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| Autumn Term | Spring Term | Summer Term |
| 1st Half Term(Sept/Oct) | 2nd Half Term(Nov/Dec) | 1st Half Term(Jan/Feb) | 2nd Half Term(March/April) | 1st Half Term(May/June) | 2nd Half Term (June/July) |
| **English** - WritingStories with familiar settingsInstructions | **English** - WritingSongs & Repetitive poems | **English** - WritingTraditional TalesInformation Texts | **English** - WritingStories from other culturesRecounts | **English** - WritingAuthor Study – Anthony Browne | **English** - WritingLettersTraditional Poems |
| **English** - Writing Say first and then write to tell others about ideas. Write for a variety of purposes. Plan by talking about ideas and writing notes. Use some of the characteristic features of the type of writing used. Write, review and improve. Use adjectives to add detail. Use names of people, places and things. Use well-chosen adjectives. Use nouns and pronouns for variety.Use adverbs for extra detail. Re-read writing to check it makes sense. Use the correct tenses. Organise writing in line with its purpose. Write about more than one idea.Group related information. Write so that other people can understand the meaning of sentences. Sequence sentences to form a short narrative. Convey ideas sentence by sentence. Join sentences with conjunctions and connectives. Vary the way sentences begin. Sit correctly and hold a pencil correctly. Begin to form lower case letters correctly. Form capital letters. Form digits 0-9. Understand letters that are formed in similar ways. Form lower case letters of a consistent size. Begin to join some letters. Write capital letters and digits of consistent size. Use spacing between words that reflects the size of the letters. |
| **English** - Reading Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPC’s that have been taught. Read common exception words noting unusual correspondences between spelling and sound where these occur in the word. Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est ending. Read other words of more than one syllable that contains taught GPCs. Read words with contractions and understand that the apostrophe represents the omitted letter (s) Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words. Re-read these books to build up fluency and confidence in word reading. 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 grapheme as above. Read words containing common suffixes. Read 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 books to build up fluency and confidence in word reading. |
| **English** - GAPS Spell words containing 40+ learned phonemes. Spell common exception words. Name letters of the alphabet in order. Use letter names to describe spellings of words. Add prefixes and suffixes. Use spelling rules. Write simple sentences dictated by the teacher. Spell by segmenting words into phonemes and represent them with the correct graphemes. Spell contraction words correctly. Use the possessive apostrophe. Distinguish between homophones. Leave spaces between words. Use the word ‘and’ to join words and sentences. Begin to punctuate using a capital letter. Use both familiar and new punctuation correctly including: full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms. Use sentences with different forms: statement, question, exclamation and command. Use extended noun phrases to describe and specify. Use subordination. Use coordination. Use the present and past tenses correctly, including the progressive form. |
| **English** - Communication Sift information and focus on the important points. Seek clarification when a message is not clear. Understand instructions with more than one point. Use subject specific vocabulary to explain and describe Suggest words or phrases appropriate to the topic being discussed. Identify homophones. Speak in a way that is clear and easy to understand. Demonstrate good phonic knowledge by clearly pronouncing the sounds within words. Identify syllables within words. Ensure stories have a setting, plot and a sequence of events. Recount experiences with interesting detail. Predict events in a story. Give just enough detail to keep the audience engaged. Take turns to talk, listening carefully to the contribution of others. Vary language between formal and informal according to the situation. Add humour to a discussion or a debate where appropriate. |
| **Maths**Number and place valueMental addition and subtractionProblem solving, reasoning and algebra Mental multiplication and divisionGeometry: properties of shapesStatisticsMeasurement | **Maths**Number and place valueMental addition and subtractionProblem solving, reasoning and algebraMental multiplication and divisionGeometry: properties of shapesStatisticsMeasurementFractions, ratio and proportion | **Maths**Number and place valueMental addition and subtractionProblem solving, reasoning and algebraMeasurementStatisticsNumber and place valueMental multiplication and divisionFractions, ratio and proportionGeometry: properties of shapesGeometry: position and direction |
| **Science**Animals including humans | **Science**Seasonal changes (Autumn/Winter) | **Science**Everyday materials | **Science**Seasonal changes(Spring/Summer) | **Science**Living things and their habitats | **Science**Forces |
| R.E.Why are stories important? | R.E.Why do we celebrate special occasions? | R.E.Why do we celebrate special occasions? | R.E.What does it mean to belong to a Church or Mosque? | R.E.Why do we care about people? | R.E.Why do we care about people? |
| PSHEPhysical health and wellbeing – fun times | PSHEKeeping and safe and managing risk – feeling safe | PSHEIdentity, society and equality – Me and others | PSHEDrug, alcohol and tobacco education – what do we put into and on to bodies | PSHEMental health and emotional wellbeing - Feelings | PSHECareers, financial capability and economic wellbeing – My money |
| HistoryTravel and Transport | HistoryKings and Queens | GeographyUsing maps and compasses and atlases | GeographyChina | GeographyComparing and contrasting different localities | HistoryThe Great Fire of London |
| ComputingiJam Lite Level 1/2Internet Safety | ComputingiProgram Lite Level 1/2Internet Safety | ComputingiDesign Lite Level 1Internet Safety | ComputingiAnimate Lite Level 1/2Internet Safety | ComputingiCommunicate Lite Level 1 Internet Safety | ComputingiFilm Lite Level 1Internet Safety |
| Art - including artist studies based on mediaPortraits | D.T.Christmas Cards | Art including artist studies based on mediaArt from other cultures | D.T.Building ships using everyday materials | Art including artist studies based on mediaArtist Study – Vincent Van Gough | D.T.Tropical fruit kebabs |
| MusicCompose | MusicPerform | MusicTranscribe | MusicPerform | MusicDescribe Music | MusicPerform |
| P.E.Team games | P.E.Gymnastics | P.E.Dance | P.E.Invasion Games | P.E.Athletics | P.E.Athletics/Ball Skills |
| French | French | French | French | French | French |