



# Broomhill First School

## Long Term Planning

### Key Stage 1: Cycle 2



#### Aim:

*Every Child Flourishes*

#### Values:

• connection • creativity • courage • curiosity

#### School Rules

• we care about ourselves • we care about each other • we care about our school

#### Motto:

*Together We Succeed*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School/World Events	Training Day <i>European Languages Day</i> <i>Be Who You Are Day</i> Black History Month Harvest Festival Cross-phase reading British Summer Time Ends	Training Day Children in Need Odd Socks Day Bonfire Night Remembrance Day St. Andrew's Day Cross-phase reading Christmas Party Carols around the tree	New Year Chinese New Year Burn's Night Safer Internet Day Valentine's Day Cross-phase reading	Shrove Tuesday St. David's Day World Book Day Holi St. Patrick's Day World Poetry Day Mother's Day Cross-phase reading British Summer Time begins St. George's Day	May Day Northumberland Day Cross-phase reading	Sports Day Father's Day Transition Day Cross-phase reading

Parent Link	Welcome to Year 1 / Year 2 Parent Meetings Parents' Evenings	Christmas Performances Christmas wreath workshop	Drumming performance	Parents' Evenings	Y1 Phonics Meeting	Sports Day Summer Fair Annual Reports
Community Links	Village Litter Pick	Road Safety Signs Christmas wreath workshop Christmas Fair	Police	Easter	RNLI	Picnic Summer Fair
Contextual Safe Guarding	Road Safety  Valuing every member of our community	Fire safety Fire brigade	e-safety Police assembly	Safe Strangers	Valuing every member of our community	Water safety
Testing	Phonics Assessment Rising Stars Grammar Rising Stars Comprehension Primary Stars (White Rose) end of unit Maths tests Independent Writing	Phonics Assessment Rising Stars Grammar Rising Stars Comprehension Primary Stars (White Rose) end of unit Maths tests Independent Writing	Phonics Assessment Rising Stars Grammar Rising Stars Comprehension Primary Stars (White Rose) end of unit Maths tests Independent Writing	Phonics Assessment Rising Stars Grammar Rising Stars Comprehension Primary Stars (White Rose) end of unit Maths tests Independent Writing	National SATs 2020 Phonics Assessment Rising Stars Grammar Rising Stars Comprehension Primary Stars (White Rose) end of unit Maths tests Brave Writing	Year 1 National Phonics Screening Check Phonics Assessment Rising Stars Grammar Rising Stars Comprehension Primary Stars (White Rose) end of unit Maths tests Brave Writing
Topic	<b>Houses and homes</b>	<b>Great fire of London Celebrations</b>	<b>Frozen</b>	<b>Land Ahoy! (Globe Trotter)</b>	<b>Land Ahoy (Globe trotters &amp; pathfinders)</b>	<b>Castle County ( Northumberland Nobles &amp; Historians)</b>
Big Question	What makes a house a home?	Is fire always bad?	Should we carry on exploring today?	What can we find beyond the horizon?	Where might it be best to be cast-away?	Why don't we live in castles anymore?
Enrichment	Local Area Road Safety Beamish Forest School	Fire brigade visit Forest School	Water Safety Forest School	Kirkley Hall Zoo Forest School	Grace Darling Museum/Bamburgh Visit from Rockpool School Sea safety – lifeguards/RNLI Forest School	Warkworth Castle Forest School

## Purpose of English:

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

### English Aims:

The overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. Our English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

### Spoken Language

Spoken language is important in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and should build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

### Reading

The teaching of reading focuses on developing pupils' competence in both word reading and comprehension. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds. It is essential that, by the end of Y6, all pupils are able to read fluently, and with confidence, in any subject.

### Writing

The teaching of writing must develop pupils' competence in transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). In addition, pupils should be taught how to plan, revise and evaluate their writing. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

#### Broomhill Reading Spine

<i>Can't You Sleep Little Bear?</i> Martin Waddell <i>The Owl Who Was Afraid of the Dark</i> Jill Tomlinson <i>Peace at Last</i> Jill Murphy	<i>Cops and Robbers</i> Alan and Janet Ahlberg <i>Burglar Bill</i> Alan and Janet Ahlberg <i>Pumpkin Soup</i> Helen Cooper	<i>Something Else</i> Kathryn Cave <i>Journey</i> Aaron Becker <i>I'll bring You to Mrs Cole</i> Michael Foreman	<i>Frog and Toad Together</i> Arnold Lobel <i>The Hodgeheg</i> Dick King-Smith <i>The Flower</i> John Light	<i>Tuesday</i> David Wiesner <i>Leon and the Place Between</i> Angela McAllister	<i>Willa and old Miss Annie</i> Berlie Doherty <i>Gorilla</i> Anthony Browne <i>Silly Billy</i> Anthony Browne
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English Text, Overall Aims and Writing Outcomes	<p><b><u>The Everywhere Bear</u></b> <b><u>(Julia Donaldson)</u></b></p> <ul style="list-style-type: none"><li>• Listen with enjoyment and respond to the book, through retelling and re-enacting the story</li><li>• Think and talk confidently about their response to the book, the story and illustrations, and their meanings</li><li>• Explore and interpret stories through creative activity including play, art, drama and drawing</li><li>• Engage children with a story with which they will empathise</li><li>• Get to know the story really well and be able to revisit it in a variety of ways</li><li>• Sequence and explore story structure through storytelling and story-mapping</li></ul> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"><li>➤ Shared journal</li><li>➤ Speech and thought bubbles</li><li>➤ Story mapping</li><li>➤ Character descriptions</li><li>➤ Writing in Role</li><li>➤ Caption Writing</li><li>➤ Letter Writing</li><li>➤ Narrative Writing</li></ul>	<p><b><u>The Great Fire of London</u></b> <b><u>(Emma Adams &amp; James Weston Lewis)</u></b></p> <p><b>Aims:</b></p> <ul style="list-style-type: none"><li>• Explore the features of a non-fiction text.</li><li>• Explore the features of a recount.</li><li>• Broaden understanding and use of appropriate vocabulary linked to the GFoL</li><li>• Write in role in order to explore and empathy for a person who has witnessed the fire.</li><li>• Describe the events of the GFoL</li></ul> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"><li>➤ First person diary entry</li><li>➤ Letter</li><li>➤ Recount – Newspaper report</li><li>➤ A guide to London buildings (non-chronological report)</li><li>➤ Warning posters</li><li>➤ Writing in role</li><li>➤ Diary entry in role as the cat</li></ul>	<p><b><u>Lost and Found</u></b> <b><u>(Oliver Jeffers)</u></b></p> <p><b>Aims:</b></p> <ul style="list-style-type: none"><li>• Explore a high quality picture book which allows children to put themselves inside the story and empathise with characters and their issues and dilemmas</li><li>• Engage with illustrations throughout a picture book to explore and recognise the added layers of meaning these can give to our interpretation of a text</li><li>• Explore themes and issues, and develop and sustain ideas through discussion, enabling children to make connections with their own lives</li><li>• Develop creative responses to the text through drama, poetry, storytelling and artwork</li><li>• Write in role in order to explore and develop empathy for characters</li></ul> <ul style="list-style-type: none"><li>➤ Writing in role</li><li>➤ Character descriptions</li><li>➤ Retellings</li><li>➤ Advice</li><li>➤ Instructions</li><li>➤ Non-chronological report</li><li>➤ Own version 'losing/finding' narrative</li><li>➤ Persuasive letter writing</li></ul>	<p><b><u>Shh! We Have a Plan</u></b> <b><u>(Chris Haughton)</u></b></p> <p><b>Aims:</b></p> <ul style="list-style-type: none"><li>• Talk confidently about a picturebook and respond to it in a range of ways</li><li>• Consider the ways in which illustrations can deepen and enrich the meaning of a text and enhance the reader experience</li><li>• Explore the story through a variety of teaching approaches including artwork, drama and roleplay</li><li>• Develop reader response by exploring interpretations of themes, plots and characters' actions and motivations through discussion and reflection</li></ul> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"><li>➤ Oral Storytelling</li><li>➤ Speech and Thought Bubbles</li><li>➤ Annotating images</li><li>➤ Storyboards</li><li>➤ Character descriptions</li><li>➤ Retell a known story</li><li>➤ Innovate a known tale</li><li>➤ Instruction Writing</li><li>➤ Advisory Note:</li><li>➤ Explanation</li></ul>	<p><b><u>The Storm Whale</u></b> <b><u>(Benji Davies)</u></b></p> <p><b>Aims</b></p> <ul style="list-style-type: none"><li>• Engage children with a story with which they will empathise.</li><li>• Explore themes and issues, and develop and sustain ideas through discussion, enabling children to make connections with their own lives</li><li>• Develop creative responses to the text through play, drama, music and movement, storytelling and artwork. Compose a free verse poem</li><li>• Write in role in order to explore and develop empathy for a character</li><li>• Write with confidence for real purposes and audiences.</li></ul> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"><li>➤ Poetry- Storm Poem</li><li>➤ Instructions- Game for Noi</li><li>➤ Non-chronological Report- Blue Whales</li><li>➤ Narrative innovation- Link to non- European animals.</li></ul>	<p><b><u>Gorilla</u></b> <b><u>Author Study: Anthony Browne</u></b></p> <p><b>Aims</b></p> <ul style="list-style-type: none"><li>• Understand the themes of a text</li><li>• Draw inferences from the written and visual text to support understanding of character</li><li>• Understand how illustration and text contribute to meaning</li><li>• Write in role in order to explore and develop understanding of character.</li></ul> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"><li>➤ Letter- 1<sup>st</sup> person perspective</li><li>➤ Fictional Recount- Hannah's Adventure</li><li>➤ Science Investigation- Comparative test</li></ul>	

English Speaking and Listening Year 1	<ul style="list-style-type: none"> <li>• Listen with enjoyment and respond to the book, through retelling and re-enacting the story</li> <li>• Think and talk confidently about their response to the book, the story and illustrations, and their meanings</li> <li>• Explore and interpret stories through creative activity including play, art, drama and drawing</li> <li>• Engage children with a story with which they will empathise</li> <li>• Know the story really well and be able to revisit it in a variety of ways</li> <li>• Sequence and explore story</li> <li>• Structure through storytelling and storymapping</li> </ul>	<ul style="list-style-type: none"> <li>• Use relevant strategies to build their vocabulary</li> <li>• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul>	<ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and peers</li> <li>• ask relevant questions to extend knowledge and understanding</li> <li>• consider and evaluate viewpoints, attending to and building on the contributions of others</li> <li>• participate in discussions, performances, role-play, improvisations and debate about what has been read</li> <li>• use spoken language to develop understanding through imagining and exploring ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and peers;</li> <li>• Speak audibly and fluently with an increasing command of Standard English</li> <li>• Ask relevant questions to extend knowledge and understanding;</li> <li>• Consider and evaluate viewpoints, attending to and building on the contributions of others;</li> <li>• Participate in discussions, performances, role play, improvisations and debate about what has been read;</li> <li>• Use spoken language to develop understanding through imagining and exploring ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Tell stories and describe incidents from their own experience in a clear, audible voice</li> <li>• Retell Stories, ordering events using story language</li> <li>• Interpret a text by reading aloud with some variety in pace and emphasis</li> <li>• Listen with sustained concentration, building new stores of words in different contexts</li> <li>• Take turns to speak, listen to others' suggestions and talk about what they are going to do</li> <li>• Explore familiar themes and characters through improvisation and role-play</li> <li>• Act out their own and well-known stories, using voices for characters</li> </ul>	<ul style="list-style-type: none"> <li>• Use relevant strategies to build their vocabulary</li> <li>• Articulate and justify answers, arguments and opinions</li> <li>• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• Participate in discussions and role play</li> <li>• Gain, maintain and monitor the interest of the listener(s)</li> <li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> </ul>
English Speaking and Listening Year 2	<ul style="list-style-type: none"> <li>• Participate in discussion about what is read, taking turns and listening to what others say</li> <li>• Listen and respond appropriately to adults and peers</li> <li>• Articulate and justify answers and opinions</li> <li>• Speak audibly and fluently with an increasing command of Standard English</li> <li>• Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama</li> <li>• Ask relevant questions to extend knowledge and understanding;</li> <li>• Consider and evaluate viewpoints, attending to and building on the contributions of others;</li> <li>• Participate in discussions, performances, role play, improvisations and debate about what has been read;</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in discussion about what is read, taking turns and listening to what others say;</li> <li>• Listen and respond appropriately to adults and peers;</li> <li>• Articulate and justify answers and opinions;</li> <li>• Speak audibly and fluently with an increasing command of Standard English;</li> <li>• Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama</li> <li>• Participate in discussions, performances, role play, improvisations and debate about what has been read;</li> <li>• Ask relevant questions to extend knowledge and understanding;</li> <li>• Consider and evaluate viewpoints, attending to and building on the contributions of others</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in discussion about what is read, taking turns and listening to what others say;</li> <li>• Articulate and justify answers and opinions;</li> <li>• Participate in discussions, performances, role play, improvisations and debate about what has been read;</li> <li>• Ask relevant questions to extend knowledge and understanding;</li> <li>• Consider and evaluate viewpoints, attending to and building on the contributions of others</li> <li>• Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and peers;</li> <li>• Ask relevant questions to extend knowledge and understanding;</li> <li>• Consider and evaluate viewpoints, attending to and building on the contributions of others;</li> <li>• Participate in discussions, performances, role play, improvisations and debate about what has been read;</li> <li>• Use spoken language to develop understanding through imagining and exploring ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in discussion about what is read, taking turns and listening to what others say;</li> <li>• Listen and respond appropriately to adults and peers;</li> <li>• Articulate and justify answers and opinions;</li> <li>• Speak audibly and fluently with an increasing command of Standard English;</li> <li>• Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama</li> <li>• Participate in discussions, performances, role play, improvisations and debate about what has been read;</li> <li>• Ask relevant questions to extend knowledge and understanding;</li> <li>• Consider and evaluate viewpoints, attending to and building on the contributions of others</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in discussion about what is read, taking turns and listening to what others say;</li> <li>• Listen and respond appropriately to adults and peers;</li> <li>• Articulate and justify answers and opinions;</li> <li>• Speak audibly and fluently with an increasing command of Standard English;</li> <li>• Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama</li> <li>• Participate in discussions, performances, role play, improvisations and debate about what has been read;</li> <li>• Ask relevant questions to extend knowledge and understanding;</li> <li>• Consider and evaluate viewpoints, attending to and building on the contributions of others;</li> </ul>

## English Reading Year 1

<ul style="list-style-type: none"> <li>• Read and understand simple sentences.</li> <li>• Use phonic knowledge to decode regular words and read them aloud accurately.</li> <li>• Read some common irregular words.</li> <li>• Demonstrate understanding when talking with others about what they have read.</li> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>• Knows that information can be retrieved from books and computers.</li> </ul>	<ul style="list-style-type: none"> <li>• Read words with contractions and understand that the apostrophe represents the omitted letter(s)</li> <li>• Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person</li> <li>• Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and discuss a story at a level beyond that at which they can read independently</li> <li>• Link what they read or hear read to their own experiences becoming very familiar with key stories</li> <li>• Retell stories and considering their particular characteristics</li> <li>• Recognise and join in with predictable phrases</li> <li>• Discuss word meanings, linking new meanings to those already known</li> <li>• Draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>• Check that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• Discuss the significance of the title and events</li> <li>• Make inferences on the basis of what is being said and done</li> <li>• Predict what might happen on the basis of what has been read so far</li> <li>• Participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• Explain clearly their understanding of what is read to them</li> </ul>	<ul style="list-style-type: none"> <li>• Develop pleasure in reading, motivation to read, vocabulary and understanding;</li> <li>• Listen to, discuss and express views about a wide range of poems at a level beyond that at which they can read independently;</li> <li>• Link what they read or hear read to their own experiences;</li> <li>• Recognise and join in with predictable phrases in poems</li> <li>• and to recite some by heart;</li> <li>• Recognise simple recurring literary language in poetry;</li> <li>• Discuss and clarify word meanings, linked to those already known;</li> <li>• Discuss favourite words and phrases;</li> <li>• Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear;</li> <li>• Make inferences on the basis of what is said and done;</li> <li>• Respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and use alternative ways of pronouncing the graphemes already taught</li> <li>• Identify the constituent parts of two-syllable and three-syllable words to support the application of phonic knowledge and skills</li> <li>• Recognise automatically an increasing number of familiar high frequency words</li> <li>• Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable</li> <li>• Read more challenging texts which can be decoded using their acquired phonic knowledge and skills, along with automatic recognition of high frequency words</li> <li>• Read phonically decodable two-syllable and three-syllable words</li> <li>• Identify the main events and characters in stories, and find specific information in simple texts</li> <li>• Use syntax and context when reading for meaning</li> <li>• Make predictions showing an understanding of ideas, events and characters</li> <li>• Recognise the main elements that shape different texts</li> </ul>	<ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words</li> <li>• Respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes</li> <li>• Read accurately by blending sounds in unfamiliar words</li> <li>• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• Read other words of more than one syllable that contain taught GPCs</li> <li>• Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>• Discuss the significance of the title and events</li> <li>• Make inferences on the basis of what is being said and done</li> <li>• Predict what might happen on the basis of what has been read so far</li> </ul>
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English Reading Year 2	<ul style="list-style-type: none"> <li>• Increase familiarity with a range of books</li> <li>• Explain and discuss understanding of books</li> <li>• Discuss the sequence of events in books</li> <li>• Answer and ask questions</li> <li>• Predict what might happen on the basis of what has been read</li> <li>• Draw inferences on the basis of what is being said and done</li> <li>• Express views and opinions about reading</li> <li>• Listen to, discuss and express views about books at a level beyond that which they can read independently;</li> <li>• Discuss the significance of the title and events;</li> <li>• Link what they hear or read to own experiences;</li> <li>• Explain understanding of what is read;</li> <li>• Discuss the sequence of events in books and how items of information are related.</li> <li>• Discuss favourite words and phrases;</li> <li>• Answer and ask questions;</li> <li>• Predict what might happen on the basis of what has been read;</li> <li>• Draw inferences on the basis of what is being said and done;</li> <li>• Participate in discussion about what is read, taking turns and listening to others;</li> <li>• Express views about reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Be introduced to non-fiction books that are structured in different ways</li> <li>• Discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> <li>• Draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>• Check that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>• Make inferences on the basis of what is being said and done</li> <li>• Answer and ask questions</li> <li>• Predict what might happen on the basis of what has been read so far</li> <li>• Participate in discussion about books and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>• Explain and discuss their understanding of books and other material, both those that they listen to and those that they read for themselves</li> </ul>	<ul style="list-style-type: none"> <li>• Increase familiarity with a range of books at a level beyond that which they can read independently;</li> <li>• Discuss the significance of the title and events;</li> <li>• Explain understanding of what is read;</li> <li>• Discuss the sequence of events in books;</li> <li>• Answer and ask questions;</li> <li>• Predict what might happen on the basis of what has been read;</li> <li>• Draw inferences on the basis of what is being said and done;</li> <li>• Express views about reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop pleasure in reading, motivation to read, vocabulary and understanding;</li> <li>• Listen to, discuss and express views about a wide range of poems at a level beyond that at which they can read independently;</li> <li>• Link what they read or hear read to their own experiences;</li> <li>• Recognise and join in with predictable phrases in poems and to recite some by heart;</li> <li>• Recognise simple recurring literary language in poetry;</li> <li>• Discuss and clarify word meanings, linked to those already known;</li> <li>• Discuss favourite words and phrases;</li> <li>• Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear;</li> <li>• Make inferences on the basis of what is said and done;</li> <li>• Answer and ask questions;</li> <li>• Explain and discuss understanding of poems; those they listen to and those read independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop pleasure in reading, motivation to read, vocabulary and understanding;</li> <li>• Listen to, discussing and expressing views about a contemporary narrative</li> <li>• Discuss the sequence of events in books and how items of information are related</li> <li>• Discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> <li>• Discuss their favourite words and phrases</li> <li>• Draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>• Check that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>• Make inferences on the basis of what is being said and done</li> <li>• Answer and asking questions</li> <li>• predict what might happen on the basis of what has been read so far</li> <li>• Participate in discussion about books that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>• Explain and discuss their understanding of books</li> </ul>	<ul style="list-style-type: none"> <li>• Develop pleasure in reading, motivation to read, vocabulary and understanding;</li> <li>• Listen to, discussing and expressing views about a contemporary narrative</li> <li>• Discuss the sequence of events in books and how items of information are related</li> <li>• Discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> <li>• Discuss their favourite words and phrases</li> <li>• Draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>• Check that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>• Make inferences on the basis of what is being said and done</li> <li>• Answer and asking questions</li> <li>• predict what might happen on the basis of what has been read so far</li> <li>• Participate in discussion about books that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>• Explain and discuss their understanding of books</li> </ul>
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**Revisit and Review Phase 2**

- /s/ /a/ /t/ /p/ a, as, at
- /i/ /n/ /m/ /d/ is, it, in, an, am, dad, did, and
- /g/ /o/ /c/ /k/ got, on, not, can
- /ck/ /e/ /u/ /r/ get, mum, up, put, to, the
- /h/ /b/ /f/ /ff/ /l/ /ll/ /ss/ had, his, him, has, big, back, but, of, if, off, let

**Teach, Practise and Apply Phase 3**

- /j/ /v/ /w/ /x/ will, to, the, no, go, I, into
- /y/ /z/ /zz/ /qu/
- /ch/ /sh/ /th/ng/ that, this, them, then, with, he, she, be
- /ai/ /ee/ /igh/ /oa/ see, as, no go
- /oi/ /ool/ /ool/ /ow/ too, look, down, now, my
- /ar/ /air/ /ear/ you
- /er/ /ur/ /or/ /ure/ for, all, are

**English Writing Transcription:**

- Name the letters of the alphabet in order
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

**Revisit and Review Phase 2 & 3****Teach, Practise and Apply Phase 4**

*Beginning and End Consonant Clusters:*

cl, bl, fl, sl, pl, gl – read some, come

br, tr dr, fr, gr, cr ,pr – read: do, so, little

st, sp, sc, sm, sk, sw, sn - read: one, said

str, thr, scr, squ, spr, spl, shr – read: were, when

Revise: str, thr, scr, squ, spr, spl, shr  
Introduce: ld, lf, lp, lt, lk, lm Read: have there

ft, mp, nd, nk, nt, pt Read: out, like, what

tch, mb, nch

**English Writing Transcription:**

- Spell the days of the week
- Write sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

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**Revisit and Review Phase 2, 3 and 4****Complete Phase 4****Teach, Practise and Apply Phase 5**

- /ay/ /ou/ /ie/ /ea/ day, about, house, oh, their, said, so
- /oy/ /ir/ /ue /aw/ saw, people, Mr., Mrs., have, like
- /wh/ /ph/ /ew/ /ow/ /au/ looked, called, some, come
- /a\_e/ /e\_e/ /i\_e/ /o\_e/ /u\_e/ came, made, make, time, asked, were, there
- /zh/ -s –ge treasure, vision, measure, beige

**English Writing Transcription:**

- Name the letters of the alphabet in order
- Use letter names to distinguish between alternative spellings of the same sound
- Spell the days of the week
- Write sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

**Revisit and Review Phase 2, 3 and 4****Teach, Practise and Apply Phase 5**

- /a\_e/ /e\_e/ /i\_e/ /o\_e/ /u\_e/ came, made, make, time, asked, were, there
- Alternative pronunciations of graphemes: c, g, ch, y by, water, where, who, again, thought, through, little, put
- Alternative pronunciations of graphemes: a, l, o, u work, mouse, many, laughed, because, one, do, out
- Alternative pronunciations of graphemes: ea, ie, er, ow, ou different, any, eyes, friends, once, please, when, what
- Alternative spellings of phonemes:  
/c/ /ch/ /f/ /j/ /m/ /n/ /ng/ /r/ /s/ /sh/ /v/ /w/ /e/ /i/ /o/ /u/ /ai/ /ee/ /igh/ /oa/ /ool/ /ar/ /or/ /ur/ /ow/ /oi/ /ear/ /air/ /ure/ /er/ very, your, oh, their, people, Mr., Mrs., looked, called, asked, here

**Links with Poetry Unit Developing Phonological Awareness**

- Discriminating environmental sounds;
- Onomatopoeia;
- Exploring voice sounds;
- Exploring instrumental sounds;
- Keeping and following a rhythm
- Identifying rhyming words;
- Onset and rime;
- Syllabification

**Exploring Vocabulary and Language Structure**

- Generate vocabulary experientially;
- Drawing to describe and think;
- Explore onomatopoeia;
- Identify rhyming words;
- Joining in with predictable patterned phrases

**Revisit and Review Phase 2, 3, 4 & 5****Teach, Practise and Apply All phonemes.****English Writing Transcription:**

- Name the letters of the alphabet in order
- Use letter names to distinguish between alternative spellings of the same sound
- Spell the days of the week
- Write sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

**Revisit and Review Phase 2, 3, 4 & 5****Teach, Practise and Apply All phonemes.****English Writing Transcription:**

- Name the letters of the alphabet in order
- Use letter names to distinguish between alternative spellings of the same sound
- Spell the days of the week
- Write sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.



<ul style="list-style-type: none"> <li>Phase 5 GPCs, inc. polysyllabic words</li> <li>Revise /ai/ spelt 'i' in common exception words (find, kind, climb etc.)</li> <li>Homophones (sea/see, be/bee, blue/blew, flour/flower, bear/bare, whole, hole)</li> <li>Homophones (to/two/too, here/hear, one/won, sun/son)</li> <li>Near homophones (quite/quiet)</li> <li>Homophones (new/knew, there/their/they're)</li> <li>Homophones (quite/quiet)</li> <li>Homophones (new/knew, there/their/they're)</li> </ul> <ul style="list-style-type: none"> <li><b>Strategies at the point of writing:</b> <ul style="list-style-type: none"> <li>using a GPC chart</li> <li>using the environment</li> <li>Have a go sheets</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li><b>Strategies for learning words:</b> <ul style="list-style-type: none"> <li>using spelling journals</li> <li>highlighting the tricky part in common exception words</li> <li>polysyllabic and common exception words</li> <li>tricky parts of words</li> <li>Look, cover, write, check</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li><b>Proofreading:</b> <ul style="list-style-type: none"> <li>Using word banks for common exception words</li> <li>Using segmentation strategy for learning selected words</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Phase 5 GPCs, inc. polysyllabic words</li> <li>Adding endings -ing, -ed, -er, -est to words ending in 'e' with a consonant before it</li> <li>Adding 'y' to words ending in 'e' with a consonant before it</li> <li>Adding -ing, -ed, -er, -est and 'y' to words of one syllable ending in a single consonant after a single vowel</li> <li>Adding -ing, -ed, -er, -est and 'y'</li> </ul> <ul style="list-style-type: none"> <li><b>Strategies at the point of writing:</b> <ul style="list-style-type: none"> <li>Have a go</li> <li>Word sort</li> <li>Which one looks right?</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li><b>Strategies for learning words:</b> <ul style="list-style-type: none"> <li>Look, say, cover, write, check for common exception words</li> <li>Kinaesthetic and visual strategies for learning CEW</li> <li>Rainbow write</li> <li>Topic words</li> <li>Saying the word in a funny way</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li><b>Proofreading:</b> <ul style="list-style-type: none"> <li>CEW and HfW</li> <li>Using the environment and the working wall</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>/ai/ spelt 'y'</li> <li>/i/ sound spelt 'ey'</li> <li>/r/ sound spelt 'wr'</li> </ul> <p>Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're) • Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)</p> <ul style="list-style-type: none"> <li>/dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'</li> <li>/s/ sound spelt 'c' before 'e', 'i' and 'y'</li> <li>/n/ sound spelt 'kn' and 'gn' at the beginning of words</li> </ul> <ul style="list-style-type: none"> <li><b>Strategies at the point of writing:</b> <ul style="list-style-type: none"> <li>Have a go sheets</li> <li>Using a working wall</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li><b>Strategies for learning words:</b> <ul style="list-style-type: none"> <li>CEW and HfW (could, should, would, most, both, only, move, prove, improve)</li> <li>Polysyllabic and topic words</li> </ul> </li> </ul> <p><b>Proofreading</b></p> <ul style="list-style-type: none"> <li>CEW and HfW</li> <li>Using the environment and the working wall</li> </ul>	<ul style="list-style-type: none"> <li>• /d/ spelt 'a' after 'w' and 'qu'</li> <li>The /ɔ/ sound spelt 'ar' after 'w'</li> <li>/ʒ/ sound spelt 'or' after 'w'</li> </ul> <p>• Segmentation and syllable clapping</p> <p>• Adding -es to nouns and verbs ending in 'y'</p> <ul style="list-style-type: none"> <li>• Adding suffixes '-ful', '-less' and '-ly)</li> <li>Suffixes '-ment' and '-ness'</li> </ul> <p>• Words ending '-tion'</p> <ul style="list-style-type: none"> <li><b>Strategies at the point of writing:</b> <ul style="list-style-type: none"> <li>Using an alphabetically-ordered word bank</li> </ul> </li> </ul> <p>• <b>Strategies for learning words:</b></p> <ul style="list-style-type: none"> <li>mnemonics</li> <li>Look, say, cover, write check</li> </ul> <p>• <b>Proofreading:</b></p> <p>Dictionary skills</p>	<ul style="list-style-type: none"> <li>/l/ or /əl/ sound spelt '-le' at the end of words</li> <li>The /ɔ/ sound spelt 'a' before 'i' and 'll'</li> <li>/ʒ/ spelt 's'</li> </ul> <ul style="list-style-type: none"> <li>/l/ or /əl/ sound spelt '-al' at the end of words</li> <li>/l/ or /əl/ sound spelt 'il' at the end of words</li> <li>/l/ or /əl/ sound spelt '-le' at the end of words and following a consonant</li> </ul> <p>• Possessive apostrophe (singular nouns)</p> <ul style="list-style-type: none"> <li><b>Strategies at the point of writing:</b> <ul style="list-style-type: none"> <li>Have a go sheets</li> <li>Using analogy (includes diction)</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li><b>Strategies for learning words:</b> <ul style="list-style-type: none"> <li>Look, say, cover, write and check for CEW</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li><b>Proofreading:</b> <ul style="list-style-type: none"> <li>Using a dictionary/word bank</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>/ʌ/ sound spelt 'o'</li> </ul> <ul style="list-style-type: none"> <li>Revision of all the content from Y2</li> <li>Securing spelling strategies</li> <li>At the point of writing- introducing personal 'Have a go' sheets for all writing</li> <li>After writing- developing proofreading and checking skills inc. using a dictionary</li> <li>Learning spellings- developing children's personal spelling journals to reflect their growing independence in taught strategies to learn new words</li> </ul>
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English Writing Year 1	<ul style="list-style-type: none"> <li>Use phonic knowledge to write words in ways which match their spoken sounds.</li> <li>Write some irregular common words.</li> <li>Write simple sentences which can be read by themselves and others.</li> <li>Spell some words correctly and make phonetically plausible attempts at others.</li> <li>Leave spaces between words</li> <li>Join words and joining clauses using and</li> <li>Begin to punctuate sentences using a capital letter and a full stop</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate use of the past and present tense</li> <li>Use expanded noun phrases</li> <li>Begin to use fronted adverbials of time</li> <li>Spell days of the week</li> <li>Write sentences by: <ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> </ul> </li> <li>Discuss what they have written with the teacher or other pupils</li> <li>Read aloud their writing clearly enough to be heard by their peers and the teacher</li> <li>Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>Say out loud what they are going to write about</li> <li>Compose a sentence orally before writing it</li> <li>Sequence sentences to form short narratives</li> <li>Re-read what they have written to check that it makes sense</li> <li>Discuss what they have written with the teacher or other pupils</li> <li>Read aloud their writing clearly enough to be heard by their peers and the teacher</li> <li>Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally</li> <li>Sequence sentences to form short narratives</li> <li>Write for different purposes including about fictional personal experiences, poetry, non-fiction and real events</li> <li>Reread and evaluate writing to check it makes sense and make simple revisions</li> <li>Read writing aloud with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>Develop positive attitudes and stamina for writing by writing poetry;</li> <li>Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing phrases and sentences orally;</li> <li>Write for different purposes including poetry;</li> <li>Reread and evaluate writing to check it makes sense and make simple revisions;</li> <li>Read writing aloud with appropriate intonation to make the meaning clear;</li> <li>Use new and familiar punctuation correctly;</li> <li>Use sentences in different forms;</li> <li>Expand noun phrases to describe and specify.</li> <li>Use coordinating conjunctions to link two main ideas</li> <li>Use subordinating conjunctions</li> <li>Use present tense consistently</li> <li>Use adverbials such as first, next, after, finally</li> <li>Begin to introduce the commas to separate items in a list</li> </ul>	<ul style="list-style-type: none"> <li>Independently choose what to write about, plan and follow it through</li> <li>Use key features of narrative in their own writing</li> <li>Find and use new and interesting words and phrases, including story language</li> <li>Write short chronological narratives</li> <li>Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>Use the prefix un-</li> <li>Use -ing, -ed, -er and -est where no change is needed in the spelling of root words</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate use of the past and present tense</li> <li>Use expanded noun phrases</li> <li>Write sentences by: <ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> </ul> </li> <li>Write short chronological narratives</li> <li>Discuss what they have written with the teacher or other pupils</li> <li>Read aloud their writing clearly enough to be heard by their peers and the teacher</li> <li>Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>
English Writing Year 2	<ul style="list-style-type: none"> <li>Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally;</li> <li>Sequence sentences to form short narratives</li> <li>In narrative create settings, characters and plot</li> <li>Write for different purposes including about fictional personal experiences, poetry, fictional narratives, non-fiction and real events;</li> <li>Re-read writing to check it makes sense and make simple revisions</li> <li>Read writing aloud with appropriate intonation to make the meaning clear;</li> <li>Use new and familiar punctuation correctly;</li> <li>Use sentences in different forms;</li> <li>Expand noun phrases to describe and specify;</li> <li>Use past and present tense correctly and consistently;</li> </ul>	<ul style="list-style-type: none"> <li>Develop positive attitudes towards and stamina for writing</li> <li>Write narratives about the experiences of others (real and fictional)</li> <li>Write about real events</li> <li>Write for different purposes</li> <li>Consider what they are going to write before beginning</li> <li>Plan or saying out loud what they are going to write about</li> <li>Write down ideas and/or key words, including new vocabulary</li> <li>Encapsulate what they want to say, sentence by sentence</li> <li>Make simple additions, revisions and corrections to their own writing</li> <li>Evaluate their writing with the teacher and other pupils</li> <li>Reread to check that their writing makes sense and that verbs to indicate time are used correctly and</li> </ul>	<ul style="list-style-type: none"> <li>Draft and write by composing and rehearsing sentences orally;</li> <li>Sequence sentences to form short narratives;</li> <li>Write for different purposes including about fictional personal experiences and fictional narratives;</li> <li>Reread writing to check it makes sense and make simple revisions;</li> <li>Read writing aloud with appropriate intonation to make the meaning clear.</li> <li>Write, increasingly, at length and maintain accuracy throughout;</li> <li>Write down ideas and/or key words, including new vocabulary;</li> <li>Evaluate their writing with the teacher and other pupils</li> <li>Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently,</li> </ul>	<ul style="list-style-type: none"> <li>Develop positive attitudes and stamina for writing by writing poetry;</li> <li>Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing phrases and sentences orally;</li> <li>Write for different purposes including poetry;</li> <li>Reread and evaluate writing to check it makes sense and make simple revisions;</li> <li>Read writing aloud with appropriate intonation to make the meaning clear;</li> <li>Use new and familiar punctuation correctly;</li> <li>Use sentences in different forms;</li> <li>Expand noun phrases to describe and specify.</li> </ul>	<ul style="list-style-type: none"> <li>Develop positive attitudes towards and stamina for writing</li> <li>Write narratives about personal experiences and those of others (real and fictional)</li> <li>Write for different purposes</li> <li>Consider what they are going to write before beginning</li> <li>Plan or say out loud what they are going to write about</li> <li>Write down ideas and/or key words, including new vocabulary</li> <li>Encapsulate what they want to say, sentence by sentence</li> <li>Make simple additions, revisions and corrections to their own writing</li> <li>Evaluate their writing with the teacher and other pupils</li> <li>Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently,</li> </ul>	<ul style="list-style-type: none"> <li>Develop positive attitudes towards and stamina for writing</li> <li>Write narratives about the experiences of others (real and fictional)</li> <li>Write about real events</li> <li>Write for different purposes</li> <li>Consider what they are going to write before beginning</li> <li>Plan or saying out loud what they are going to write about</li> <li>Write down ideas and/or key words, including new vocabulary</li> <li>Encapsulate what they want to say, sentence by sentence</li> <li>Make simple additions, revisions and corrections to their own writing</li> <li>Evaluate their writing with the teacher and other pupils</li> <li>Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently,</li> </ul>

	<ul style="list-style-type: none"> <li>Use simple conjunctions to link subordinate and co-ordinating clauses.</li> </ul>	<ul style="list-style-type: none"> <li>consistently, including verbs in the continuous form;</li> <li>Proofread to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly);</li> <li>Read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>	<ul style="list-style-type: none"> <li>including verbs in the continuous form;</li> <li>Proofread to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly).</li> </ul>		<ul style="list-style-type: none"> <li>including verbs in the continuous form</li> <li>Proofread to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> <li>Read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>including verbs in the continuous form;</li> <li>Proofread to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly);</li> <li>Read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>
English Writing: Vocabulary, Grammar and Punctuation	<p>Consolidate Reception work</p> <p><b>Year 1</b></p> <p>Introduce:</p> <ul style="list-style-type: none"> <li>Capital Letters:</li> <li>Capital letter for names</li> <li>Capital letter for the personal pronoun I</li> <li>Full stops</li> </ul> <p>Consolidate Year 1 work</p> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>Word Types- noun, adjective, verb, adverb</li> <li>Present Tense</li> <li>Expanded noun phrases</li> <li>Full Stops Capital Letters</li> <li>Proper nouns</li> </ul>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>Capital Letters:</li> <li>Capital letter for names</li> <li>Capital letter for the personal pronoun I</li> <li>Full stops</li> <li>Joining words and joining clauses using and</li> </ul> <p>Consolidate Year 1 work</p> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>Word Types- noun, adjective, verb, adverb</li> <li>Powerful verbs &amp; imperative Verbs</li> <li>Past Tense</li> <li>Sub-ordination and co-ordination.</li> <li>Commas for lists.</li> </ul>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>Capital Letters:</li> <li>Capital letter for names</li> <li>Capital letter for the personal pronoun I</li> <li>Full stops</li> <li>Introduce question and exclamation marks</li> </ul> <p>Consolidate Year 1 work</p> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>Sub-ordination and co-ordination.</li> <li>Sentence types</li> <li>Time adverbials</li> <li>FS, CL, ?, !</li> <li>Contractions (<i>apostrophes</i>)</li> </ul>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>Demarcating sentences</li> <li>Introduce speech bubbles</li> </ul> <p>Consolidate Year 1 work</p> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li><i>Possessive apostrophes</i></li> <li><i>Plurals</i></li> <li><i>Adverbs</i></li> <li>Sentence types</li> <li><i>Applying suffixes</i></li> </ul>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>Regular plural noun suffixes –s or –es</li> <li>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</li> <li>Prefix un–</li> </ul> <p>Consolidate Year 1 work</p> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>Direct Speech- Speech Marks</li> <li><i>Possession and apostrophes</i></li> </ul>	Revision
Handwriting (Penpals) Year 1	<p>U1: Practising long-legged giraffe letters</p> <p>U2: Writing words with ll</p> <p>U3: Introducing capitals for long-legged giraffe letters</p> <p>U4: Practising one-armed robot letters</p> <p>U5: Practising long-legged giraffe letters and one-armed robot letters</p>	<p>U6: Introducing capitals for one-armed robot letters</p> <p>U7: Practising curly caterpillar letters</p> <p>U8: Writing words with double ff</p> <p>U9: Writing words with double ss</p> <p>U10: Writing words with double ss</p> <p>**U16: Practising numbers 0-9</p> <p>Revision of units 1-10</p>	<p>U11: Practising long-legged giraffe letters, one-armed robot letters and curly caterpillar letters</p> <p>U12: Practising zig-zag monster letters</p> <p>U13: Writing words with double zz</p> <p>U14: Mixing all the letter families</p> <p>U15: Practising all the capital letters</p> <p>U16: Practising numbers 0-9</p>	<p>U17: Writing words with ck and qu</p> <p>U18: Practising long vowel phonemes ai igh oo</p> <p>U19: Practising vowels with adjacent consonants: ee ao oo</p> <p>Revision of units 11-19</p> <p>U20: End-of-term-check</p> <p>U21: Numbers 10-20- spacing</p>	<p>U22: Practising ch unjoined</p> <p>U23: Introducing diagonal join to ascender ch</p> <p>U24: Practising ai unjoined</p> <p>U25: Introducing diagonal join, no ascender ai</p> <p>Revise U23 and U25 (ch and ai joined)</p>	<p>U26: Practising wh unjoined</p> <p>U27: Introducing horizontal join to ascender wh</p> <p>U28: Practising ow unjoined</p> <p>U29: Introducing horizontal join, no ascender ow</p> <p>Revise joins- units: 23, 25, 27 and 29</p> <p>U30: Assessment</p>
Handwriting (Penpals) Year 2	<p>Unit 1: Practising diagonal join to ascender: th, ch</p> <p>U2: : Practising diagonal join, no ascender: ai ay</p> <p>U3: : Practising diagonal join, no ascender: ir er</p> <p>U4: : Practising diagonal join to ascender: wh oh</p> <p>U5: Practising horizontal join, no ascender: ow, ou</p> <p>U6: Introducing diagonal join to e: ie ue</p> <p>U7: Introducing horizontal join to e: oe, ve</p>	<p>**U10: Writing numbers: 1-100</p> <p>U8: Introducing ee</p> <p>U9: Practising diagonal join, no ascender: ie</p> <p>Revise U1</p> <p>Revise U2</p> <p>Revise U3</p> <p>Revise U10</p>	<p>U11: Introducing diagonal join to anticlockwise letters: ea</p> <p>U12: Practising diagonal join to anticlockwise letters: igh</p> <p>U13: Practising diagonal join to anticlockwise letters: dg, ng</p> <p>U14: Introducing horizontal join to anticlockwise letters: oo, oa</p> <p>U15: Practising horizontal join to anticlockwise letters: wa, wo</p> <p>U16: Introducing mixed letter joins for three letters: air ear</p>	<p>U17: Practising mixed letter joins for three letters: oor, our</p> <p>U18: Practising mixed letter joins for three letters: ing</p> <p>U19: Size and spacing</p> <p>Revise U11 and U12</p> <p>Revise U13 and U14</p> <p>U20: End-of-term-check</p>	<p>U21: Building on diagonal join to ascender: ck al el at il ill</p> <p>U22: Building on diagonal join, no ascender ui ey aw ur an ip</p> <p>U23: Building on horizontal join to ascender: ok ot obo l</p> <p>U24: Building on horizontal join, no ascender: oi, oy, on, op, ov</p> <p>U25: Building on diagonal join to anticlockwise letters: ed cc eg ic ad ug dd ag</p>	<p>U26: Building on horizontal join to anticlockwise letters: oc, og, od, va, vo</p> <p>U27: Introducing joins to s: as, es, is, os, ws, ns, ds, ls, ts, ks</p> <p>U28: Practising joining ed and ing</p> <p>Unit 30: Capitals</p> <p>Revise U25</p> <p>Revise U26</p> <p>Revise U27</p>

Mathematics	<p><b>Purpose of Mathematics</b></p> <p>Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.</p> <p><b>Mathematics Aims:</b></p> <p><i>Ensure that all pupils:</i></p> <ul style="list-style-type: none"> <li>become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately</li> <li>reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language</li> <li>can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions</li> </ul> <p>Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. Whilst most half terms are organised into distinct domains, pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.</p>					
Mathematics Year 1	Year 1 Key Instant Recall Facts (KIRFs)					
	<p><b>Number: Place Value</b></p> <ul style="list-style-type: none"> <li>Sort objects.</li> <li>Count objects.</li> <li>Represent objects.</li> <li>Count, read &amp; write forwards from any number 0 -10.</li> <li>Count, read &amp; write backwards from any number 0- 10.</li> <li>Count one more.</li> <li>Count one less.</li> <li>One to one correspondence to start to compare groups.</li> <li>Compare groups using language such as equal, more/greater, less/fewer.</li> <li>Introduce = , &gt; and &lt; symbols.</li> <li>Compare numbers.</li> <li>Order groups of objects.</li> <li>Order numbers.</li> <li>Ordinal numbers (1st, 2nd, 3rd ....).</li> <li>The number line</li> </ul> <p><b>.Number: Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>Part whole model.</li> <li>Addition symbol.</li> <li>Fact families – Addition facts.</li> <li>Find number bonds for numbers within 10.</li> <li>Systematic methods for number bonds within 10.</li> <li>Number bonds to 10.</li> <li>Compare number bonds.</li> </ul>	<p><b>I know number bonds for each number to 6.</b></p> <p><b>Number:Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>Addition: Adding together.</li> <li>Addition: Adding more.</li> <li>Finding a part.</li> <li>Subtraction: Taking away, how many left? Crossing out.</li> <li>Subtraction: Taking away, how many left? Introducing the subtraction symbol.</li> <li>Subtraction: Finding a part, breaking apart.</li> <li>Fact families – 8 facts.</li> <li>Subtraction: Counting back.</li> <li>Subtraction: Finding the difference.</li> <li>Comparing addition and subtraction statements <math>a + b &gt; c</math>.</li> <li>Comparing addition and subtraction statements <math>a + b &gt; c + d</math>.</li> </ul> <p><b>Number: Place Value</b></p> <ul style="list-style-type: none"> <li>Count forwards and backwards and write numbers to 20 in numerals and words.</li> <li>Numbers from 11 to 20.</li> <li>Tens and ones.</li> <li>Count one more and one less.</li> <li>Compare groups of objects.</li> <li>Compare numbers.</li> <li>Order groups of objects.</li> <li>Order numbers.</li> </ul>	<p><b>I know number bonds to 10.</b></p> <p><b>Consolidation</b></p> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>Recognise &amp; name 3D shapes.</li> <li>Sort 3D shapes.</li> <li>Recognise &amp; name 2D shapes.</li> <li>Sort 2D shapes.</li> <li>Patterns with 3D &amp; 2D shapes</li> </ul> <p><b>Number:Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>Add by counting on.</li> <li>Find and make number bonds.</li> <li>Add by making 10.</li> <li>Subtraction – Not crossing 10.</li> <li>Subtraction – Crossing 10 (1).</li> <li>Subtraction – Crossing 10 (2).</li> <li>Related Facts.</li> <li>Compare Number Sentences</li> </ul> <p><b>Place Value:</b></p> <ul style="list-style-type: none"> <li>Numbers to 50.</li> <li>Tens and ones.</li> <li>Represent numbers to 50.</li> </ul>	<p><b>I know doubles and halves of numbers to 10.</b></p> <p><b>Place Value:</b></p> <ul style="list-style-type: none"> <li>One more one less.</li> <li>Compare objects within 50.</li> <li>Compare numbers within 50.</li> <li>Order numbers within 50.</li> <li>Count in 2s.</li> <li>Count in 5s</li> </ul> <p><b>Number: Fractions</b></p> <ul style="list-style-type: none"> <li>Halving shapes or objects.</li> <li>Halving a quantity.</li> <li>Find a quarter of a shape or object.</li> <li>Find a quarter of a quantity.</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>Describe turns.</li> <li>Describe Position (1).</li> <li>Describe Position (2).</li> </ul>	<p><b>I can tell the time.</b></p> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>Before and after.</li> <li>Dates.</li> <li>Time to the hour.</li> <li>Time to the half hour.</li> <li>Writing time.</li> <li>Comparing time</li> </ul> <p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>Counting to 100.</li> <li>Partitioning numbers.</li> <li>Comparing numbers (1).</li> <li>Comparing numbers (2).</li> <li>Ordering numbers.</li> <li>One more, one less.</li> </ul> <p><b>Number: Multiplication and (including multiples of 2, 5 and 10)</b></p> <ul style="list-style-type: none"> <li>Count in 10s.</li> <li>Make equal groups.</li> <li>Add equal groups.</li> </ul>	<p><b>I know number bonds for each number to 10.</b></p> <p><b>Number: Multiplication and (including multiples of 2, 5 and 10)</b></p> <ul style="list-style-type: none"> <li>Make arrays.</li> <li>Make doubles.</li> <li>Make equal groups – grouping.</li> <li>Make equal groups – sharing.</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>Recognising coins.</li> <li>Recognising notes.</li> <li>Counting in coins.</li> </ul> <p><b>Measurement:</b> Weight and Volume Length and Height</p>



Mathematics Year 2	Year 2 Key Instant Recall Facts (KIRFs)					
	I know number bonds to 20.	I know doubles and halves of numbers to 20.	I know the multiplication and division facts for the 2 times table.	I know the multiplication and division facts for the 10 times table.	I can tell the time.	I know the multiplication and division facts for the 5 times table.
	<p><b>Number: Place Value</b></p> <ul style="list-style-type: none"> <li>Count forwards &amp; backwards within 20</li> <li>Tens and ones within 20</li> <li>Count forwards &amp; backwards within 50</li> <li>Tens and ones within 50</li> <li>Compare numbers within 50</li> <li>Count objects to 100 and read and write</li> <li>numbers in numerals and words.</li> <li>Represent numbers to 100.</li> <li>Tens and ones with a part whole model.</li> <li>Tens and ones using addition.</li> <li>Use a place value chart.</li> <li>Compare objects.</li> <li>Compare numbers.</li> <li>Order objects and numbers.</li> <li>Count in 2s</li> <li>Count in 5s &amp; 10s</li> <li>Count in 3s</li> </ul> <p><b>Number: Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>Fact families – Addition and subtraction bonds to 20.</li> <li>Check calculations.</li> <li>Compare number sentences.</li> <li>Related facts.</li> <li>Bonds to 100 (tens).</li> <li>Add and subtract 1s.</li> </ul>	<p><b>Number: Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>10 more and 10 less.</li> <li>Add and subtract 10s.</li> <li>Add by making 10</li> <li>Add a 2-digit and 1-digit number – crossing 10.</li> <li>Subtraction – crossing 10</li> <li>Subtract a 1-digit number from a 2-digit number – crossing 10.</li> <li>Add two 2-digit numbers – not crossing 10 – add ones and add tens.</li> <li>Add two 2-digit numbers – crossing 10 – add ones and add tens.</li> <li>Find and make number bonds</li> <li>Bonds to 100 (tens and ones).</li> <li>Add three 1-digit numbers.</li> </ul> <p><b>Consolidation</b></p>	<p><b>Measurement: Money</b></p> <ul style="list-style-type: none"> <li>Recognising coins &amp; notes</li> <li>Count money – pence.</li> <li>Count money – pounds (notes and coins).</li> <li>Count money – notes and coins.</li> <li>Select money.</li> <li>Make the same amount.</li> <li>Compare money.</li> <li>Find the total</li> </ul> <p><b>Number: Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>Recognise equal groups.</li> <li>Make equal groups.</li> <li>Add equal groups.</li> <li>Multiplication sentences using the x symbol.</li> <li>Multiplication sentences from pictures.</li> <li>Use arrays.</li> <li>2 times-table.</li> <li>5 times-table.</li> <li>10 times-table.</li> <li>Make equal groups – sharing.</li> <li>Make equal groups – grouping.</li> <li>Divide by 2.</li> <li>Odd and even numbers.</li> <li>Divide by 5.</li> <li>Divide by 10.</li> </ul>	<p><b>Number: Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>Subtract a 2-digit number from a 2-digit number – not crossing 10.</li> <li>Subtract a 2-digit number from a 2-digit number – crossing 10 – subtract ones and tens.</li> </ul> <p><b>Measurement: Money</b></p> <ul style="list-style-type: none"> <li>Find the difference.</li> <li>Find change.</li> <li>Two-step problems.</li> </ul> <p><b>Geometry: Properties of Shape</b></p> <ul style="list-style-type: none"> <li>Recognise 2D and 3D shapes.</li> <li>Count sides on 2D shapes.</li> <li>Count vertices on 2D shapes.</li> <li>Draw 2D shapes.</li> <li>Lines of symmetry.</li> <li>Sort 2D shapes.</li> <li>Make patterns with 2D shapes.</li> <li>Count faces on 3D shapes.</li> <li>Count edges on 3D shapes.</li> <li>Count vertices on 3D shapes.</li> <li>Sort 3D shapes.</li> <li>Make patterns with 3D shapes</li> </ul> <p><b>Position and direction</b></p> <ul style="list-style-type: none"> <li>Describing movement.</li> <li>Describing turns.</li> <li>Describing movement and turns.</li> <li>Making patterns with shapes.</li> </ul> <p><b>Problem Solving</b></p>	<p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Make equal parts.</li> <li>Recognise half.</li> <li>Find half.</li> <li>Recognise quarter.</li> <li>Find a quarter.</li> <li>Recognise a third.</li> <li>Find a third.</li> <li>Unit fractions.</li> <li>Non-unit fractions.</li> <li>Equivalence of <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math>.</li> <li>Find three quarters.</li> <li>Count in fractions</li> </ul> <p><b>Statistics (also incorporated cross-curricular throughout year)</b></p> <ul style="list-style-type: none"> <li>Make tally charts.</li> <li>Draw pictograms (1-1).</li> <li>Interpret pictograms (1-1).</li> <li>Draw pictograms (2, 5 and 10).</li> <li>Interpret pictograms (2, 5 and 10).</li> <li>Block diagrams.</li> </ul> <p><b>Measurement: Time</b></p> <ul style="list-style-type: none"> <li>O'clock and half past.</li> <li>Quarter past and quarter to.</li> <li>Telling time to 5 minutes.</li> <li>Minutes in an hour, hours in a day.</li> <li>Find durations of time.</li> <li>Compare durations of time</li> </ul>	<p><b>Measurement: Mass, Capacity and Temperature</b></p> <ul style="list-style-type: none"> <li>Compare mass.</li> <li>Measure mass in grams.</li> <li>Measure mass in kilograms.</li> <li>Compare capacity.</li> <li>Millilitres.</li> <li>Litres.</li> <li>Temperature.</li> </ul> <p><b>Length and Height</b></p> <ul style="list-style-type: none"> <li>Measure length (cm).</li> <li>Measure length (m).</li> <li>Compare lengths.</li> <li>Order lengths.</li> <li>Four operations with lengths</li> </ul> <p><b>Consolidation and Investigations</b></p>

<b>Purpose of Science:</b> A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes. <b>Science Aims:</b> <b>Ensure that all pupils:</b> <ul style="list-style-type: none"><li>develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics</li><li>develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them</li><li>are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future</li></ul>						
Science	<b>Revisit and Revise (Autumn)</b> <ul style="list-style-type: none"><li>Observe changes across the four seasons</li><li>Observe and describe weather associated with the seasons and how day length varies.</li></ul>	<b>Revisit and Revise (Winter)</b> <ul style="list-style-type: none"><li>Observe changes across the four seasons</li><li>Observe and describe weather associated with the seasons and how day length varies.</li><li>Discuss events, traditions and activities associated with each season</li></ul>	<b>Revisit and Revise Seasonal Changes (Winter and Spring)</b> <ul style="list-style-type: none"><li>Observe changes across the four seasons</li><li>Observe and describe weather associated with the seasons and how day length varies.</li></ul>	<b>Revisit and Revise (Spring)</b> <ul style="list-style-type: none"><li>Observe changes across the four seasons</li><li>Observe and describe weather associated with the seasons and how day length varies.</li><li>Discuss events, traditions and activities associated with each season</li></ul>	<b>Seasonal Changes Spring and Summer</b> <ul style="list-style-type: none"><li>Observe changes across the four seasons</li><li>Observe and describe weather associated with the seasons and how day length varies.</li><li>Discuss events, traditions and activities associated with each season.</li></ul>	<b>Revisit and Revise (Summer)</b> <ul style="list-style-type: none"><li>Observe changes across the four season</li><li>Observe and describe weather associated with the seasons and how day length varies.</li></ul>
	<b>Animals, including Humans</b> <b>What do living things need to survive?</b> <ul style="list-style-type: none"><li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li><li>Notice that animals, including humans, have offspring which grow into adults.</li><li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li><li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene (link to history)</li></ul> <b>Explaining Science</b> <ul style="list-style-type: none"><li>Remember simple facts about science</li><li>Remember science words with help</li><li>Use &amp; add labels to diagrams</li></ul>	<b>Everyday Materials</b> <b>How do we choose materials?</b> <ul style="list-style-type: none"><li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li><li>describe the simple physical properties of a variety of everyday materials</li><li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li><li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li></ul> <b>Classification</b> <ul style="list-style-type: none"><li>Group by difference,</li></ul>	<b>Animals, including Humans</b> <b>Are all animals the same?</b> <ul style="list-style-type: none"><li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li><li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li><li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li><li>explore and compare the differences between things that are living, dead, and things that have never been alive</li></ul> <b>Explaining Science</b> <ul style="list-style-type: none"><li>Remember simple facts about science with help</li><li>Use relevant words when I talk or write</li></ul>	<b>Living Things and their Habitats</b> <b>What is alive, dead or was never alive?</b> <ul style="list-style-type: none"><li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li><li>Explore and compare the differences between things that are living, dead, and things that have never been alive</li><li>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.</li></ul> <b>Explaining Science</b> <ul style="list-style-type: none"><li>Remember simple facts about science</li><li>Remember science words with help</li><li>Use &amp; add labels to diagrams</li></ul> <b>Classification</b> <ul style="list-style-type: none"><li>Use a spider key with obvious differences</li><li>Group using differences, similarities or changes</li></ul>	<b>Plants</b> <b>Are all plants the same?</b> <ul style="list-style-type: none"><li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li><li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li><li>identify and name a variety of plants and animals in their habitats, including microhabitats</li></ul> <b>Explaining Science</b> <ul style="list-style-type: none"><li>Remember simple facts about science with help</li><li>Use relevant words when I talk or write</li><li>Use pictures or actions to help describe</li></ul> <b>Classification</b> <ul style="list-style-type: none"><li>Group familiar object/living things</li><li>Use senses to identify features/properties</li></ul>	<b>Living Things and their Habitats</b> <b>Across the world, are all habitats the same?</b> <ul style="list-style-type: none"><li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li><li>identify and describe the basic structure of a variety of common flowering plants, including trees</li><li>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</li><li>Identify and name a variety of plants and</li></ul>



	<p><b>Data, Tables and Graphs</b></p> <ul style="list-style-type: none"> <li>• Measure with labelled divisions</li> <li>• Use a simple table; record in numbers</li> <li>• Construct block charts</li> </ul>	<p>similarity or change.</p> <ul style="list-style-type: none"> <li>• Link properties of materials to an application</li> </ul> <p><b>Designing Experiments</b></p> <ul style="list-style-type: none"> <li>• Select equipment for a task from a list</li> <li>• Notice obvious risk in my investigation</li> <li>• Follow short written instructions</li> </ul> <p><b>Vocabulary</b> Solid, bending, squashing, twisting, stretching, similarity, difference, property, hard/soft, shiny/dull, bendy/not bendy, stretchy/stiff, transparent/opaque, rough/smooth, waterproof/not waterproof, absorbent/not absorbent, metal, plastic, glass, brick, paper, fabric, foil, elastic, wood</p> <p>Season, sun, sky, autumn, winter, spring, summer, year, month, week, day, weather (various), temperature, weather, rainfall, day length, sun, shadow</p>	<ul style="list-style-type: none"> <li>• Use pictures or actions to help describe</li> </ul> <p><b>Classification</b></p> <ul style="list-style-type: none"> <li>• Sort using instructions or pictures</li> <li>• Group familiar living things</li> </ul>		<p><b>Vocabulary</b> Plant, roots, stem, trunk, branches, leaves, flower (petals), fruit, bulb, seed, evergreen, deciduous, vegetables, (variety of common plant names, e.g. geranium, dandelion, oak, bean)</p> <p><b>Trees:</b> <i>alder, ash, beech, birch, cedar, willow, hawthorn, holly, horse chestnut, oak, pine, sycamore</i></p> <p><b>Flowers:</b> <i>bluebell, buttercup, daisy, dandelion, sunflower, tulip, pansy, foxglove, ivy, nettle, forget-me-not, poppy, thistle, lavender, lily, clover, bramble, rhododendron, viola, rose, geranium</i></p>	<p>animals in their habitats, including micro-habitats</p> <p><b>Classification</b></p> <ul style="list-style-type: none"> <li>• identifying and classifying</li> <li>• using their observations and ideas to suggest answers to questions</li> </ul>
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History	<b>Purpose of History:</b> A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.					
	<b>History Aims:</b> <b>Ensure that all pupils:</b> <ul style="list-style-type: none"><li>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li><li>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li><li>gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’</li><li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses</li><li>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li><li>gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales</li></ul>					
	<b>Homes</b> <i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i> <ul style="list-style-type: none"><li>Learn that people live in different sorts of homes and the changing roles people have within the home.</li><li>Make inferences about aspects of home life in the past</li><li>Apply their knowledge and understating of home life in the past and communicate, through role-play, what they have learnt about home life</li><li>Identify the differences between the roles of people within homes built at different times (Beamish)</li><li>Consider the changing roles of women by comparing home life now and in the past.</li></ul> <b>What do we have to be proud of?</b> <ul style="list-style-type: none"><li>Identify some significant local figures and explain why they are important.</li></ul> <b>Chronological Understanding</b> <ul style="list-style-type: none"><li>Sequence artefacts</li></ul>	<b>London’s Burning</b> <i>Events beyond living memory that are significant nationally or globally or events commemorated through festivals or anniversaries</i> <b>Knowledge and Interpretation</b> <ul style="list-style-type: none"><li>Understand when, where and how the GFoL started and spread.</li><li>Imagine and write about the experiences of people in different historical periods based on factual evidence (Covered in English)</li></ul> <b>Historical Enquiry</b> <ul style="list-style-type: none"><li>Explain how we know about the GFoL from a variety of primary sources</li></ul> <b>Chronological Understanding</b> <ul style="list-style-type: none"><li>Show awareness of how London has changed, including its buildings (links to previous topic), people and transport.</li></ul> <b>(Links to DT homes)</b>	<b>Scott of the Antarctic</b> <i>The lives of significant individuals in the past who have contributed to national and international achievements.</i> <b>Knowledge and Interpretation</b> <ul style="list-style-type: none"><li>Find out about people and events in other times</li><li>Through drama, develop empathy and understanding of the significant achievements made by Scott of the Antarctic</li></ul> <b>Chronological Understanding</b> <ul style="list-style-type: none"><li>Sequence events and place the space race/moon landing into a chronological framework of the historical periods and events studied in KS1</li></ul> <b>Historical Enquiry</b> <ul style="list-style-type: none"><li>Identify different ways to represent the past (photographs, newspaper articles, interview, TV and film clips)</li></ul>		<b>Grace Darling</b> <i>The lives of significant individuals in the past who have contributed to national and international achievements</i> <b>Knowledge and Interpretation</b> <ul style="list-style-type: none"><li>Find out about local people and locally significant events in other times</li><li>Through drama, develop empathy and understanding of the heroism shown by Grace Darling</li><li>Explore how her local community still celebrate and remember her act of bravery</li></ul> <b>Historical Enquiry</b> Identify different ways to represent the past (paintings, drawings, letters, notes, newspapers)	<b>Castles</b> <i>Significant historical events, people and places in their own locality.</i> <b>Chronological Understanding</b> <ul style="list-style-type: none"><li>Sequence events, including those taught so far, chronologically</li><li>Sequence the progression of castle development in chronological order (wooden motte and bailey &gt; stone walls and keep &gt; residential palaces with less emphasis on defence)</li></ul> <b>Knowledge and Interpretation</b> <ul style="list-style-type: none"><li>Know what a castle is and understand its purpose</li><li>Describe what a castle looks like</li><li>Know that there are different parts of a castle and where they are found</li><li>Begin to explain the function of different parts of a castle</li><li>List the people who would have lived and worked in a castle beyond a king or queen</li><li>Know the name of at least one local castle and talk about some of its history</li><li>Discuss what it might have been like to live/work in a</li></ul>

	<ul style="list-style-type: none"><li>Sequence photos from different periods of time</li></ul> <p><b>Knowledge and Interpretation</b></p> <ul style="list-style-type: none"><li>Find out about people and events in other times</li><li>Confidently describe similarities and differences between household objects from the past and their modern day equivalent</li><li>Develop empathy and understanding for the life of a woman in the past (hot seating)</li></ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"><li>Use a source- why, what, who, how, where to ask questions and find answers (link to visit to Beamish)</li><li>Discuss the effectiveness of sources</li></ul>					<p>castle; linking to different roles and responsibilities</p> <p><b>Historical Enquiry</b> List three different ways to find out about the past (e.g. books, the internet, asking an adult).</p>
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### Purpose of Geography:

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

### Geography Aims:

#### Ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

#### Taught through history

##### Locational Knowledge

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

#### Locational Knowledge

- Revisit: name and locate the world's seven continents and five oceans
- Explore the concept of continental drift

##### Geographical Skills and Fieldwork

- Use world maps, atlases and globes to identify the United Kingdom and its countries
- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Begin to discuss climates and changing weather across the world
- Ask questions about the weather and seasons.
- Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer.
- Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts.
- Use both maps and globes: identify the coldest places in the world – The North and South pole, related to their study of the Arctic and Antarctic.

#### Land Ahoy!

##### Place Knowledge

- Learn the name of the county and country they live in
- Begin to understand the concept of town, county, country
- Be able to point to Northumberland on a map of the UK
- Understand geographical 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:
- Begin to use maps and a globe to identify the continents and oceans and understand that both a map and a globe show the same thing.
- Begin to locate the continents on a paper map.
- Use maps and globes to locate the UK.
- Draw and label pictures to show how places are different.
- Study pictures/videos of two differing localities, one in the UK and one in a contrasting country, and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different?
- Study pictures of the localities in the past and in the present and ask 'How has it changed?'

#### Coasts and Islands

##### Place Knowledge

- Understand geographical 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 (Madagascar)

##### Human and Physical Geography

- Use basic geographical vocabulary to refer to:
- Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

##### Geographical Skills and Fieldwork

- Use world maps, atlases and globes to identify the United Kingdom and its countries.
- 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
- Use aerial photographs and plan perspectives to recognise landmarks and basic human

			<ul style="list-style-type: none"> <li>Make predictions about where the hottest places in the world are</li> </ul>	<ul style="list-style-type: none"> <li>Express own views about a place, people and environment. Give detailed reasons to support own likes, dislikes and preferences.</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to:</li> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>Be able to verbalise and write about similarities and differences between the features of two localities.</li> </ul> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries</li> <li>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</li> <li>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.</li> </ul>	and physical features; devise a simple map; and use and construct basic symbols in a key.	
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## Purpose of Art and Design:

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

### Art and Design Aims:

#### Ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. They should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

### Drawing

#### The Anatomy of a Pencil

Use a range of materials creatively to design and make products.

**Use drawing to develop their ideas.**

**Develop a wide range of art and design techniques in using line, shape, form and space.**

- Explore drawing lines using different movements and positions, e.g. vertical and horizontal pencils movements
- *Lines and marks*  
Learn that drawing and mark making comes from the fingertip, wrist, elbow, shoulder and whole body
- Learn to draw spirals
- Name, match and draw lines/marks from observations.
- Invent new lines.
- Draw on different surfaces with a range of media. Use differently textured and sized media.
- Develop hand eye co-ordination: continuous drawing
- Use lines to represent a shape or outline
- Use lines of different thickness

Firework chalk and oil pastel pictures & Winter Art Competition  
Christmas crafts

### Miró

**Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.**

**Talk about the colours, shapes, and marks that they have used, and identify at least one way in which their work is similar to Joan Miró and one way in which it is different.**

*Use materials and tools effectively, such as using sculpting tools to add detail to a sculpture.*

#### 1: Magical Realism

- Draw people and objects from their memory and imagination
- Make a picture about them and their life
- Draw carefully so that their drawings are realistic
- Describe the Magical Realist paintings of Joan Miró

#### 2: Surrealism

- Draw a surrealist picture from their imagination that includes animals, objects, a body part etc.
- Use simple bold colours and shapes and lines to create a picture in the style of Miró

#### 3: Artistic Books

- Use relief printing to illustrate a page for a book

### Artist studies – Edward Tingatinga and Martin Bulinya

#### Fabric design (N.Meager)

African fabric designs  
Collect shapes and patterns, look at patterns in fabrics, draw fabric patterns.

#### Skills:

- Describe the work of artwork of artists and use work of artists to create own pieces.
- Consider specific works and works from different cultures.

### Seascapes Collage and Painting

(Geography Link)

**Use collage and painting to develop and share their ideas, experiences and imagination.**

*Talk about the colours, shapes, and marks that they have used to create an atmosphere for their seascape.*

- Identify the human and physical features found at the coast
- Identify the basic geometric shapes within each feature
- Identify components of simple landscape or seascape paintings
- Tear paper to create simple geometric shapes that can be used to create coastal features
- Consider the desired mood and atmosphere of the image
- Apply watercolour paint to set the mood and atmosphere
- Study local artist Francesca Simpson's seascapes and local landmarks (links to Geography)

### Nature Sculptures

Learn to refine skills in sculpture and develop and share ideas

*Combine their experiences and their imagination.*

*Develop and use a texture for effect.*

*Create visual texture using different marks.*

#### 1. Mini Models

- Make a clay model of a natural object which includes a solid base
- Add detail to their model
- Talk about nature sculptures

#### 2. Drawing from Nature

- Draw an observational drawing of a natural object by looking closely and drawing what they see
- Discuss what a nature sculpture could be made of.

#### 3. Woodland Walk

- Collect material for my nature sculpture
- Say if an object is natural or not natural

#### 4. Land Art

- Create their own land art



	<ul style="list-style-type: none"> <li>Learn how to draw a simple object from observation</li> <li>Record ideas and experiences in a sketchbook</li> </ul> <p><b>Art to discuss (use of line: straight, zigzag, curved, wavy, thick, thin):</b></p> <ul style="list-style-type: none"> <li>Rembrandt van Rijn, <i>Saskia in a Straw Hat</i>, 1633 (Kupferstichkabinett, Berlin)</li> <li>Pierre Bonnard, <i>The Luncheon (Le Déjeuner)</i>, 1923 (National Gallery of Ireland, Dublin)</li> <li>Joan Miró, <i>Painting (Peinture)</i>, 1925 (National Galleries of Scotland, Edinburgh)</li> </ul> <p>Appreciating art: outline personal likes and dislikes regarding a piece of art</p>		<ul style="list-style-type: none"> <li>Print by dipping an object into paint and pressing it on the page</li> <li>Create their own shapes to print with, using string or sponge</li> <li>Explain that Miró used printmaking to create artwork for special books</li> </ul> <p>4: Surreal Sculpture Designs</p> <ul style="list-style-type: none"> <li>Design a Surrealist sculpture</li> <li>Create an unusual combination of 3 objects which incorporate bright colours</li> <li>Explain why their design is similar to sculptures by Miró</li> </ul> <p>5: Surrealist Sculptures</p> <ul style="list-style-type: none"> <li>Make a Surrealist sculpture from clay</li> <li>Use hands to shape clay into individual pieces</li> <li>Score pieces, and use slip to join them together</li> <li>Add detail using tools</li> <li>Describe the sculptures of Miró, and identify how their work is similar</li> </ul> <p>6: Painting Surrealist Sculptures</p> <ul style="list-style-type: none"> <li>Paint my Surrealist sculpture using bright acrylic colours inspired by Miró</li> <li>Identify some similarities and difference between their own work and Miró's</li> </ul> <p><b>Artist</b></p> <ul style="list-style-type: none"> <li>Joan Miró</li> </ul> <p>(Links to Computing – digital pictures)</p> <p><b>Artist study – Ted Harrison paintings of the Arctic</b> Investigate Warm and cold colours</p> <p><b>Works of art to discuss (use of colour):</b></p> <ul style="list-style-type: none"> <li>Claude Monet, <i>The Beach at Trouville</i>, 1870 (The National Gallery, London)</li> <li>James A. McNeill Whistler, <i>Arrangement in Grey and Black No. 1 (Portrait of the Artist's Mother)</i>, 1871 (Musée d'Orsay, Paris)</li> </ul> <p>Appreciating art: explain what they like/dislike about a piece of art, comparing it with other pieces of art.</p>		<p><b>Craft</b></p> <p>Create a range of crafts to sell at the Summer Fair</p> <ul style="list-style-type: none"> <li>Seashell frames</li> <li>Salt dough seashell pendants</li> <li>Ocean themed biscuits</li> </ul> <p>Works of art to discuss (use of shape-basic geometric shapes in nature and man-made objects):</p> <ul style="list-style-type: none"> <li>Pablo Picasso, images of Sylvette David, 1954 (various)</li> <li>Leonardo Da Vinci, <i>Vitruvian Man</i>, 1492 (Gallerie dell'Accademia)</li> <li>Alexander Calder, <i>Standing Mobile</i>, 1937 (Tate Modern, London)</li> <li>David Hockney, <i>The Road to York Through Sledmere</i>, 1997 (artist's collection, on view Royal Academy of Arts, London)</li> </ul> <p>Appreciating art: explain what they like/dislike about a piece of art, comparing it with other pieces of art</p>	<ul style="list-style-type: none"> <li>Choose natural materials for their land art sculpture</li> <li>Arrange materials carefully to make land art</li> <li>Talk about the artist Andy Goldsworthy and his sculptures</li> </ul> <p>5. Big Build</p> <ul style="list-style-type: none"> <li>Work in a group to make a Big Build nature sculpture</li> <li>Compare their sculptures to the work of Andy Goldsworthy</li> </ul> <p>6. Showcase Collage</p> <ul style="list-style-type: none"> <li>Make a collage about their work on nature sculpture</li> <li>Use good scissor control</li> <li>Put different materials together, considering colour, shape and texture</li> <li>Evaluate their work</li> </ul> <p><b>Artist</b></p> <p>Andy Goldsworthy</p>
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## Purpose of Design and Technology

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

### Design and Technology Aims:

#### Ensure that all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts.

### Materials – Building structures

#### Links to history – study of different types of home

##### Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

##### Make

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

##### Evaluate

- Explore and evaluate a

### Food technology and textile design

##### Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

##### Make

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

##### Evaluate

- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria

### Teddy Bear's Picnic – Cooking and nutrition (PlanBee) – links with Science **Cooking:**

*Dips and Dippers*

**Use the basic principles of a healthy and varied diet to prepare dishes**

**Understand where food comes from**

##### Design

- Design appealing dips and dippers for a Beach Party based on design criteria
- Explore and evaluate existing products, discussing who they might appeal to and why

##### Make

- Select from and use a range of equipment to chop, slice, dice and grate.
- Use kitchen equipment safely
- Select from and use a wide range of ingredients, according to their characteristics
- Prepare a range of dips and dippers

##### Evaluate

- explore and evaluate a range of existing dips and dippers
- evaluate their ideas and products against design

		<p>range of existing products</p> <ul style="list-style-type: none"> <li>Evaluate their ideas and products against design criteria</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>Build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>I can demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</li> </ul> <p><b>Build different types of houses</b></p> <p>Make extra houses and decorate in Tudor style – arrange some outside closely together and some with a ‘fire break’ between them. Demonstrate how the fire spread from house to house by actually burning them on the school yard and how the fire break worked – invite fire brigade to observe</p> <p><b>Vocabulary</b></p> <p>join, clue, hinge, combine, building, structure, cut, shape, join, finish</p>		<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>I can cut, peel or grate ingredients safely and hygienically.</li> <li>I can measure or weigh using measuring cups or electronic scales.</li> <li>I can join textiles using running stitch.</li> <li>I can colour and decorate textiles using a number of techniques</li> </ul> <p><b>African Food</b> – Kenyan githeri</p> <p><b>African Textiles</b>- Tie dying</p> <p><b>Vocabulary</b></p> <p>design, evaluate, textiles, tie-dye, cut, chop, peel, grate, weigh, measure, millilitres, litres, grams, scales, teaspoon, tablespoon, legumes, beans, githeri,</p>		<p>criteria</p> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>Explain ideas about how to eat a healthy and varied diet</li> <li>Explain the food groups and know they have to eat a balance of foods to have a healthy and varied diet</li> <li>Give specific names, such as protein, to the different groups they eat.</li> </ul> <p><b>Vocabulary</b></p> <p>ingredients, dips, evaluate, senses, dipper, taste, smell, equipment, dairy, protein, carbohydrate, diet, appearance, method, design, balanced diet, sensory, texture, starchy</p>
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Computer Science and Information Technology	<b>Purpose of Computing:</b> A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world. <b>Computing Aims:</b> <i>Ensure that all pupils:</i> <ul style="list-style-type: none"> <li>can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation</li> <li>can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems</li> <li>can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems</li> <li>are responsible, competent, confident and creative users of information and communication technology</li> </ul>					
	<b>NCCE Scheme</b>					
	<u>Unit 1.1 Computing Systems and Networks – Technology Around Us</u>	<u>Unit 1.2 Creating Media – Digital Painting</u>	<u>Unit 1.3 Creating Media – Digital Writing</u>	<u>Unit 1.4 Data and information – Grouping data</u>	<u>Unit 1.5 - Programming A - Moving a robot</u>	<u>Unit 1.6 - Programming B - Introduction to animation</u>
	<u>Unit 2.1 - Computing systems and networks - Information technology around us</u>	<u>Unit 2.2 - Creating media - Digital photography</u>	<u>Unit 2.3 - Creating media - Making music</u>	<u>Unit 2.4 - Data and information - Pictograms</u>	<u>Unit 2.5 - Programming A Robot Algorithms</u>	<u>Unit 2.6 - Programming B An introduction to quizzes</u>
Digital Literacy and E-Safety	<b>Vocabulary</b> Monitor, folder, open, display, mouse, minimise, application, launch, keyboard, move, restore, headphones, switch, save, screen, window, exit, size, system unit	<b>Vocabulary</b> Paint, colour, brush, tools, bucket, text, shape, screen, mouse, type, computer, undo, redo, draw, save, open, photograph, image, capture	<b>Vocabulary</b> Keyboard, backspace, shift, type, folder, enter, symbols, save, return, space bar, arrow keys, delete, undo, redo, select, key, bold, italics, underline, format	<b>Vocabulary</b> Data, label, object, group, compare, attribute, tally chart, block diagram	<b>Vocabulary</b> Algorithm, code, left, right, forward, backward, pause, clear go, program, bee-bot, turn, sequence, quarter, half, debug	<b>Vocabulary</b> Algorithm, code, pause, clear go, program, animation, sequence, sprites, background, photograph, video, command
	Introduce Smartie the Penguin for Year 1 and 2 <b>childnet.com</b>  SMART poster	Safer Internet Day	Jessie & Friends: online safety education ThinkUKnow.co.uk • Watching Videos	Jessie & Friends: online safety education ThinkUKnow.co.uk • Sharing Pictures	Jessie & Friends: online safety education ThinkUKnow.co.uk • Playing Games	Recap

Music	<p><b>Purpose of Music:</b></p> <p>Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.</p> <p><b>Music Aims</b></p> <p><i>Ensure that all pupils:</i></p> <ul style="list-style-type: none"><li>perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</li><li>learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</li><li>understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations</li></ul>				
	<p><b>Instrumental tuition</b></p> <ul style="list-style-type: none"><li>- Mr Doyle First Access djembe</li><li>• play tuned and untuned instruments musically</li></ul>	<p><b>Instrumental tuition</b></p> <ul style="list-style-type: none"><li>- Mr Doyle First Access djembe</li><li>• play tuned and untuned instruments musically</li></ul> <p><b>Christmas carol performance</b></p> <ul style="list-style-type: none"><li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li></ul>	<p><b>Instrumental tuition</b></p> <ul style="list-style-type: none"><li>- Mr Doyle First Access djembe</li><li>• play tuned and untuned instruments musically</li></ul>	<p><b>Charanga</b></p> <p><b>How Does Music Teach Us about Our Neighbourhood?</b></p>	<p><b>Charanga</b></p> <p><b>Units coming soon</b></p>

## Purpose of PE:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

### PE Aims:

#### Ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

### Health and Well-Being 1

Introduce and explore agility  
Introduce and explore balance  
Introduce and explore coordination:  
Bouncing, rolling and throwing

### Team Building Introducing teamwork

Develop teamwork  
Building trust and developing communication  
Cooperation and communication  
Explore simple strategies  
Problem solving:  
Consolidate teamwork

### Gymnastics - Body Parts

Introduction to big/small body parts  
Combining big and small with wide, narrow and curled  
Transition between wide narrow and curled using big and small body parts  
Adding (linking) movements together

### Dance – Growing

Responding to rhythm  
Developing the growing plant 'dance'  
Introduction to motifs  
Creating motifs  
Creating movement sequences  
Relationships and performance

### Health and Well-Being 2

Consolidate agility  
Consolidate balancing:  
Explore balancing on apparatus  
Introduce and explore coordination:  
Dribbling and kicking

### Dance – Water

Responding to stimuli  
Developing whole group movement  
Improvisation and physical descriptions  
Creating contrasting movement sequences  
Sequences, relationships and performance

### Gymnastics - Pathways

Explore/develop zig-zag pathways/on apparatus  
Explore/develop curved pathways/ on apparatus  
Creation of pathway sequences  
Completion of pathways sequences and performance

### Ball Skills - Feet 1/2

Develop moving the ball using the feet  
Apply dribbling into games  
Consolidate dribbling  
Explore kicking (passing)  
Apply kicking (passing) to score a point  
Develop dribbling/passing/ receiving, keeping possession  
Combine dribbling, passing and receiving, keeping possession/to score a point  
Apply dribbling, passing and receiving as a team to score a point

### Locomotion – Jumping

Recap jumping  
Develop jumping  
Explore how jumping affects our bodies  
Explore skipping  
Apply skipping and jumping into a game  
Consolidate jumping  
Apply jumping into a game  
Linking jumping  
Explore jumping combinations  
Develop jumping combinations

### Ball Skills - Hands 1/2

Introduce throwing with accuracy  
Apply throwing with accuracy in a team  
Introduce stopping a ball  
Develop sending (rolling) skills to score a point  
Consolidate sending and stopping to win a game

### Locomotion – Dodging

Explore dodging  
Develop dodging  
Apply dodging:  
Explore attacking and defending  
Apply dodging in teams

### Vocabulary

Attacker, defender, agility, balance, coordination, hand-eye coordination, throwing, aiming

Teamwork, inclusion, communication, cooperation, trust, team member, fairness

### Vocabulary

Champion Gymnastics, wide, narrow, curled, big, small, interesting, linking

Champion Dancers, beat, rhythm, control, moving, sequence, timing, opposite

### Vocabulary

Attacker, defender, agility, balance, coordination, dribbling, warm-up

Champion Dancers, control, rhythm, expression, emotion, stimulus, flow

### Vocabulary

Champion Gymnastics, linking, transition, flow, zig-zag, curved, sequence

### Vocabulary

Attacker, defender, possession, space, dribbling, passing, control

Jumping, distance, attacker, defender, space, skipping, landing

### Vocabulary

Possession, space, control, attacker, dribbling, accuracy, power

Attacker, defender, space, dodge, tagging or tag



## Purpose of Religious Education:

RE provokes challenging questions about the ultimate meaning and purpose of life; beliefs about God, the self and the nature of reality; issues of right and wrong; and what it means to be human. Religions and worldviews must be explored from the perspectives of those who subscribe to them as well as from those who do not. To acquire a complete picture it is not enough to merely know about different religions and worldviews; it is also important to understand what can be learned from such religions and worldviews.

### Religious Education Aims:

#### Ensure that all pupils:

- know about and understand a range of religions and worldviews, so that they can:
  - describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
  - identify, investigate and respond to questions posed and responses offered by some of the sources of wisdom found in religions and worldviews;
  - appreciate and appraise the nature, significance and impact of different ways of expressing meaning.
- express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:
  - explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
  - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
  - appreciate and appraise different dimensions of a religion or worldview.
- acquire and deploy the skills needed to engage seriously with religions and worldviews, so that they can:
  - find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
  - enquire into what enables different individuals and communities to live together respectfully for the well-being of all;
  - articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

#### Unit 1: Christianity: God

- Know that Christians think of God as a loving parent, friend and the Creator;
- Know some stories about God;
- Know about the importance of worship, Harvest and Thanksgiving
- Know some ways in which Christians engage in worship and celebrate Harvest, Christmas and Thanksgiving explain the significance of some of the stories covered.
- Retell the Christmas Story

#### Unit 1: Judaism: Festivals and Celebrations

- Learn about aspects of Shabbat
- Discuss with the children why it is important to rest (or not work)
- Discuss different ways that people rest (or do not work)
- Explain that the Jewish people have a day of rest every week because of the creation story in the Torah
- Discuss what the Torah means when it says rest (or do not work) on Shabbat
- Examine the havdalah candle and candlestick and explain their use
- Consider what Jewish people might eat during the Friday evening meal by discussing kosher and non-kosher food
- Examine a kippah and a tallit worn by men and boys in the synagogue
- Know that Shabbat is important to Jewish people because it is the weekly day of rest
- Know that Shabbat involves special events, artefacts and traditions
- Know that the Torah is the main source for information about Shabbat

#### Unit 2: Judaism: Lifestyles Synagogue Visit

- Learn about aspects of Jewish lifestyle and what makes Jewish lifestyle distinctive
- Examine the different artefacts Jewish people have in their home because they are religious and
- Compare such artefacts with significant objects the children have at home
- Examine a mezuzah, explain its significance and study the Shema
- Know that Jewish lifestyle has some familiar as well as distinctive characteristics
- Know that Jewish lifestyle involves special events, artefacts and traditions
- Know that Jewish lifestyle revolves around the family and the home
- Learn about some of the ways in which the Torah shapes Jewish lifestyle
- Know that Jewish lifestyle has some familiar as well as distinctive characteristics
- Know that Jewish lifestyle is shaped by the content of the Torah

#### Unit 5: Christianity Festival and Celebrations

- Learn about aspects of the festival of Easter
- Discuss the significance of Lent as a season of preparation for Easter
- Discuss the significance of Shrove Tuesday and Carnival
- Discuss the events during Holy Week leading up to Jesus' crucifixion
- Know that Easter is important to Christians because it celebrates the resurrection of Jesus
- Know that Easter is a special and happy time of the year involving special stories, events, artefacts and traditions, although it is preceded by a solemn time when Christians prepare for and reflect on the crucifixion of their founder
- Know that the Bible is the main source for information about Jesus' crucifixion and resurrection

#### Unit 2: Christianity: Jesus

- Learn that Jesus is special to Christians
- Learn about some of the events of Jesus' life
- Learn about some of Jesus' friends and the stories told about him
- Know something about the life of Jesus as revealed through the Bible
- Understand that Jesus can be seen in many different but complementary ways
- Appreciate that, for Christians, the life and teaching of Jesus lies at the heart of their faith
- Understand that a lot of Christian worship centres on Jesus
- Know that his resurrection is what makes Jesus most special for Christians

#### Unit 4: Christianity: Lifestyles

- about the importance of how we think and behave
- importance for Christians of love, of forgiveness, and of loving both God and one's neighbours
- about the importance for Christians of love, of forgiveness, and of loving both God and one's neighbours

		<ul style="list-style-type: none"> <li>Learn About aspects of Hanukkah</li> <li>Explain that the Jewish people celebrate Hanukkah because of Judah the Maccabee and the miracle of oil</li> <li>Tell a simplified version of the Hanukkah story</li> <li>Identify Hanukkah traditions and explain their significance and origins</li> <li>Compare and contrast Hanukka with other festivals of light such as Divali</li> <li>Know that Hanukkah is important to Jewish people because it recalls an occasion when God helped them with a miracle</li> <li>Know that Hanukkah involves special events, artefacts and traditions</li> <li>Know that Hanukkah is a happy family occasion with an emphasis on the children</li> </ul> <p><b>Christianity Festivals and celebrations:</b> Christmas</p> <ul style="list-style-type: none"> <li>Learn about aspects of the festival of Christmas</li> <li>Discuss the significance of Advent as a season of preparation for Christmas</li> <li>Know that Christmas is important to Christians because it celebrates the birth of Jesus</li> <li>Know that Christmas is a special and happy time of the year involving special stories, events, artefacts and traditions</li> <li>Consider ways in which Christians think of Jesus as God's gift to the world, and of how he brought hope, happiness, joy, peace, etc.</li> <li>Know that the Bible is the source for information about Jesus' birth.</li> </ul>	<ul style="list-style-type: none"> <li>Know that the commandments contained in the Torah help make Jewish lifestyle distinctive</li> </ul> <p><b>Unit 3: Judaism:</b> Stories about the importance of Jewish scripture, especially the Torah about how and why some of the Torah stories are important to the Jewish people</p>			
	<p><b>Vocabulary</b></p> <p>parents, friends, God, creator, Jesus, Bible, parables, Harvest, Thanksgiving, prayer, worship</p>	<p><b>Vocabulary</b></p> <p>Shabbat, Hanukkah, bread, wine, havdalah candle, miracle, hanukiyah, dreidel, oil, kosher, synagogue, Torah, kippah, tallit, artefacts</p> <p>Torah, synagogue, worship, commandments, artefacts, the home, festivals, celebrations, special clothing</p> <p>Birth, life, advent, Christmas</p>	<p><b>Vocabulary</b></p> <p>friends, God, creator, creation, ark</p> <p>scripture, festivals, celebrations, worship, Torah, Tenakh, Exodus, artefacts</p>	<p><b>Vocabulary</b></p> <p>Jesus, Bible, Testament, Gospels, worship, Holy Week, resurrection, stories told by and about Jesus, Jerusalem Lent, Holy Week, Easter, signs, symbols, death and resurrection</p>	<p><b>Vocabulary</b></p> <p>Jesus, Bible, Testament, Gospels, worship, stories told by and about Jesus</p>	<p><b>Vocabulary</b></p> <p>rights, responsibilities, individuality, uniqueness, diversity, appearance, personality, behaviour, forgiveness, love, Jesus</p>

## Purpose of PSHE and RSE

Personal, Social, Health and Economic (PSHE) education is a subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe, and prepare them for life and work in modern Britain. PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life. We:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people;
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

We promote the fundamental **British values** of:

- democracy
- the rule of law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

### Spiritual, moral, social and cultural development and British Values

Spiritual, moral, social and cultural development are promoted through all PSHE teaching

- **Spiritual development:** We explore the beliefs and experiences of ourselves and others; discuss the importance of respecting all beliefs and faiths; learn about and discuss our feelings and values and those of others.
- **Moral development:** We learn about and discuss things that are right and wrong; learn about the law and the importance of it; begin to consider our actions and the consequence of them; consider, discuss and debate ethical issues; offer reasoned views.
- **Social development:** We consider all of the groups and communities that we are part of; participate in our local community; learn how to resolve conflict; engage with the British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance.
- **Cultural development:** We become aware of cultural influences; learn about the role of Britain's parliamentary system; understand, accept, respect and celebrate diversity.

What makes a good friend?	Who is special to us?	What helps us to stay safe?	What helps us to stay healthy?	How do we recognise our feelings?	How can we look after each other and the world?
<b>Relationships</b> Friendship; feeling lonely; managing arguments  PoS refs: R6, R7, R8, R9, R25  <ul style="list-style-type: none"> <li>• how to make friends with others</li> <li>• how to recognise when they feel lonely and what they could do about it</li> <li>• how people behave when they are being friendly and what makes a good friend</li> <li>• how to resolve arguments that can occur in friendships</li> </ul>	<b>Relationships</b> Ourselves and others; people who care for us; groups we belong to; families  PoS refs: L4, R1, R2, R3, R4, R5  <ul style="list-style-type: none"> <li>• that family is one of the groups they belong to, as well as, for example, school, friends, clubs</li> <li>• about the different people in their family / those that love and care for them</li> <li>• what their family members, or people that are special to them, do to make them feel loved and cared for</li> <li>• how families are all different but share common features –</li> </ul>	<b>Health and wellbeing</b> Keeping safe; recognising risk; rules  PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9  <ul style="list-style-type: none"> <li>• how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)</li> <li>• how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online)</li> </ul>	<b>Health and wellbeing</b> Being healthy; hygiene; medicines; people who help us with health  PoS refs: H1, H5, H6, H7, H10, H37  <ul style="list-style-type: none"> <li>• what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)</li> <li>• that things people put into or onto their bodies can affect how they feel</li> <li>• how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take</li> </ul>	<b>Health and wellbeing</b> Feelings; mood; times of change; loss and bereavement; growing up  PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H24, H27  <ul style="list-style-type: none"> <li>• how to recognise, name and describe a range of feelings</li> <li>• what helps them to feel good, or better if not feeling good</li> <li>• how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving</li> </ul>	<b>Living in the wider world</b> Ourselves and others; the world around us; caring for others; growing and changing  PoS refs: H26, H27, R21, R22, R24, R25, L2, L3  <ul style="list-style-type: none"> <li>• how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively</li> <li>• the responsibilities they have in and out of the classroom</li> </ul>

	<ul style="list-style-type: none"> <li>• how to ask for help if a friendship is making them unhappy</li> </ul>	<p>what is the same and different about them</p> <ul style="list-style-type: none"> <li>• about different features of family life, including what families do / enjoy together</li> <li>• that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried</li> </ul>	<p>and take steps to avoid or remove themselves from them</p> <ul style="list-style-type: none"> <li>• how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets</li> <li>• how not everything they see online is true or trustworthy and that people can pretend to be someone they are not</li> <li>• how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them</li> </ul>	<p>medicines every day to stay healthy</p>	<p>on to a new class/year group)</p> <ul style="list-style-type: none"> <li>• how feelings can affect people in their bodies and their behaviour</li> <li>• ways to manage big feelings and the importance of sharing their feelings with someone they trust</li> <li>• how to recognise when they might need help with feelings and how to ask for help when they need it</li> </ul>	<ul style="list-style-type: none"> <li>• how people and animals need to be looked after and cared for</li> <li>• what can harm the local and global environment; how they and others can help care for it</li> <li>• how people grow and change and how people's needs change as they grow from young to old</li> <li>• how to manage change when moving to a new class/year group</li> </ul>
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