

<p>Reading 1/2 Match graphemes for all phonemes Read accurately by blending sounds Read words with very common suffixes Read contractions & understand purpose Read phonics books aloud Link reading to own experiences Join in with predictable phrases Discuss significance of title & events Develop phonics until decoding secure Read common suffixes Read & re-read phonic-appropriate books Read common 'exception' words Discuss & express views about fiction, non-fiction & poetry Become familiar with & retell stories Ask & answer questions; make predictions Begin to make inferences English</p>	<p>Writing 1/2 Name letters of the alphabet Spell very common 'exception' words Spell days of the week Use common prefixes & suffixes Form lower case letters correctly Form capital letters & digits Compose sentences orally Read own writing to peers/teachers Spell by segmenting into phonemes Spell common 'exception' words Spell using common suffixes, etc. Use appropriate size letters/spaces Develop positive attitude & stamina for writing Begin to plan ideas for writing Record ideas sentence-by-sentence Make simple additions & changes after proof-reading Use past/present tense</p>	<p>Reading 3 Read common 'exception' words Read range of fiction & non-fiction Use dictionaries to check meaning Prepare poems & plays to perform Check own understanding of reading Draw inferences & make predictions Retrieve & record information from non-fiction books Discuss reading with others Secure decoding of unfamiliar words Read for a range of purposes Retell some stories orally Discuss words & phrases that capture the imagination Identify themes & conventions Retrieve & record information Make inferences & justify predictions Recognise a variety of forms of poetry Identify & summarise ideas English</p>	<p>Writing 3 Use prefixes & suffixes in spelling Use dictionary to confirm spellings Write simple dictated sentences Use handwriting joins appropriately Plan to write based on familiar forms Rehearse sentences orally for writing Use varied rich vocabulary Create simple settings & plot Assess/evaluate effectiveness of own/others' writing Spell common homophones Increase regularity of handwriting Plan writing based on familiar forms Organise writing into paragraphs Use simple organisational devices Proof-read for spelling & punctuation errors Read own writing aloud</p>	<p>Maths Year 1 <u>Place Value</u> Numbers to 20 Numbers to 50 <u>Addition and Subtraction</u> Numbers within 20 (including recognising money) Year 2 <u>Place Value</u> Numbers to 100 <u>Addition and Subtraction</u> Numbers within 100 (including money) <u>Multiplication</u> Equal groups/arrays Symbol Year 3 <u>Place Value</u> Numbers to 100 Numbers to 1000 Count in 50s <u>Addition and Subtraction</u> Add and subtract 2 and 3 digit numbers <u>Division</u> Equal groups Arrays 3 times table <u>Multiplication</u> Equal groups Arrays 2,3,5 times tables</p>
<p>Grammar 1/2 Use finger spaces Use basic punctuation Use capital letters for proper nouns. Use common plural & verb suffixes Use . ! ? , and ' Use conjunctions Use expand noun phrases Use some features of standard English</p>	<p>Speaking and Listening 1/2 Listen & respond appropriately Ask relevant questions Maintain attention & participate Articulate & Justify answers Initiate & respond to comments Use spoken language to develop understanding</p>	<p>Grammar 3 Use range of conjunctions Use perfect tense Use range of nouns & pronouns Use time connectives Introduce speech punctuation Know language of clauses Use wider range of conjunctions Use perfect tense appropriately Select pronouns and nouns for clarity Use & punctuate direct speech Use commas after front adverbials of listeners</p>	<p>Speaking and Listening 3 Give structured descriptions Participate activity in conversation Consider & evaluate different viewpoints Articulate & justify opinions Speak audibly in Standard English Gain, maintain & monitor interest of listeners</p>	
<p>Science Plants and animals where we live. Identify and name a variety of common wild and garden plants, including trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Identify and name a variety of common animals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals. Who am I? Identify, name, draw and label the basic parts of the body. Say which part of the body is associated with each sense.</p>	<p>Rocks and Fossils Compare and group together different kinds of rocks using appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter. Working Scientifically Ask simple/relevant questions and use observations and ideas to suggest answers to questions. Observing closely/systematically, using simple equipment. Set up and perform simple tests and record data. Identify, classify, gather and record ideas in various ways Report findings, make conclusions and suggest changes.</p>	<p>History What was it like when our grandparents were children? Develop an awareness of the past. Know where people and events they study fit within a chronological framework. Identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical terms. Ask and answer questions, choosing parts of sources to show that they know and understand key features. Understand some of the ways in which we find out about the past.</p>	<p>History Local History Use common words and phrases relating to the passing of time. Develop a chronologically secure knowledge and understanding of British and local history. Develop the appropriate use of historical terms. Address and devise historically valid questions about change, cause, similarity, difference and significance. Construct informed responses that involve selection of relevant information. Understand how our knowledge of the past is constructed from a range of sources.</p>	

<p>Geography</p> <p>Our local area</p> <p>What is it like where I live? Identify the significant features (landmarks) of their local area and consider viewpoints in relation to this Compare journeys and landscapes and understand near/far, often/ rarely Learn about maps, map-making and symbols.</p>	<p>Art & Design Van Gogh-Self Portraits Draw lines of varying thickness, use dots/lines to demonstrate pattern and texture. Use different hardness of pencils. Use different materials. Experiment with brushes and colours including mixing. Explore and develop ideas. Use key vocabulary. Collage Use a combination of materials that have been cut, torn and glued and add texture by mixing materials. Sort and arrange materials, learning different techniques. Patterns in Rocks and Fossils-Sculpting Sculpture-Henry Moore Use a variety of techniques; rolling, cutting and pinching. Use a variety of shapes; lines and texture. Explore and develop ideas. Use key vocabulary.</p>	<p>Religious Education</p> <p>Why is the word 'God' so important to Christians?</p> <p>Why do Christians perform nativity plays at Christmas?</p> <p>Why does Christmas matter to Christians?</p> <p>Who made the world?</p> <p>What do Christians learn from the Creation story?</p> <p>Diwali</p>	<p>Computing</p> <p>IT: Creating digital landscapes Children to create their own digital images of their local area. Digital Literacy - Technology around us History and development of technology to see how life has changed. IT: Becoming a filmmaker Create a film to support a campaign to preserve a local treasure.</p>
<p>Design and Technology</p> <p>Make 3D models of your local area.</p> <p>3D Plant models.</p> <p>Food Technology</p> <p>Soup making</p> <p>Festive biscuits and sweets</p> <p>Pupils will learn to: Design purposeful, functional, appealing products. Research and develop design criteria. Plan and test. Select tools and materials.</p> <p>Explore, evaluate and analyse existing products and their own.</p>	<p>Music All things bright and beautiful Natural noises Heads, shoulders knees and toes Body percussion</p> <p>Charanga: Hey you, Rhythm in the way we walk</p> <p>Charanga: Let your spirit fly</p> <p>Pupils will learn to: Perform Listen Compose</p>	<p>Physical Education <i>Fundamental skills</i> <i>Dance</i> <i>Fitness</i> Team Building All PE will be non-contact.</p> <p>PSHE Rules and the classroom Getting to know you Emotions and problem solving Friendships and behaviour Trust and relationships</p>	<p>Spanish</p> <p>My Body Give/respond to simple classroom instructions Name parts of the body from a song. Identify colours Name items of clothing. Ask and answer questions using topic vocabulary. Read and write simple words. Link un/una to masculine and feminine nouns. Use 'y' to link several items in a sentence. Use vocabulary they have learnt elsewhere to develop their sentences.</p>

