

English: Reading, Writing, Spelling and V, G, P							
		Autumn	Spring		Summer		
Word reading		<p>Pupils should be taught to (Year 1):</p> <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 (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li><li>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li><li>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li><li>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li><li>read other words of more than one syllable that contain taught GPCs</li><li>read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</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>re-read these books to build up their fluency and confidence in word reading (p. 10, NC English PoS)</li></ul> <p>Pupils should be taught to (Year 2):</p> <ul style="list-style-type: none"><li>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li><li>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li><li>read accurately words of two or more syllables that contain the same graphemes as above</li><li>read words containing common suffixes</li><li>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li><li>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li><li>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li><li>re-read these books to build up their fluency and confidence in word reading (p. 17, NC English PoS)</li></ul>					
	Language Comprehension	<p>Pupils should be taught to (Year 1):</p> <ul style="list-style-type: none"><li>develop pleasure in reading, motivation to read, vocabulary and understanding by:<ul style="list-style-type: none"><li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li><li>being encouraged to link what they read or hear read to their own experiences</li><li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li><li>recognising and joining in with predictable phrases</li><li>learning to appreciate rhymes and poems, and to recite some by heart</li><li>discussing word meanings, linking new meanings to those already known</li></ul></li><li>understand both the books they can already read accurately and fluently and those they listen to by:<ul style="list-style-type: none"><li>drawing on what they already know or on background information and vocabulary provided by the teacher</li><li>checking that the text makes sense to them as they read and correcting inaccurate reading</li><li>discussing the significance of the title and events</li><li>making inferences on the basis of what is being said and done</li><li>predicting 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></li></ul> <p>Pupils should be taught to (Year 2):</p> <ul style="list-style-type: none"><li>develop pleasure in reading, motivation to read, vocabulary and understanding by:<ul style="list-style-type: none"><li>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li><li>discussing the sequence of events in books and how items of information are related</li><li>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li><li>being introduced to non-fiction books that are structured in different ways</li><li>recognising simple recurring literary language in stories and poetry</li><li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li><li>discussing their favourite words and phrases</li><li>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li></ul></li><li>understand both the books that they can already read accurately and fluently and those that they listen to by:<ul style="list-style-type: none"><li>drawing on what they already know or on background information and vocabulary provided by the teacher</li><li>checking that the text makes sense to them as they read and correcting inaccurate reading</li><li>making inferences on the basis of what is being said and done</li><li>answering and asking questions</li><li>predicting what might happen on the basis of what has been read so far</li><li>participate in discussion about books, poems 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, poems and other material, both those that they listen to and those that they read for themselves.</li></ul></li></ul>					
Text Types		<p>Text types include: wide range of fiction (including fairy stories, myths and legends, Traditional Stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions), poetry, plays, non-fiction texts and reference books / text books.</p> <p>CLPE, Accelerated reader/ Guided reading/ Comprehension activities/ 1:1 reading – ongoing throughout the year.</p>					
		Non-Fiction	Picture Books	Poetry	Non-Fiction	Building Stamina	Classic Texts
CLPE		<b>The Emperor's Egg</b> by Martin Jenkins	<b>The Secret Sky Garden</b> by Linda Sarah	<b>Poems to Perform</b> by Julia Donaldson	<b>Moth</b> by Isabel Thomas	<b>Claude in the City</b> by Alex T. Smith	<b>The Jolly Postman</b> by Allan & Janet Ahlberg

<b>Maths</b>	Adapted from White Rose Maths: Number and Place Value, Addition and Subtraction, Multiplication & Division, Fractions (decimals and percentages), Measures, Geometry- Properties of Shape, Geometry- Position and Direction, Statistics, Algebra, Ratio and Proportion					
<b>Science</b>	<b>Uses of Everyday Materials</b>	<b>Seasonal Changes</b>	<b>Living Things and their Habitats</b>	<b>Plants</b>	<b>Animals Including Humans</b>	<b>Seasonal Changes</b>
	Working Scientifically & Seasonal Changes taught throughout the year <b>Statutory requirements</b> During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: <ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment</li> <li>• performing simple tests</li> <li>• identifying and classifying</li> <li>• using their observations and ideas to suggest answers to questions</li> <li>• gathering and recording data to help in answering questions.</li> </ul>					
<b>Computing</b>	<b>Computing systems and networks – IT around us</b>	<b>Creating media Digital photography</b>	<b>Programming A Robot Algorithms</b>	<b>Data and information Pictograms</b>	<b>Creating media Digital music</b>	<b>Programming B Programming quizzes</b>
<b>Online Safety</b>	<b>You be the judge</b> <a href="#">You Be the Judge Activity &amp; Lesson Pack   Year 3 Computing (twinkl.co.uk)</a>	<b>Cyber Snakes and Ladders</b> <a href="#">Computing: Online Safety: Cyber Snakes and Ladders Year 2 Lesson Pack 6 (twinkl.co.uk)</a>	<b>Being Kind Online</b> <a href="#">Computing: Online Safety: Being Kind Online Year 2 Lesson Pack 5 (twinkl.co.uk)</a>	<b>Digital Footprints</b> <a href="#">Computing: Online Safety: Digital Footprints Year 2 Lesson Pack 1 (twinkl.co.uk)</a>	<b>Keywords</b> <a href="#">Computing: Online Safety: Keywords Year 2 Lesson Pack 2 (twinkl.co.uk)</a>	<b>Rate and Review</b> <a href="#">Computing: Online Safety: Rate and Review Year 2 Lesson Pack 4 (twinkl.co.uk)</a>
<b>Geography</b>		<b>Continents and Oceans</b>		<b>Mugurameno Village, Zambia</b>		<b>Local Area</b> (fieldwork opportunity)
<b>History</b>	<b>How am I making history?</b>		<b>How have toys changed?</b>		<b>How did we learn to fly?</b>	
<b>Art</b>		<b>Explore and Draw</b> Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.		<b>Expressive Painting</b> Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still life		<b>Be An Architect</b> Exploring architecture and creating architectural models
<b>Design Technology</b>	<b>Mechanisms</b> Wheels and Axles		<b>Food Preparing Fruit and Vegetables</b> (including cooking and nutrition requirements KS1)		<b>Textiles</b> Templates and joining techniques	
<b>Music</b>	<b>Round and Round</b>	<b>Your Imagination</b>	<b>Reflect, Rewind and Replay</b>	<b>Zootime</b>	<b>Friendship Song</b>	<b>Reflect, Rewind and Replay</b>
<b>P.E.</b>	<b>Invasion Games Netball</b>	<b>Gymnastics</b>	<b>Dance</b>	<b>Games Cricket</b>	<b>Games Rounders</b>	<b>Athletics</b>
<b>R.E.</b>	<b>What can we learn about Christianity (church)?</b>		<b>Why is the Bible special to Christians? (including story of St Cuthbert)</b>		<b>How do Humanists express their beliefs?</b>	
<b>RSE/ PSHE</b>	<b>Families and Relationships</b>	<b>Health and Wellbeing</b>	<b>Economic Wellbeing</b>	<b>Citizenship</b>	<b>Safety and the Changing Body</b>	<b>Transition</b>

## British Values

We treat everybody equally.  
We try to help other people.  
We understand right from wrong.  
We know that we are all special.  
We understand the consequences of our actions.  
We understand and respect the roles of people who many help us.  
We listen to and respect other people's opinions and values.  
We respect the culture and beliefs of others.



SCHOOL  
MEMBER

