

Term	English <u>Writing</u> <u>Reading</u> <i>(These strands are merged in year one to allow time for phonics and guided reading)</i>	Maths	Science	PSHCE	History and Geography	Computing/RE	PE	
1	<p><b>Describing self and family</b></p> <p>F1 Who are we?</p> <p><b>Structuring sentences</b></p>	<p><b>Giraffes Can't Dance</b></p> <p><b>Who Eats Who</b></p>	<p>Ensure that children develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the four operations including with practical resources. They should count on and back in 1s, 2s, 5s and 10s. By the end of Year 2, children should know number bonds to 20 and the 2, 5 and 10 times tables by heart and begin to know related division facts. Children should develop their ability to recognise, draw, describe, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity / volume, time and money.</p> <p>D8 Pupils should explore and use mechanisms (for example, levers, sliders, wheels and axes), in their products.</p>	<p><b>Animals Including Humans</b></p> <ul style="list-style-type: none"> <li>- Identifying body parts</li> <li>- Functions of body parts</li> <li>- Link senses to body parts</li> <li>- Explore senses</li> <li>- Animal parts</li> <li>- Compare animals and humans</li> </ul>	<p><b>Being Me in My World</b></p>	<p><b>Where do different animals live? (G)</b></p> <ul style="list-style-type: none"> <li>- Local wildlife</li> <li>- Penguins</li> <li>- Pandas</li> <li>- Oceans and continents</li> <li>- Elephants</li> <li>- Seasonal birds</li> </ul>	<p>F4 Where do we belong?</p> <p><b>British Values</b></p>	<p><b>Games</b></p>
2	<p><b>Connectives &amp; time connectives</b></p> <p><b>Tenses</b></p> <p><b>Descriptive phrases</b></p>	<p><b>The True Story of the Three Little Pigs</b></p> <p><b>Gracie Grabbit &amp; the tiger</b></p>	<p>Children should develop their ability to recognise, draw, describe, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity / volume, time and money.</p> <p>D8 Pupils should explore and use mechanisms (for example, levers, sliders, wheels and axes), in their products.</p>	<p><b>Animals Including Humans</b></p> <ul style="list-style-type: none"> <li>- Identifying animals</li> <li>- Explore types of animals</li> <li>- Explore features of animals</li> <li>- Classify animals as birds, fish, reptiles, mammals, amphibians or insects</li> <li>- Identify animals as carnivores, herbivores or omnivores</li> <li>- Group animals (design a zoo)</li> </ul> <p><b>Wetland Visit</b></p>	<p><b>Celebrating Differences</b></p>	<p><b>Why do we remember 5<sup>th</sup> November? (H)</b></p> <ul style="list-style-type: none"> <li>- Bonfire Night</li> <li>- Profile: James 1</li> <li>- Profile: Guy Fawkes</li> <li>- Sequence events</li> <li>- Retell events</li> <li>- Houses of parliament (old and new)</li> </ul> <p>F3 Why are some stories special?</p>	<p><b>ICT: E-safety</b></p> <p><b>ICT: Coding</b></p>	<p><b>Dance</b></p>
3	<p><b>Descriptive phrases</b></p> <p><b>Lists</b></p>	<p><b>Explorer texts</b></p> <p><b>Pirates</b></p>	<p>Children should develop their ability to recognise, draw, describe, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity / volume, time and money.</p> <p>D8 Pupils should explore and use mechanisms (for example, levers, sliders, wheels and axes), in their products.</p>	<p><b>Identifying Materials</b></p> <ul style="list-style-type: none"> <li>- Describing toys</li> <li>- Comparing toys</li> <li>- Exploring liquids (test)</li> <li>- Unsuitable/Suitable materials</li> <li>- Create packaging (test)</li> <li>- Compare powdered solids (test)</li> </ul> <p>D4 Pupils should select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p><b>Dreams and Goals</b></p> <p><b>Museum of Childhood Visit</b></p>	<p><b>Who were our greatest explorers? (H)</b></p> <ul style="list-style-type: none"> <li>- What is an explorer</li> <li>- Ibn Battuta</li> <li>- Captain Cook</li> <li>- Roald Amundsen</li> <li>- Sunita Williams</li> <li>- Who was the greatest?</li> </ul>	<p>F5 How do we celebrate our journey through life?</p>	<p><b>Gymnastics</b></p>
4	<p><b>Suffixes</b></p>	<p><b>Amazing Grace</b></p> <p><b>Angus Rides the Steam Train</b></p>	<p>Children should develop their ability to recognise, draw, describe, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity / volume, time and money.</p> <p>D8 Pupils should explore and use mechanisms (for example, levers, sliders, wheels and axes), in their products.</p>	<p><b>Comparing Materials</b></p> <ul style="list-style-type: none"> <li>- Describing materials</li> <li>- Explore soft materials</li> <li>- Classify materials</li> <li>- Compare slimes (test)</li> <li>- Floating and sinking (test)</li> <li>- Transparent, Translucent and Opaque (test)</li> </ul> <p>D7 Pupils should build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>C1 Pupils should use a range of materials creatively to design and make products</p>	<p><b>Healthy Me</b></p>	<p><b>How did the first flight change the world? (H)</b></p> <ul style="list-style-type: none"> <li>- First aeroplane</li> <li>- Types of aeroplane</li> <li>- Montgolfier brothers</li> <li>- Ordering planes</li> <li>- What do we use planes for?</li> <li>- History of aeroplanes</li> </ul>	<p><b>E-safety</b></p>	<p><b>Games</b></p>

5	Full stops, exclamation marks, question marks & speech marks	The Giants' Causeway Angelica Sprocket's pockets		Plants & Seasons	Relationships	What is it like where we live? (G)	Dance/Gymnastics
				<ul style="list-style-type: none"> <li>- Name and discuss seasons</li> <li>- Weather in each season</li> <li>- Explore daylight (test)</li> <li>- Explore temperature (test)</li> <li>- Explore local nature</li> <li>- Create seasonal strip</li> </ul>		<ul style="list-style-type: none"> <li>- All around us</li> <li>- Local and world</li> <li>- Reading plans</li> <li>- Reading maps</li> <li>- Visiting a place</li> <li>- Recalling the visit</li> </ul>	
6	B1 Pupils should experiment with, create, select and combine sounds using the inter-related dimensions of music.  B3 Pupils should use their voices expressively and creatively by singing songs and speaking chants and rhymes	The Great Paper Caper		Plants	Changing Me	Where does food come from? (G)	Athletics
				<ul style="list-style-type: none"> <li>- Label a plant</li> <li>- Compare types of plant</li> <li>- Grow on plants (test)</li> <li>- Types of trees (seasonal)</li> <li>- Parts of trees</li> <li>- Compare growth of plants in different locations (test)</li> </ul>		<ul style="list-style-type: none"> <li>- What can we buy?</li> <li>- How does food travel?</li> <li>- Which plants grow on a farm?</li> <li>- Farm animals</li> <li>- Create a healthy picnic</li> <li>- Food maps</li> </ul> <p><b>City Farm Visit</b></p> <p>D9 Pupils should use the basic principles of a healthy and varied diet to prepare dishes</p> <p>D10 Pupils should understand where food comes from.</p>	
SPAG			Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
			<p>Regular <b>plural noun suffixes</b> –s or –es (e.g. <i>dog, dogs; wish, wishes</i>)</p> <p><b>Suffixes</b> that can be added to <b>verbs</b> (e.g. <i>helping, helped, helper</i>)</p> <p>How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> (negation, e.g. <i>unkind</i>, or undoing, e.g. <i>untie the boat</i>)</p>	<p>How <b>words</b> can combine to make <b>sentences</b></p> <p>Joining <b>words</b> and joining <b>sentences</b> using <i>and</i></p>	<p>Sequencing <b>sentences</b> to form short narratives</p>	<p>Separation of <b>words</b> with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Capital letters for names and for the personal <b>pronoun I</b></p>	<p>word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark</p>
<b>Phonics and Guided Reading (Phases 3 – 5)</b>							



= Homework Project Focus