Subject	Summary Theme	Programme of Study
English	Fiction – Stories with familiar settings	▪ Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent. ▪ Listen to a range of texts at a level beyond that at which they can read independently including stories. ▪ Sequence and discuss the main events in stories. ▪ Identify, discuss and collect favourite words and phrases. ▪ Make predictions using evidence from the text. ▪ Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how. Make inferences about characters and events using evidence from the text e.g. what is a character thinking, saying and feeling? ▪ Select, generate and effectively use nouns. ▪ Use subordination for time using the word 'when'. ▪ Plan and discuss what to write about e.g. *story mapping, collecting new vocabulary, key words and ideas.* ▪ Use specific text type features to write for a range of audiences and purposes e.g. letters and narrative. ▪ Learn new ways of spelling phonemes for which one or more spellings are already known. Form lower-case letters of the correct size relative to one another.
	Non-fiction – Instructions	• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Sequence and discuss the main events in instructions. • Read a range of non-fiction texts including instructions. • Make contributions in whole class and group discussion. • Listen and responding to contributions from others. Consider other points of view. • Select, generate and effectively use **verbs** • Use **commas** to separate items in a list • Plan and discuss what to write about e.g. *key words and ideas* • Use specific text type features to write for a range of audiences and purposes e.g. *to instruct* • Edit and improve their own writing in relation to audience and purpose • Evaluate their writing with adults and peers Proofread to check for errors in spelling, grammar and punctuation
	Poems on a theme	• Listen to a range of poems at a level beyond at which they can read independently.

		• Recognise and join in with language patterns and repetition. • Use patterns and repetition to support oral retelling. • Enjoy and recite rhymes and poems by heart. Give opinions and support with reasons e.g. *I like the Little Red Hen because she…* • Orally plan and rehearse ideas. • Write poems with simple text type features. Make singular nouns plural using 's' and 'es' e.g. *dog, dogs; wish, wishes*
	Non-fiction – recounts - letters	▪ Tell stories and describe incidents from their own experience in an audible voice ▪ Explain their views to others in a small group, decide how to report the group's views to the class ▪ Recognise and use alternative ways of pronouncing the graphemes already taught ▪ Recognise and use alternative ways of spelling the graphemes already taught Recognise automatically an increasing number of familiar high frequency words ▪ Read more challenging texts which can be decoded using their acquired phonic knowledge and skills, along with automatic recognition of high frequency words ▪ Spell new words using phonics as the prime approach ▪ Segment sounds into their constituent phonemes in order to spell them correctly ▪ Recognise and use alternative ways of spelling the graphemes already taught ▪ Convey information and ideas in simple non-narrative forms ▪ Create short simple texts on paper and on screen that combine words with images (and sounds) ▪ Compose and write simple sentences independently to communicate meaning

Maths	Year 1		
		1 Numbers to 10	
		Counting to 10	• Understand numbers from 0 to 10
		Compare	• Two sets of objects can be compared using the method of one-to-one correspondence • The number of objects can be the same as, smaller than or greater than another set of objects
		Order and pattern	• A sequence of objects and numbers can form a pattern
		2 Number Bonds	
		Making number bonds	• Adding two or more numbers gives another number
		Practice Book – Review 1	
		Assessment Book – Test 1	
		3 Addition within 10	
		Ways to add	• Adding is associated with the 'part-whole' and 'adding on' concepts
		Making up addition stories	
		Solving word problems	• Applying the 'part-whole' and 'adding on' concepts in addition
		4 Subtraction within 10	
		Ways to subtract	• Subtracting is associated with the 'part-whole' and 'taking away' concepts
		Making up subtraction stories	
		Solving word problems	• Applying the 'part-whole' and 'taking away' concepts in subtraction
		Making a family of number sentences	• A family of number sentences can be written from a set of three related numbers
		Practice Book – Review 2	
		Assessment Book – Test 2, Challenging Problems 1, Check-up 1	
		5 Shapes and Patterns	
		Getting to know shapes	• A circle has no corners and no sides • A square has 4 equal sides and 4 corners • A triangle has 3 sides and 3 corners • A rectangle has 4 sides (opposite sides are equal) and 4 corners
		Making pictures from shapes	• Shapes such as circles, triangles, squares and rectangles can be used to make pictures
		Seeing shapes in things around us	• When an object is viewed from different angles/sides, we can see different shapes. For example, the top view of a tin of soup is a circle
		Getting to know patterns	• Patterns are formed by repeating a particular arrangement of shape, size and/or colour placed next to each other
		Making more patterns	• Patterns can be formed by repeating a particular arrangement of objects placed next to each other
		6 Ordinal numbers	
		Knowing ordinal numbers	• Ordinal numbers are for describing the position of something
		Naming left and right positions	• Positions from the left and right can be named using ordinal numbers
	Year 2		
Science		Pupils should be taught to: ▪ Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. ▪ Recognise that humans are animals.		

			▪ Compare and describe differences in their own features (eye, hair, skin colour, etc.). ▪ Recognise that humans have many similarities. ▪ Compare and contrast animals (humans) at first hand or through videos and photographs. Using their senses to compare different textures, sounds and smells. Pupils should be taught to: ▪ Notice that humans, have offspring which grow into adults. ▪ Find out about and describe the basic needs of humans, for survival (water, food and air). ▪ Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. ▪ Medicines can be useful when we are ill. ▪ Medicines can be harmful if not used properly. **Pupils might work scientifically by:** ▪ Observing, through video or first-hand observation and measurement, how humans grow. ▪ Recording their findings using charts. ▪ Asking questions about what things animals [humans]. need for survival and what humans need to stay healthy. Suggesting ways to find answers to their questions.	
RE	The Bible		- talk about the Bible. I know that it is our Holy Book; - talk about how the Bible is split into two parts – the Old Testament and the New Testament; - name and retell some of the stories in the Old Testament; - name and retell some of the stories in the New Testament; - talk about people in other parts of the world who go to extraordinary lengths to access a Bible; - talk about the Bible being translated and read all over the world. - identify books which are special to me; - say which Bible stories I enjoy and talk about why I like them; - ask questions about the Bible and Christian belief; - Make a link between what I value, my attitudes and commitments;	
	Christmas Good News		- talk about the Christmas story; - retell the Christmas story in detail; - describe the Christian artwork of angels; - tell you the good news about Jesus and describe the impact it has had on the world. - talk about how excited and joyful I feel when I send or receive good news;	

		- ask and respond sensitively to questions about the experiences of the shepherds; - ask important questions about Christian beliefs	
History		- To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to *parts* of stories, and features of events. - Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. Use simple stories and other sources to show that they know and understand key features of events. - To show what they know and understand about the past in different ways *(speaking, role-play, drawing and writing).* - Use sources to answer *simple* questions about the past. - Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources.	
Geography		- 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. - Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc. - Notice and describe patterns. - Investigate through observation and description.	
PE		In dance children will be learning: Children can move their bodies in response to a beat Use a variety of direction, levels and speed when moving to music Children can work together to create different movements Children can transition from one dance movement to another Perform a short sequence using different body shapes and movements Children can perform in the role of a character Use control and co-ordination within movement Children will be able to complete different movements Children can use timings to enter, perform and exit a dance sequence Show a variety of dynamics, level, speed and direction In Athletics children will be learning: sprint, relays, javelin, shot put and mini-Olympics.	
Art		- Manipulate malleable materials in a variety of ways including rolling and kneading. - Explore sculpture with a range of malleable media. - Manipulate malleable materials for a purpose, e.g. pot, tile. - Understand the safety and basic care of materials and tools. **Form** - Experiment with constructing and joining recycled, natural and manmade materials. - Use simple 2-D shapes to create a 3-D form. **Texture** Change the surface of a malleable material e.g. build a textured tile. **Exploring & Developing ideas:** - Record and explore ideas from first hand observations. - Ask and answer questions about the starting points for their work. - Develop their ideas – try things out, change their minds.	

		Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.
		Evaluating and developing ideas: ▪ Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work.
DT		▪ Join appropriately for different materials and situations e.g. glue, tape. ▪ Try out different axle fixings and their strengths and weaknesses. ▪ Make vehicles with construction kits which contain free running wheels. ▪ Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels. ▪ Roll paper to create tubes. ▪ Cut dowel using hacksaw and bench hook. ▪ Attach wheels to a chassis using an axle. ▪ Mark out materials to be cut using a template. ▪ Fold, tear and cut paper and card. ▪ Cut along lines, straight and curved. ▪ Use a hole punch. ▪ Insert paper fasteners for card. Experiment with levers and sliders to find different ways of making things move in a 2D plane. ▪ Use pictures and words to convey what they want to design/make. ▪ Propose more than one idea for their product. ▪ Name the tools they are using. ▪ Describe what they need to do next. ▪ Talk about their design as they develop and identify good and bad points. ▪ Discuss how closely their finished product meets their design criteria and how well it meets the needs of the user.
Music		All the learning is focused around one song: Hands, Feet, Heart. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.
PSHE	New Beginnings	Children will be taught: 1a) to recognise what they like and dislike, what is fair and unfair, and what is right and wrong; 1b) to recognise, name and deal with their feelings in a positive way; 1c) to think about themselves, learn from their experiences and recognise what they are good at; 1d) how to set a simple goal (Year 2); 2a) to recognise choices they can make, and the difference between right and wrong; 2b) to agree and follow rules for their group and classroom, and to understand how rules help them;

		2c) to realise that people and other living things have needs, and that they have responsibilities to meet them; 2d) that they belong to various groups and communities, such as family and school; 2e) to contribute to the life of the class and the school; 3a) to recognise how their behaviour affects other people; 3b) to listen to other people and work and play cooperatively; 4a) to identify and respect the differences and similarities between people; 4b) that family and friends should care for each other.
	Getting on and falling out	Children will be taught: 1a) to recognise what they like and dislike, what is fair and unfair, and what is right and wrong; 1c) to recognise, name and deal with feelings in a positive way; 1d) to think about themselves, learn from their experiences and recognise what they are good at; 1e) how to set simple goals; 2c) to recognise choices they can make, and recognise the difference between right and wrong; 2h) to contribute to the life of the class and the school; 4a) to recognise how their behaviour affects other people; 4b) to listen to other people, and play and work cooperatively; 4c) to identify and respect the differences and similarities between people; 4d) that family and friends should care for each other.
Computing		Skills: ▪ Contribute ideas to class and group emails. ▪ Send an email, using a subject heading, to a known member of the school community e.g. another class teacher, bursar. ▪ Open and reply to an email from a known person. ▪ Contribute to a blog, journal or forum on the school's VLE. ▪ Develop an awareness of appropriate language to use in email and other forms of digital communication such as blogs. ▪ Begin to use webcams and /or video conferencing as a class, if appropriate and available, with external providers, another class or school. Talk openly about their use of online communication in school and at home. Knowledge & Understanding: ▪ Understand that messages can quickly be sent electronically, via a range of devices, over distances and that people can reply to them. ▪ Understand that an email has to be sent to a unique email address and the need for accuracy in typing the address. ▪ Understand that electronic messages can be in the form of pictures, sound and/or text. ▪ Understand that some emails may be malicious or inappropriate and begin to recognise when an attachment may be unsafe to open.

		Understand the different ways that messages can be sent e.g. email, text messages, letter, phone, forums and begin to consider the advantages, or appropriateness, each one.
		E-safety:
		▪ Use technology safely.
		▪ Keep personal information safe.
		▪ Use technology respectfully.
		▪ Recognise situations involving content and contact that are not safe, (e.g. In emails, text messages, videos) and know where to go for help.
		Minimise screen, turn off the monitor, or use back buttons to return to the home page if anything inappropriate appears on the screen.