

		Autumn	Spring		Summer		
English: Reading, Writing, Spelling and V, G, P	Word reading	Pupils should be taught to (Year 1): 🔗 apply phonic knowledge and skills as the route to decode words 🔗 respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes 🔗 read accurately by blending sounds in unfamiliar words containing GPCs that have been taught 🔗 read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word 🔗 read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings 🔗 read other words of more than one syllable that contain taught GPCs 🔗 read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) 🔗 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 🔗 re-read these books to build up their fluency and confidence in word reading (p. 10, NC English PoS) Pupils should be taught to (Year 2): 🔗 continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent 🔗 read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes 🔗 read accurately words of two or more syllables that contain the same graphemes as above 🔗 read words containing common suffixes 🔗 read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word 🔗 read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered 🔗 read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation 🔗 re-read these books to build up their fluency and confidence in word reading (p. 17, NC English PoS)					
	Language Comprehension	Pupils should be taught to (Year 1): • develop pleasure in reading, motivation to read, vocabulary and understanding by: 🔗 listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently 🔗 being encouraged to link what they read or hear read to their own experiences 🔗 becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics 🔗 recognising and joining in with predictable phrases 🔗 learning to appreciate rhymes and poems, and to recite some by heart 🔗 discussing word meanings, linking new meanings to those already known • understand both the books they can already read accurately and fluently and those they listen to by: 🔗 drawing on what they already know or on background information and vocabulary provided by the teacher 🔗 checking that the text makes sense to them as they read and correcting inaccurate reading 🔗 discussing the significance of the title and events 🔗 making inferences on the basis of what is being said and done 🔗 predicting what might happen on the basis of what has been read so far 🔗 participate in discussion about what is read to them, taking turns and listening to what others say 🔗 explain clearly their understanding of what is read to them. Pupils should be taught to (Year 2): • develop pleasure in reading, motivation to read, vocabulary and understanding by: 🔗 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 🔗 discussing the sequence of events in books and how items of information are related 🔗 becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales 🔗 being introduced to non-fiction books that are structured in different ways 🔗 recognising simple recurring literary language in stories and poetry 🔗 discussing and clarifying the meanings of words, linking new meanings to known vocabulary 🔗 discussing their favourite words and phrases 🔗 continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • understand both the books that they can already read accurately and fluently and those that they listen to by: 🔗 drawing on what they already know or on background information and vocabulary provided by the teacher 🔗 checking that the text makes sense to them as they read and correcting inaccurate reading 🔗 making inferences on the basis of what is being said and done 🔗 answering and asking questions 🔗 predicting what might happen on the basis of what has been read so far 🔗 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 🔗 explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.					
	Text Types	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. CLPE, Accelerated reader/ Guided reading/ Comprehension activities/ 1:1 reading – ongoing throughout the year.					
		Picture Books	Non-fiction	Poetry	Non-fiction	Classic Texts	Building Stamina
	CLPE	The Last Wolf by Mini Grey	The Emperor's Egg by Martin Jenkins	Poems to Perform by Julia Donaldson	Slug Life by Moesha Kellaway	Grace and Family by Mary Hoffman	Claude in the City by Alex T. Smith
Maths	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						

Science	Animals Including Humans (Humans)	Everyday Materials	Animals Including Humans (Animals)	Living Things and their Habitats	Plants	Animals Including Humans (Growing Up)
	Planting and Seasonal Changes taught throughout year					
	Working Scientifically & Seasonal Changes taught throughout the year Statutory requirements 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: • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions.					
Computing	Creating Media – Digital printing	Data and Information – Grouping data	Programming B Programming animations	Creating media – Digital photography	Data and information – Pictograms	Programming B Programming Quizzes
Digital Citizenship (Online Safety)	Pause for People How Technology Makes You Feel	Media Balance Is Important Pause for people	Device Advice - Why We Pause for People Device Advice - Our Device Charter	Media Balance Is Important - Quick Bite Device Advice - Managing Device Distractions	Safety in My Online Neighbourhood Internet Traffic Light	Device Advice - Caring for Our Devices Pause for People - Quick Bite
Geography	Local area	Continents & Oceans	Weather and Climate (fieldwork opportunity) including seasons		Mugurameno Village. Zambia	
History	What is History?		How am I making history?	How have toys changed?		How did we learn to fly?
Art		Explore and Draw Introducing the idea that artists can be collectors & explorers as they develop drawing Rosie James Alice Fox		Flora and Fauna Explore how artists make art inspired by flora and fauna. Make collages of MiniBeasts and display as a shared artwork Eric Carle Alex Clark (local artist)		Stick Transformation Project Explore how you can transform a familiar object into new and fun forms Chris Kenny (Guatemalan Worry Dolls)
Design Technology	Mechanisms Wheels and Axles		Food Preparing Fruit and Vegetables (including cooking and nutrition requirements KS1)		Textiles Templates and joining techniques	
Music		Round and Round		Your Imagination	Zootime	Friendship Song
P.E.	Fitness (Fundamental Movement skills)	Gymnastics	Dance	Handball	Volleyball	Athletics
				Gymnastics		Orienteering

R.E.	What can we learn about Christianity (church)?		Why is the Bible special to Christians? (including story of St Cuthbert)		How do Humanists express their beliefs?	
RSE/ PSHE	My Happy Mind – Meet your Brain & Celebrate	My Happy Mind – Appreciate	My Happy Mind Relate & Engage	Diverse Britain	Digital Wellbeing	Growing Up
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 may help us. We listen to and respect other people's opinions and values. We respect the culture and beliefs of others.					