

<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>Geometry</u> Position Direction <u>Measurement</u> Time Weight Volume <u>Problem Solving</u> Using efficient methods Investigations Year 2 <u>Geometry</u> Position Direction <u>Measurement</u> Time Mass Capacity Temperature <u>Problem Solving</u> Using efficient method Investigations</p>	<p>Year 3 <u>Fractions</u> Equivalent fractions Compare fractions Order fractions Add fractions Subtract Fractions <u>Measurement</u> Time <u>Geometry</u> Turns Angles Horizontal/Vertical Parallel/Perpendicular 2d shapes 3d shapes</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-On Safari Identify and name a variety of common plants and trees. Name a variety of common animals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe/compare the structure of a variety of animals. Holiday Identify and name a variety of common animals. Identify and name a variety of common animals that are carnivores, herbivores or omnivores. Describe/compare the structure of a variety of animals. Distinguish between an object and its material. Identify and name a variety of everyday materials. Describe the properties of a variety of materials.</p>	<p>Light and Shadows Recognise that we need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the Sun can be dangerous and that there are ways to protect the eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the sizes of shadows change.</p>	<p>History-Great Inventions How did the first flight change the world? Why were the Rainhill Trials important? Develop an awareness of the past, using common words and phrases. Know where the people and events they study fit within a chronological framework. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features. Use a wide vocabulary of historical terms. Understand how we find out about the past. Identify similarities and differences between ways of life in different periods.</p>	<p>History Transport-First Railways Continue to develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study. Address and sometime devise historically valid questions about change, cause, similarity and difference and significance. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Construct informed responses that involved thoughtful selection and organisation of relevant historical data. Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>		

<p>Geography Animals and Their Habitats Where do our favourite animals live? Name and locate the world's seven continents and five oceans. Use world maps, atlases and globes to identify countries, continents and oceans.</p> <p>Music</p> <p>Sea Shanties I do like to be beside the seaside <u>Charanga:</u> Your imagination Ukelele</p> <p>Pupils will learn to; Perform Listen Compose Understand notation</p>	<p>Coasts Use simple fieldwork and observational skills. Extend their knowledge and understanding beyond the local area to include more of the UK Name and locate (some) counties and cities of the UK Learn about key topographical or physical features of coasts to understand how some of these aspects developed, are hanging now and have changed over time. Understand similarities and differences through the study of human and physical geography of a region of the UK (SW England) and a region in a European country (Costa Blanca, Spain). Describe and understand key aspects of the human geography of coasts, including: types of settlement and land use, economic activity and safety. Consider tourism, as both an economic and a pleasurable activity. Think about the future and the effects climate change, rising sea levels and pollution, especially by plastics, are already having.</p>	<p>Religious Education</p> <p>Where is the religion around us? What difference does prayer make to the lives of Christians and Muslims? How do Muslims talk about God? What does it mean to be a Muslim?</p>	<p>Computing</p> <p>IT: Presenting Digital Writing Word processing - creating digital reports about their animals.</p> <p>Programming - Programming Toys Programming of the commemorative train in the 'village' using 'BeeBots'.</p> <p>IT: Developing Presentation Skills Presentation skills: Children to create PowerPoints to promote coastal areas.</p>
<p>Design and Technology</p> <p>Make a flyer/kite Souvenirs from other countries - e.g. bead necklaces, masks, bookmarks, fridge magnets, papier mâché bowls.</p> <p>Food Technology</p> <p>Fruit Salad-Fruits from the UK and exotic fruits.</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</p> <p>Sea Shanties I do like to be beside the seaside <u>Charanga:</u> Your imagination Ukelele</p> <p>Pupils will learn to; Perform Listen Compose Understand notation</p>	<p>Physical Education <i>Athletics</i> Net and Wall/Tennis Invasion Games Striking and Fielding/Cricket Rounders</p>	<p>Spanish</p> <p>Tell me when To pronounce numbers 1-31 and understand how they are formed. To identify, say in order and respond to the days of the week. To listen to, read and respond to the vocabulary about months To ask/answer questions about birthdays To express/ask for dates in Spanish. To begin to conjugate the verb 'to be' for past and future tense.</p>
<p>PSHE</p> <p>People who are important to me. Dealing with uncomfortable feelings. Working as a team-games and activities. Changes</p>			

