



	<p>Non-fiction – persuasive advert / poster</p>	<ul style="list-style-type: none"> <li>▪ Plan and discuss what to write about e.g. <i>text mapping, collecting new vocabulary, key words and ideas.</i></li> <li>▪ Use specific text type features to write for a range of audiences and purposes e.g. <i>to inform.</i></li> </ul> <p>Proofread to check for errors in spelling, grammar and punctuation.</p> <ul style="list-style-type: none"> <li>▪ Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes</li> <li>▪ Use tone and intonation when reading aloud.</li> <li>▪ Listen to a range of texts at a level beyond that at which they can read independently, including non-fiction.</li> <li>▪ Read a range of non-fiction texts</li> <li>▪ Discuss how specific information is organised within a non-fiction text</li> <li>▪ Identify, discuss and collect favourite words and phrases</li> <li>▪ Make personal reading choices and explain reasons for choices</li> <li>▪ Consider other points of view</li> </ul> <p>Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how.</p> <ul style="list-style-type: none"> <li>▪ Use present tense for persuasive adverts</li> <li>▪ Select, generate and effectively use adjectives</li> <li>▪ Use suffixes <i>er</i> and <i>est</i> to create adjectives e.g. <i>faster, fastest, smaller, smallest.</i></li> <li>▪ Use sentences with different forms: statement, question, command, exclamation</li> <li>▪ Use commas to separate items in a list</li> <li>▪ Plan and discuss what to write about, e.g. <i>collecting new vocabulary, key words and ideas</i></li> <li>▪ Use specific text type features to write for a range of audiences and purposes, e.g. <i>to persuade.</i></li> <li>▪ Edit and improve their own writing in relation to audience and purpose</li> </ul> <p>Evaluate their writing with adults and peers</p>
	<p>Fiction – stories by the same author</p>	<ul style="list-style-type: none"> <li>• Making predictions based on what has been read so far.</li> <li>• Identify and discuss the main events in stories.</li> <li>• Identify and discuss the main characters in stories.</li> <li>• Use patterns and repetition to support oral retelling.</li> <li>• Relate texts to own experiences.</li> <li>• Retell familiar stories in a range of contexts</li> </ul> <p>Make basic inferences about what is being said and done.</p> <ul style="list-style-type: none"> <li>• Orally compose every sentence before writing.</li> <li>• Re-read every sentence to check it makes sense.</li> <li>• Punctuate simple sentences with capital letters and full stops.</li> <li>• Use formulaic phrases to open and close texts.</li> </ul> <p>Use familiar plots for structuring the opening, middle and end of their stories.</p>
	<p>Poetry – classic poetry</p>	<ul style="list-style-type: none"> <li>• Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</li> <li>• Read frequently encountered words quickly and accurately without overt sounding and blending.</li> </ul>

		<ul style="list-style-type: none"> <li>• Use tone and intonation when reading aloud.</li> <li>• Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including classic poetry.</li> <li>• Learn and recite a range of poems using appropriate intonation.</li> <li>• Recognise use of repetitive language within a text or poem (e.g. <i>run, run as fast as you can</i>) and across texts (e.g. <i>long, long ago in a land far away...</i>)</li> <li>• Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.</li> <li>• Make contributions in whole class and group discussion.</li> </ul> <p>Demonstrate understanding of texts by asking and answering <i>who, what, where, when, why, how</i> questions.</p> <ul style="list-style-type: none"> <li>• Use sentences with different forms: statement; <i>question; command; exclamation</i>.</li> <li>• Select, generate and effectively use verbs.</li> <li>• Plan and discuss what to write about, e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>.</li> <li>• Write simple poems based on models.</li> <li>• Evaluate their writing with adults and peers.</li> </ul> <p>Read aloud their writing with intonation to make the meaning clear.</p>
<p><b>Maths</b></p>	<p>Measurement</p> <p>Mental addition &amp; subtraction</p> <p>Fractions</p> <p>Position, direction and time</p>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>• Compare and describe lengths and heights (for example, long/short, longer/shorter, tall/short, double/half).</li> <li>• Measure and begin to record lengths and heights, using non-standard and then manageable standard units (m and cm) within children’s range of counting competence.</li> <li>• Compare and describe mass/weight (for example, heavy/light, heavier than, lighter than).</li> <li>• Measure and begin to record mass/weight, using non-standard and then standard units (kg and g) within children’s range of counting competence.</li> <li>• Solve practical problems for lengths, heights and masses/weights.</li> <li>• Represent and use number bonds and related subtraction facts within 20.</li> <li>• Add and subtract one-digit and two-digit numbers to 20, including zero (<i>using concrete objects and pictorial representations</i>).</li> <li>• Solve practical problems for length and height and mass/weight.</li> <li>• <i>Understand that a fraction can describe part of a whole.</i></li> <li>• <i>Understand that a unit fraction represents one equal part of a whole.</i></li> <li>• Recognise, find and name a half as one of two equal parts of an object, shape or quantity (<i>including measure</i>).</li> <li>• Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> <li>• Describe position, directions and movements, including half, quarter and three-quarter turns.</li> <li>• Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> <li>• Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> <li>• Compare, describe and solve practical problems for time (quicker, slower, earlier, later).</li> <li>• Measure and begin to record the following time (hours, minutes, seconds).</li> </ul> <p>Year 2:</p>

	<p>Measurement</p> <p>Mental addition and subtraction</p> <p>Fractions</p> <p>Position and direction</p> <p>Time</p>	<ul style="list-style-type: none"> <li>• Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit using rulers.</li> <li>• Compare and order lengths and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math>.</li> <li>• Choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit using scales.</li> <li>• Compare and order mass and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math>.</li> <li>• Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</li> <li>• Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</li> <li>• Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.</li> <li>• Solve problems with addition and subtraction: <ul style="list-style-type: none"> <li>- using concrete objects and pictorial representations, including those involving numbers, quantities and measures.</li> <li>- applying their increasing knowledge of mental and written methods.</li> </ul> </li> <li>• Understand and use the terms numerator and denominator.</li> <li>• Understand that a fraction can describe part of a set.</li> <li>• Understand that the larger the denominator is, the more pieces it is split into and therefore the smaller each part will be.</li> <li>• Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity.</li> <li>• Count on and back in steps of <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math>.</li> <li>• Write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</li> <li>• Order and arrange combinations of mathematical objects in patterns and sequences.</li> <li>• Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three- quarter turns (clockwise and anti-clockwise).</li> <li>• Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</li> <li>• Know the number of minutes in an hour and the number of hours in a day.</li> <li>• Compare and sequence intervals of time.</li> </ul>
<p><b>Science</b></p>	<p>Materials</p>	<ul style="list-style-type: none"> <li>▪ Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, water, 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 (applying a force).</li> <li>▪ Some materials can be found naturally; others have to be made.</li> </ul>

	Living things and their habitats	<ul style="list-style-type: none"> <li>▪ Explore and compare the differences between things that are living, dead, and things that have never been alive.</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 animals in their habitats, including micro-habitats.</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> <li>▪ Different kinds of plants and animals live in different kinds of places.</li> <li>▪ There are different kinds of habitat near school which need to be cared for</li> <li>▪ Habitats provide the preferred conditions for the animals/plants that live there (compare local habitats and less familiar examples).</li> <li>▪ Observe living things in their habitats during different seasonal changes</li> </ul>
<b>RE</b>	Ascension & Pentecost  The Church	<ul style="list-style-type: none"> <li>• begin to develop the children’s knowledge and understanding of these two very significant events.</li> <li>• give children an opportunity to begin to explore the concept of God as three in one.</li> <li>• emphasise the importance of these events in the life of Jesus and the Church, then and now.</li>   <li>• give pupils an understanding of ‘church’ as a holy place and a body of people.</li> <li>• begin developing in pupils an understanding of what happens in church and why.</li> <li>• give pupils an opportunity to begin exploring places of worship other than a church.</li> </ul>
<b>History</b>	Significant people	<p>Show their developing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> <li>▪ Recognising the distinction between present and past in their own and other people's lives (<i>e.g. Christopher Columbus</i>).</li> <li>▪ Identifying some similarities and differences between ways of life in different periods (<i>e.g. Neil Armstrong and Christopher Columbus</i>).</li> <li>▪ Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...).</li> </ul> <p>To tell the difference between past and present in their own and other people’s lives by:</p> <ul style="list-style-type: none"> <li>▪ Using and making simple comparisons to parts of stories (<i>such as those about explorers</i>), and features of events (<i>such as the first moon landing</i>).</li> <li>▪ 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.</li> <li>▪ Recount simple stories accurately and suggest why people and events were important.</li> </ul>
<b>Geography</b>	Contrasting locality	<ul style="list-style-type: none"> <li>▪ Name and locate the world’s seven continents and five oceans.</li> <li>▪ Small area in a contrasting non-European country.</li> <li>▪ Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>▪ Use basic geographical vocabulary to refer to key physical features and key human features (from the key learning).</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'</li> <li>▪ Investigate through observation and description.</li> <li>▪ Recognise differences between own and others' lives.</li> </ul>
<b>PE</b>	<p>Football</p> <p>Speed, Agility &amp; Quickness</p> <p>Cricket</p> <p>Parachute games</p>	<p>Use both feet when dribbling. Change speed with control of the ball. Show awareness when in control of the ball. Recognise space on the pitch. Use different parts of the foot to dribble. Change direction with the ball.</p> <p>Use the balls of feet to complete equipment. Use good body mechanics with and without equipment. Look forward when using equipment. Smooth action through equipment Use good balance through ladder drills. Improve spatial awareness.</p> <p>Correct grip when holding the cricket bat. Get on line with the ball when catching or blocking. Bowl with one bounce at a selected target. Recognise space on the pitch. Correct stance when batting. Know when to throw and when to run with the ball.</p> <p>Improve effective teamwork and communication. Improve spatial awareness in small areas. Quickly react to commands within parachute activities. Experience different roles and responsibilities within Physical Education. Activities to develop body mechanics and good body motion. Travel using different body parts.</p>
<b>Art</b>	Collage	<ul style="list-style-type: none"> <li>▪ Record and explore ideas from first hand observations.</li> <li>▪ Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</li> <li>▪ Ask and answer questions about the starting points for their work.</li> <li>▪ Develop their ideas – try things out, change their minds.</li> <li>▪ Record and explore ideas from first hand observations.</li> <li>▪ Experiment with a variety of media; pencils, rubbers, crayons, pastels, charcoal, ballpoints, chalk.</li> <li>▪ Control the types of marks made with the range of media.</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Name, match and draw lines/marks from observations.</li> <li>▪ Invent new lines.</li> <li>▪ Draw on different surfaces/scales with a range of media.</li> <li>▪ Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.</li> <li>▪ Draw shapes in between objects.</li> </ul>
<b>DT</b>	Textiles	<ul style="list-style-type: none"> <li>▪ Explore existing products and investigate how they have been made.</li> <li>▪ Decide how existing products do/do not achieve their purpose.</li> <li>▪ Talk about their design as they develop and identify good and bad points.</li> <li>▪ Note changes made during the making process as annotation to plans/drawings.</li> <li>▪ Cut out shapes which have been created by drawing round a template onto the fabric.</li> <li>▪ Join fabrics by using e.g. running stitch, glue, staples, over sewing, tape.</li> <li>▪ Decorate fabrics with attached items e.g. buttons, beads, sequins, braids, ribbons.</li> <li>▪ Colour fabrics using a range of techniques e.g. fabric paints, printing, painting.</li> </ul>
<b>Music</b>	Your imagination	<p>To listen and clap back, then listen and clap your own answer.</p> <p>To use your singing voice and instruments.</p> <p>To use your imagination and create your own performance.</p>
	Reflect, rewind, replay	To consolidate learning that has taken place during the year.
<b>PSHE</b>	Money	<ul style="list-style-type: none"> <li>• To make pupils aware of the value of money.</li> <li>• To understand the difference between necessity and luxury.</li> <li>• To make pupils aware that saving energy in turn saves money.</li> </ul>
	Life processes	<ul style="list-style-type: none"> <li>• To recognise and name the main body parts of humans and animals.</li> <li>• To know that humans and other animals can produce offspring.</li> </ul>
<b>Computing</b>	Presenting information	<p>To understand that:</p> <ul style="list-style-type: none"> <li>• ideas can be expressed using a range of ICT tools</li> <li>• skills and techniques learnt can be used to organise, reorganise and communicate ideas for a specific purpose</li> </ul> <p>ICT can be amended and changed to improve the look and ideas</p>