels Speed</p> <p>Peaceful and calm</p>								
Assessment	WT	GD	WT	GD	WT	GD	WT	GD	WT	GD	WT	GD
PSHE	<p>Topic Me and My Relationships</p> <p>Our ideal classroom (2)</p> <p>How are you feeling today?</p> <p>Don't do that!</p> <p>Types of bullying</p> <p>Being a good friend</p>		<p>Topic Valuing Difference</p> <p>What makes us who we are?</p> <p>My special people</p> <p>When someone is feeling left out</p> <p>Solve the problem</p>		<p>Topic Keeping Myself Safe</p> <p>Harold's picnic</p> <p>How safe would you feel?</p> <p>I don't like that!</p> <p>Should I tell?</p>		<p>Topic Rights and Responsibilities</p> <p>Getting on with others</p> <p>How can we look after our environment?</p> <p>Harold saves for something special.</p> <p>Playing games</p>		<p>Topic Being My Best</p> <p>A helping hand</p> <p>How can we show others support?</p> <p>My day</p> <p>Harold's bathroom</p> <p>What does my body do</p>		<p>Topic Growing and Changing</p> <p>You can do it!</p> <p>What sort of things can you do now that you couldn't when you were a baby?</p> <p>Haven't you grown! How have I changed since starting School?</p> <p>My body, your body</p>	

										Which parts of the body are private? Basic first aid Why is basic first aid important?		
	WT	GD	WT	GD	WT	GD	WT	GD	WT	GD		
Music	Topic Exploring Simple Patterns <u>Question</u> How Does Music Help Us to Make Friends? Focus on simple patterns 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 patterns in the 'Understanding Music', improvisation and composition activities.		Christmas Production Year 2 learn and perform the infant Christmas production for parents, friends, family and guardians.		Topic Focus on Dynamics & Tempo <u>Question</u> How Does Music Teach Us About the Past? You will be particularly thinking about dynamics and tempo with your class while working implicitly with all the other Foundational Elements of Music as you go through the unit steps.		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.		Topic Exploring Feelings Through Music <u>Question</u> How Does Music Make the World a Better Place? You will be learning about all the Foundational Elements of Music with a spotlight on feelings and emotions . Discuss how creating and improvising music is related to changes in emotion.		Topic Recorder - Blown Away 1 and 2 <i>Mixed age class, teacher to differentiate with support and outcome.</i> In Book 1 we learned how to play notes B, A, G, E, D, F, C and high D'.  Click to view larger 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.  Click to view larger	
Key Vocabulary: Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.												
Assessment	WT	GD	WT	GD	WT	GD	WT	GD	WT	GD		
Art and Design			Topic Wassily Kandinsky (linked to maths curriculum) <u>Question</u> How can we use shapes to become an artist?		Topic Space art -Peter Thorpe <u>Question</u> What does space look like to you?				Topic African art – Edward Tingtinga <u>Question</u> How is art inspired by culture?			

	<p>Textiles (see DT topic)</p> <p>Apply decoration using beads, buttons, feathers etc</p> <p>Apply shapes by stitching</p> <p>Create cords and plaits for decoration – <i>hair, belt, bag, jewellery</i></p>	<p><i>Final outcome: Painting watercolour, watercolour Christmas card</i></p> <p>Exploring and Developing Ideas Develop their ideas – try things out, change their minds.</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p> <p>Evaluating and Developing Work Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work (and explain their reasoning).</p> <p>Drawing Control the types of marks made with the range of media.</p> <p>Draw shapes in between objects.</p> <p>Invent new shapes.</p> <p>Painting Work on different scales. (<i>draw in sketch books and on A3/A2</i>)</p> <p>Name different types of paint and their properties.</p> <p>Experiment with tools and techniques e.g. layering, mixing media, scrapping through.</p> <p>Colour Mix secondary colours.</p>	<p><i>Final Outcome: Draw, chalk, paint, print to create a Space art collage</i></p> <p>Exploring and Developing Ideas Develop their ideas – try things out, change their minds.</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p> <p>Evaluating and Developing Work Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work (and explain their reasoning).</p> <p>Sketching -</p> <p>Drawing Control the types of marks made with the range of media.</p> <p>Lines and Marks Invent new lines. Draw on different surfaces with a range of media.</p> <p>Form, Shape Tone and Texture Draw shapes in between objects.</p>			<p><i>Final Outcome: 3d ceramic tile with an Africa animal and Tinga Tinga patterns & colours.</i></p> <p>Exploring and Developing Ideas Develop their ideas – try things out, change their minds.</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p> <p>Evaluating and Developing Work Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work (and explain their reasoning).</p> <p>Drawing (draw animal) Control the types of marks made with the range of media.</p> <p>Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.</p> <p>Painting (paint animals) mix paint with PVA Name different types of paint and their properties.</p> <p>Experiment with tools and techniques e.g. layering, mixing media, scrapping through.</p> <p>Collage (habitats – look at colours in different habitats)</p> <p>Fold, crumple, tear and overlap papers.</p> <p>Work on different scales</p> <p>3D (African animals) Manipulate malleable materials for a purpose, e.g. pot, tile</p> <p>Explore sculpture with a range of malleable media –<i>make with playdough first, how to make it stand</i></p>
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Texture
Create textured paint by adding sand, plaster. *(texture for the centre of flower-paint over –silk, cotton. Add into paint – rice, sand, beans etc)*

Invent new shapes. (planets)
Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. *(Planets darker around the outside to look round.)*

Investigate textures by describing, naming, rubbing, copying. *(rubblings)*

Printing
(Design spaceship)

Colour
Experiment with overprinting motifs and colour

Design more repetitive patterns *(repetitive patterns on planets)*

Take simple prints i.e. mono -printing

Digital Media *(design spaceship)*

Record visual information using digital cameras, video recorders.

Use a simple graphics package to create images and effects with:
lines by changing the size of brushes in response to ideas;
shapes using eraser, shape and fill tools; and
colours and texture using simple filters to manipulate and create images.

Understand the safety and basic care of materials and tools

Form
Use simple 2-D shapes to create a 3-D form – *sketch animal and add notes – legs same length etc.*

Texture
Change the surface of a malleable material e.g. build a textured tile
Tolerance

				Use basic selection and cropping								
Assessment	WT	GD	WT	GD	WT	GD	WT	GD	WT	GD	WT	GD
Maths												
Literacy	<p>The following objectives will be taught across the year:</p> <p><u>Reading</u></p> <p>Word reading</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Re-read books to build up fluency and confidence in word reading. Read frequently encountered words quickly and accurately without overt sounding and blending. Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. shoulder, roundabout, grouping. Read longer and less familiar texts independently. Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent. Work out unfamiliar words by focusing on all letters in the word, e.g. not reading place for palace. Read words containing common suffixes e.g. -ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y. Read further common exception words, noting tricky parts (see below).</p> <p><u>Comprehension</u></p> <p>Developing pleasure in reading and motivation to read</p> <p>Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry. Orally retell a wider range of stories, fairy tales and traditional tales. Sequence and discuss the main events in stories and recounts. Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports. 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. Make personal reading choices and explain reasons for choices.</p> <p><u>Writing</u></p> <p><u>Composition</u></p> <p>Planning</p> <p>Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas.</p> <p>Drafting and Writing</p> <p>Orally rehearse each sentence prior to writing. Develop a positive attitude to writing. Develop stamina for writing in order to write at length.</p>											

Write about real and fictional events.

Evaluating and Editing

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

Evaluate their writing with adults and peers.

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

Performing

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

Transcription

Handwriting

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

Orientate capital letters correctly.

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

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

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

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

Spelling

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

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

Learn to spell common exception words.

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

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

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

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

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

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

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

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

Spell words with: -

-the /dʒ/ sound spelt as ge and dge at the end (e.g. age, badge), and spelt as g elsewhere (e.g. magic, giant). –

-the /s/ sound spelt c before e, i and y, e.g. ice, cell - the /n/ sound spelt kn and gn at the beginning, e.g. knee, gnat.

- the /ɹ/ sound spelt wr at the beginning e.g. wrote, wrong.

- the /l/ or /əl/ sound spelt –le at the end of words, e.g. table, apple.

- the /l/ or /əl/ sound sp

-the /l/ or /əl/ sound spelt

–al at the end of words, e.g. pedal, capital.

- the ending –il e.g. pencil, fossil, nostril.

- the /aɪ/ sound spelt –y at the end of words, e.g. try, reply.

- The /ɔ:/ sound spelt a before l and ll, e.g. call, walk.

- The /ʌ/ sound spelt o, e.g. mother, Monday.

- The /i:/ sound spelt -ey, e.g. key, donkey.
 - The /ɒ/ sound spelt a after w and qu, e.g. wander, quantity.
 - The /ɜ:/ sound spelt or after w, e.g. word, worm.
 - The /ɔ:/ sound spelt ar after w, e.g. war, warm.
 - The /ʒ/ sound spelt s, e.g. television, usual.
 Add -es to nouns and verbs ending in -y, e.g. copies, babies.
 Add -ed, -ing, -er and -est to a root word ending in -y with a consonant before it, e.g. copied, copier.
 Add the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it, e.g. hiking, hiked, hiker.
 Add -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. patting, padded.
 Spell words ending in -tion, e.g. station, fiction
 Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words.

<p>Literacy</p>	<p>Fiction – The Storm Whale</p> <p><u>Question</u> How could I write a story to entertain everybody listening to the radio?</p> <p><u>Reading Objectives</u></p> <p>Demonstrating understanding of texts by asking and answering questions related to who, what, where, when, why, how</p> <p>Sequencing and discussing the main events in stories.</p> <p>Making predictions using evidence from the text.</p> <p>Making inferences about characters and events using evidence from the text e.g. <i>what is a character thinking, saying and feeling?</i></p> <p><u>Writing Objectives</u></p> <p>Select, generate and effectively use adjectives.</p>	<p>Fiction - Fairy Tales with a Twist</p> <p><u>Question</u> How could I write a Fairy Tale that Class 4 have never heard before?</p> <p><u>Reading Objectives</u></p> <p>Explain and discuss their understanding, giving opinions and supporting with reasons.</p> <p>Sequence and discuss main events of a story.</p> <p>Making inferences about characters and events using evidence from the text e.g. <i>what is a character thinking, saying and feeling?</i></p> <p>Use sentences with different forms: statement, question, command, exclamation.</p> <p><u>Writing Objectives</u></p> <p>Say, write and punctuate simple and compound sentences using the connectives <i>and, but</i> and <i>or</i>.</p>	<p>Fiction – Man on the Moon</p> <p><u>Question</u> Could I become a published author?</p> <p><u>Reading Objectives</u></p> <p>Use tone and intonation when reading aloud.</p> <p>Develop and demonstrate their understanding of characters and events through role play and drama drawing on language from the text.</p> <p>Explain and discuss their understanding, giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket because...</i></p> <p>Making inferences about characters and events using evidence from the text e.g. <i>what is a character</i></p>	<p>Fiction – The Great Kapok Tree</p> <p><u>Question</u> How can my story persuade the school to look after our world?</p> <p><u>Reading Objectives</u></p> <p>Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.</p> <p>Explain and discuss their understanding, giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket because...</i></p> <p>Make inferences about characters and events using evidence from the text e.g. <i>what is a character thinking, saying and feeling?</i></p> <p>Sequence and discuss the main events in stories and recounts.</p> <p><u>Writing Objectives</u></p> <p>Say, write and punctuate simple and compound sentences using the connectives <i>and, but</i> and <i>or</i>.</p>	<p>Fiction- Robot Technology Gussie goes bonkers</p> <p><u>Question</u> Can we tell a story using technology?</p> <p><u>Reading Objectives</u></p> <p>Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised.</p> <p>Making inferences about characters and events using evidence from the text.</p> <p>Demonstrate understating of fiction by asking and answering who, what, where, when, why, how questions.</p> <p>Use tone and intonation when reading aloud.</p> <p><u>Writing Objectives</u></p>	<p>Fiction – African animal stories – Greedy Zebra, Baby Baboon, Hungry Hyena, Laughing Giraffe, Running Rhino</p> <p><u>Question</u> Could I write a story for Blackpool Zoo?</p> <p>R <u>eadng Objectives</u></p> <p>Consider other points of view.</p> <p>Use the subordinating conjunction that in a sentence e.g. <i>I hope that it doesn't rain on sports day.</i></p> <p>Making predictions using evidence from the text.</p> <p>Making inferences about characters and events using evidence from the text e.g. <i>what is a character thinking, saying and feeling?</i></p> <p><u>Writing Objectives</u></p> <p>Use subordination for time e.g. <i>When we had finished our writing, we went out to play. We went out to play when we had finished our writing.</i></p> <p>Use subordination for reason e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i> Other reason</p>
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<p>Select generate and effectively use nouns.</p> <p>Say, write and punctuate simple and compound sentences using the connectives <i>and</i>, <i>but</i> and <i>or</i>.</p> <p>Secure the use of full stops, capital letters, exclamation marks and questions marks.</p> <p>Classic Poetry – The Owl and the Pussy Cat</p> <p><u>Question</u> What would make our poetry performance exciting for Class 3?</p> <p>Reading Objectives</p> <p>Use tone and intonation when reading aloud.</p> <p>Identify, discuss and collect favourite words and phrases.</p> <p>Develop and demonstrate their understanding of characters and events through role play and drama drawing on language from the text.</p> <p>Learning and reciting a range of poems using appropriate intonation.</p> <p>Writing Objectives</p> <p>Select, generate and effectively use nouns.</p>	<p>Use subordination for time when, while, as, before, after.</p> <p>Add suffixes <i>ful</i> or <i>less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless</i>.</p> <p>Non-Fiction – Persuasive Poster - Fairy Tale Land</p> <p><u>Question</u> Will St George’s want to visit Fairy Tale land?</p> <p>Writing Objectives</p> <p>Use present tense for non-chronological reports and persuasive adverts.</p> <p>Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct, inform, entertain, explain, discuss, persuade</i>.</p> <p>Reading Objectives</p> <p>Identify how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>.</p> <p>Making contributions in whole class and group discussion.</p> <p>Writing Objectives</p> <p>Use present tense for non-chronological reports and persuasive adverts.</p> <p>Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct,</i></p>	<p><i>thinking, saying and feeling?</i></p> <p>Writing Objectives:</p> <p>Identify, generate and effectively use noun phrases e.g. <i>the blue butterfly</i>.</p> <p>Use subordination for reason e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat</i>. Other reason connectives: <i>so, if, then, for, unless</i>.</p> <p>Use past tense for narrative.</p> <p>Add suffixes <i>ful</i> or <i>less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless</i></p> <p>Non-fiction – Recount Moon landing</p> <p><u>Question</u> Could I write an online diary from space?</p> <p>Reading Objectives</p> <p>Check that texts make sense while reading and self correct.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p>	<p>Identify, generate and effectively use noun phrases e.g. <i>the blue butterfly with shimmering wings (for description)</i>.</p> <p>Use suffixes <i>er</i> and <i>est</i> to create adjectives e.g. <i>faster, fastest, smaller, smallest</i></p> <p>Select, generate and effectively use adverbs.</p> <p>Use suffix <i>ly</i> to turn adjectives into adverbs e.g. <i>slowly, gently, carefully</i>.</p> <p>Non-Fiction – Information text – looking after the world</p> <p><u>Question</u> Could I teach another school about looking after our world?</p> <p>Reading Objectives</p> <p>Discussing how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i></p> <p>Activating prior knowledge and raising questions e.g. <i>What do we know? What do we want to know? What have we learned?</i></p> <p>Locate information from non-fiction texts using the contents page, index, labelled diagram and charts.</p>	<p>Secure the use of full stops, capital letters, exclamation marks or question marks.</p> <p>To identify and generate noun phrases to describe and specify.</p> <p>Non-Fiction – Instructions- How to build a robot</p> <p><u>Question</u> Can I help Class 6 to build a robot?</p> <p>Reading Objectives</p> <p>Activating prior knowledge and raising questions e.g. <i>What do we know? What do we want to know? What have we learned?</i></p> <p>Listening and responding to contributions from others.</p> <p>Identifying, discussing and collecting favourite words and phrases.</p> <p>Writing Objectives</p> <p>Select, generate and effectively use verbs.</p> <p>Use subordination for time e.g. <i>When we had finished our writing, we went out to play. We went out to play when we had finished our writing</i>. Other time</p>	<p>connectives: <i>so, if, then, for, unless</i>.</p> <p>To explore the progressive form of verbs in past (e.g. <i>he was shouting</i>) and present tense (e.g. <i>she is drumming</i>) to mark actions in progress.</p> <p>Proofread to check for correct form of verbs within sentences, e.g. correcting <i>he walking</i> to <i>he walked</i> to the shop to he walked to the shop.</p> <p>Read aloud their writing with intonation to make the meaning clear.</p> <p>Non-Fiction- Explanation text -Life cycle of an elephant</p> <p><u>Question</u> What would I tell Class 4 about the life cycle of a lion?</p> <p>Reading Objectives</p> <p>Activating prior knowledge and raising questions e.g. <i>What do we know? What do we want to know? What have we learned?</i></p> <p>Introducing and discussing key vocabulary within the context of a text.</p> <p>Writing Objectives</p> <p>Use sentences with different forms: statement, question, command, exclamation.</p>
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	<p>Select, generate and effectively use adjectives.</p> <p>Write simple poems based on models</p> <p>Non-Fiction – Postcards- At the Beach</p> <p><u>Question</u> What would I tell my friend about my holiday?</p> <p><u>Key Reading Skills:</u></p> <p>Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions.</p> <p>Make inferences about characters and events using evidence from the text.</p> <p>What is the character thinking, saying, feeling?</p> <p>Writing Objectives</p> <p>Use sentences with different forms: statement, question, command, exclamation.</p> <p>Use apostrophes for contracted forms e.g. <i>don't, can't, wouldn't, you're, I'll</i></p> <p>Use commas to separate items in a list.</p>	<p><i>inform, entertain, explain, discuss, persuade.</i></p> <p>Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</p> <p>Sequence and discuss the main events in stories and recounts.</p> <p>To identify, discuss and collect favourite words and phrases.</p> <p>Writing Objectives</p> <p>Use past tense for narrative, recount, e.g. <i>diary, newspaper report, biography, historical reports.</i></p> <p>Make simple notes from non-fiction texts e.g. highlighting and noting key words.</p> <p>Use subordination for time using when, before and after e.g. We went out to play when we had finished our writing. When we had finished our writing we went out to play.</p> <p>Poems – Space within fiction unit</p> <p>Reading Objectives:</p> <p>Listening and responding to contributions from others.</p>	<p>Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised.</p> <p>Writing Objectives</p> <p>Use commas to separate items in a list.</p> <p>Secure the use of full stops, capital letters, exclamation marks and questions marks.</p> <p>Use apostrophes for singular possession in nouns, e.g. <i>the girl's names.</i></p> <p>Make simple notes from non-fiction texts e.g. highlighting and noting key words.</p> <p>Use specific text type, features to write for a range of audiences and purposes e.g. <i>to instruct, inform, entertain, explain, discuss, persuade.</i></p> <p>Poetry Environment Poems</p> <p>Reading Objectives</p> <p>Identifying, discussing and collecting favourite words and phrases.</p> <p>Uses tone and intonation when reading aloud.</p>	<p>connectives: <i>while, as, before, after</i></p> <p>Use sentences with different forms: statement, question, command, exclamation.</p> <p>Use specific text type features to write for a range of audiences and purposes e.g. to instruct, inform, entertain, explain, discuss, persuade.</p>	
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Orally rehearse each sentence prior to writing.

Use subordination for reason e.g. *I put my coat on because it was raining. Because it was raining, I put on my coat.*

Participate in discussion about what is read to them, taking turns and listening to what others say.

Writing Objectives:

Select, generate and effectively use nouns phrases e.g. *the blue butterfly with shimmering wings* (for description) *granulated sugar* (for specification).

Select, generate and effectively use adjectives.

Use subordination for time using when, before and after e.g. *we went out to play when we have finished our writing. When we had finished our writing, we went out to play.*

Write simple poems based on models.

Writing Objectives

Write simple poems based on models
Edit and improve their own writing in relation to audience and purpose.