

Brown Clee C.E. Primary School

Two Year Rolling Programme (Y1 and Y2)



Aspire

Believe

Persevere

Succeed

Updated: 6th December 2023

Brown Clee C.E. Primary School
AUTUMN TERM A:
CASTLES, KNIGHTS AND DRAGONS



A	ENGLISH		
	Year 1 / Year 2 in Bold		
Class text: Fairy Tales	Word Reading		Reading Comprehension
	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).</p> <p>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.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p> <p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above</p> <p>Read words containing common suffixes</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>		<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> 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. <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> 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. <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to them.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> 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 <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> 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 <p>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</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>
	Spoken Language	Handwriting	Spellings
	<p>Listen and respond appropriately to adults and their peers.</p> <p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Use relevant strategies to build their vocabulary.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Gain, maintain and monitor the interest of the listener(s)</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Select and use appropriate registers for effective communication.</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p>Form lower-case letters of the correct size relative to one another</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and</p> <p>understand which letters, when adjacent to one another, are best left unjoined</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Write from memory simple dictated sentences.</p> <p>Make phonically-plausible attempts to spell words that have not yet been learnt.</p> <p>Spell some words containing previously taught phonemes</p> <p>Phonemes are spelt accurately</p> <p>Some common exception words are spelt accurately</p> <p>Days of the week are spelt accurately.</p> <p>Spell by:</p> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>Apply spelling rules and guidance, as listed in English Appendix 1</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>

A	ENGLISH			
	Year 1 / Year 2 in Bold			
AUTUMN: CASTLES, KNIGHTS AND DRAGONS	Class text: Fairy Tales	Writing Composition	Narratives	Non-Fiction Genres
		<p>Write sentences by:</p> <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher. <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>(3.) Fairy Tales:</p> <p><u>(a.) Noun phrases (2) (inc adjectives)</u></p> <ul style="list-style-type: none"> expanded noun phrases to describe and specify [for example, the blue butterfly develop their understanding of the concepts set out in English appendix 2: noun, noun phrase, adjective, “Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]” <p><u>(b.) Sentences (simple ENP +V)</u></p> <ul style="list-style-type: none"> composing a sentence orally before writing it leaving spaces between words beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark develop their understanding of the concepts set out in English appendix 2: sentence, full stop, capital letter, <i>Recognise sentence boundaries in spoken sentences</i> encapsulating what they want to say, sentence by sentence develop their understanding of the concepts set out in English appendix 2: sentence, full stop, capital letter, joining words and joining clauses using ‘and’ 	<p>(2.) Letters:</p> <p><u>(a.) Verbs (not inc adverbs and progressive)</u></p> <ul style="list-style-type: none"> the present and past tenses correctly and consistently, including the progressive form develop their understanding of the concepts set out in English appendix 2: verb, tense (past, present) using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs <p><u>(b.) Sentences (very simple – NP+V)</u></p> <ul style="list-style-type: none"> composing a sentence orally before writing it leaving spaces between words beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark <i>Recognise sentence boundaries in spoken sentences</i> encapsulating what they want to say, sentence by sentence develop their understanding of the concepts set out in English appendix 2: sentence, full stop, capital letter, joining words and joining clauses using ‘and’ <p><u>(c.) Sentence types: Questions</u></p> <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command develop their understanding of the concepts set out in English appendix 2: “How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command”, full stop, question mark, exclamation mark, statement, question, command, exclamation learning how to use both familiar and new punctuation correctly: including full stops, exclamation marks and question marks <p>(4.) Diaries:</p> <p><u>(a.) Capital letters for proper nouns and the personal pronoun I</u></p> <ul style="list-style-type: none"> develop their understanding of the concepts set out in English appendix 2: capital letter, “Capital letters for names and for the personal pronoun I” using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ <p><u>(b.) Sentences (about self)</u></p> <ul style="list-style-type: none"> composing a sentence orally before writing it leaving spaces between words beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark <i>Recognise sentence boundaries in spoken sentences</i> encapsulating what they want to say, sentence by sentence develop their understanding of the concepts set out in English appendix 2: sentence, full stop, capital letter, joining words and joining clauses using ‘and’ subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
				<p>Poetry Genres</p> <p>(1.) Rhyming Poems:</p> <p>Castles (Oxford Owl)</p> <p>The Grinch</p> <p>T’was The Night Before Christmas</p> <p><u>(a.) Letters vs Sounds vs words</u></p> <ul style="list-style-type: none"> naming the letters of the alphabet in order develop their understanding of the concepts set out in English appendix 2: letter, word, “separation of words with spaces” <p><u>(b.) Noun phrases (not inc adjectives)</u></p> <ul style="list-style-type: none"> expanded noun phrases to describe and specify [for example, the blue butterfly] develop their understanding of the concepts set out in English appendix 2: noun, noun phrase, singular, plural
				<p>S&L / Drama</p> <p>Fairy Tales:</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Nativity:</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p>

AUTUMN: CASTLES, KNIGHTS AND DRAGONS	A	Maths																
	NC Y1 Objectives												NC Y2 Objectives		WRM/Balance Y1 Objectives		WRM/Balance Y2 Objectives	
	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12						
	Number: Place Value			Number: Addition and Subtraction (incl money)						Number: Place Value & Multiplication								
	<p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p> <p>Identify, represent and estimate numbers using different representations including the number line.</p> <p>Sort objects into groups in a variety of ways.</p> <p>Line sorted objects up to link to the early representations of bar models.</p> <p>Count from 1 to 10.</p> <p>Count 1 object at a time.</p> <p>Understand the last number they count is the total amount</p> <p>Understand what zero means.</p> <p>Learn that one object can be represented by another.</p> <p>Pictorially represent a number.</p> <p>Use concrete and pictorial representations to explore the different ways to represent a number.</p> <p>Know that each number from 11 to 19 has one 10 and some more.</p> <p>Know that 1 ten equals 10 ones.</p> <p>Represent numbers to 100 using a range of concrete materials.</p> <p>State how a number is made up.</p> <p>Match one object with another.</p> <p>Use the terms 'too many', 'not enough' and 'just the right amount'.</p> <p>Use the language 'more than', 'less than', 'equal to', 'fewer', 'most', 'least'.</p> <p>Compare groups of numbers.</p> <p>Use 'finding the difference' to find out 'how many?'.</p>			<p>Recognise and know the value of different denominations of coins and notes.</p> <p>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</p> <p>Recognise and know the different denominations of coins.</p> <p>Use their knowledge of place value to match coins with equivalent values.</p> <p>Recognise and know the different denominations of notes.</p> <p>Use their understanding of place value to understand that one note can represent many pounds.</p> <p>Know that one note may be worth many times the value of another note.</p> <p>Count money bringing pounds and pence together – not crossing £1.</p> <p>Select coins to make an amount.</p>						<p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Given a number, identify one more and one less.</p> <p>Count forwards within 50.</p> <p>Count backwards within 50.</p> <p>Use practical equipment to represent numbers to 50.</p> <p>Represent numbers to 50 using a variety of methods.</p> <p>Find one than a number up to 50.</p> <p>Find one less than a number up to 50.</p>								
	<p>Count to twenty, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count, read and write numbers to 20 in numerals and words.</p> <p>Read and write numbers to at least 100 in numerals and in words.</p> <p>Continue a number sequence forwards.</p> <p>Find consecutive and non-consecutive missing numbers in a sequence.</p> <p>Visualise what zero looks like and know it comes before 1.</p> <p>Continue a number sequence backwards.</p> <p>Understand the meaning of the suffix 'teen'.</p> <p>Count numbers to 20.</p> <p>Write numbers to 20.</p> <p>Count numbers to 100 in words.</p> <p>Represent numbers to 100 using numerals.</p>			<p>Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.</p> <p>Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.</p> <p>Understand that a number can be partitioned into two or more parts.</p> <p>Use and understand the language part, part, whole.</p> <p>Combine the + sign and = sign to create number sentences.</p> <p>Use a part/whole model to understand the concept of addition.</p> <p>Use the + sign and = sign, accurately.</p> <p>Use the language related to addition such as 'total' and 'altogether'.</p> <p>Use their knowledge of number bonds to find missing numbers.</p> <p>Understand the role of zero.</p> <p>Use a part/whole model to understand the concept of subtraction.</p> <p>Break apart a number into 2 parts using concrete and pictorial representation.</p> <p>See the pattern when we add and subtract 1.</p> <p>Understand what happens to numbers in the columns when using a 100 square.</p> <p>Use place value to add 10s from a given number within 100.</p> <p>Use place value to subtract 10s from a given number within 100.</p>						<p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>Compare two sets of objects using the language 'more than', 'less than' and 'equal to' up to 50.</p> <p>Use <, >, and = to compare sets of objects up to 50.</p> <p>Compare two numbers within 50 using inequality symbols.</p> <p>Order numbers to 50 using 'largest', 'smallest', 'more than', 'less than', 'least', 'most', 'equals to'.</p>								
	<p>Given a number, identify one more or one less.</p> <p>Know that one more is the number after.</p> <p>Relate one less to one more and know that it is the opposite.</p> <p>Know that one less is the number before.</p> <p>Use counting skills to find one more.</p> <p>Use counting skills to find one less.</p> <p>Know that one more is one more 1 and not one more 10.</p>			<p>Represent and use number bonds and related subtraction facts within 20.</p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p> <p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p> <p>Find different combinations of coins that equal the same amounts of money.</p> <p>Know that the order of an addition sentence can be varied.</p> <p>Understand that addition is commutative.</p> <p>Use knowledge of part/whole and number facts to identify number bonds to 10.</p> <p>Use partitioning skills to work systematically to identify number bonds to 10.</p> <p>Use a variety of representations to identify number bonds to 10 systematically.</p> <p>Use knowledge of place value and number bonds to compare numbers and number sentences.</p> <p>Link addition and subtraction facts.</p> <p>Identify number bonds to 20 by working systematically.</p> <p>Use knowledge of number bonds to 10 to find number bonds to 20.</p> <p>Identify addition and subtraction fact families for numbers to 20.</p> <p>Know that subtraction and addition are inverse operations.</p> <p>Know that addition is commutative but subtraction is not.</p> <p>Use understanding of known addition and subtraction facts within 20 to identify all related facts.</p> <p>Use different strategies to check addition and subtraction calculations.</p> <p>Identify multiples of 10 up to and within 100.</p> <p>Use knowledge of exchange to find number bonds to 100 with tens and ones.</p> <p>Find different ways of making the same amount using money.</p>						<p>Count in multiples of two, five and tens.</p> <p>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</p> <p>Count in multiples of 2 to 50.</p> <p>Count in multiples of 5 to 50.</p> <p>Count in 2s, 5s and 10s to count money efficiently.</p> <p>Count forwards and backwards in 2s from a multiple of 2.</p> <p>Count forwards and backwards in 5s from a multiple of 5.</p> <p>Count forwards and backwards in 10s from any number.</p> <p>Count forwards in 3s from a multiple of 3.</p> <p>Count backwards in 3s from a multiple of 3.</p> <p>Count in 1p, 2p, 5p and 10p coins.</p> <p>Understand the pence sign.</p> <p>Count in 5s.</p> <p>Understand the £ sign.</p> <p>Count in £1, £2, £5, £10 and £20.</p>								
	<p>Recognise the place value of each digit in a two digit number (tens, ones).</p> <p>Understand what each digit represents when partitioning a number.</p> <p>Use a part-whole model to explore how tens and ones can be partitioned and recombined to make a total.</p> <p>Use the addition symbol to express numbers to 100.</p> <p>Formally present work in correct place value columns.</p>			<p>Add and subtract one-digit and two-digit numbers to 20, including zero.</p> <p>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.</p> <p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p> <p>Find more by counting on.</p> <p>Solve addition by counting on from a given number.</p> <p>Add numbers within 20 using knowledge of number bonds.</p> <p>Know that 10 ones are the same as 1 ten.</p> <p>Use partitioning and number bonds to add 1 digit numbers to 2 digit numbers – no exchange.</p> <p>Add two 2 digit numbers – no exchange.</p> <p>Use base 10 and partitioning to add two 2 digit numbers – with exchange.</p> <p>Use knowledge of commutativity to find most efficient way of adding 3 one digit numbers.</p> <p>Use knowledge of addition to add money, including 2 digit and 2 digit, 2 digit and ones, 2 digit and tens, 3 single digits.</p> <p>Understand that 'taking away' relates to how many are left in real life contexts.</p> <p>Use subtraction symbol to record taking away.</p> <p>Use counting backwards to subtract.</p> <p>Use language of subtraction, recognising and using subtraction symbol within 20 – not crossing 10.</p> <p>Use language of subtraction, recognising and using subtraction symbol within 20 – crossing 10 – using partitioning.</p> <p>Subtract numbers within 20, crossing 10.</p> <p>Subtract 1 digit from 2 digit numbers.</p> <p>Subtract with 2 digit numbers – not crossing 10.</p> <p>Subtract with 2 digit numbers – crossing 10.</p> <p>Find change from a given amount using subtraction skills.</p> <p>Use find the difference as a form of subtraction.</p> <p>Use their knowledge of addition and subtraction strategies to find the difference between two amounts.</p> <p>Use inequality symbols to compare statements.</p> <p>Directly compare two calculations.</p> <p>Compare number sentences within 20 using inequality symbols.</p> <p>Find missing numbers using structure rather than calculation.</p> <p>Compare similar calculations using >, < and =.</p> <p>Compare two different values using pounds and pence.</p>						<p>Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.</p> <p>Make equal groups using concrete manipulatives and pictures.</p> <p>Recognise and explain how they know when they are equal or not.</p> <p>Use equal groups to find a total within 50.</p> <p>Describe equal groups using stem sentences to describe them.</p> <p>Know which groups are equal or unequal and why they are equal or unequal.</p> <p>Make equal groups to demonstrate their understanding of the word 'equal'.</p> <p>Connect equal groups to repeated addition.</p> <p>Use the multiplication symbol to link repeated addition to multiplication.</p> <p>Interpret mathematical stories and create their own using multiplication.</p> <p>Use the multiplication symbol and work out the total from pictures.</p> <p>Interpret a multiplication word problem by drawing pictures to help them solve it.</p> <p>Make arrays by making equal groups and building them up in columns and rows.</p> <p>Double with numbers up to 20.</p> <p>Know that double is two groups of a number or an amount.</p>								
	<p>Compare and order numbers from 0 up to 100; use <, > and = signs.</p> <p>Identify <, > and = symbols.</p> <p>Use an efficient method to compare numbers to 10.</p> <p>Use an efficient method to compare numbers to 20.</p> <p>Compare a variety of objects using the vocabulary 'more than', 'less than', 'equal to', and the symbols <, > and =.</p> <p>Order 3 groups of objects to 10.</p> <p>Use the vocabulary 'greatest' and 'smallest' with numbers up to 10.</p> <p>Order 3 groups of objects to 20.</p> <p>Use the vocabulary 'greatest' and 'smallest' with numbers up to 20.</p> <p>Order numbers to 10 from smallest to greatest, and greatest to smallest.</p> <p>Order numbers to 20.</p> <p>See numbers as positional using ordinal numbers.</p> <p>Use a numberline to consolidate learning so far.</p> <p>Order numbers to 100 from smallest to greatest and greatest to smallest.</p>			<p>Use place value and number facts to solve problems.</p>						<p>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p> <p>Use arrays to understand the commutativity of multiplication facts.</p>								
Geometry: Shape																		
<p>Recognise and name common 2-D and 3-D shapes, including: 2-D shapes (for example, rectangles (including squares), circles and triangles); 3-D shapes (for example, cuboids (including cubes), pyramids and spheres).</p> <p>Identify 2-D shapes on the surface of 3-D shapes. (For example, a circle on a cylinder and a triangle on a pyramid)</p> <p>Name simple three dimensional shapes: cuboids (including cubes), cylinders, pyramids, cones and spheres.</p> <p>Identify the 2-D shapes they can see on the faces of the 3-D shapes.</p> <p>Use the 3-D shapes as stencils or prints to make 2-D shapes.</p> <p>Understand that 2D shapes are flat.</p> <p>Name triangles, squares, rectangles and circles.</p> <p>Recognise and name both 2-D shapes.</p> <p>Recognise and name 3-D shapes.</p> <p>Understand that 2-D shapes are actually flat and the manipulatives they handle in class are representations of the shapes.</p> <p>Recognise 2-D shapes in different orientations and proportions.</p> <p>Develop strategies for accurate counting of sides.</p> <p>Understand that not all same-sided shapes look the same, such as irregular 2-D shapes.</p> <p>Understand that a vertex is where two lines meet at a point.</p> <p>Recognise that corners are vertices and will be able to identify and count them on shapes.</p> <p>Use their knowledge of properties of shape to accurately create 2-D shapes.</p>						<p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</p> <p>Use their knowledge of 2-D shapes to identify the shapes of faces on 3-D shapes.</p> <p>Identify and visualise 3-D shapes from 2-D representations.</p> <p>Sort and group 2-D shapes according to simple properties, including type, size, colour.</p> <p>Know that an edge is where 2 faces meet or where a face and a curved surface meet.</p> <p>Understand that a vertex is where 2 or more edges meet.</p>												
<p>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</p> <p>Understand the concept of vertical lines of symmetry.</p> <p>Use a range of practical resources to explore shapes being halved along their vertical line of symmetry.</p>						<p>Compare and sort common 2-D and 3-D shapes and everyday objects.</p> <p>Sort and group 3-D shapes according to simple properties, including type, size, colour.</p> <p>Recognise that the orientation of a shape does not affect its properties.</p> <p>Sort and group 2-D shapes according to simple properties, including type, size, colour.</p> <p>Identify what is the same and what is different about the shapes.</p> <p>Recognise and sort 2-D shapes including circle, square, triangle, rectangle, pentagon, hexagon and octagon using a range of different orientations.</p> <p>Sort shapes in more than one way.</p> <p>Describe how they have sorted them using key language including side, vertex and symmetrical.</p> <p>Use their knowledge of shape properties to sort 3-D shapes in different ways e.g faces, shapes of faces, edges, vertices, if they roll, if they stack.</p>												
						<p>Use 2-D and 3-D shapes to complete and make simple patterns focusing on different shapes, sizes and colours.</p> <p>Recognise the core of each pattern (which part is being repeated) and use this to continue patterns in any direction as well as around a circle.</p> <p>Use their knowledge of the properties of 2-D shapes to create patterns.</p> <p>Use their knowledge of the properties of 3-D shapes to create patterns.</p>												

A	Science					
AUTUMN: CASTLES, KNIGHTS AND DRAGONS	Programme of Study					
	<p>Materials:</p> <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made (Y1) Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock (Y1) <u>RECAP</u>, then include cotton, fabric, rubber, concrete, stone, silk. Describe simple physical properties of a variety of everyday materials and compare and group together a variety of everyday materials on the basis of their simple physical properties (Y1) Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses (Y2) Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching (Y2) <p><u>Vocabulary</u> Hard, soft, stretchy, stiff, shiny, dull, smooth, squashing, bendy, waterproof, absorbent, opaque, transparent, flexible, ridged, twisting, folding, suitable.</p>					
	Working scientifically					
	<u>Investigations</u>		<u>Plan</u> Asking simple questions and recognising that they can be answered in different ways.	<u>Do</u> Performing simple tests. Identifying and classifying.	<u>Record</u> Gathering and recording data to help in answering questions.	<u>Review</u> Using their observations and ideas to suggest answers to questions.
	Sorting a range of different materials. Investigating an appropriate material for the window of a castle. How the building materials of castles change over time.	<u>Identifying, Grouping & Classifying</u>	Planning & predicting: <ul style="list-style-type: none"> Explore the world around them and ask simple questions Make simple prediction if appropriate (based on observations) 	Carrying out the investigation: <ul style="list-style-type: none"> Able to observe closely Children talk about what they have done in their investigation 	Recording and Classifying: <ul style="list-style-type: none"> Draw labelled pictures of an experiment Begin to use simple scientific language in recording their observations. 	Reviewing and Evaluating: <ul style="list-style-type: none"> Describe observations confidently Able to say what they found out and how they found out. Able to say whether results are what they expected
		<u>Fair Test</u>				
		<u>Secondary Sources</u>				

AUTUMN: CASTLES, KNIGHTS AND DRAGONS	History: Battle of Hastings and Castles			
	Key Lines of Historical Enquiry: Why was there a Battle of Hastings? / Why did we build Castles?			
	<p>Events beyond Living Memory that are significant nationally or globally.</p> <ul style="list-style-type: none"> Know where the events fit within a chronological framework. Develop an awareness of the past. 	<p>Significant historical events, people and places in their locality.</p> <ul style="list-style-type: none"> Develop an awareness of the past. 	<p>Historical Skills:</p> <ul style="list-style-type: none"> Ask and answer questions. Use parts of stories and other sources to show that they know and understand key features of events. Understand some ways in which we find out about the past. Identify different ways the past is represented. 	<p>Historical Vocabulary:</p> <ul style="list-style-type: none"> Use common words and phrases relating to the passing of time. Use a wide vocabulary of everyday historical terms.
	<ul style="list-style-type: none"> Know that the Battle of Hastings was a fight between the Normans (William of Normandy) and English (King Harold II) that took place in 1066 in Kent, UK. Locate 1066 on a timeline. Know that Harold was killed and William was crowned King of England and became known as William the Conqueror. Know that the Bayeux Tapestry tells the story of the Norman invasion and is 70m long and it exists today. 	<ul style="list-style-type: none"> Understand why castles were built. Describe and explain the features of a motte and bailey castle. Identify and locate some Shropshire castles (Ludlow/Stokesay/Shrewsbury) Understand what it was like living in a castle. Understand the different roles in a castle. Explain how life was different if you were a noble person or a peasant. 	<ul style="list-style-type: none"> Ask and answer questions about the Battle of Hastings. Identify different ways the past is represented eg Bayeux Tapestry 	<p>Today, yesterday, tomorrow, the present, the past, the future, day, week, month, long ago, old, new, recent, parent, grandparent, great grandparent, clue, memory, lifetime, calendar, Who? What? When? Where? Why? Remember, timeline, artefact, photography, film, book, newspaper, camera, living memory, invention, ancient, modern, same, different.</p>
	Geography: Castles in the UK			
	Key Lines of Geographical Enquiry: Where are Castles located in the UK?			
	<p>Location Knowledge:</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. 		<p>Geographical Skills:</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions and locational and directional language. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. 	
	<ul style="list-style-type: none"> Locate some famous British castles on a map of the UK:- Windsor Castle, Tower of London, Ludlow Castle, Warwick Castle, Lincoln Castle, Corfe Castle, Shrewsbury Castle, Dover Castle, Hastings Castle, Exeter Castle 		<ul style="list-style-type: none"> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Create a simple map of a castle and use simple compass directions and locational and directional language, and use and construct basic symbols in a key. 	

A	Design Technology	Art & Design	Computing
	<p>Structures: Strengthening: <i>What is the best way to strengthen a biscuit box?</i></p> <ul style="list-style-type: none"> Describe, explore and investigate different types biscuit packaging. Make models (mock-ups) of their ideas, trialling different ways of stiffening the box. Create design criteria based on transporting biscuits safely. Select and use simple tools to cut and join a range of materials. Join paper/card with tape or glue. Select from a range a finish to improve the appearance of a product. Follow procedures for safety and hygiene. Identify the reasons why biscuits need to be packaged. Record what they like about other children's boxes. Evaluate their design against their design criteria. Deconstruct and reconstruct boxes accurately. Explore how to strengthen a paper/cardboard box. Talk about what happens when food is heated and cooled. Measure and weigh accurately using cups and spoons. 	<p>Abstract Cityscapes: Drawing & Collage</p> <ul style="list-style-type: none"> Develop a "sketchbook habit", using a sketchbook as a place to record individual response to the world. Use simple drawings and sketches to record ideas, thoughts and feelings. Talk about a range of mark-making media, e.g. pencils, chalk, charcoal etc and tools. Recall the 3 primary colours. Recall that cityscape art is a depiction of city scenery in a wide view. Recall that abstract art does not represent an accurate depiction of a visual reality but instead use shapes, colours and forms to achieve its effect. Create an abstract cityscape in the style of Paul Klee using a choice of collage materials. Explain the meaning of the following formal elements: line, shape, and colour. Enjoy listening to other peoples views about artwork made by others. Compare their abstract cityscape to Klee's and each others. Recall that Paul Klee is a famous Swiss artist who painted abstract art. Describe Paul Klee's "Castle in the Sun" painting. 	<p>Computing Systems and Networks: Technology Around us</p> <p>Information Technology:</p> <ul style="list-style-type: none"> Identify technology. Identify a computer and its main parts. Use a mouse in different ways. Use a keyboard to type. Use the keyboard to edit text. <p>Digital Literacy:</p> <ul style="list-style-type: none"> Create rules for using technology responsibly. <p>Computing Systems and Networks: IT All Around Us:</p> <p>Information Technology:</p> <ul style="list-style-type: none"> Recognise the uses and features of information technology. Identify information technology in the home. Identify information technology beyond school. Explain how information technology benefits us. <p>Digital Literacy:</p> <ul style="list-style-type: none"> Show how to use information technology safely. Recognise that choices are made when using information technology.
	Music	RHSE	Religious Education
	<p>Pulse, Rhythm and Pitch/ Impressionism/Ravel/Bolero</p> <ul style="list-style-type: none"> Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. Begin to group beats in twos and threes by tapping knees on the first beat and clapping the remaining beats Recall that Ravel was a famous French composer who wrote Bolero in 1928. Explain that Bolero is based on a repeated melody in the style of Spanish dancing. Explain the meaning of the song and what it was intended for. Understand the importance of vocal warm-ups. Explain the meaning of dynamics (loud/quiet) and tempo (fast/slow). Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Play and perform an instrumental part by ear or from standard notation (C, D, E, G). Play as a group with everybody keeping the beat. Create and present a holistic performance with an understanding of the song you are singing and where it fits in the world . Explore ways to represent high and low sounds, and long and short sounds using symbols and notations. Compose an eight-bar melody, using three or five notes over the backing track. (C,D,E,F,G). Talk about their ideas and revise them in response to feedback Realise the importance of the home note. Find and keep a steady beat. Recall that the speed of the beat can change, creating a faster or slower pace (tempo) Copy back rhythm patterns using long and short. Copy back simple melodic patterns using high and low. Read and respond to chanted rhythm patterns, including crotchets, quavers and crotchet rests. 	<p>Essential Skills:</p> <p>Listening:</p> <ul style="list-style-type: none"> Listen to others and can remember short instructions. Listen to others and ask questions. <p>Problem Solving:</p> <ul style="list-style-type: none"> Complete tasks by finding someone to help if needed. Complete tasks by explaining problems if needed. <p>Speaking:</p> <ul style="list-style-type: none"> Speak clearly to small groups of known people. Speak clearly to unknown individuals and small groups. <p>Teamwork:</p> <ul style="list-style-type: none"> Work well with others by behaving appropriately. Work well with others by being on time and reliable <p>Health: Healthy Eating (<i>link with D&T</i>)</p> <ul style="list-style-type: none"> Know what constitutes a healthy diet (including understanding calories and other nutritional content). Understand the principles of planning and preparing a range of healthy meals. Know the characteristics of a poor diet and risks associated with unhealthy eating 	<p>Incarnation: <i>Why does Christmas matter to Christians? (KS1)</i></p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise that stories of Jesus' life come from the Gospels Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas <p>Make connections:</p> <ul style="list-style-type: none"> Think, talk and ask questions about Christmas for people who are Christians and for people who are not Decide what they personally have to be thankful for, giving a reason for their ideas.

A	Physical Education				
	Fundamental Movement skills <ul style="list-style-type: none"> Master basic movements: <ul style="list-style-type: none"> Running & Jumping Throwing & Catching Striking with a body part Striking with an object Developing: <ul style="list-style-type: none"> Balance Agility Co-ordination Flexibility Speed Power Stamina Reaction time 	Tactics and Team Games <ul style="list-style-type: none"> Participate in team games, developing simple tactics for attacking and defending Engage in competitive (both against self and against others) and co-operative sport and physical activities 	Sport-specific Activities <ul style="list-style-type: none"> Perform dances using simple movement patterns. Engage in competitive (both against self and against others) and co-operative sport and physical activities develop competence to excel in a broad range of physical activities 	Evaluation <ul style="list-style-type: none"> Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Recognise when an action has been performed correctly Recognise improvements in physical activities Compare their performances with previous ones and demonstrate improvement to achieve their personal best [KS2] 	Sporting Values <ul style="list-style-type: none"> Compete in sport and other activities to build character and help to embed values such as fairness and respect. School Games Values: <ul style="list-style-type: none"> Passion Determination Self-Belief Honesty Respect Teamwork
	Running <ul style="list-style-type: none"> Recall the difference between walking and running Run at predetermined different speeds Explain that running quicker will usually use energy more quickly Begin to show the correct running technique (slight lean, straight form from hips to shoulders, head still, arms moving in time with legs) Change direction (suddenly and gradually) whilst running. Jumping <ul style="list-style-type: none"> Recall that we can jump for height or jump for distance Jump with a two-footed take-off to a two-footed landing (bending knees and swinging arms, leaning forward to determine travel) Jump with a one-footed take-off to a same-footed landing (hopping; see technique above) Jump with a two-footed take-off to a one-footed landing (see technique above) Jump with a one-footed take-off to a different-footed landing (leaping; see technique above) Jump in a forwards, backwards and sideways direction Jump in time (e.g. using a skipping rope). 	Running <ul style="list-style-type: none"> Recall the aims of a simple game involving running Describe the difference between attacking and defending in simple games involving running Use understanding of game aims and rules to adjust the way in which they are playing a game involving running Use simple tactics in order to improve attack (e.g. finding gaps in games such as foxes and rabbits) Using simple tactics in order to improve defence (e.g. using boundaries as way to trap others in games such as foxes and rabbits) Work together as a team to attack or defend in simple games involving running Jumping <ul style="list-style-type: none"> Recall the aims of a simple game involving jumping Describe the difference between attacking and defending in simple games involving jumping Use understanding of game aims and rules to adjust the way in which they are playing a game involving jumping Use simple tactics in order to improve attack (e.g. finding spaces in games using jumping) Using simple tactics in order to improve defence (e.g. predicting oppositions moves based on game situation) Work together as a team to attack or defend in simple games involving jumping <p>Compete in games involving running and jumping in combination using the above.</p>	Dance <ul style="list-style-type: none"> Copy basic body movements, beginning to build their own repertoire of movements Copy increasingly difficult dance sequences, including those with changes in speed and direction Begin to memorise basic dance sequences Begin to choreograph group and singular routines Describe simple short dances using appropriate vocabulary 	Running <ul style="list-style-type: none"> Recognise when others have executed effective running Recall some of the basic technique points for effective running Begin to recognise why the execution of running was effective or not Begin to recognise why the performance in a game involving running was effective or not. Jumping <ul style="list-style-type: none"> Recognise when others have executed an effective jump Recall some of the basic technique points for an effective jump Begin to recognise why the execution of a jump was effective or not Begin to recognise why the performance in a game involving jumping was effective or not. Dance <ul style="list-style-type: none"> Recognise and describe effective elements of group and singular routines Begin to suggest ways to improve group and singular routines Begin to evaluate the effectiveness of implementation of simple techniques when dancing (e.g. jumping higher) 	<ul style="list-style-type: none"> Recognise that, although the aim of competition is to win, there are other important aspects to consider Recall what is meant by passion when participating in physical activity or games Recall what is meant by determination when participating in physical activity or games Demonstrate passion and determination when participating in physical activity or games (e.g. by continuing to run when tired)

Brown Clee C.E. Primary School

SPRING TERM A:

FAMOUS FACES



A	ENGLISH			
	Year 1 / Year 2 in Bold			
Class text: Samuel Pepys Diary	Word Reading		Reading Comprehension	
	<p>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. 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>		<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> 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. <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> 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. <p>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.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> 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 <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> 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 <p>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.</p>	
	Spoken Language	Handwriting	Spellings	
	<p>Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play, improvisations and debates. Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication.</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9 Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. Form lower-case letters of the correct size relative to one another Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters.</p>	<p>Write from memory simple dictated sentences. Make phonically-plausible attempts to spell words that have not yet been learnt. Spell some words containing previously taught phonemes Phonemes are spelt accurately Some common exception words are spelt accurately Days of the week are spelt accurately. Spell by:</p> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly Apply spelling rules and guidance, as listed in English Appendix 1 Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	

A	ENGLISH			
	Year 1 / Year 2 in Bold			
	Class text: Samuel Pepys Diary	Writing Composition	Narratives	Non-Fiction Genres
		<p>Write sentences by:</p> <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher. <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>(1.) Narrative about Personal Experiences:</p> <p>Samuel Pepys Diary</p> <p><u>(a.) Recap learning from last term: Nouns, noun phrases, verbs, sentences, capital letters, full stops</u></p> <p><u>(b.) Verbs (inc adverbs)</u></p> <ul style="list-style-type: none"> the present and past tenses correctly and consistently, including the progressive form develop their understanding of the concepts set out in English appendix 2: verb, tense (past, present) using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs <p><u>(c.) Sentences (4) – range of sentences, including the use of adjectives and adverbs</u></p> <ul style="list-style-type: none"> composing a sentence orally before writing it leaving spaces between words beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Recognise sentence boundaries in spoken sentences encapsulating what they want to say, sentence by sentence develop their understanding of the concepts set out in English appendix 2: sentence, full stop, capital letter, joining words and joining clauses using ‘and’ subordination (using when, if, that, or because) and co-ordination (using or, and, or but) <p><u>(d.) Apostrophes (to show omission)</u></p> <ul style="list-style-type: none"> develop their understanding of the concepts set out in English appendix 2: “Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name]”, apostrophe learning how to use both familiar and new punctuation correctly: apostrophes for contracted forms and the possessive (singular) 	<p>(2.) Information Text:</p> <p>Modern London</p> <p><u>(a.) Noun phrases (more complex)</u></p> <ul style="list-style-type: none"> expanded noun phrases to describe and specify [for example, the blue butterfly develop their understanding of the concepts set out in English appendix 2: noun, noun phrase, adjective, “Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]” <p><u>(b.) Sentences (5) – range of sentences, including the use of adjectives and adverbs and wider range or co-ordination</u></p> <ul style="list-style-type: none"> composing a sentence orally before writing it leaving spaces between words beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Recognise sentence boundaries in spoken sentences encapsulating what they want to say, sentence by sentence develop their understanding of the concepts set out in English appendix 2: sentence, full stop, capital letter, joining words and joining clauses using ‘and’ subordination (using when, if, that, or because) and co-ordination (using or, and, or but) <p>(3.) Instructions:</p> <p>17th Century Recipes</p> <p><u>(a.) Sentence types: Commands</u></p> <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command develop their understanding of the concepts set out in English appendix 2: “How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command”, full stop, question mark, exclamation mark, statement, question, command, exclamation learning how to use both familiar and new punctuation correctly: including full stops, exclamation marks and question marks
		Poetry Genres		
		<p>Haiku, Tanka, Cinquains:</p> <p>The Black Death</p> <p>Familiar with stories & traditional tales: Say how they feel about stories and poems during and after reading</p> <p>Understand books: Pick out and discuss favourite words and phrases</p> <p>Read work aloud with appropriate intonation</p>		
		S&L / Drama		
		<p>Role Play:</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p>		

[illegible]

SPRING: FAMOUS FACES

A	History: Great Fire of London and Samuel Pepys							
	Key Lines of Historical Enquiry: What was the cause of the Great Fire of London? / Why is Samuel Pepys famous?							
	Events beyond Living Memory that are significant nationally or globally. <ul style="list-style-type: none">Know where the events fit within a chronological framework.Develop an awareness of the past.		Lives of Significant Individuals in the past who have contributed to national and international achievements. <ul style="list-style-type: none">Know where the people fit within a chronological framework.		Historical Skills: <ul style="list-style-type: none">Ask and answer questions.Use parts of stories and other sources to show that they know and understand key features of events.Understand some ways in which we find out about the past.Identify different ways the past is represented.		Historical Vocabulary: <ul style="list-style-type: none">Use common words and phrases relating to the passing of time.Use a wide vocabulary of everyday historical terms.	
	<ul style="list-style-type: none">Know that the Great Fire of London was in 1666.Locate 1666 on a timeline.Understand what it was like living in London in 1666.Know that the king was Charles 2nd.Know what started the great fire and understand why it spread.Know what the impact of the fire was eg damage, loss of life, impact on black plague.		<ul style="list-style-type: none">Know that Samuel Pepys lived in London between 1633 and 1703.Identify 1633 and 1703 on a timeline.Understand that he was a writer and was famous for writing a diary.Understand that he wrote about the Great Fire, and that is a reason why we know so much.		<ul style="list-style-type: none">Ask and answer questions about the Great Fire of London.Identify the different sources of evidence that mean we know about the Great Fire of London.Use parts of stories and other sources (Samuel Pepys Diary) to show that they can recall, describe and explain key features of events.		Today, yesterday, tomorrow, the present, the past, the future, day, week, month, long ago, old, new, recent, parent, grandparent, great grandparent, clue, memory, lifetime, calendar, Who? What? When? Where? Why? Remember, timeline, artefact, photography, film, book, newspaper, camera, living memory, invention, ancient, modern, same, different.	
	Geography: London							
	Key Lines of Geographical Enquiry: What are the key geographical features of London?							
	Location Knowledge: <ul style="list-style-type: none">Name and locate the world's seven continents and five oceans.Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.	Place Knowledge: <ul style="list-style-type: none">Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.	Physical Geography: <ul style="list-style-type: none">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 basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	Human Geography: <ul style="list-style-type: none">Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Geographical Skills: <ul style="list-style-type: none">Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stageUse simple compass directions and locational and directional language.Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.	Fieldwork: <ul style="list-style-type: none">Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		
	<ul style="list-style-type: none">Locate England, Wales, Scotland and Northern Ireland on a map of the world/UK.Locate London on a map of the UK.	<ul style="list-style-type: none">Understand that Europe is a continent.	<ul style="list-style-type: none">Describe the different physical geography features in the UK: coast, sea, river, mountain, hill, field, valley, season, weather.	<ul style="list-style-type: none">Describe the human geography of London: key features: capital city, River Thames, Houses of Parliament, Buckingham Palace, Downing Street, St Pauls Cathedral, Westminster Abbey, Tower Bridge, Tower of London, London Eye- shops, offices, factories, banks, airport, port, schools, bridges, hospitals.	<ul style="list-style-type: none">Use world maps, atlases and globes to identify the countries, continents and oceans.	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment eg traffic survey		

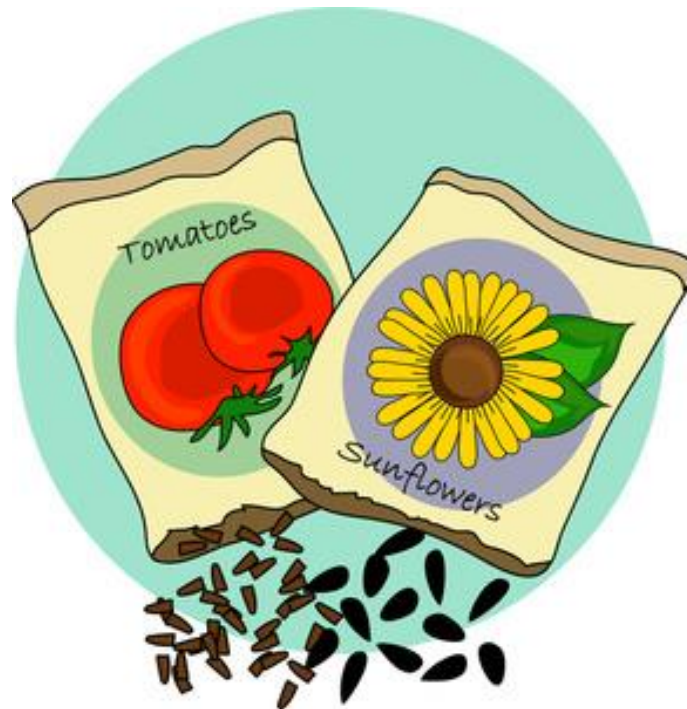
A	Design & Technology	Art & Design	Computing
SPRING: FAMOUS FACES	<p>Mechanisms: Sliders and Levers: <i>How can you make Tower Bridge open?</i></p> <ul style="list-style-type: none"> Describe, explore and investigate products that use slider and lever mechanisms. Explain that a lever is a rigid bar that pivots at a fulcrum. Use pictures, templates, mock ups and captions to plan and design a slider or lever bridge. Create design criteria based on type of mechanism and material. Use a straight edge to mark lines for cutting. Select and use simple tools to cut and join a range of materials. Select and use a range of materials to construct a liftable bridge. Follow procedures for safety and hygiene. Investigate different types of levers and sliders. Describe what worked well with their own lever/slider mechanism. Explain how they would improve their mechanism and why. Explain that a lever is a simple machine that lifts objects. Identify the arm and fulcrum (pivot point) on a lever. Deconstruct a simple slider and describe how it works. Construct a simple slider independently 	<p>Silhouettes: Drawing/Painting/3D Modelling – Card</p> <ul style="list-style-type: none"> Explore how to create space and places within the sketchbook to help develop sketchbook approach to include collecting, making drawings on different surfaces, and on different shapes of paper. Use a range of mark-making media to draw continuous line drawings. Explore what happens when a primary colour paint and white or black paint are mixed together. Recall what a skyline is. Create a first-hand observational drawing of a skyline. Create a drawing of the London skyline. Paint a graduated sky using a primary colour and white. Explore how 2D can become 3D using paper and card. Cut simple shapes from card and use them to construct architectural forms. Create a 3D Model of a London building using card/paper. Explain the meaning of the following formal elements: line, shape, form and colour. Talk about why they like their artwork and what they would do to improve it. Compare their 3D model building to a picture of the real building. Recall that Lotte Reiniger was a German animator who used silhouettes. Recall that an architect designs buildings. Recall that Norman Foster and Renzo Piano are architects that designed the Gherkin and the Shard in London. 	<p>Digital Painting</p> <p>Information Technology</p> <ul style="list-style-type: none"> Describe what different freehand tools do. Use the shape tool and the line tools. Make careful choices when painting a digital picture. Explain why I chose the tools I used. Use a computer independently to paint a picture. Compare painting a picture on a computer and on paper. <p>Digital Photography</p> <p>Information Technology</p> <ul style="list-style-type: none"> Use a digital device to take a photograph. Make choices when taking a photograph. Describe what makes a good photograph. Decide how photographs can be improved. Use tools to change an image. Recognise that photos can be changed.
	<p>Music</p> <p>What is an orchestra? 20th C / Holst / Mars</p> <ul style="list-style-type: none"> Talk about the music and explore feelings, thoughts and emotions towards the song. Describe the tempo, beat and dynamics. Recall that an orchestra is a group of instrumentalists that combine string, woodwind, brass, and percussion sections and play classical music. Recall that Gustav Holst was a famous English composer who wrote an orchestral suite of music called The Planets. Recall that Holst was an early 20th century composer. Recognise some orchestral instruments from listening to Mars. Sing songs from memory and from notation. Sing to communicate the meaning of words. Understand and follow the leader/conductor. Recognise some orchestral instruments. Play and perform an instrumental part using the recorder by ear or from standard notation crotchets (G,A,B). Listen to and follow musical instructions from a lead. Create and present a confident, musical performance using the recorder. Use music technology to capture and change sounds. Explore standard notation, using crotchets, quavers, minims and semibreves for the notes C,D,E,F,G,A,F#,Bb. Create personal musical ideas using the given notes G,A,B. Compose an eight-bar melody, using three or five notes over a backing track. Use graphic symbols, dot notation and stick notation to record composed pieces. Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Read and respond to chanted rhythm patterns, including crotchets, quavers and crotchet rests. Create and perform your own chanted rhythm patterns. 	<p>RHSE</p> <p>Essential Skills:</p> <p>Aiming High:</p> <ul style="list-style-type: none"> Know what doing well looks like. Work with care and attention to detail. <p>Staying Positive:</p> <ul style="list-style-type: none"> Can tell when others feel positive or negative. Keep trying when something goes wrong. <p>Relationships: Caring Friendships</p> <ul style="list-style-type: none"> Understand the importance of friendships. Know the characteristics of friendships. Know that healthy friendships are positive and welcoming. Understand that friendships have ups and downs and that these can strengthen bonds. Know who to trust and who not to trust. 	<p>Religious Education</p> <p>God/Tawhid/Ibadah/Iman: <i>Who is a Muslim and how do they live?</i> (KS1)</p> <ul style="list-style-type: none"> Recognise the words of the Shahadah and that it is very important for Muslims Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean Give examples of how stories about the Prophet show what Muslims believe about Muhammad Give examples of how Muslims use the Shahadah to show what matters to them Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) Give examples of how Muslims put their beliefs about prayer into action Think, talk about and ask questions about Muslim beliefs and ways of living Talk about what they think is good for Muslims about prayer, respect, celebration & self control, giving a good reason for their ideas Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too. <p>God/Torah/People: <i>Who is Jewish and how do they live?</i> (KS1)</p> <ul style="list-style-type: none"> Recognise the words of the Shema as a Jewish prayer Retell simply some stories used in Jewish celebrations (e.g. Chanukah) Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) Make links between Jewish ideas of God found in the stories and how people live Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas Give a good reason for their ideas about whether reflecting, thanking, praising & remembering have something to say to them too.

A	Physical Education				
SPRING: FAMOUS FACES	Fundamental Movement skills <ul style="list-style-type: none"> Master basic movements: <ul style="list-style-type: none"> Running & Jumping Throwing & Catching Striking with a body part Striking with an object Developing: <ul style="list-style-type: none"> Balance Agility Co-ordination Flexibility Speed Power Stamina Reaction time 	Tactics and Team Games <ul style="list-style-type: none"> Participate in team games, developing simple tactics for attacking and defending Engage in competitive (both against self and against others) and co-operative sport and physical activities 	Sport-specific Activities <ul style="list-style-type: none"> Perform dances using simple movement patterns. Engage in competitive (both against self and against others) and co-operative sport and physical activities develop competence to excel in a broad range of physical activities 	Evaluation <ul style="list-style-type: none"> Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Recognise when an action has been performed correctly Recognise improvements in physical activities Compare their performances with previous ones and demonstrate improvement to achieve their personal best [KS2] 	Sporting Values <ul style="list-style-type: none"> Compete in sport and other activities to build character and help to embed values such as fairness and respect. School Games Values: <ul style="list-style-type: none"> Passion Determination Self-Belief Honesty Respect Teamwork
	Throwing <ul style="list-style-type: none"> Throw a ball underarm using correct timing of back swing and release of ball timed with a step forward Throw a ball overarm (initially with just a bent arm and high elbow, move to side on stance and hip rotation, introduce single step, introduce 2nd follow through step, increase speed and flow of movement) Throw a ball at different trajectories (i.e. high and low) Throw a ball different distances (i.e. short and long) Throw a ball in different directions (i.e. left and right). Catching <ul style="list-style-type: none"> Catch an object which is falling from directly above (i.e. by either throwing it in the air by self or someone else dropping) with by ensuring hands are cupped and bringing ball into body after catching Catch an object which is moving towards catcher (below shoulder height) by cupping hands and bringing ball in Catch an object which is moving towards catcher (above shoulder height) by placing thumbs together and bringing ball in) Begin to adjust body before catching Catch different sized objects 	Throwing <ul style="list-style-type: none"> Recall the aims of a simple game involving throwing Describe the difference between attacking and defending in simple games involving throwing Use understanding of game aims and rules to adjust the way in which they are playing a game involving throwing Use simple tactics in order to improve attack (e.g. using different types of throws in games involving throwing) Using simple tactics in order to improve defence (e.g. positioning for teammates) Work together as a team to attack or defend in simple games involving throwing Catching <ul style="list-style-type: none"> Recall the aims of a simple game involving catching Describe the difference between attacking and defending in simple games involving catching Use understanding of game aims and rules to adjust the way in which they are playing a game involving catching Use simple tactics in order to improve attack (e.g. finding spaces in games involving catching) Using simple tactics in order to improve defence (e.g. predicting best positioning before catching) Work together as a team to attack or defend in simple games involving catching <p>Compete in games involving running, jumping, throwing and catching in different combinations using the above.</p>	Gymnastics <ul style="list-style-type: none"> Perform simple balances on different small body parts Make different shapes with body (e.g. straddle, tuck, star, straddle and pike) Move in different ways (e.g. skipping, walking and crawling) Move using body revolutions (e.g. teddy bear rolls) Jump vertically Land carefully by bending knees and trying to avoid movement on landing Demonstrate flexibility by stretching joints in different ways (e.g. touching toes, split action) Link different jumps, movements and balances in simple routines 	Throwing <ul style="list-style-type: none"> Recognise when others have executed an effective throw Recall some of the basic technique points for an effective throw Begin to recognise why the execution of a throw was effective or not Begin to recognise why the performance in a game involving throwing was effective or not Catching <ul style="list-style-type: none"> Recognise when others have executed an effective catch Recall some of the basic technique points for an effective catch Begin to recognise why the execution of a catch was effective or not Begin to recognise why the performance in a game involving catching was effective or not Gymnastics <ul style="list-style-type: none"> Recognise when a balance, shape or movement is executed effectively Recognise when a landing is effective Suggest ways a balance, shape or movement could be improved Suggest ways a landing could be improved Recognise and describe effective elements of group and singular routines Begin to suggest ways to improve group and singular routines 	<ul style="list-style-type: none"> Recognise that, although the aim of competition is to win, there are other important aspects to consider Recall what is meant by self-belief when participating in physical activity or games Recall what is meant by honesty when participating in physical activity or games Demonstrate self-belief and honesty when participating in physical activity or games (e.g. by admitting when out without being told)

Brown Clee C.E. Primary School

SUMMER TERM A:

Bursting into Life



Word Reading

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.
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.

Spoken Language

Listen and respond appropriately to adults and their peers.
Ask relevant questions to extend their understanding and knowledge.
Use relevant strategies to build their vocabulary.
Articulate and justify answers, arguments and opinions.
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
Speak audibly and fluently with an increasing command of Standard English
Participate in discussions, presentations, performances, role play, improvisations and debates.
Gain, maintain and monitor the interest of the listener(s)
Consider and evaluate different viewpoints, attending to and building on the contributions of others.
Select and use appropriate registers for effective communication.

Handwriting

Sit correctly at a table, holding a pencil comfortably and correctly
Begin to form lower-case letters in the correct direction, starting and finishing in the right place
Form capital letters
Form digits 0-9
Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.
Form lower-case letters of the correct size relative to one another
Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
Use spacing between words that reflects the size of the letters.

Reading Comprehension

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.

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.

Spellings

Write from memory simple dictated sentences.
Make phonically-plausible attempts to spell words that have not yet been learnt.
Spell some words containing previously taught phonemes
Phonemes are spelt accurately
Some common exception words are spelt accurately
Days of the week are spelt accurately.
Spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones

Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
Apply spelling rules and guidance, as listed in English Appendix 1
Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Writing Composition

Write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

Develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes

Consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

Make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

Read aloud what they have written with appropriate intonation to make the meaning clear.

Narratives

(2.) Fairy Tales:

Jack and the Beanstalk

(a.) Verbs (3) (progressive tense and verb consistency)

- the present and past tenses correctly and consistently, including the progressive form
- develop their understanding of the concepts set out in English appendix 2: verb, tense (past, present)
- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs

(3.) Narratives about Personal Experiences:

Letters from Jack

(a.) Sentences - subordination

- composing a sentence orally before writing it
- leaving spaces between words
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- *Recognise sentence boundaries in spoken sentences*
- encapsulating what they want to say, sentence by sentence
- develop their understanding of the concepts set out in English appendix 2: sentence, full stop, capital letter,
- joining words and joining clauses using ‘and’
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

Non-Fiction Genres

(1.) Explanations:

Plant Life

(a.) Recap learning from last term:

Nouns, noun phrases, verbs, adjectives, adverbs, sentences, capital letters, full stops

(b.) Apostrophes (to show possession)

- develop their understanding of the concepts set out in English appendix 2: “Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name]”, apostrophe
- learning how to use both familiar and new punctuation correctly: apostrophes for contracted forms and the possessive (singular)

(5.) Instructions:

How to Plant a Seed

(a.) Sentence types: Statements, questions, commands, exclamations

- sentences with different forms: statement, question, exclamation, command
- develop their understanding of the concepts set out in English appendix 2: “How the grammatical patterns in a sentence indicate its function as
- a statement, question, exclamation or command”, full stop, question mark, exclamation mark, statement, question, command, exclamation
- learning how to use both familiar and new punctuation correctly: including full stops, exclamation marks and question marks

Poetry Genres

(4.) Rhyming Poems:

Seeds, Plants & Flowers

(a.) Comma for lists

- develop their understanding of the concepts set out in English appendix 2: “Commas to separate items in a list”, comma
- learning how to use both familiar and new punctuation correctly - including commas for lists

S&L / Drama

Presentation:

From Seed to Tree

To present to the class their talk about the particular tree that they have chosen to research.
What do their seeds look like?
Where is the best place to plant them?
What do their leaves look like?
How do they pollinate?
How long do they live?

[illegible]

SUMMER: BURSTING INTO LIFE!

A Science						
Programme of Study						
<p>Plants</p> <ul style="list-style-type: none">Identify and name a variety of common wild and garden plantsIdentify and name a range of deciduous and evergreen trees (Y1)Identify and describe the basic structure of a variety of common flowering plants.Identify and describe the basic structure of trees (Y1) <ul style="list-style-type: none">Observe and describe how seeds and bulbs grow into mature plants (Y2)Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Y2) <p>Seasonal Changes:</p> <ul style="list-style-type: none">Observe changes across the four seasonsObserve and describe weather associated with the seasons and how day length varies. (Forest School) <p>Vocabulary</p> <p>Seeds, bulbs, water, light, temperature, growth, warmth, healthy, conditions, petal, stem, leaf, roots, anther, stamen, branch, twig, bark, trunk, roots</p>						
Working scientifically						
<u>Investigations</u>		<u>Plan</u>	<u>Do</u>	<u>Record</u>	<u>Review</u>	
		Asking simple questions and recognising that they can be answered in different ways.	Performing simple tests. Identifying and classifying.	Gathering and recording data to help in answering questions.	Using their observations and ideas to suggest answers to questions.	
Exploring which position within our school grounds will attract most minibeasts.	Observing changes over time	<p>Planning & predicting:</p> <ul style="list-style-type: none">Take some guided planning decisions Recognise when simple test is unfairMake simple prediction if appropriate (based on observations)	<p>Carrying out the investigation:</p> <ul style="list-style-type: none">Able to observe closelyChildren talk about what they have done in their investigation	<p>Recording and Classifying:</p> <ul style="list-style-type: none">Gather and record dataDraw labelled pictures of an experiment	<p>Reviewing and Evaluating:</p> <ul style="list-style-type: none">Describe observations confidentlyAble to say what they found out and how they found out.Able to say whether results are what they expected	
Observe what happens to trees over the four seasons.	Observing changes over time					
Identify which trees leaves come from by looking at their shape, size and pattern.	<u>Investigation Identifying, Grouping and Classifying</u>					

A	History: Farming through 100 years			
	Key Lines of Historical Enquiry: Is it better to be a farmer now or 100 years ago?			
SUMMER: BURSTING INTO LIFE!	Changes within Living Memory (that reveal aspects of change in national life). <ul style="list-style-type: none"> Identify similarities and differences between ways of life in different periods. 	Significant historical events, people and places in their locality. <ul style="list-style-type: none"> Develop an awareness of the past. 	Historical Skills: <ul style="list-style-type: none"> Ask and answer questions. Use parts of stories and other sources to show that they know and understand key features of events. Understand some ways in which we find out about the past. Identify different ways the past is represented. 	Historical Vocabulary: <ul style="list-style-type: none"> Use common words and phrases relating to the passing of time. Use a wide vocabulary of everyday historical terms.
	<ul style="list-style-type: none"> Identify the features of farming 100 years ago eg animals, crops, equipment, field use. Identify the features of farming now eg animals, crops, equipment, field use. Describe the similarities and differences between farming now and farming 100 years ago. 	<ul style="list-style-type: none"> Understand how farming has changed in Shropshire over the past 100 years. 	<ul style="list-style-type: none"> Ask and answer questions about what farming was like 100 years ago and today. Describe the different ways in which we find out about the past eg talking to farmers, photographs, artefacts, living museums such as Acton Scott. 	Today, yesterday, tomorrow, the present, the past, the future, day, week, month, long ago, old, new, recent, parent, grandparent, great grandparent, clue, memory, lifetime, calendar, Who? What? When? Where? Why? Remember, timeline, artefact, photography, film, book, newspaper, camera, living memory, invention, ancient, modern, same, different.
	Design & Technology		Art & Design	
	Textiles: Applique: <i>How can you make a textile tree?</i> <ul style="list-style-type: none"> Explore, sort and group textiles by colour, pattern texture, pattern and colour. Explore joining and connecting a range of fabrics using different methods. Draw and label a plan for their texture tree. Create design criteria based on texture and colour. Select and use simple tools to cut and join a range of textiles. Wrap different textiles for effect. Attach textiles without sewing. Follow procedures for safety and hygiene. Evaluate their design against their design criteria. Evaluate other children's textile wrappings and say what they like. Make suggestions as to how they could improve their own textile wrapping. Describe the different textures of a broad range of textiles. Investigate different ways to wrap and attach textiles around a cardboard tube. 		Textiles: Floral Fabric Block Printing <ul style="list-style-type: none"> Use an increasing range of everyday objects to create marks and patterns. Explore printing with a range of hard and soft materials e.g. corks, pen barrels, sponge. Experiment making printed repeating patterns. Experiment with overprinting motifs and colour. Recall how printing is different to painting. Talk about a range of textiles and materials e.g. plain patterned, textured. Create a design for a floral block print. Make a floral block print. Create a repeating patterned floral print on fabric. Explain the meaning of the following formal elements: Line, Shape, Texture, Pattern, Colour. Understand the importance of evaluating creative work during the process, as well as at the end. Compare their printwork to Morris and White's prints. Recall that William Morris is a famous Victorian British designer who created fabric print designs. Recall that Mary White is a famous British textile print designer. 	

A	Music	Computing
SUMMER: BURSTING INTO LIFE!	<p>How does music tell a story? Ragtime/Scott Joplin/Maple Leaf Rag</p> <ul style="list-style-type: none"> • Talk about the style of music. • Recall that Scott Joplin was an African American pianist who wrote and played ragtime music (1899). • Use musical language to describe ragtime music. • Recall that ragtime music was typically played on a piano. • Share your thoughts and feelings about the music together. • Listen to and review other ragtime compositions by Scott Joplin. • Select their favourite rag and say why they like it. • Move confidently to the music to a steady beat. • Singing as part of an ensemble or large group listening to each other to keep in time. • Join in sections of the song. • Demonstrate dynamics (loud/quiet) and tempo (fast/slow) by responding to leaders directions and visual symbols. • Play and perform an instrumental part by ear or from standard notation. • Rehearse and perform their part within the song. • Describe the difference between rehearsing and performing. • Talk about what the song means. • Improvise using notes with the backing track of the song. • Create a story, choosing and playing classroom instruments. • Compose an eight-bar melody, using three or five notes over the backing track. (C.D.E.F.G). • Create and perform a rhythm pattern to tell a story with stick notation, including crotchets, quavers and minims. • Copy back simple melodic patterns using voices (solfa option in settings) • Listen to the rhythms provided and create a simple rhythmic answer. • Listen to music and create imaginary stories based on pitch, tempo and rhythm. • Identify hand signals as notation, and recognise music notation on a staff of 5 lines. 	<p>Using a Robot:</p> <p>Computer Science:</p> <ul style="list-style-type: none"> • Explain what a given command will do. • Act out a given word. • Combine forwards and backwards commands to make a sequence. • Combine four direction commands to make sequences. • Plan a simple program. • Find more than one solution to a problem. <p>Robot Algorithms:</p> <p>Computer Science:</p> <ul style="list-style-type: none"> • Describe a series of instructions as a sequence. • Explain what happens when we change the order of instructions. • Use logical reasoning to predict the outcome of a program (series of commands). • Explain that programming projects can have code and artwork. • Design an algorithm. • Create and debug a program that I have written.
	RHSE	Religious Education
	<p>Essential Skills:</p> <p>Leadership:</p> <ul style="list-style-type: none"> • Know how to explain my feelings about something to the team. • Know how to recognise others feelings about something. <p>Creativity:</p> <ul style="list-style-type: none"> • Imagine different situations and say what they imagine. • Imagine different situations and bring them to life in different ways. <p>Relationships: Respectful Relationships</p> <ul style="list-style-type: none"> • Know the importance of respecting others. • Know how they can improve/support respectful relationships. • Understand the importance of self-respect. • Know how to create mutually respectful relationships. • Know the importance of permission-seeking and giving in relationships with friends, peers and adults. 	<p>Creation: Who do Christians say made the world? (KS1)</p> <ul style="list-style-type: none"> • Retell the story of creation from Genesis 1:1–2:3 simply • Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible • Say what the story tells Christians about God, Creation and the world • Give at least one example of what Christians do to say ‘thank you’ to God for Creation • Think, talk and ask questions about living in an amazing world • Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in. <p>What makes some places sacred to believers? (KS1)</p> <ul style="list-style-type: none"> • Recognise that there are special places where people go to worship, and talk about what people do there • Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean • Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship • Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe • Give simple examples of how people worship at a church, mosque or synagogue • Talk about why some people like to belong to a sacred building or a community • Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas • Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.

A	Physical Education				
SUMMER: BURSTING INTO LIFE!	Fundamental Movement skills <ul style="list-style-type: none"> Master basic movements: <ul style="list-style-type: none"> Running & Jumping Throwing & Catching Striking with a body part Striking with an object Developing: <ul style="list-style-type: none"> Balance Agility Co-ordination Flexibility Speed Power Stamina Reaction time 	Tactics and Team Games <ul style="list-style-type: none"> Participate in team games, developing simple tactics for attacking and defending Engage in competitive (both against self and against others) and co-operative sport and physical activities 	Sport-specific Activities <ul style="list-style-type: none"> Perform dances using simple movement patterns. Engage in competitive (both against self and against others) and co-operative sport and physical activities develop competence to excel in a broad range of physical activities 	Evaluation <ul style="list-style-type: none"> Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Recognise when an action has been performed correctly Recognise improvements in physical activities Compare their performances with previous ones and demonstrate improvement to achieve their personal best [Sporting Values <ul style="list-style-type: none"> Compete in sport and other activities to build character and help to embed values such as fairness and respect. School Games Values: <ul style="list-style-type: none"> Passion Determination Self-Belief Honesty Respect Teamwork
	Striking with a body part <ul style="list-style-type: none"> Recall that a number of activities require striking with a body part (e.g. bouncing, kicking or blocking a ball, pulling and kicking in swimming) Block a ball travelling towards with a body part (e.g. hand, arm, leg) Punch/hit a ball in the air using hands/arms in Bounce a ball with one or two hands Use bouncing with one hand and moving in combination to dribble Use feet to stop a ball travelling towards Kick a stationary ball in different predetermined directions Kick a ball moving towards in different predetermined directions Kick a stationary or moving ball in different predetermined distances (e.g. long and short) Use slight touches to dribble a ball with feet Change direction whilst dribbling a ball with feet Striking with an object <ul style="list-style-type: none"> Recall that a number of activities require striking with an object (e.g. tennis, rounders, cricket, golf, hockey) Use an object (e.g. hockey stick or gold club) to strike a stationary ball Use an object (e.g. tennis racket) to balance a ball Use an object (e.g. tennis racket, cricket bat) to strike a ball upwards Use an object (e.g. tennis racket, cricket bat) to strike a ball moving towards back the way it came Use an object (e.g. tennis racket, cricket bat) to strike a ball moving towards in different predetermined directions (i.e. left/right) Use an object (e.g. tennis racket, cricket bat) to strike a ball moving towards in different predetermined trajectories (i.e. high/low) Use an object (e.g. tennis racket, cricket bat) to strike a ball moving towards in different predetermined distance (i.e. short/long) 	Striking with a body part <ul style="list-style-type: none"> Recall the aims of a simple game involving striking with a body part Describe the difference between attacking and defending in simple games involving striking with a body part Use understanding of game aims and rules to adjust the way in which they are playing a game involving striking with a body part Use simple tactics in order to improve attack (e.g. aiming when kicking a ball) Using simple tactics in order to improve defence (e.g. positioning when receiving a ball) Work together as a team to attack or defend in simple games involving striking with a body part Striking with an object <ul style="list-style-type: none"> Recall the aims of a simple game involving striking with an object Describe the difference between attacking and defending in simple games involving striking with an object Use understanding of game aims and rules to adjust the way in which they are playing a game involving striking with an object Use simple tactics in order to improve attack (e.g. aiming when hitting a ball) Using simple tactics in order to improve defence (e.g. positioning when receiving a ball) Work together as a team to attack or defend in simple games involving striking with an object <p>Compete in games involving running, jumping, throwing, catching, striking with a body part and with an object in different combinations using the above</p>	Athletics <ul style="list-style-type: none"> Understand the competitive element of racing Take part in team races (e.g. relays) Run at different speeds (depending on distance) Maintain running when tired Jump for height and distance Jump in different ways (e.g. hopping and skipping) Throw different-shaped objects Competitively compete in races involving obstacles Competitively compete in races which involved additional co-ordination elements (e.g. egg and spoon races) 	Striking with a body part <ul style="list-style-type: none"> Recognise when others have executed an effective strike with a body part (e.g. a kick) Recall some of the basic technique points for striking with a body part effectively Begin to recognise why the execution of a strike with a body part was effective or not Begin to recognise why the performance in a game involving striking with a body part was effective or not Striking with an object <ul style="list-style-type: none"> Recognise when others have executed an effective strike with an object (e.g. batting) Recall some of the basic technique points for striking with an object effectively Begin to recognise why the execution of a strike with an object was effective or not Begin to recognise why the performance in a game involving striking with an object was effective or not Athletics <ul style="list-style-type: none"> Recognise when running is effective and begin to suggest reasons why (inc. using understanding of technique) Recognise when jumping is effective and begin to suggest reasons why (inc. using understanding of technique) Recognise when throwing is effective and begin to suggest reasons why (inc. using understanding of technique) Begin to suggest ways to improve running, throwing and jumping in isolation and combination 	<ul style="list-style-type: none"> Recognise that, although the aim of competition is to win, there are other important aspects to consider Recall what is meant by respect when participating in physical activity or games Recall what is meant by teamwork when participating in physical activity or games Demonstrate respect and teamwork when participating in physical activity or games (e.g. by providing constructive feedback to a team member)

Brown Clee C.E. Primary School

AUTUMN TERM B:

SUPERHEROES



ENGLISH	
Year 1 / Year 2 in Bold	

B	ENGLISH			
	Year 1 / Year 2 in Bold			
AUTUMN: SUPERHEROES	Class text: Supertato / Captain Underpants	Writing Composition	Narratives	Non-Fiction Genres
		<p>Write sentences by:</p> <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher. <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>(2.) Stories involving fantasy: Superpigs / Supertato / Charlie's Underpants (a.) Sentences (very simple – NP+V)</p> <ul style="list-style-type: none"> composing a sentence orally before writing it leaving spaces between words beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Recognise sentence boundaries in spoken sentences encapsulating what they want to say, sentence by sentence develop their understanding of the concepts set out in English appendix 2: sentence, full stop, capital letter, joining words and joining clauses using 'and' <p>(b.) Noun phrases (2) (inc adjectives)</p> <ul style="list-style-type: none"> expanded noun phrases to describe and specify [for example, the blue butterfly] develop their understanding of the concepts set out in English appendix 2: noun, noun phrase, adjective, "Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]" <p>(c) Sentences (simple ENP +V)</p> <ul style="list-style-type: none"> composing a sentence orally before writing it leaving spaces between words beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark develop their understanding of the concepts set out in English appendix 2: sentence, full stop, capital letter, Recognise sentence boundaries in spoken sentences encapsulating what they want to say, sentence by sentence develop their understanding of the concepts set out in English appendix 2: sentence, full stop, capital letter, joining words and joining clauses using 'and' 	<p>(1.) Descriptions: Super Heroes (a.) Letters vs Sounds vs words</p> <ul style="list-style-type: none"> naming the letters of the alphabet in order develop their understanding of the concepts set out in English appendix 2: letter, word, "separation of words with spaces" <p>(b.) Noun phrases (not inc adjectives)</p> <ul style="list-style-type: none"> expanded noun phrases to describe and specify [for example, the blue butterfly] develop their understanding of the concepts set out in English appendix 2: noun, noun phrase, singular, plural <p>(c.) Verbs (not inc adverbs and progressive)</p> <ul style="list-style-type: none"> the present and past tenses correctly and consistently, including the progressive form develop their understanding of the concepts set out in English appendix 2: verb, tense (past, present) using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs <p>(3.) Diaries: (a.) Capital letters for proper nouns and the personal pronoun I</p> <ul style="list-style-type: none"> develop their understanding of the concepts set out in English appendix 2: capital letter, "Capital letters for names and for the personal pronoun I" using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' <p>(b.) Sentences (about self)</p> <ul style="list-style-type: none"> composing a sentence orally before writing it leaving spaces between words beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Recognise sentence boundaries in spoken sentences encapsulating what they want to say, sentence by sentence develop their understanding of the concepts set out in English appendix 2: sentence, full stop, capital letter, joining words and joining clauses using 'and' subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
		Poetry Genres		
		<p>Songs and Repetitive Poems If I Were A Superhero by Daniel Hooks Participate in discussions, presentations, performances, role play, improvisations and debates.</p>		
AUTUMN: SUPERHEROES	Class text: Supertato / Captain Underpants	S&L / Drama		
		<p>Nativity: Participate in discussions, presentations, performances, role play, improvisations and debates.</p>		

Maths

AUTUMN: SUPERHEROES	B Science				
	Programme of Study				
	<p>Animals including Humans (Y1 and Y2):</p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body. To identify which part of the body is associated with each sense. (Y1) RECAP <p>Head, mouth, nose, eye, ear, lip, cheek, neck, shoulder, elbow, wrist, hand, finger, thumb, abdomen, hip, thigh, leg, ankle, foot, toe. Ear, hearing, nose, smell, Eye, sight, finger, touch, mouth, taste</p> <ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults (Y2) To name animals and the correct vocabulary for their young. To order what a human will look like at different stages of their life and talk about what they will be able to do at that age. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). (Y2) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Y2) To understand which foods you would find in each of the 5 food groups, thinking about the Eatwell Plate. To understand what happens to our body if we eat lots of the wrong type of food. To understand what happens to our bodies when we exercise. To be able to describe why it is important to keep our hands clean, to brush our teeth regularly, to keep our bodies clean and to change our clothes. <p>Vocabulary</p> <p>Survival, water, air, food, adult, baby, off spring, exercise, hygiene, hygienic Names of baby animals – pup, cub, kitten, etc. Names of body parts</p>				
	Working scientifically				
	<u>Investigation</u>		<u>Plan</u>	<u>Do</u>	<u>Record</u> Gathering and recording data to help in answering questions.
What changes happen as humans and animals change from babies to adults? Identifying, grouping and classifying/ Secondary Sources	What happens to our bodies when we exercise? Identifying, grouping and classifying	How can we plan a healthy meal using the Eatwell Plate? Observing changes over time	Planning & predicting: <ul style="list-style-type: none"> Explore the world around them and ask simple questions Make simple prediction if appropriate (based on observations) 	Carrying out the investigation: <ul style="list-style-type: none"> Able to observe closely Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them. Children talk about what they have done in their investigation Begin to notice patterns and relationships. 	Recording and Classifying: <ul style="list-style-type: none"> Gather and record data
					Review Using their observations and ideas to suggest answers to questions.
					Reviewing and Evaluating: <ul style="list-style-type: none"> Describe observations confidently Able to say what they found out and how they found out.

B	History: Grace Darling			
	Key Lines of Historical Enquiry: Why can we call Grace darling a super hero?			
AUTUMN: SUPERHEROES	<p>Changes within Living Memory (that reveal aspects of change in national life).</p> <ul style="list-style-type: none"> Identify similarities and differences between ways of life in different periods. 	<p>Lives of Significant Individuals in the past who have contributed to national and international achievements.</p> <ul style="list-style-type: none"> Know where the people fit within a chronological framework. 	<p>Historical Skills:</p> <ul style="list-style-type: none"> Ask and answer questions. Use parts of stories and other sources to show that they know and understand key features of events. Understand some ways in which we find out about the past. Identify different ways the past is represented. 	<p>Historical Vocabulary:</p> <ul style="list-style-type: none"> Use common words and phrases relating to the passing of time. Use a wide vocabulary of everyday historical terms.
	<ul style="list-style-type: none"> Identify similarities and differences between life as a child in Victorian times and life as a child today. 	<ul style="list-style-type: none"> Recall that Grace Darling was born in Bamburgh in 1815. Recall that Grace was the daughter of a lighthouse keeper. Describe that Grace was famous for helping her father rescue sailors from the ship Forfarshine off Farne Islands in 1838. Locate 1838 on a timeline. Recall that Queen Victoria was the monarch at the time. Describe what life was like as a child in Victorian times eg clothes, work, school, toys, leisure. 	<ul style="list-style-type: none"> Ask and answer questions about Grace Darling. Use parts of stories and other sources to show that they can recall and describe key features of the Grace Darling story. Identify the different sources of evidence that mean we know about Grace Darling. 	<p>Today, yesterday, tomorrow, the present, the past, the future, day, week, month, long ago, old, new, recent, parent, grandparent, great grandparent, clue, memory, lifetime, calendar, Who? What? When? Where? Why? Remember, timeline, artefact, photography, film, book, newspaper, camera, living memory, invention, ancient, modern, same, different.</p>
	Geography: Super Heroes Around the World			
	Key Lines of Geographical Enquiry: Where in the World are we?			
	<p>Location Knowledge:</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. 	<p>Place Knowledge:</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country. 	<p>Geographical Skills:</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions and locational and directional language. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. 	
	<ul style="list-style-type: none"> Name and locate the world's 7 continents and 5 oceans: Asia, Australasia, Europe, North America, South America, Antarctica, Africa, Atlantic, Pacific, Indian, Southern, Arctic 	<ul style="list-style-type: none"> Locate significant landmarks within these continents: Empire State Building, Eiffel Tower, Golden Gate Bridge, Big Ben, Taj Mahal, Sydney Opera House, Great Pyramids, 	<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as 7 continents and 5 oceans. Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map. 	

B	Design & Technology	Art & Design	Computing
	<p>Structures: Hinges: <i>What is the best way to make a hinge for a window/door?</i></p> <ul style="list-style-type: none"> Talk about and/or use construction materials, pictures and words to plan and design a building with hinged doors/windows. Create design criteria based on hinge and material. Generate a plan for hinged doors and windows to go on a building. Cut paper/card using scissors to create hinged doors. Join paper/card with tape or glue. Add paper and card shapes to products. Follow procedures for safety and hygiene. Investigate different types of hinges. Evaluate their design against their design criteria. Explain that a hinge is a moveable joint that connects 2 surfaces. Use a range of methods to make a hinge that moves eg split pin, treasury tag, folded card, elastic, wire. Use a hole punch and stapler. 	<p>Portraits: Observational Drawing / Painting</p> <ul style="list-style-type: none"> Develop mark-making skills through experimentation with various drawing media: pencil, graphite, chalk, soft pastel, wax and charcoal. Experiment painting using a range of different tools. Explore using a range of painting materials, e.g. ready mix, powder, poster, water colours. Experiment mixing primary colours to make secondary colours. Recall that a portrait is an observational drawing of someone else. Create a first-hand observational sketch of someone else using symmetry and different materials. Create a popart portrait in the style of Andy Warhol or Roy Lichtenstein. Explain the meaning of the following formal elements: line, shape, space and colour. Create an Art Gallery as a class. Share work to others in small groups, and listen to their opinions. Identify differences between Warhol and Lichtenstein's portraits. Recall that Warhol Lichtenstein are famous American pop artists. Recall what is meant by the term popart. Describe Warhol's 'Marilyn Monroe' art. Describe Lichtenstein's art. 	<p>Grouping Data: Information Technology:</p> <ul style="list-style-type: none"> Label objects Identify that objects can be counted. Describe objects in different ways. Count objects with the same properties. Compare groups of objects. Answer questions about groups of objects. <p>Pictograms: Information Technology:</p> <ul style="list-style-type: none"> Recognise that we can count and compare objects using tally charts. Recognise that objects can be represented as pictures. Create a pictogram. Select objects by attribute and make comparisons. Recognise that people can be described by attributes. Explain that we can present information using a computer.
	<p>Music</p> <p>What is harmony? Romantic/Tchaikovsky / Piano Trio In A Minor</p> <ul style="list-style-type: none"> Listen, move, dance, march to and enjoy the piano trio. Listen to the different instruments playing and describe how they sound. Recall that harmony is when 2 or more instruments or voices play at the same time tunefully. Recall that Tchaikovsky was a Russian composer from the Romantic period who wrote popular concert and orchestral music. Use musical language when describing the music. Research and explore other music by Tchaikovsky and discuss their style, similarities and differences. Explain the meaning of the song and what it was intended for. Understand the importance of vocal warm-ups. Explain the meaning of dynamics (loud/quiet) and tempo (fast/slow). Sing with good posture in unison as a group and also in parts. Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Play and perform an instrumental part by ear or from standard notation (F/G/A/C/E). Play as a group with everybody keeping the beat. Create and present a holistic performance with an understanding of the song you are singing and where it fits in the world . Explore ways to represent high and low sounds, and long and short sounds using symbols and notations. Begin to create personal musical ideas using the given notes. Compose an eight-bar melody, using three or five notes over the backing track. Realise the importance of the home note. Find and keep a steady beat. Recall that the speed of the beat can change, creating a faster or slower pace (tempo) Copy back rhythm patterns using long and short. Copy back simple melodic patterns using high and low. Copy back simple melodic patterns using voices (solfa option in settings) . 	<p>RHSE</p> <p>Essential Skills:</p> <p>Listening:</p> <ul style="list-style-type: none"> Listen to others and can remember short instructions. Listen to others and ask questions. <p>Problem Solving:</p> <ul style="list-style-type: none"> Complete tasks by finding someone to help if needed. Complete tasks by explaining problems if needed. <p>Speaking:</p> <ul style="list-style-type: none"> Speak clearly to small groups of known people. Speak clearly to unknown individuals and small groups. <p>Teamwork:</p> <ul style="list-style-type: none"> Work well with others by behaving appropriately. Work well with others by being on time and reliable <p>Relationships: Families and People Who Care for Me</p> <ul style="list-style-type: none"> Know that families are important for children growing up because they can give love, security and stability. Know the characteristics of healthy family life. Know that others' families, either in school or in the wider world, sometimes look different from their family. Know that stable, caring relationships, which may be of different types, are at the heart of happy families. Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	<p>Religious Education</p> <p>God: <i>What do Christians believe God is like? (KS1)</i></p> <ul style="list-style-type: none"> Identify what a parable is Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father Give clear, simple accounts of what the story means to Christians Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas Give a reason for the ideas they have and the connections they make. <p>What does it mean to belong to a Faith community? (KS1)</p> <ul style="list-style-type: none"> Recognise that loving others is important in lots of communities Say simply what Jesus and one other religious leader taught about loving other people Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.

B	Physical Education				
	Fundamental Movement skills <ul style="list-style-type: none"> Master basic movements: <ul style="list-style-type: none"> Running & Jumping Throwing & Catching Striking with a body part Striking with an object Developing: <ul style="list-style-type: none"> Balance Agility Co-ordination Flexibility Speed Power Stamina Reaction time 	Tactics and Team Games <ul style="list-style-type: none"> Participate in team games, developing simple tactics for attacking and defending Engage in competitive (both against self and against others) and co-operative sport and physical activities 	Sport-specific Activities <ul style="list-style-type: none"> Perform dances using simple movement patterns. Engage in competitive (both against self and against others) and co-operative sport and physical activities develop competence to excel in a broad range of physical activities 	Evaluation <ul style="list-style-type: none"> Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Recognise when an action has been performed correctly Recognise improvements in physical activities Compare their performances with previous ones and demonstrate improvement to achieve their personal best [KS2] 	Sporting Values <ul style="list-style-type: none"> Compete in sport and other activities to build character and help to embed values such as fairness and respect. School Games Values: <ul style="list-style-type: none"> Passion Determination Self-Belief Honesty Respect Teamwork
	Running <ul style="list-style-type: none"> Recall the difference between walking and running Run at predetermined different speeds Explain that running quicker will usually use energy more quickly Begin to show the correct running technique (slight lean, straight form from hips to shoulders, head still, arms moving in time with legs) Change direction (suddenly and gradually) whilst running. Jumping <ul style="list-style-type: none"> Recall that we can jump for height or jump for distance Jump with a two-footed take-off to a two-footed landing (bending knees and swinging arms, leaning forward to determine travel) Jump with a one-footed take-off to a same-footed landing (hopping; see technique above) Jump with a two-footed take-off to a one-footed landing (see technique above) Jump with a one-footed take-off to a different-footed landing (leaping; see technique above) Jump in a forwards, backwards and sideways direction Jump in time (e.g. using a skipping rope). 	Running <ul style="list-style-type: none"> Recall the aims of a simple game involving running Describe the difference between attacking and defending in simple games involving running Use understanding of game aims and rules to adjust the way in which they are playing a game involving running Use simple tactics in order to improve attack (e.g. finding gaps in games such as foxes and rabbits) Using simple tactics in order to improve defence (e.g. using boundaries as way to trap others in games such as foxes and rabbits) Work together as a team to attack or defend in simple games involving running Jumping <ul style="list-style-type: none"> Recall the aims of a simple game involving jumping Describe the difference between attacking and defending in simple games involving jumping Use understanding of game aims and rules to adjust the way in which they are playing a game involving jumping Use simple tactics in order to improve attack (e.g. finding spaces in games using jumping) Using simple tactics in order to improve defence (e.g. predicting oppositions moves based on game situation) Work together as a team to attack or defend in simple games involving jumping Compete in games involving running and jumping in combination using the above. 	Dance <ul style="list-style-type: none"> Copy basic body movements, beginning to build their own repertoire of movements Copy increasingly difficult dance sequences, including those with changes in speed and direction Begin to memorise basic dance sequences Begin to choreograph group and singular routines Describe simple short dances using appropriate vocabulary 	Running <ul style="list-style-type: none"> Recognise when others have executed effective running Recall some of the basic technique points for effective running Begin to recognise why the execution of running was effective or not Begin to recognise why the performance in a game involving running was effective or not. Jumping <ul style="list-style-type: none"> Recognise when others have executed an effective jump Recall some of the basic technique points for an effective jump Begin to recognise why the execution of a jump was effective or not Begin to recognise why the performance in a game involving jumping was effective or not. Dance <ul style="list-style-type: none"> Recognise and describe effective elements of group and singular routines Begin to suggest ways to improve group and singular routines Begin to evaluate the effectiveness of implementation of simple techniques when dancing (e.g. jumping higher) 	<ul style="list-style-type: none"> Recognise that, although the aim of competition is to win, there are other important aspects to consider Recall what is meant by passion when participating in physical activity or games Recall what is meant by determination when participating in physical activity or games Demonstrate passion and determination when participating in physical activity or games (e.g. by continuing to run when tired)

Brown Clee C.E. Primary School

SPRING TERM B:

AUSTRALIA



B		Year 1 / Year 2 in Bold		ENGLISH	
SPRING: AUSTRALIA	Class text: Aboriginal Dreamtime Stories / Information text	Word Reading		Reading Comprehension	
		<p>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. 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>		<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none">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. <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none">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. <p>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.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none">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 independentlydiscussing the sequence of events in books and how items of information are relatedbecoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional talesbeing introduced to non-fiction books that are structured in different waysrecognising simple recurring literary language in stories and poetrydiscussing and clarifying the meanings of words, linking new meanings to known vocabularydiscussing their favourite words and phrasescontinuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none">drawing on what they already know or on background information and vocabulary provided by the teacherchecking that the text makes sense to them as they read and correcting inaccurate readingmaking inferences on the basis of what is being said and done answering and asking questionspredicting what might happen on the basis of what has been read so far <p>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.</p>	
		Spoken Language		Handwriting	
		<p>Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play, improvisations and debates. Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication.</p>		<p>Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9 Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. Form lower-case letters of the correct size relative to one another Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters.</p>	
		Spellings			
<p>Write from memory simple dictated sentences. Make phonically-plausible attempts to spell words that have not yet been learnt. Spell some words containing previously taught phonemes Phonemes are spelt accurately Some common exception words are spelt accurately Days of the week are spelt accurately. Spell by:</p> <ul style="list-style-type: none">segmenting spoken words into phonemes and representing these bygraphemes, spelling many correctlylearning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophoneslearning to spell common exception wordslearning to spell more words with contracted formslearning the possessive apostrophe (singular) [for example, the girl’s book]distinguishing between homophones and near-homophones <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly Apply spelling rules and guidance, as listed in English Appendix 1 Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>					

B		ENGLISH			
		Year 1 / Year 2 in Bold			
SPRING: AUSTRALIA	Class text: Aboriginal Dreamtime Stories / Information text	Writing Composition	Narratives	Non-Fiction Genres	Poetry Genres
		Write sentences by: <ul style="list-style-type: none">saying out loud what they are going to write aboutcomposing a sentence orally before writing itsequencing sentences to form short narrativesre-reading what they have written to check that it makes sensediscuss what they have written with the teacher or other pupilsread aloud their writing clearly enough to be heard by their peers and the teacher. Develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none">writing narratives about personal experiences and those of others (real and fictional)writing about real eventswriting poetrywriting for different purposes Consider what they are going to write before beginning by: <ul style="list-style-type: none">planning or saying out loud what they are going to write aboutwriting down ideas and/or key words, including new vocabularyencapsulating what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none">evaluating their writing with the teacher and other pupilsre-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous formproof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] Read aloud what they have written with appropriate intonation to make the meaning clear.	(1.) Stories from other Cultures: Aboriginal Dreamtime Stories Tiddalick (a.) Recap learning from last term: Nouns, noun phrases, verbs, sentences, capital letters, full stops (b.) Verbs (inc adverbs) <ul style="list-style-type: none">the present and past tenses correctly and consistently, including the progressive formdevelop their understanding of the concepts set out in English appendix 2: verb, tense (past, present)using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs (c.) Sentences (4) – range of sentences, including the use of adjectives and adverbs <ul style="list-style-type: none">composing a sentence orally before writing itleaving spaces between wordsbeginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation markRecognise sentence boundaries in spoken sentencesencapsulating what they want to say, sentence by sentencedevelop their understanding of the concepts set out in English appendix 2: sentence, full stop, capital letter,joining words and joining clauses using ‘and’subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	(3.) Information Text: Australia (a.) Noun phrases (more complex) <ul style="list-style-type: none">expanded noun phrases to describe and specify [for example, the blue butterflydevelop their understanding of the concepts set out in English appendix 2: noun, noun phrase, adjective, “Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]” (b.) Sentences (5) – range of sentences, including the use of adjectives and adverbs and wider range of co-ordinatio <ul style="list-style-type: none">composing a sentence orally before writing itleaving spaces between wordsbeginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation markRecognise sentence boundaries in spoken sentencesencapsulating what they want to say, sentence by sentencedevelop their understanding of the concepts set out in English appendix 2: sentence, full stop, capital letter,joining words and joining clauses using ‘and’subordination (using when, if, that, or because) and co-ordination (using or, and, or but) (2.) Letters: (a.) Apostrophes (to show omission) <ul style="list-style-type: none">develop their understanding of the concepts set out in English appendix 2: “Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name]”, apostrophelearning how to use both familiar and new punctuation correctly: apostrophes for contracted forms and the possessive (singular) (b.) Sentence types: Questions <ul style="list-style-type: none">sentences with different forms: statement, question, exclamation, commanddevelop their understanding of the concepts set out in English appendix 2: “How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command”, full stop, question mark, exclamation mark, statement, question, command, exclamationlearning how to use both familiar and new punctuation correctly: including full stops, exclamation marks and question marks	Australian Poetry

MATHS												
NC Y1 Objectives			NC Y2 Objectives		WRM/Balance Y1 Objectives		WRM/Balance Y2 Objectives					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Number: Division and Consolidation			Number: Place Value within 100		Number: Fractions & Consolidation						Consolidation
SPRING: FAMOUS FACES	<p>Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.</p> <p>Know that sharing is a model of division.</p> <p>Use 1 : 1 correspondence to share concrete objects into equal groups.</p> <p>Divide by sharing objects into equal groups using one-to-one correspondence.</p> <p>Use the division symbol.</p> <p>Understand the link between multiplication and division.</p> <p>With a given total, make groups of an equal amount.</p> <p>Divide by making equal groups.</p> <p>Count on to find the total number of groups.</p> <p>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>Divide by 2.</p> <p>Recognise odd and even numbers.</p> <p>Divide by 5.</p> <p>Divide by 10.</p>			<p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count forwards to 100.</p> <p>Count backwards from 100.</p> <p>Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.</p> <p>Group in 10s and 1s to identify how many tens and ones are within a number.</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p> <p>Use their partitioning knowledge to begin comparing numbers within 100.</p> <p>Compare numbers and amounts using comparison language, more than, less than, equal to as well as the symbols < , >and =.</p> <p>Understand of the value of the digits in a 2-digit number.</p> <p>Order sets of objects and numbers from smallest to largest and largest to smallest.</p> <p>Use the language ‘most’, ‘bigger’, ‘biggest’, ‘larger’, ‘largest’, ‘smaller’, ‘smallest’ and ‘least’.</p> <p>Revisit and practise position and ordinal numbers.</p> <p>Given a number, identify one more and one less.</p> <p>Find one more and one less than given numbers or amounts to 100.</p>		<p>Finding a half for the first time using shapes and sets of objects.</p> <p>Recognise, find, name and write fractions 1/3, 1/4, 2/4 , and 3/4 of a length, shape, set of objects or quantity.</p> <p>Understand the concept of a whole as being one object or one quantity.</p> <p>Find a half using shapes and sets of objects.</p> <p>Use the vocabulary ‘half’ and ‘whole’.</p> <p>Know that a half means ‘one of two equal parts’.</p> <p>Use their understanding of finding half of an object or shape and apply this to finding half of a small quantity.</p> <p>Know that halving is splitting a whole into two equal parts.</p> <p>Use the notation ½.</p> <p>Use the language of numerator and denominator and know what they represent.</p> <p>Use halves in different contexts, for example, half of a length, shape or set object.</p> <p>Find a half of a set of objects or quantity.</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p>Recognise, find, name and write fractions 1/3, 1/4, 2/4 , and 3/4 of a length, shape, set of objects or quantity.</p> <p>Find a quarter using shapes and sets of objects.</p> <p>Use the vocabulary ‘quarter’ and ‘whole’.</p> <p>Know that a quarter means ‘one of four equal parts’.</p> <p>Use their understanding of finding quarter of an object or shape and apply this to finding quarter of a small quantity.</p> <p>Recognise quarters of shapes, objects and quantities.</p> <p>Find quarters of shapes, objects and quantities.</p> <p>Know that one quarter is equal to one part out of four equal parts.</p> <p>Write one quarter as a fraction.</p> <p>Find thirds of shapes and objects.</p> <p>Know that one third is equal to one part out of three equal parts.</p> <p>Write one third as a fraction.</p> <p>Explain what each of the digits represents in the fractional notation.</p> <p>Find a third of a quantity.</p> <p>Write simple fractions for example, ½ of 6 = 3 and recognise the equivalence of 2/4 and ½.</p> <p>Understand the concept of a unit fraction by recognising it as one equal part of a whole.</p> <p>Understand that the denominator represents the number of parts that a shape or quantity is split into.</p> <p>Identify non-unit fractions 2/3 and ¾.</p> <p>Understand that that the numerator and denominator are the same when the fraction is equivalent to one whole.</p> <p>Understand the equivalence of two quarters and one half of the same whole and understand that they are the same.</p> <p>Use their understanding of quarters to find three quarters of a quantity.</p> <p>Count in fractions from any number up to 10.</p> <p>Understand that fractions can be larger than one whole.</p>						Consolidation
	Measurement: Length and Height				Statistics.							
	<p>Measure and begin to record the following: lengths and heights.</p> <p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); to the nearest appropriate unit, using rulers.</p> <p>Use non-standard units to measure length and height.</p> <p>Use a ruler to measure length and height.</p> <p>Understand that objects can vary in length and size, so a standard unit of measurement is required.</p> <p>Know to measure from 0 cm.</p> <p>Measure to the nearest centimetre using a ruler or tape measure.</p> <p>Measure larger objects using metres.</p> <p>Know when it is better to measure items in centimetres or metres and discuss the reasons why.</p> <p>Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half].</p> <p>Compare and order lengths and record the results using >, < and =.</p> <p>Use and understand the language of length such as long, longer, short, shorter, tall, taller.</p> <p>Understand that height is a type of length.</p> <p>Compare lengths of objects using comparison language and symbols.</p> <p>Use language such as longer than, shorter than, taller than, longest, shortest and tallest.</p> <p>Order more than two lengths from shortest to longest and vice versa.</p> <p>Solve one-step and two-step problems relating to length and use concrete and pictorial representations to calculate efficiently</p>				<p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</p> <p>Construct a tally chart.</p> <p>Use a tally chart to create a pictogram.</p> <p>Interpret and answer questions about the data presented in pictograms.</p> <p>Draw pictograms where the symbols represent 2, 5 or 10 items.</p> <p>Complete missing column or rows.</p> <p>Collect their own data in tally charts and construct larger scale pictograms practically.</p> <p>Build block diagrams using cubes.</p> <p>Draw block diagrams.</p> <p>Interpret and answer questions about the data presented in block diagrams.</p> <p>Use their knowledge of number lines to read the scale on the chart and work out what each block represents.</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</p> <p>Compare data within pictograms.</p> <p>Ask and answer questions about totalling and comparing categorical data.</p> <p>Ask and answer questions using their addition, subtraction, multiplication and division skills.</p>							

Programme of Study

Living Things and their Habitats

- Explore and compare the differences between things that are living, dead, and things that have never been alive. (Y2)
- Identify that most living things live in habitats to which they are suited. (Y2)
- To describe how different habitats provide for the basic needs of different kinds of animals and plants. (Y2)
- To understand how animals and plants depend upon each other within their habitat. (Y2)
- 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. (Y2)

Plants

- **Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Y2)** (Acacia/Golden Wattle Tree – Native to Australia)

Vocabulary

Herbivore, carnivore, omnivore, fish, mammal, reptile, amphibian, bird, waterhole, billabong, names of various types of animals found in Australia

Working scientifically

Investigations

Plan

Asking simple questions
and recognising that
they can be answered in
different ways.

Do

- Performing simple tests.
- Identifying and classifying.

Record

Gathering and recording data to help in answering questions.

Review

Using their observations and ideas to suggest answers to questions.

Can you identify where different animals live according to the different types of habitat in Australia?

Observing changes over time

What are the characteristics of a Saltwater crocodile? How do they survive in their environment?

Secondary Sources

How do the seasonal changes in Australia compare to ours in the UK?

Identifying, grouping and classifying

Planning & predicting:

- Explore the world around them and ask simple questions
- “Choose ways to try to ask and answer questions

Carrying out the investigation:

- Able to observe closely
- Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them.
- Children talk about what they have done in their investigation

Recording and Classifying:

- Begin to use simple scientific language in recording their observations.

	Reviewing and
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Evaluating:

- Describe observations confidently
- Able to say what they found out and how they found out.

B	History: Captain Cook				
	Key Lines of Historical Enquiry: Why is Captain Cook famous?				
SPRING: AUSTRALIA	Lives of Significant Individuals in the past who have contributed to national and international achievements. <ul style="list-style-type: none">Know where the people fit within a chronological framework.		Historical Skills: <ul style="list-style-type: none">Ask and answer questions.Use parts of stories and other sources to show that they know and understand key features of events.Understand some ways in which we find out about the past.Identify different ways the past is represented.		Historical Vocabulary: <ul style="list-style-type: none">Use common words and phrases relating to the passing of time.Use a wide vocabulary of everyday historical terms.
	<ul style="list-style-type: none">Recall that Captain Cook was born in 1728 and became a British Explorer and Captain in the Royal Navy.Recall that his first expedition was on the ship Endeavour and began in 1768.Recall that he is famous for discovering Australia in 1770.Locate 1770 on a timeline.Recall that King George 3rd was the monarch at the time.		<ul style="list-style-type: none">Ask and answer questions about Captain Cook.Identify the different sources of evidence that mean we know about Captain Cook.Identify different ways the past is represented eg maps, charts, newspapers.		Today, yesterday, tomorrow, the present, the past, the future, day, week, month, long ago, old, new, recent, parent, grandparent, great grandparent, clue, memory, lifetime, calendar, Who? What? When? Where? Why? Remember, timeline, artefact, photography, film, book, newspaper, camera, living memory, invention, ancient, modern, same, different.
	Geography: Australia				
	Key Lines of Geographical Enquiry: What is geographically similar between Australia and the UK, and Canberra and London?				
	Location Knowledge: <ul style="list-style-type: none">Name and locate the world's seven continents and five oceans.Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.		Place Knowledge: <ul style="list-style-type: none">Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.	Physical Geography: <ul style="list-style-type: none">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 basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	Human Geography: <ul style="list-style-type: none">Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
<ul style="list-style-type: none">Locate Australasia, Australia and Canberra on a world map.		<ul style="list-style-type: none">Understand that Australasia is a continent.Understand that Australia has cities and villages, like the UK.Understand geographical similarities through studying the human and physical geography and differences between London and Canberra.	Describe the different physical geography features in Australia: desert, rainforest, mountain, valley, river, ocean, sea, beach, coast, weather, climate, Great Barrier Reef, The Outback).	Describe the human geography of Canberra: Captain Cook Memorial, Parliament House, Australian War Memorial, Black Mountain Tower, Albert Hall, city, shop, tower block, skyscraper, factory, office, banks, bridges, airport, hospital, school).	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

B	Design & Technology	Art & Design	Computing
	<p>Nutrition: Healthy Diet: <i>What ingredients would make a healthy sandwich?</i></p> <ul style="list-style-type: none"> Sort and classify food into food groups, e.g. vegetables, pulses, cereals, dairy, meat, fish etc. Investigate different tastes of sandwich filler combinations. Recall that different foods can combine to make interesting and healthy sandwiches and snacks Create design criteria based on taste, texture and colour. Measure and weigh accurately using cups and spoons. Select the appropriate ingredients for their healthy sandwich design. Select and use simple tools to cut and make a sandwich. Follow procedures for safety and hygiene. Comment on how they would improve the taste and healthiness of their sandwich. Evaluate their design against their design criteria. Recall that a healthy diet includes eating 5 portions of fruit or vegetables a day. Explain how a balanced diet leads to a healthier lifestyle. Recall that all food comes from plants or animals. Recall that food has to be farmed, grown elsewhere (e.g. home) or caught. 	<p>Native Australian Pointillism: <i>Drawing & Painting</i></p> <ul style="list-style-type: none"> Experiment with a range of different tools, including fingers, to create dot paintings. Experiment with various drawing media to draw lines, circles and spirals of different sizes. Enjoy looking at artwork by Indigenous Australian artists. Create individual paintings using appropriate colours in the style of Indigenous Australian artists. Create large scale group painting in the style of Indigenous Australian artists. Recall why certain colours are used in Native Australian art. Explain the meaning of the following formal elements: line, shape, space and colour. Share work to others in small groups, and listen to their opinions. Identify differences between Napanangka and Tjapaltjarri art. Recall that Walangkura Napanangka and Clifford Possum Tjapaltjarri are famous indigenous Australian artists. Describe Indigenous Australian art. 	<p>Digital Writing:</p> <p>Information Technology:</p> <ul style="list-style-type: none"> Use a computer to write. Add and remove text on a computer. Identify that the look of text can be changed on a computer. Make careful choices when changing text. Explain the reason for the choice of tools. Compare writing on a computer with writing on paper. <p>Making Music:</p> <p>Information Technology:</p> <ul style="list-style-type: none"> Say how music can make us feel. Identify that there are patterns in music. Describe how music can be used in different ways. Show how music is made from a series of notes. Create music for a purpose. Review and refine our computer work
	Music	RHSE	Religious Education
	<p>What is improvisation? 20th Century /John Williams / Flying Theme from E.T</p> <ul style="list-style-type: none"> Talk about the music and explore feelings, thoughts and emotions towards the song. Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo Recall that the speed of the beat can change, creating a faster or slower tempo. Recall that an orchestra is a group of instrumentalists that combine string, woodwind, brass, and percussion sections and play classical music. Identify different orchestral instruments. Sing songs from memory and from notation. Sing to communicate the meaning of words. Understand and follow the leader/conductor. Sing with application of dynamics (loud/quiet) and tempo (fast/slow). Play and perform an instrumental part using the recorder by ear or from standard notation crotchets (G,A,E). Listen to and follow musical instructions from a lead. Create and present a confident, musical performance using the recorder. Use music technology to capture and change sounds. Explore standard notation, using crotchets, quavers, minims and semibreves for the notes C,D,E,F,G,A,F#,Bb. Improvise using notes with a song's backing track (F,G,A). Compose an eight-bar melody, using three or five notes over a backing track. Use graphic symbols, dot notation and stick notation to record composed pieces. Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Read and respond to chanted rhythm patterns, including crotchets, quavers and crotchet rests. Create and perform your own chanted rhythm patterns. Improvise simple riffs using question and answer phrases. 	<p>Essential Skills:</p> <p>Aiming High:</p> <ul style="list-style-type: none"> Know what doing well looks like. Work with care and attention to detail. <p>Staying Positive:</p> <ul style="list-style-type: none"> Can tell when others feel positive or negative. Keep trying when something goes wrong. <p>Health: Mental Well-Being</p> <ul style="list-style-type: none"> Know that mental wellbeing is a normal part of daily life. Know that there is a normal range/scale of emotions. Know how to recognise and talk about their emotions. Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. <p>Health & Prevention (Sleep/Teeth)</p> <ul style="list-style-type: none"> Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. Know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 	<p>Gospel: <i>What is the 'good news' Christians say Jesus brings? (KS1)</i></p> <ul style="list-style-type: none"> Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians Recognise that Jesus gives instructions to people about how to behave Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas. <p>Salvation: <i>Why does Easter matter to Christians? (KS1)</i></p> <ul style="list-style-type: none"> Recognise that Incarnation and Salvation are part of a 'big story' of the Bible Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.

B	Physical Education				
<div>SPRING: FAMOUS FACES</div>	Fundamental Movement skills <ul style="list-style-type: none"> Master basic movements: <ul style="list-style-type: none"> Running & Jumping Throwing & Catching Striking with a body part Striking with an object Developing: <ul style="list-style-type: none"> Balance Agility Co-ordination Flexibility Speed Power Stamina Reaction time 	Tactics and Team Games <ul style="list-style-type: none"> Participate in team games, developing simple tactics for attacking and defending Engage in competitive (both against self and against others) and co-operative sport and physical activities 	Sport-specific Activities <ul style="list-style-type: none"> Perform dances using simple movement patterns. Engage in competitive (both against self and against others) and co-operative sport and physical activities develop competence to excel in a broad range of physical activities 	Evaluation <ul style="list-style-type: none"> Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Recognise when an action has been performed correctly Recognise improvements in physical activities Compare their performances with previous ones and demonstrate improvement to achieve their personal best [KS2] 	Sporting Values <ul style="list-style-type: none"> Compete in sport and other activities to build character and help to embed values such as fairness and respect. School Games Values: <ul style="list-style-type: none"> Passion Determination Self-Belief Honesty Respect Teamwork
	Throwing <ul style="list-style-type: none"> Throw a ball underarm using correct timing of back swing and release of ball timed with a step forward Throw a ball overarm (initially with just a bent arm and high elbow, move to side on stance and hip rotation, introduce single step, introduce 2nd follow through step, increase speed and flow of movement) Throw a ball at different trajectories (i.e. high and low) Throw a ball different distances (i.e. short and long) Throw a ball in different directions (i.e. left and right). Catching <ul style="list-style-type: none"> Catch an object which is falling from directly above (i.e. by either throwing it in the air by self or someone else dropping) with by ensuring hands are cupped and bringing ball into body after catching Catch an object which is moving towards catcher (below shoulder height) by cupping hands and bringing ball in Catch an object which is moving towards catcher (above shoulder height) by placing thumbs together and bringing ball in) Begin to adjust body before catching Catch different sized objects 	Throwing <ul style="list-style-type: none"> Recall the aims of a simple game involving throwing Describe the difference between attacking and defending in simple games involving throwing Use understanding of game aims and rules to adjust the way in which they are playing a game involving throwing Use simple tactics in order to improve attack (e.g. using different types of throws in games involving throwing) Using simple tactics in order to improve defence (e.g. positioning for teammates) Work together as a team to attack or defend in simple games involving throwing Catching <ul style="list-style-type: none"> Recall the aims of a simple game involving catching Describe the difference between attacking and defending in simple games involving catching Use understanding of game aims and rules to adjust the way in which they are playing a game involving catching Use simple tactics in order to improve attack (e.g. finding spaces in games involving catching) Using simple tactics in order to improve defence (e.g. predicting best positioning before catching) Work together as a team to attack or defend in simple games involving catching <p>Compete in games involving running, jumping, throwing and catching in different combinations using the above.</p>	Gymnastics <ul style="list-style-type: none"> Perform simple balances on different small body parts Make different shapes with body (e.g. straddle, tuck, star, straddle and pike) Move in different ways (e.g. skipping, walking and crawling) Move using body revolutions (e.g. teddy bear rolls) Jump vertically Land carefully by bending knees and trying to avoid movement on landing Demonstrate flexibility by stretching joints in different ways (e.g. touching toes, split action) Link different jumps, movements and balances in simple routines 	Throwing <ul style="list-style-type: none"> Recognise when others have executed an effective throw Recall some of the basic technique points for an effective throw Begin to recognise why the execution of a throw was effective or not Begin to recognise why the performance in a game involving throwing was effective or not Catching <ul style="list-style-type: none"> Recognise when others have executed an effective catch Recall some of the basic technique points for an effective catch Begin to recognise why the execution of a catch was effective or not Begin to recognise why the performance in a game involving catching was effective or not Gymnastics <ul style="list-style-type: none"> Recognise when a balance, shape or movement is executed effectively Recognise when a landing is effective Suggest ways a balance, shape or movement could be improved Suggest ways a landing could be improved Recognise and describe effective elements of group and singular routines Begin to suggest ways to improve group and singular routines 	<ul style="list-style-type: none"> Recognise that, although the aim of competition is to win, there are other important aspects to consider Recall what is meant by self-belief when participating in physical activity or games Recall what is meant by honesty when participating in physical activity or games Demonstrate self-belief and honesty when participating in physical activity or games (e.g. by admitting when out without being told)

Brown Clee C.E. Primary School

SUMMER TERM B:

SPLASH!



SUMMER: SPLASH!	B	ENGLISH		
		Year 1 / Year 2 in Bold		
		Word Reading		Reading Comprehension
Class text: The Lighthouse Keeper's Catastrophe		<p>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. 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>		<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> 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. <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> 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. <p>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.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> 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 <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> 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 <p>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.</p>
		Spoken Language	Handwriting	Spellings <p>Write from memory simple dictated sentences. Make phonically-plausible attempts to spell words that have not yet been learnt. Spell some words containing previously taught phonemes Phonemes are spelt accurately Some common exception words are spelt accurately Days of the week are spelt accurately. Spell by:</p> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly Apply spelling rules and guidance, as listed in English Appendix 1 Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>
		<p>Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play, improvisations and debates. Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication.</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9 Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. Form lower-case letters of the correct size relative to one another Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters.</p>	

B	ENGLISH			
	Year 1 / Year 2 in Bold			
	Class text: The Lighthouse Keeper's Catastrophe	Writing Composition	Narratives	Non-Fiction Genres
		<p>Write sentences by:</p> <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher. <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>(2.) Stories from significant authors:</p> <p>The Lighthouse Keeper's Catastrophe by Ronda Armitage</p> <p>Postcards from Crabby Spit by Roland Harvey</p> <p>The Secret of Black Rock by Joe Todd Stanton</p> <p>(a.) Verbs (3) (progressive tense and verb consistency)</p> <ul style="list-style-type: none"> the present and past tenses correctly and consistently, including the progressive form develop their understanding of the concepts set out in English appendix 2: verb, tense (past, present) using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs <p>(b.) Sentences – subordination</p> <ul style="list-style-type: none"> composing a sentence orally before writing it leaving spaces between words beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Recognise sentence boundaries in spoken sentences encapsulating what they want to say, sentence by sentence develop their understanding of the concepts set out in English appendix 2: sentence, full stop, capital letter, joining words and joining clauses using 'and' subordination (using when, if, that, or because) and co-ordination (using or, and, or but) 	<p>(1.) Information Text:</p> <p>The Titanic</p> <p>(a.) Recap learning from last term:</p> <p><u>Nouns, noun phrases, verbs, adjectives, adverbs, sentences, capital letters, full stops</u></p> <p>(b.) Apostrophes (to show possession)</p> <ul style="list-style-type: none"> develop their understanding of the concepts set out in English appendix 2: "Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]", apostrophe learning how to use both familiar and new punctuation correctly: apostrophes for contracted forms and the possessive (singular) <p>(c.) Sentence types: Statements, questions, commands, exclamations</p> <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command develop their understanding of the concepts set out in English appendix 2: "How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command", full stop, question mark, exclamation mark, statement, question, command, exclamation learning how to use both familiar and new punctuation correctly: including full stops, exclamation marks and question marks
		Poetry Genres		
		<p>(3.) Poetry:</p> <p>Seaside Poems – Senses</p> <p>(a.) Comma for lists</p> <ul style="list-style-type: none"> develop their understanding of the concepts set out in English appendix 2: "Commas to separate items in a list", comma learning how to use both familiar and new punctuation correctly - including commas for lists 		
		S&L / Drama		
		<p>Performance Poetry:</p> <p>Poetry recital</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p>		

[illegible]

Programme of Study

Everyday Materials

- Compare and group together a variety of everyday materials on the basis of their simple physical properties (Y1)
- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses (Y2)
RECAP, then included cotton, fabric, rubber, concrete, stone, silk.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching (Y2)

Vocabulary

Hard, soft, stretchy, stiff, shiny, dull, smooth, squashing, bendy, waterproof, absorbent, opaque, transparent, flexible, ridged, twisting, folding, suitable.

Working scientifically

<u>Investigations</u>		<u>Plan</u>	<u>Do</u>	<u>Record</u>	<u>Review</u>
Asking simple questions and recognising that they can be answered in different ways.		Performing simple tests. Identifying and classifying.	Gathering and recording data to help in answering questions.	Using their observations and ideas to suggest answers to questions.	
What is the best material to keep an ice cube from melting?	Identifying, grouping and classifying	Planning & predicting: <ul style="list-style-type: none"> • Explore the world around them and ask simple questions • “Choose ways to try to ask and answer questions • Recognise when simple test is unfair • Make simple prediction if appropriate (based on observations) 	Carrying out the investigation: <ul style="list-style-type: none"> • Make own suggestions on how to collect data • Able to observe closely • Use simple measurements and equipment (for example, hand lenses, egg timers) to gather data with increasing confidence. 	Recording and Classifying: <ul style="list-style-type: none"> • Gather and record data • Draw labelled pictures of an experiment • Begin to use simple scientific language in recording their observations. 	Reviewing and Evaluating: <ul style="list-style-type: none"> • Describe observations confidently • Able to say what they found out and how they found out. • Able to say whether results are what they expected
Which team can make the strongest bridge using only white paper?	Patterns				
Which are the best materials for making a boat? (Boat making Competition – Who’s boat can float for the longest time?	Patterns				

B	History: The Titanic			
	Key Lines of Historical Enquiry: What lessons were learnt after the Titanic sank?			
SUMMER: SPLASH!	Events beyond Living Memory that are significant nationally or globally. <ul style="list-style-type: none">Know where the events fit within a chronological framework.Develop an awareness of the past.		Historical Skills: <ul style="list-style-type: none">Ask and answer questions.Use parts of stories and other sources to show that they know and understand key features of events.Understand some ways in which we find out about the past.Identify different ways the past is represented.	Historical Vocabulary: <ul style="list-style-type: none">Use common words and phrases relating to the passing of time.Use a wide vocabulary of everyday historical terms.
	<ul style="list-style-type: none">Recall that the Titanic was built in Belfast in 1909 and that it was the largest ship ever built at the time.Recall that its maiden voyage was in 1912 from Southampton to New York.Locate 1912 on a timeline.Recall and explain why the builders believed why they thought the Titanic was unsinkable.Describe what it was like to be a passenger on board the ship.Recall that the Titanic hit an iceberg and that it sank in the Atlantic Ocean.Explain the reasons why so many people died eg not enough lifeboats, no evacuation procedures, poor communications.Describe what changes were made to ships afterwards.		<ul style="list-style-type: none">Ask and answer questions about the Titanic.Use parts of stories and other sources to show that they can recall and describe key features of the sinking of the Titanic.Identify the different sources of evidence that mean we know about the Titanic eg newspapers, photographs, artefacts, personal recounts.	Today, yesterday, tomorrow, the present, the past, the future, day, week, month, long ago, old, new, recent, parent, grandparent, great grandparent, clue, memory, lifetime, calendar, Who? What? When? Where? Why? Remember, timeline, artefact, photography, film, book, newspaper, camera, living memory, invention, ancient, modern, same, different.
	Geography: The Seaside			
	Key Lines of Geographical Enquiry: Is the seaside warmer than the countryside?			
	Physical Geography: <ul style="list-style-type: none">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 basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	Human Geography: <ul style="list-style-type: none">Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Geographical Skills: <ul style="list-style-type: none">Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stageUse simple compass directions and locational and directional language.Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.	Fieldwork: <ul style="list-style-type: none">Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
	<ul style="list-style-type: none">Recall the 4 British seasons.Describe weather in the 4 seasons.Locate hot and cold areas of the world eg deserts, Arctic Circle, Antarctica, North Pole, South Pole, EquatorUse basic geographical vocabulary to refer to key physical features of the seaside including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	<ul style="list-style-type: none">Use basic geographical vocabulary to refer to key human features, including key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	<ul style="list-style-type: none">Create a map of a seaside town to include knowledge from their physical and human geography and use and construct basic symbols in a key.Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map.	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment eg weather survey

B	Design & Technology	Art & Design	Computing
SUMMER: SPLASH!	<p>Floating & Sinking: <i>Can you make a boat that floats effectively in running water?</i></p> <ul style="list-style-type: none"> Explore, sort and group different objects/materials that float or sink. Investigate which shapes float and move best in running water. Create design criteria based on material and shape. Generate a boat design with captions and pictures. Select the materials and components needed to create a boat that floats and moves. Select and use simple tools required to make a boat. Identify different methods of making the boat move. Follow procedures for safety and hygiene. Explore and evaluate a range of boat models in terms of the design criteria. Evaluate their design against the design criteria. Make comparisons between their own boat design and actual model boats. Build a model boat that floats and moves in running water. Explore how to make a model boat move. 	<p>Seascapes: <i>Drawing & Painting</i></p> <ul style="list-style-type: none"> Use simple drawings and sketches to record ideas, thoughts and feelings from stimulating a creative response to stimuli. Practise using light pressure to sketch with a pencil. Experiment painting with a range of different tools, including a palette knife. Explore colour mixing of paints to understand the relationships of primary and secondary colours and colour mixing. Recall that a seascape is a depiction of sea scenery in a wide view. Create a sketch of a seascape using light touch. Paint a seascape using colour mixing. Explain the meaning of the following formal elements: line, shape, texture and colour. Understand the importance of evaluating creative work during the process, as well as at the end. Compare their painting to Turner and Van Gogh. Recall that Van Gogh was a famous Dutch artist. Recall that “Seascape near Les Saintes-Maries-de-la-Mer” is a seascape painted by Van Gogh. Recall that William Turner is a famous British artist and painted seascapes. Describe Turner’s “Seascape”. Compare the seascapes of Turner and Van Gogh. 	<p>Programming Animations:</p> <p>Computer Science:</p> <ul style="list-style-type: none"> Choose a command for a given purpose. Show that a series of commands can be joined together. Identify the effect of changing a value. Explain that each sprite has its own instructions. Design the parts of a project. Use my algorithm to create a program. <p>Introduction to Quizzes:</p> <p>Computer Science:</p> <ul style="list-style-type: none"> Explain that a sequence of commands has a start. Explain that a sequence of commands has an outcome. Create a program using a given design. Change a given design. Create a program using my own design. Decide how my project can be improved.
	Music	RHSE	Religious Education
	<p>Putting on a Performance: Pop/The Beatles/Yellow Submarine</p> <ul style="list-style-type: none"> Listen to a range of music from The Beatles and discuss the style. Recall that The Beatles were an English pop band in the 1960/70s. Use musical language to describe The Beatles music. Respond to the music with movement. Listen to ‘Yellow Submarine’ and describe the meaning of the lyrics. Group beats in twos and threes, by tapping knees on the first (strongest) beat and clapping the remaining beats. Move confidently to the music to a steady beat. Singing as part of an ensemble or large group listening to each other to keep in time. Join in sections of the song. Demonstrate dynamics (loud/quiet) and tempo (fast/slow) by responding to leaders directions and visual symbols. Play and perform an instrumental part by ear or from standard notation and as part of the song being learnt (G,A,B,D,F). Rehearse and perform their part within the song. Describe the difference between rehearsing and performing. Talk about what the song means. Identify hand signals as notation, and recognise music notation on a stave of 5 lines. Improvise using notes with the backing track of the song provided. (C,D,E). Compose an eight-bar melody, using three or five notes over the backing track. (C.D.E.F.G). Copy back simple melodic patterns using voices (solfa option in settings) Listen to the rhythms provided and create a simple rhythmic answer. Listen to music and create imaginary stories based on pitch, tempo and rhythm. Identify hand signals as notation, and recognise music notation on a stave of 5 lines 	<p>Essential Skills:</p> <p>Leadership:</p> <ul style="list-style-type: none"> Know how to explain my feelings about something to the team. Know how to recognise others feelings about something. <p>Creativity:</p> <ul style="list-style-type: none"> Imagine different situations and say what they imagine. Imagine different situations and bring them to life in different ways. <p>Health: Mental Well-Being</p> <ul style="list-style-type: none"> Understand simple self-care techniques. Know that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult. Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. Know where and how to seek support 	<p>How should we care for the World, and why does it matter? (KS1)</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify a story or text that says something about each person being unique and valuable Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world <p>Understand the impact:</p> <ul style="list-style-type: none"> Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories Give examples of how Christians and Jews can show care for the natural earth Say why Christians and Jews might look after the natural world <p>Make connections:</p> <ul style="list-style-type: none"> Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world Give good reasons why everyone (religious and non-religious should care for others and look after the natural world.

B	Physical Education				
	Fundamental Movement skills <ul style="list-style-type: none"> Master basic movements: <ul style="list-style-type: none"> Running & Jumping Throwing & Catching Striking with a body part Striking with an object Developing: <ul style="list-style-type: none"> Balance Agility Co-ordination Flexibility Speed Power Stamina Reaction time 	Tactics and Team Games <ul style="list-style-type: none"> Participate in team games, developing simple tactics for attacking and defending Engage in competitive (both against self and against others) and co-operative sport and physical activities 	Sport-specific Activities <ul style="list-style-type: none"> Perform dances using simple movement patterns. Engage in competitive (both against self and against others) and co-operative sport and physical activities develop competence to excel in a broad range of physical activities 	Evaluation <ul style="list-style-type: none"> Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Recognise when an action has been performed correctly Recognise improvements in physical activities Compare their performances with previous ones and demonstrate improvement to achieve their personal best [Sporting Values <ul style="list-style-type: none"> Compete in sport and other activities to build character and help to embed values such as fairness and respect. School Games Values: <ul style="list-style-type: none"> Passion Determination Self-Belief Honesty Respect Teamwork
	Striking with a body part <ul style="list-style-type: none"> Recall that a number of activities require striking with a body part (e.g. bouncing, kicking or blocking a ball, pulling and kicking in swimming) Block a ball travelling towards with a body part (e.g. hand, arm, leg) Punch/hit a ball in the air using hands/arms in Bounce a ball with one or two hands Use bouncing with one hand and moving in combination to dribble Use feet to stop a ball travelling towards Kick a stationary ball in different predetermined directions Kick a ball moving towards in different predetermined directions Kick a stationary or moving ball in different predetermined distances (e.g. long and short) Use slight touches to dribble a ball with feet Change direction whilst dribbling a ball with feet Striking with an object <ul style="list-style-type: none"> Recall that a number of activities require striking with an object (e.g. tennis, rounders, cricket, golf, hockey) Use an object (e.g. hockey stick or golf club) to strike a stationary ball Use an object (e.g. tennis racket) to balance a ball Use an object (e.g. tennis racket, cricket bat) to strike a ball upwards Use an object (e.g. tennis racket, cricket bat) to strike a ball moving towards back the way it came Use an object (e.g. tennis racket, cricket bat) to strike a ball moving towards in different predetermined directions (i.e. left/right) Use an object (e.g. tennis racket, cricket bat) to strike a ball moving towards in different predetermined trajectories (i.e. high/low) Use an object (e.g. tennis racket, cricket bat) to strike a ball moving towards in different predetermined distance (i.e. short/long) 	Striking with a body part <ul style="list-style-type: none"> Recall the aims of a simple game involving striking with a body part Describe the difference between attacking and defending in simple games involving striking with a body part Use understanding of game aims and rules to adjust the way in which they are playing a game involving striking with a body part Use simple tactics in order to improve attack (e.g. aiming when kicking a ball) Using simple tactics in order to improve defence (e.g. positioning when receiving a ball) Work together as a team to attack or defend in simple games involving striking with a body part Striking with an object <ul style="list-style-type: none"> Recall the aims of a simple game involving striking with an object Describe the difference between attacking and defending in simple games involving striking with an object Use understanding of game aims and rules to adjust the way in which they are playing a game involving striking with an object Use simple tactics in order to improve attack (e.g. aiming when hitting a ball) Using simple tactics in order to improve defence (e.g. positioning when receiving a ball) Work together as a team to attack or defend in simple games involving striking with an object <p>Compete in games involving running, jumping, throwing, catching, striking with a body part and with an object in different combinations using the above</p>	Athletics <ul style="list-style-type: none"> Understand the competitive element of racing Take part in team races (e.g. relays) Run at different speeds (depending on distance) Maintain running when tired Jump for height and distance Jump in different ways (e.g. hopping and skipping) Throw different-shaped objects Competitively compete in races involving obstacles Competitively compete in races which involved additional co-ordination elements (e.g. egg and spoon races) 	Striking with a body part <ul style="list-style-type: none"> Recognise when others have executed an effective strike with a body part (e.g. a kick) Recall some of the basic technique points for striking with a body part effectively Begin to recognise why the execution of a strike with a body part was effective or not Begin to recognise why the performance in a game involving striking with a body part was effective or not Striking with an object <ul style="list-style-type: none"> Recognise when others have executed an effective strike with an object (e.g. batting) Recall some of the basic technique points for striking with an object effectively Begin to recognise why the execution of a strike with an object was effective or not Begin to recognise why the performance in a game involving striking with an object was effective or not Athletics <ul style="list-style-type: none"> Recognise when running is effective and begin to suggest reasons why (inc. using understanding of technique) Recognise when jumping is effective and begin to suggest reasons why (inc. using understanding of technique) Recognise when throwing is effective and begin to suggest reasons why (inc. using understanding of technique) Begin to suggest ways to improve running, throwing and jumping in isolation and combination 	<ul style="list-style-type: none"> Recognise that, although the aim of competition is to win, there are other important aspects to consider Recall what is meant by respect when participating in physical activity or games Recall what is meant by teamwork when participating in physical activity or games Demonstrate respect and teamwork when participating in physical activity or games (e.g. by providing constructive feedback to a team member)