

Subject	Autumn 1 (8)	Autumn 2 (7)	Spring 1 (6)	Spring 2 (7)	Summer 1 (4)	Summer 2 (7)
Reading	<u>Year 1 and 2</u> Read Write Inc phonics programme. Level suitable for individual child. Reading across the other subjects.	<u>Year 1 and 2</u> Read Write Inc phonics programme. Level suitable for individual child. Reading across the other subjects.	<u>Year 1 and 2</u> Read Write Inc phonics programme. Level suitable for individual child. Reading across the other subjects.	<u>Year 1 and 2</u> Read Write Inc phonics programme. Level suitable for individual child. Reading across the other subjects.	<u>Year 1 and 2</u> Read Write Inc phonics programme. Level suitable for individual child. Reading across the other subjects.	<u>Year 1 and 2</u> Read Write Inc phonics programme. Level suitable for individual child. Reading across the other subjects.
Writing	<u>Year 1</u> Writing during daily Read, Write, Inc lessons. Letter formation and handwriting. Fortnightly book focus to include, fiction, non-fiction and poetry.	<u>Year 1</u> Writing during daily Read, Write, Inc lessons. Letter formation and joining handwriting. Fortnightly book focus to include, fiction, non-fiction and poetry. Handwriting.	<u>Year 1</u> Fortnightly book focus to include, fiction, non-fiction and poetry. Writing during daily Read, Write, Inc lessons. Handwriting lessons.	<u>Year 1</u> Fortnightly book focus to include, fiction, non-fiction and poetry. Writing during daily Read, Write, Inc lessons. Handwriting lessons.	<u>Year 1</u> Fortnightly book focus to include, fiction, non-fiction and poetry. Writing during daily Read, Write, Inc lessons. Handwriting lessons.	<u>Year 1</u> Fortnightly book focus to include, fiction, non-fiction and poetry.
	<u>Year 2</u> A Squash and a Squeeze Jim and the Beanstalk The Night Before Christmas Toys and Games (N.F.) Character description Retell Story innovation Poetry Non-chronological reports In handwriting 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		<u>Year 2</u> The Lighthouse Keeper's Lunch The Storm Whale Faster, Further, Higher, Deeper Plant lifecycles Setting description Using speech in stories Postcards Diary Instructions Explanation In handwriting 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		<u>Year 2</u> The Day the Crayons Quit The Green Ship The Way Back Home I am the Seed that Grew the tree Narrative Poetry Newspaper report Letter Persuasion In handwriting 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	
SPAG	<u>Year 1</u> Verbs, nouns, adjectives, capital letters and full stops.	<u>Year 1</u> Verbs, nouns, adjectives, question marks, capital letters, and full stops.	<u>Year 1</u> Nouns, names of letters, singular and plural days of the week, exclamation marks.	<u>Year 1</u> Pronouns, un words, ed words, capital letters and full stops and plurals.	<u>Year 1</u> Using and in sentences, nouns and exclamation marks, question marks and capital letters.	<u>Year 1</u> Capital letters, full stops and to join clauses, suffixes and prefixes.

	<u>Year 2</u> Grammar and Punctuation objectives worked on throughout the year, introducing and consolidating the following aspects of word, sentence, punctuation and text level in sequence: Word level: Formation of nouns using suffixes such as -ness, -er, and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as -ful, -less Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs Sentence level: Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man on the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation, or command Punctuation: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] Text level: Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] Terminology used: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present), apostrophe, comma.		
Speaking & Listening	In every subject taught across the curriculum the children are encouraged to speak and listen carefully to each other. The children participate in pairs, small groups, large groups and whole class work where they are encouraged to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Children are taught to speak audibly and fluently with an increasing command of Standard English. Opportunities to present, perform and role are also provided.		
Mathematics	<u>Year 1</u> To know some number bonds to 10 (adding two numbers to make any number to 10). Write calculations using +, -, =. Identify shapes and patterns and count up to 20 objects accurately. Use terms re-grouping and begin to know tens and ones. To read and write numbers to 30. To begin to reason and solve simple word problems.	<u>Year 1</u> Continue to focus on knowing number bonds to 10 and using this information to help with addition and subtraction problem solving and reasoning activities. To calculate using numbers to 20 and beyond. To further investigate tens and ones. To read and write numbers to 50. The children will also learn to count in 2s and 5s and 10s. To explore mass and length using standard and non - standard units of measure. Recognise halves and quarters. Know the days of the week. Know the months of the year.	<u>Year 1</u> Read and write numbers to 100, count forwards and backwards from given number. Add and subtract one and two digit numbers from numbers to 20. Introduce multiplication and division and use them to solve simple problems. Tell the time using o'clock and half past. Recognise coins, calculate totals and give change.
	<u>Year 2</u> Recognise the place value of each digit in a two-digit number. Represent numbers in different ways and compare and order numbers.	<u>Year 2</u> Count in steps of 2, 3, and 5 from 0. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs.	<u>Year 2</u> Find different combinations of coins that equal the same amounts of money. Solve problems involving addition and subtraction of money. Compare and sequence intervals of time.

	Read and write numbers to 100 in numerals and words. Recall addition and subtraction facts. Add and subtract numbers within 100 both mentally and using written methods. Identify and describe 2D and 3D shapes. Compare and sort shapes. Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three- quarter.	Solve problems involving multiplication and division. Use standard units to measure for length, mass, temperature and capacity. Compare and order measures. Recognise, find, name and write fractions: $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.	Know the number of minutes in an hour and the number of hours in a day. Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer questions about totalling and comparing categorical data.
Science	<u>Year 1</u> <u>Animals</u> To identify and name common animals including fish, amphibians, reptiles, birds and mammals. To use the term omnivore, carnivore and herbivore. To describe and compare structure of animals - wing, tail, fin, scale etc. To identify, name, draw and label the basic parts of the human body and parts of the body associated with each sense. <u>Seasonal change</u>- Introduce seasons - what do we know? What animals do we see at different times of the year? Which animals hibernate in winter? Observe seasonal change and complete seasonal walks around the grounds	<u>Year 1</u> <u>Everyday Materials</u> To compare properties of materials. To use terms such as shiny, transparent, opaque, rigid, flexible etc. to describe materials. To sort materials into groups according to properties. Investigate magnetic and non-magnetic materials. <u>Seasonal change</u>- Consider the weather for different seasons. What types of clothes do we wear in different seasons? How does the weather change? What happens to the length of a day?	<u>Year 1</u> <u>Plants</u> To identify and name common plants and trees in our local environment. To identify and name common wild and garden plants. To identify the basic structure of a variety of common flowering plants including trees (leaves, flowers, blossom, petals, fruit, roots, bulbs, seeds, trunk, branch, stem). Plant seeds and tend the allotment. Know names of common weeds. Draw leaves and flowers to make an identification book. <u>Seasonal change</u>- Plants from across the seasons. How do trees change throughout the year?
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	<u>Year 2</u> <u>Animals including Humans</u> Notice that animals, including humans, have offspring which grow into adults. • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	<u>Year 2</u> <u>Materials</u> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	<u>Year 2</u> <u>Plants</u> Observe and describe how seeds and bulbs grow into mature plants. • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	<u>Year 2</u> <u>Living Things and their Habitat</u> Explore and compare the differences between things that are living, dead, and things that have never been alive • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • Identify and name a variety of plants and animals in their habitats, including micro-habitats • 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		
Computing	<u>Year 1</u> <u>Computing systems and networks: Technology around us</u> We will develop an understanding of technology and how it can help us.	<u>Year 1</u> <u>Creating media: Digital painting</u> We will explore the world of digital art and its exciting range of creative tools.	<u>Year 1</u> <u>Programming A: Moving a robot</u> This unit introduces early programming concepts and we will use different commands to program a floor robot (Beebot).	<u>Year 1</u> <u>Data and information: Grouping data</u> This unit introduces data and information. We will sort objects into groups and add labels, to help answer questions about data.	<u>Year 1</u> <u>Creating media: Digital writing</u> We will develop our understanding of the various aspects of using a computer to create and change text.	<u>Year 1</u> <u>Programming B: Programming animations</u> We will learn about on-screen programming using Scratch Jr. to introduce ideas about sprites and algorithms.
	<u>Year 2</u> <u>Computing systems and networks: IT around us</u> To develop an understanding of what IT is and how it helps us at home, in school and the world.	<u>Year 2</u> <u>Creating Media: Digital Music</u> Using Chrome Music lab, we will create our own piece of music based on an animal of our choice.	<u>Year 2</u> <u>Programming A: Robot Algorithms</u> Design, create and test our own floor mat design for a robot (Beebot) and explore algorithms and outcomes.	<u>Year 2</u> <u>Creating Media: Digital Photography</u> Take photographs in portrait and landscape and use editing software to edit colour, lighting and shape.	<u>Year 2</u> <u>Data and information: pictograms</u> To understand the importance of organizing data effectively for counting and comparing by creating tally charts and pictograms	<u>Year 2</u> <u>Programming B: programming quizzes.</u> Recap knowledge of programming. Create a quiz making own questions, outcomes, artwork and algorithms using Scratch Jr. Predict what outcomes will be.

DT	<u>Structures</u> Freestanding box modelling for joining and stability Stability and strength (Y2) (Village in a box) <i>Focus on using scissors safely.</i>		<u>Textiles</u> Join 2 identical pieces of fabric Pre-punched holes (Y1) (Link to Mother's day)	<u>Mechanisms</u> Models with wheels and axles (Y1) Levers or sliders to make things move (Y2)	<u>Control</u> Computer control - STEM workshop, Computing links, making robots move and talk!	<u>Food</u> Cutting and spreading (Y1) Combining by chopping and peeling (Y2) Health Week link (sandwiches)
Humanities Hist./Geog	<u>Geography</u> What is the geography of where I live like?	<u>History</u> How do our favourite toys and games compare with those of children in the 1960s? Why do we celebrate bonfire night?	<u>Geography</u> What do we find at places where the land meets the sea?	<u>History</u> How has seafaring changed over time?	<u>Geography</u> How does the geography of Kampong Ayer compare with the geography of where I live?	<u>History</u> Why is the history of my locality so important?
Art (In addition - Continuous drawing throughout the year)	<u>Painting and mixed media</u> Self-portraits - observing anatomy Colour mixing - colours in our environment - naming colours. Primary and Secondary colours. Create texture and effects with paint. Artist: Benjamin Herskowitz (Trees)	<u>Digital media</u> - taking pictures and drawing 'What can be seen'. Using a digital camera - editing, cropping and manipulating pictures. Artist: Benjamin Herskowitz (Fireworks) Christmas art (cards and calendars)	<u>Printing</u> Exploring colour and pattern - different ways of printing. Natural and man-made materials. To complete rubbings in the environment. Design own block prints.	<u>Craft and collage</u> Creating transfers Exploring colour, shape and pattern. Artist: Andy Warhol	<u>Drawing</u> To work with dry media - chalks, pastels, oils. To focus on line, shape, tone, pressure and colour.	<u>3D Form</u> Explore shape and form - explore sculpture with malleable materials. Clay tiles Cut, form, tear, shape and join materials.
RE	What do Christians believe God is like?	Why does Christmas matter to Christians and how do people celebrate it?	What is it like to be brought up in a Muslim home today?	What is it like to be brought up in a Hindu home today?	How do stories and art express world views? Christian, Muslim, Hindu, Non-religious and Humanist	

PSHE	<u>Me and my Relationships</u>	<u>Valuing Difference</u>	<u>Keeping Safe</u>	<u>Rights and Respect</u>	<u>Being my Best</u>	<u>Growing and Changing</u>
PE	<u>Hands (Ball Skills)</u> Using hands to move the ball by throwing, aiming and dribbling <u>Body Parts (Gym)</u> Exploring movement and balance using big and small body parts. Combining ideas to make a sequence	<u>Continue Hands</u> Use passing and receiving in a game. Begin to understand the role of an attacker and defender. <u>Pathways (Gym)</u> Move using different pathways (zig-zag and curved) Creating shapes and balances	<u>Feet (Ball Skills)</u> Develop passing and dribbling a ball with feet. <u>Explorers (Dance)</u> Creating movement patterns and responding to rhythm	<u>Continue Feet</u> Apply skills of passing and dribbling a ball with feet. Apply skills in a game context with attackers and defenders <u>Water (Dance)</u> Explore dynamics and movement qualities. Listen to music and respond	<u>Games for Understanding</u> Explore attack v defence games <u>Jumping (Locomotion)</u> Jumping in different ways. Combining jumps.	<u>Rackets, Bats and Balls</u> Use a racket to send and receive a ball. To use a racket to strike a ball in a game <u>Continue Jumping</u> Jumping in different ways. Combining jumps.
Music	<u>Menu Song</u> - Active listening (movement) - Beat - Echo singing - Showing pitch move <u>Tony Chestnut Beat</u> Rhythm Tuned&untuned percussion	<u>Colonel Hathi's March/ Magical Musical Aquarium</u> - Marching - Film/Music - Graphic Symbols - Classical music - Timbre <u>Carnival of the animals/ Composing music inspired by birdsong</u> Classical music Composing non-musical stimulus Improvising and play solo on instruments	<u>Football</u> - Ostinato - Pitched/unpitched patterns - Notes E-D-C <u>Grandma Rap</u> Duration Crotchet, crotchet rest, quaver Unison rounds	<u>'Dawn' FROM Sea interludes/ Musical Conversations</u> 20th Century Classical music - Question & answer - Graphic Score <u>Orawa/ Trains</u> Repetition Structure Music inspired by trains Volume Dynamics Tempo	<u>Dancing & drawing to Nautilus/ Cat & mouse</u> - Mood - Tempo - Internalizing beat, draw to music - Movement/ actions - Electronic music Dot notation <u>Swing-a-long with Shostakovich/ Charlie Chaplin</u> 2 & 3 time beat and beat groupings Accom. A short film	<u>Come dance with me</u> - Call & Response - Echo Singing - Percussion - Crotchet, quavers, crotchet rest - Developing beat skills <u>Tanczymy labada</u> Singing games Traditional polish dances Changing beat & temp