

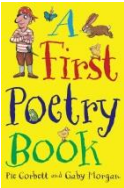

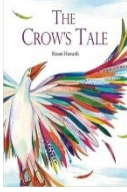
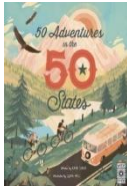
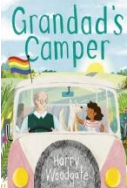
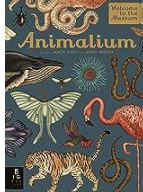
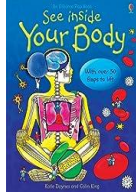

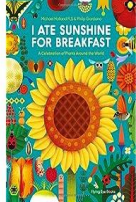
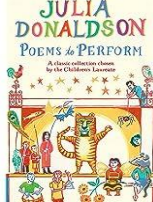
KS1 Curriculum Overview 2023 – 2024 Cycle B

Topic Themes

The Great Fire of London Did the Great Fire make London a better or worse place?	Across the USA Is everywhere like Alnmouth?	History of Communication What is communication, and how has it changed over time?	History of Alnmouth How has Alnmouth changed over time?	Coastlines What makes a coastal settlement different to an inland settlement?
<i>Community & Ambition: To develop a sense of pride and respect for others and themselves.</i>	<i>Communication: To become confident and fluent speakers. To encourage talk and questioning in all areas of life and learning.</i>	<i>Enquiry and Curiosity: For children to be curious about the world around them and ask questions.</i>	<i>Independence & Challenge: To develop the life skills necessary to work with growing independence and perseverance</i>	<i>World Citizens & Diversity: To understand where they live and the wider world. To show respect towards the environment, communities and religions.</i>
<i>Adventure: Experiences to develop imagination and manage real risks.</i>				

ENGLISH

Core Texts:

 	 	 		 	
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Texts to be shared in class (from Reading Spine):

Year 1	Peace At Last Elmer	Dogger Can't Sleep Little Bear?	Avocado Baby The Tiger Who Came to Tea	The Elephant and the Bad Baby Beegu	Where the Wild Things Are Lost and Found	Knuffle Bunny Cop and Robbers
Year 2	 The Owl Who Was Afraid of the Dark	 Bill's New Fock	 Stitch Head	 Charlie Changes into a Chicken	 Ann Hibiscus	 Matilda



Writing Focus					
Labels and Captions (Y1) Sentence structure & oral composition Description (Y2) Focus on setting (adjectives) Narrative Opening Further apply description of setting National Poetry Day - Poems	Diary Entry Structure & sequence non-fiction Poetry Recite poem & repetitive language by heart	Informal Letter Writing for a clear purpose Use of different punctuation & improving vocab. Narrative Opening – build up – problem Apply setting & character. World Book Day	Non- Chronological report Present facts & group information in structure (use of headings). Narrative Opening – build up – problem – solution – ending. Applications of parts taught previous.	Narrative Problem – solution/ending Focus on developing & adding detail Advert Purpose further developed & embedded. Use of questions & exclamations.	Recount Past tense (-ed) Linked to personal experience (pronouns) & used of openers to structure. Chronological order. Poetry Recite poem & repetitive language. Perform out loud to audience.
SPAG/Composition					
Year 1 Labels and Captions Repeat a simple sentence modelled, e.g. spoken by an adult or puppet. Replicate in writing so that it can be read by themselves and others. With adult prompting, separate words with spaces, e.g. using a finger or lollipop stick as a spacer. Form lower case letters in the correct direction. Form capital letters. Sit correctly at a table, holding a pencil comfortably and correctly. Narrative Use full stops to demarcate simple sentences. Recognise and start to write from memory capital letters. Orally plan and sequence ideas in narrative, e.g. with adult support, create a story using small world props or pictures and orally rehearse. Orally compose every sentence before writing, e.g. say the sentence three times to fix it in working memory. Read their writing to an adult.	Diary Entry Form lower-case letters of the correct size relative to one another. Sequence sentences to form short non-fiction texts. Say every sentence before writing it. Discuss own writing with the teacher. Punctuate sentences with a capital letter and a full stop. Use a capital letter for the personal pronoun 'I'. Join words and clauses using 'and'. Poetry Create writing from my own ideas. Begin to use adjectives in my writing. Discuss own writing with other pupils. Use -ed where no change is needed in the spelling of root words (e.g. helped).	Informal Letter Use capital letters for the personal pronoun I. Say, and hold in memory whilst writing, sentences that can be read by themselves and others. Separate words with spaces. Use capital letters and full stops consistently throughout writing to demarcate sentences. Use the joining word and to link words in sentences, e.g. Henry had a duck and a dog. Penguins can slip and slide. Narrative Sequence Sequence ideas and events in narrative, e.g. creating a story map and using it to orally rehearse ideas. Orally compose every sentence before writing, including compound sentences using the joining words 'and'. With adult support, reread every sentence to check it makes sense. Use familiar plots for structuring the opening, middle and end of their stories, e.g. innovating on a known story and orally rehearse. Discuss their writing with adults and peers, giving an opinion, e.g. I like my story because...	Non- Chronological report Say, and hold in memory whilst writing, sentences that can be read by themselves and others, including those with the joining word 'and' and 'but'. Separate words with spaces of a roughly consistent size. Use the joining word or to link words (I could sleep in the tent or the caravan.) and clauses (The Little Robot could stay in the forest or he could ride on the train). Sequence ideas and events in different non-fiction texts, e.g. decide on information or events to put on each page in a simple non-fiction book. Use regular plural noun suffixes -s or -es. Narrative Use familiar plots for structuring the opening, middle and end of their stories. Independently re-read every sentence to check it makes sense but focusing particularly on those which use joining words. Orally compose and sequence their own sentences, including some which use joining words, to write short narratives. Understand how the prefix 'un' changes the meaning of verbs and adjectives. Discuss their writing with adults, my favourite word is...saying what they like about it, e.g. my favourite word is...	Narrative Use capital letters for names of people, places and days of the week. Use the joining word but to link words (I have two sisters but no brothers.) and clauses (Cinderella wanted to go to the ball but she didn't have a dress). Orally compose every sentence before writing, including compound sentences using the joining words 'and' and 'but'. Read their writing to an adult. Advert Sequence events in non-fiction recounts using vocabulary such as 'first', 'next', 'after that' and 'finally'. Identify and use exclamation marks. Orally rehearse ideas linked to non-fiction, e.g. pass a 'microphone' around the group, into which each child can speak their sentence. Read their writing audibly to a small group. Orally compose simple sentences to write short non-fiction texts, e.g. Information text, postcard, instructions.	Recount Use capital letters for names of people, places, days of the week and the personal pronoun I, e.g. editing and improving independent writing with support. Identify and use question marks and exclamation marks in independent writing. Orally compose every sentence before writing including compound sentences using the joining words 'and', 'but' and 'or'. Sequence events in non-fiction recounts, e.g. use pictures and props to create a simple timeline, adding sequencing vocabulary such as 'first', 'next', 'after that' and 'finally'. Use these to orally rehearse. Discuss their writing with adults and peers, e.g. using speaking frames such as 'The best word I have used is...'; 'My handwriting is good because...'; 'I am proud of my writing because...' Poetry Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helper. Discuss their writing with adults, saying what they like about it. Read aloud their writing audibly to adults and peers.

<p>Year 2</p> <p>Description Discuss the language needed. Generate, select and effectively use adjectives. Use expanded noun phrases for description and specification. Secure the use of full stops and capital letters. Use the subordinating conjunction that in oral sentences using starter prompts, e.g. I hope that ...; My teacher told me that...; He said that... Use the progressive form of verbs in the present tense, orally and in writing, to mark actions in progress, e.g. She is watching television. I am reading my favourite book.</p> <p>Narrative Discuss and plan what to write about e.g. generating and developing vocabulary and ideas. Orally rehearse each sentence prior to writing including simple and compound sentences. Use subordination for reason using because e.g. He wore his coat because it was raining. Because it was raining, he wore his coat. Use past tense accurately and consistently for narratives, recounts and historical reports.</p>	<p>Diary Entry Write capital letters and digits of the correct size, orientation and relationship to one another. Use different sentence openers. Use adventurous adjectives. To add -ing, -ed, -er, -est and y to words of one syllable ending in a consonant after a single vowel letter. To spell words with /l/ at the end of words spelt le. To understand the purpose of and write statement sentences. To use full stops and capital letters consistently. To use subordination (using because)</p> <p>Poetry Develop positive attitudes towards writing. Make simple additions, revisions and corrections to their own writing. Reread to check that own writing makes sense. To distinguish between homophones and near homophones. To understand the purpose of and write question sentences. To use a question mark correctly in a sentence.</p>	<p>Informal Letter Develop the use of full stops, capital letters, exclamation marks and question marks. Discuss and plan what to write about e.g. story mapping, innovating on a known story, drawing on vocabulary and ideas from reading. rally rehearse each sentence prior to writing including simple and compound sentences. Identify, generate and effectively use noun phrases, e.g. the blue butterfly with shimmering wings (for description), granulated sugar (for specification). Use commas to separate items in a list. Edit and improve own writing with specific guidance from the teacher, e.g. Can you add the question marks to the sentences where they are needed?</p> <p>Narrative Read aloud their writing with intonation, taking note of punctuation to make the meaning clearer. Identify, understand and select adverbs to complete sentences. Use subordination (using when, if, that, because) and co-ordination (using or, and, but) with little support and editing. Evaluate their writing with adults, saying what they think is good about the writing and what might make it even better. With prompting, edit and improve own writing using full stops, capital</p>	<p>Non-Chronological Report With prompting, edit and improve own writing using full stops, capital letters, exclamation marks and question marks. Within their own writing, edit and improve simple and compound sentences using the joining words and, but, so and or (co-ordination). Use present tense for non-chronological reports and persuasive adverts. Use sentences with different forms: statement and commands. Use commas to separate items in a list in fiction and non-fiction texts, including cross curricular writing. Independently, edit and improve own writing to ensure accurate and consistent use of tense, e.g. past tense for narratives and recounts; present tense for non-chronological reports, persuasive adverts and explanations. Use apostrophes for singular possession in nouns, e.g. the girl's name.</p> <p>Narrative Edit and improve own writing by strengthening the use of adjectives to create simple noun phrases. Evaluate their writing with adults, saying what they think is good about their writing and what might make it even better. Generate, select and effectively use adverbs. Use apostrophes for contracted forms. Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas.</p>	<p>Narrative Write narratives about personal experiences and those of others (real and fictional). Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Use capital letters and full stops to demarcate sentences consistently in his/her writing with some use of question marks and exclamation marks. Proofread to check for errors in spelling, grammar and punctuation. Within their own writing, edit and improve simple and compound sentences using the joining words and, but, so and or (co-ordination).</p> <p>Advert Secure the use of full stops, capital letters, exclamation marks and question marks. Use subordination for time using before and after e.g. We ate our picnic Use present tense accurately and consistently for persuasive adverts. Use commas to separate items in a list. Identify purpose for writing.</p>	<p>Recount Use and punctuate correctly sentences with different forms: statement, question, command, exclamation. Independently, edit and improve own writing using full stops, capital letters, exclamation marks and question marks. Use commas to separate items in a list in fiction and non-fiction texts, including cross curricular writing. Independently, edit and improve own writing by strengthening the use of verbs and adverbs. Independently, edit and improve own writing to ensure accurate and consistent use of tense. Use subordination for time using when, before and after e.g. Mrs Grinling reached for the mustard pot after the plot with Hamish the cat failed.</p> <p>Poetry Identify purpose and audience for writing. Discuss the language and structural organisation needed, e.g. a snappy slogan, a question, alliteration, bullet points, exclamations, captions. Evaluate their writing with adults and peers. Reflect on how well it has met its purpose and the effect on the audience.</p>
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letters, exclamation marks and question marks.

Reading Focus

Comprehension (Positive attitudes and love of reading) – To develop pleasure in reading, motivation to read, vocabulary and understanding

Comprehension (Accuracy, fluency and understanding) – To understand both the books they can already read accurately and fluently and those they listen to.

<p>Year 1</p> <p>Word Reading To apply phonic knowledge and skills as the route to decode words. To use picture clues to help with reading texts. To recognise and read some previously taught read common exception words (e.g. the, I, he, she)</p> <p>Comprehension (Positive attitudes and love of reading) To recognise and join in with predictable phrases. To recognise repetition of language in reading. To recognise obvious story language, for example, once upon a time, big bad wolf. Comprehension (accuracy, fluency and understanding) To check that a text makes sense to them as they read, and correct inaccurate reading. To identify and discuss the main characters in stories that they read themselves. To answer questions on a text they have read relating to who and what.</p> <p>Comprehension (discussion, retrieval and analysis) To begin to participate in discussions about what it read to them with an adult.</p>	<p>Word Reading To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. To break words down into smaller 'chunks' to help with reading. To begin to read some Y1 common exception words. To read words containing taught GPCs and –ed suffix. Comprehension (Positive attitudes and love of reading) To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. To learn to appreciate rhymes and poems, and to recite some by heart. Comprehension (accuracy, fluency and understanding) To discuss the significance of title and events. To record what is read to them through representations and in writing. To answer questions on a text they have read relating to where and when.</p> <p>Comprehension (discussion, retrieval and analysis) To participate in discussions about what it read to them, taking turns and listening to what others say.</p>	<p>Word Reading To count the syllables in words. To read words of more than one syllable that contain taught GPCs. To read words containing taught GPCs –ing ending. To read books aloud accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word after a discussion with an adult.</p> <p>Comprehension (Positive attitudes and love of reading) To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that which they can read independently. To use drama and role-play to retell stories and take on the role of a character. To retell verbally and in written form.</p> <p>Comprehension (accuracy, fluency and understanding) To make predictions verbally and in written form based on what they have read so far. To answer questions on a text they have read relating to why.</p> <p>Comprehension (discussion, retrieval and analysis) To explain clearly their understanding of what is read to them after a discussion.</p>	<p>Word Reading To reread books to build up fluency and confidence in word reading. To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. To read words containing taught GPCs –er and –est endings.</p> <p>Comprehension (Positive attitudes and love of reading) To link what they have read to their own experiences, with encouragement. To choose their own books/stories to read after a discussion with an adult and say why they have chosen it verbally and in written form.</p> <p>Comprehension (accuracy, fluency and understanding) To identify and discuss the main events or key points in stories that are read independently. To draw on own background knowledge or on background information and vocabulary provided by the teacher. To answer questions on a text they have read relating to why and how.</p> <p>Comprehension (discussion, retrieval and analysis)</p>	<p>Word Reading To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes e.g. ow in snow and cow. To read words containing taught GPCs and –s and –es endings.</p> <p>Comprehension (Positive attitudes and love of reading) To recognise the difference between fiction and non-fiction. To discuss word meanings, linking new meanings to those already known. To choose their own books/stories to read and say why they have chosen it verbally and in written form.</p> <p>Comprehension (accuracy, fluency and understanding) To make inferences based on what is said and done. To express opinions verbally and in written form about main events and characters in a story based on what is being said. To recognise verbally and in written form why a character is feeling a certain way based on what is being said. To answer questions on a text they have read relating to who, what, where, when, why and how.</p> <p>Comprehension (discussion, retrieval and analysis) To locate information on a simple fact sheet.</p>	<p>Word Reading To read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>Comprehension (Positive attitudes and love of reading) To recall and write about specific information in fiction and non-fiction texts. Comprehension (accuracy, fluency and understanding) To express opinions verbally and in written form about main events and characters in a story based on what is being said and done. To recognise verbally and in written form why a character is feeling a certain way based on what is being said and done. Comprehension (discussion, retrieval and analysis) To discuss how vocabulary choice affects meaning, for example, crept lets you know he is trying to be quiet.</p>
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			To explain clearly their understanding of what is read to them to adults and peers.	To begin to retrieve form non-fiction texts including using contents pages and glossaries.	
<p>Year 2</p> <p>Word Reading</p> <p>To read aloud books and continue to apply phonic knowledge and skills to decode unfamiliar words accurately and automatically.</p> <p>To focus on all the letters in the word e.g. not reading place for palace. To read further common exception words.</p> <p>To read words containing the prefix un-. To use a range of decoding strategies e.g. chunking, noting similar word patterns etc.</p> <p>Comprehension (Positive attitudes and love of reading)</p> <p>To become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</p> <p>To sequence, discuss and write about some of the main events in stories and recounts. To recognise simple recurring literary language in stories and poetry.</p> <p>To identify and comment on vocabulary and literary features for example, all fairy tales start with once upon a time. Comprehension (accuracy, fluency and understanding)</p> <p>To check that the text makes sense to them as they read, and correct inaccurate reading. To answer and ask questions about a story. To explain and discuss their understanding of books, poems and other material, both those that they</p>	<p>Word Reading</p> <p>To read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To reread books to build up their fluency and confidence in word reading.</p> <p>Comprehension (Positive attitudes and love of reading)</p> <p>To listen to, discuss and express 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.</p> <p>To be introduced to non-fiction books that are structured in different ways To sequence, discuss and write about the main events in stories and recounts. To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some. Comprehension (accuracy, fluency and understanding)</p> <p>To make and write about predictions based on what has been read so far. To demonstrate and write about their understanding of fiction, poetry and non-fiction texts by asking and answering questions.</p>	<p>Word Reading</p> <p>To read aloud books that continue to apply phonic knowledge and skills to decode unfamiliar words accurately and automatically without overt sounding out and blending e.g. at over 90 words per minute.</p> <p>To accurately read words with 2 or more syllables that contain alternative sounds for graphemes e.g. shoulder, roundabout, grouping.</p> <p>To read words containing common suffixes e.g. -ing, -ed, -er, -est, -y. Comprehension (Positive attitudes and love of reading)</p> <p>To listen to, discuss and express 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.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To understand and write about why a writer has written a text, for example, she wants you to know how to make a kite. Comprehension (accuracy, fluency and understanding)</p> <p>To draw on own knowledge or on background information and vocabulary provided by the teacher.</p> <p>To make verbal and written predictions about familiar and unfamiliar texts. Comprehension (discussion, retrieval and analysis)</p> <p>To participate in discussions about books, poems and other works that are read to them and those that they can</p>	<p>Word Reading</p> <p>To read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>To read words containing common suffixes e.g. -ness, -ment, -ful, -less -ly. Comprehension (Positive attitudes and love of reading) To make choices about which texts to read, based on prior reading experience.</p> <p>To use own experiences to relate to what they read, both verbally and in written form.</p> <p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss and write about favourite words and phrases.</p> <p>To identify and comment on vocabulary and a range of literary features by the same author (e.g. Roald Dahl). Comprehension (accuracy, fluency and understanding)</p> <p>To make and write inferences on the basis of what is said e.g. James was feeling scared when...because... Comprehension (discussion, retrieval and analysis)</p> <p>To begin to retrieve information from non-fiction texts including using, contents pages, glossaries and index.</p>	<p>Word Reading</p> <p>To read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To use tone and intonation when reading aloud.</p> <p>To read words containing common suffixes e.g. -le, -tion, el, -al Comprehension (Positive attitudes and love of reading)</p> <p>To make links between texts based on prior reading experience.</p> <p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Comprehension (accuracy, fluency and understanding)</p> <p>To make and write inferences on the basis of what is said and done e.g. Hansel was clever when he put stones in his pocket because... Comprehension (discussion, retrieval and analysis)</p> <p>To explain own responses to a text.</p> <p>To identify and write about how vocabulary choice affects meaning, for example, crept lets you know that he is trying to be quiet.</p>	<p>Word Reading</p> <p>To read words containing common suffixes e.g. -ness, -ment, -ful, -less, -ly, -ing, -ed, -er, -est, -y, -le, -tion, el, -al Comprehension (Positive attitudes and love of reading)</p> <p>To recognise and write about key themes and ideas within a text. Comprehension (discussion, retrieval and analysis) To retrieve specific information from non-fiction texts using, contents pages, glossaries and index.</p>



listen to and those that they read for themselves.		read for themselves, taking turns and listening to what others say.	To explain own responses to a text.		
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Spellings (Spelling Shed - Scheme of Work)

Year 1 – Stage 1	<p>Words ending in ‘ff’, ‘ll’, ‘ss’, ‘zz’ and ‘ck’</p> <p>Words with the /k/ sound spelled ‘k’ and ‘nk’ spelling pattern</p> <p>Words with the ‘tch’ trigraph</p> <p>Adding ‘-s’ and ‘-es’ to make plurals</p> <p>Adding the suffixes ‘-ing’ and ‘-ed’</p> <p>Adding the prefix ‘un-’ and the suffixes ‘-er’ and ‘-est’</p> <p>Compound words and words with unstressed vowels</p>	<p>Words with the digraphs ‘ai’ and ‘oi’</p> <p>Words with the digraphs ‘ay’ and ‘oy’</p> <p>Words with the split digraph ‘a_e’</p> <p>Words with the split digraph ‘e_e’</p> <p>Words with the split digraph ‘i_e’</p> <p>Words with the split digraph ‘o_e’</p>	<p>Words with the split digraph ‘u_e’</p> <p>Words with the digraph ‘ar’</p> <p>Words with the digraph ‘ee’</p> <p>Words where the digraph ‘ea’ makes an /ee/ sound</p> <p>Words where the digraph ‘ea’ makes an /e/ sound</p> <p>Words where the digraph ‘er’ is stressed</p>	<p>Words where the digraph ‘er’ is unstressed</p> <p>Words with the digraphs ‘ir’ and ‘ur’</p> <p>Words where the digraph ‘oo’ makes an /oo/ sound</p> <p>Words where the digraph ‘oo’ makes an /u/ sound</p> <p>Words where the digraphs ‘oa’ and ‘oe’ make an /oa/ sound</p>	<p>Words where the digraph ‘ou’ makes an /ow/ sound</p> <p>Words where the digraph ‘ow’ makes an /ow/ or /oa/ sound</p> <p>Words ending in ‘y’ /ee/ and ‘ve’ /v/</p> <p>Words with the digraphs ‘ue’ and ‘ew’</p> <p>Words where the digraph ‘ie’ makes an /igh/ sound</p> <p>Words where ‘ie’ makes an /ee/ sound</p>	<p>Words with the trigraph ‘igh’</p> <p>Words with the digraph ‘or’ and the trigraph ‘ore’</p> <p>Words where the digraphs ‘aw’ and ‘au’ make an /or/ sound</p> <p>Words with the trigraphs ‘air’ and ‘ear’</p> <p>Words where the trigraphs ‘ear’ and ‘are’ make an /air/ sound</p> <p>Words with the digraphs ‘ph’ and ‘wh’</p>
Year 2 – Stage 2	<p>Words where ‘dge’ makes a /j/ sound</p> <p>Words where ‘ge’ makes a /j/ sound</p> <p>Words where ‘g’ makes a /j/ sound</p> <p>Words where ‘c’ makes a /s/ sound before ‘e’, ‘i’ and ‘y’</p> <p>Words where ‘kn’ and ‘gn’ make a /n/ sound at the beginning of words</p> <p>Challenge Words</p> <p>Words where ‘wr’ makes a /r/ sound at the beginning of words</p>	<p>Words ending in ‘le’</p> <p>Words ending in ‘el’</p> <p>Words ending in ‘al’</p> <p>Words ending in ‘il’</p> <p>Challenge Words</p> <p>Words where ‘y’ makes an /igh/ sound</p>	<p>Words where ‘-es’ is added to words ending in ‘y’</p> <p>Words where ‘-ed’ is added to words ending in ‘y’</p> <p>Words where ‘-er’ and ‘-est’ are added to words ending in ‘y’</p> <p>Words where ‘-ing’ is added to words ending in ‘e’</p> <p>Challenge Words</p> <p>Words where ‘-er’, ‘-est’ and ‘-ed’ is added to words ending in ‘e’</p>	<p>Words where ‘-ing’ is added to single syllable words</p> <p>Words where ‘-ed’ is added to single syllable words</p> <p>Words where ‘a’ makes an /or/ sound</p> <p>Words where ‘o’ makes an /u/ sound</p> <p>Challenge Words</p>	<p>Words where the digraph ‘ey’ makes an /ee/ sound</p> <p>Words where ‘a’ makes an /o/ sound</p> <p>Words where ‘or’ and ‘ar’ make an /er/ or /or/ sound</p> <p>Words where ‘si’ and ‘s’ makes an /zh/ sound</p> <p>Words ending in ‘-ment’ and ‘-ness’</p> <p>Words ending in ‘-ful’ and ‘-less’</p>	<p>Words that are homophones</p> <p>Words that are homophones or near homophones</p> <p>Words ending in ‘-tion’</p> <p>Words with an apostrophe for contraction</p> <p>Words with an apostrophe for possession</p> <p>Challenge Words</p>

Phonic focus

Read Write In. Phonics systematic synthetic phonics programme

Continuous practise of:

Red words- Words that are not easily decodable and challenge words to extend children’s vocabulary.

Green words- Words that are linked to the sounds they have been learning and are easily decodable.

Real and Nonsense words- As well as reading and blending real words children will have to apply their sound recognition skills on reading ‘Nonsense words’.



ay ee igh ow oo oo ar	or air ir ou oy ea oi	a-e e-e i-e o-e u-e aw	are ur er ow ai oa	ew ire ear ure tion cious tious	Recap and consolidation of Set 2 and 3 sounds to exit programme.
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Maths (NCTEM primary mastery resource to support lesson planning & CPD development)

Year 1 Number, addition and subtraction 1.1 Comparison of quantities and measures 1.2 Introducing 'whole' and 'parts'; part-part-whole 1.3 Composition: numbers 0 – 5 -	Number, addition and subtraction 1.4 Composition 6 – 10 1.5 Aggregation and partitioning Shape Recognise, compose, decompose and manipulate 2D and 3D shapes: -Recognise and name 3-D shapes -Sort 3-D shapes -Recognise and name 2-D shapes -Sort 2-D shapes -Patterns with 2-D and 3-D shapes	Number, addition and subtraction 1.6 Augmentation and reduction 1.7 Calculation: strategies within 10	Number, addition and subtraction 1.8 Composition: multiples of 10 up to 100. Statistics (cross curricular links Computing & Science): Introducing data & grouping. Measure: Length & height: Compare lengths and heights Measure length using objects Measure length in centimetres.	Number, addition and subtraction 1.9 Composition: 20 – 100 1.10 Composition: 11 – 1 Multiplication and division 2.1 Counting and unitising	Mass and volume: Heavier and lighter Measure mass Compare mass Full and empty Compare volume Measure capacity. Position and direction (cross curricular links Computing): Describe turns Describe position – left & right Describe position forwards and backwards Describe position above & below Ordinal numbers Time: -Before and after -Days of the week -Months of the year -Hours, minutes and seconds -Tell the time to the hour --Tell the time to the half hour
Year 2 Number, addition and subtraction: (Review learning from 1.8 – 1.10) 1.11 Addition and subtraction: bridging 10 2.2 Structures: multiplication representing equal groups 1.12 Subtraction as difference	Number, addition and subtraction: 1.13 Addition and subtraction: two digit and single digit numbers 1.14 Addition and subtraction: two digit number and multiples of ten: Shape: Recognise 2D & 3D shapes Count sides of 2D shapes	Multiplication and division: 2.3 Times tables: groups of 2 and commutativity (part 1) 2.4 Times tables: groups of 10 and of 5, and factors of 0 or 1. Money: Count money in pence Count money in pence	Multiplication and division: 2.5 Commutativity (part 2) doubling and halving 2.6 Structures: quotative and partitive. Statistics (cross curricular links Computing & Science): Make a tally chart Tables Block diagrams	Number, addition and subtraction: 1.15 Addition: two digit and two digit numbers 1.16 Subtraction: two-digit and two-digit numbers Fractions: Introduction to parts and whole Equal and unequal parts Recognise a half Find a half Recognise a quarter	Time: O'clock and half past Quarter past and quarter to Tell the time past the hour Tell the time to the hour Tell the time to 5 minutes Minutes in hour & hours in a day. Mass and volume: Compare mass Measure in grams & kilograms Four operations with mass Compare volume and capacity



	Count vertices on 2D shapes Draw 2D shapes Lines of symmetry on a shape Use lines of symmetry to complete shapes Sort 2D shape Count faces 3D shapes Count edges 3D shapes Count vertices 3D shapes Sort 3D shapes Make patterns with 2D & 3D shapes	Count money in pounds (notes & coins) Count money pounds & pence Choose notes & coins Make the same amount Compare amounts of money Calculate with money Make a pound Find change.	Interpret pictograms Draw pictograms Interpret pictograms Measure Length and height: Measure in cm Measure in m Compare lengths and heights Order lengths and heights Four operations using length and height.	Find a quarter Recognise a third Find a whole Unit fractions Non-unit fractions Recognise the equivalence of half and two quarters Recognise three quarters Find three quarter Count in fractions up to a whole.	Measure in millilitres & litres Four operations with volume and capacity Temperature. Position and direction: Language of position Describe movement Describe turns Describe movement and turns Shape pattern with turns.
Science:					
Working Scientifically: Autumn Y1 Ask simple questions and recognise that they can be answered in different ways. Identify and classify. Observe closely, using simple equipment. Y2 Make and record observations and simple comparisons. Think about what is expected to happen. Decide whether the results support the prediction. Spring Y1 Perform simple tests. Gather and record data to help in answering questions. Y2 Turn ideas into questions that can be investigated. Present results. Explain what has been found out. Summer Y1 Use observations and ideas to suggest answers to questions. Y2 Present information in charts and tables. Decide whether a test was fair. Use results to draw conclusions.					
Seasonal Change (over the year through beach school and outdoor learning opportunities) Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.					
Shared texts & Questions to investigate: (Y1) Let's Build a House! – Mick Manning <i>What sort of house should it be?</i> <i>What do we need to build it?</i> (Y2) Nano – Dr Jess <i>Is everything made of something?</i> <i>What is an atom?</i> <i>Where can you find carbon?</i>	Shared texts & Questions to investigate: (Y1) The Three Little Pigs <i>Why couldn't the wolf blow down the brick house?</i> <i>What material would you use to build a house? Is that a strong material?</i> <i>How could we test it?</i> Amazing Animal Homes – Chris Packham How many animal homes can you name? Where is a lemur's home? Where does a porcupine live?	Shared texts & Questions to investigate: (Y1) Seasons – Hannah Pang. <i>Does everywhere in the world have four seasons? How does the oak tree change over the year?</i> (Y2) Animalium – Jenny Broom <i>How many classifications of animals are there?</i> <i>How many habitats can you name?</i> <i>Which habitat contains more than half of the world's animal and plant species?</i>	Shared texts & Questions to investigate: See inside your body – Katie Daynes <i>How does your body digest food?</i> <i>What happens when we breathe in?</i> <i>What are the 5 senses?</i>	Shared texts & Questions to investigate: I ate sunshine for breakfast – Michael Holland <i>What is inside a seed/bulb?</i> Mrs Noah's garden – Jackie Morris <i>How long does it take for seeds to germinate?</i> <i>What do plants require in order to grow?</i>	Shared texts & Questions to investigate: Amazing animal babies – Chris Packham <i>Do all animal looks after their offspring?</i> <i>Which animals give birth to live and young and which lay eggs?</i> <i>Which wild animals stay with their parents for the longest amount of time?</i> <i>Which is the shortest?</i>
Key Scientists: Charles Mackintosh (Waterproof coat)	Key Scientists: Terry Nutkins (TV presenter) Arthur Tansley	Key Scientists: David Attenborough (TV presenter & biologist)	Key Scientists: Robert Winston (Human Scientist) Joe Wicks (Personal Trainer)	Key Scientists: Beatrix Potter (Author & Botanist) Agnes Arber (Botanist)	Key Scientists: Linda Brown Buck (Biologist) George Mottersead (Founder of Chester Zoo – Zoo without bars)

Year 1	<p>Everyday materials - Exploring everyday materials Identify and name a variety of everyday materials. Distinguish between an object and the material it is made from. Describe the properties of everyday materials. Identify objects that are natural and those that are manmade. Predict and identify if an object will float or sink. Explore which materials are best for different objects.</p> <p>Comparative Test: Which shapes make the strongest paper bridge? Identify & Classify: Which materials will float and which will sink?</p>	<p>Everyday materials - Building (based on the Three Little Pigs) Build a structure strong enough to withstand wind. Build a waterproof structure. Understand the properties of glass and its uses. Understand that materials are used to create a variety of furniture. Explore a variety of fabrics and understand their different properties. Explain the uses of materials and why they are suitable.</p> <p>Comparative Test: Which material would be best for the roof of the little pig's house? Identify & Classify: What materials are shiny and which are dull? Observation over time: What happens to materials over time if we bury them in the ground? Research: How are bricks made? Big Question – assessment opportunity: What are things I use made from?</p>	<p>Seasonal Changes Understand there are four seasons. Understand the changes that take place in autumn. Understand the changes that take place in winter. Understand the changes that take place in spring. Understand the changes that take place in summer. Investigate how you can measure rainfall.</p>	<p>Animals including humans 1 – All About Me Discover the basic parts of the human body. Learn about eyes and sight. Learn about ears and hearing. Explore the tongue and taste. Explore the sense of touch. Discover how your nose smells.</p> <p>Comparative tests: Is our sense of smell better when we can't see? Identify & classify: What are the names of all the parts of our bodies? Observation over time: How does my height change over the year? Pattern seeking: Do you get better at smelling as you get older?</p>	<p>Plants Understand that seeds grow into plants. Identify the basic parts of a plant and tree. Understand that different plants can grow in the same environment. Know the difference between deciduous and evergreen trees. Know that fruit trees and vegetables are varieties of plants. Record the growth of a plant.</p> <p>Comparative test: Which tree has the biggest leaves? Identify & classify: How can we sort the leaves that we collected on our walk? Observation over time: How does my sunflower change each week? Pattern seeking: Is there a pattern in where we find moss growing in the school grounds? Big Assessment Opportunity: How many types of plant are there?</p>	<p>Animals including humans 2 – All About Animals Discover animal families. Learn about the differences between mammals and birds. Learn about the differences between amphibians, reptiles and fish. Discover the types of food living things eat. Explore the difference between wild animals and pets. Explain the characteristics of an animal.</p> <p>Identify & classify: How can we organise all the zoo animals? Research: Do all animals have the same senses as humans? Big Question – assessment opportunity: What are animals like?</p>
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Year 2	<p>Uses of everyday materials Identify different materials and their uses. Understand how to select the right materials to build a bridge. Explore and test the stretchiness of materials. Understand that materials can change their shape by twisting, bending, squashing or stretching. Find out about Charles Macintosh and explore how materials are suitable for different purposes. Discover which materials change shape when making a road with John McAdam.</p> <p>Identify & Classify: What materials are shiny and which are dull?</p> <p>Observation over time: How long do bubble bath bubbles last for?</p> <p>Pattern seeking: How do materials change with heat? Leave outside in sunshine/ windowsill/radiator?</p> <p>Research: How are plastics made?</p> <p>Big Question: Assessment Opportunity: How do we choose the best material?</p>	<p>Living Things and their habitats Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify and name a variety of plants and animals in a microhabitat. Design a suitable microhabitat where living things could survive. Find out what animals eat to survive in their habitats. Understand a food chain. Understand the journey food makes from the farm to the supermarket.</p> <p>Pattern seeking: Which habitats do worms prefer – where can we find the most worms?</p> <p>Research: What ideas did botanist Arthur Tansley have about habitats in 1935?</p> <p>Observation over time: How does the school pond change over the year?</p>	<p>Living Things and their habitats – Habitats from around the world Learn about habitats. Appreciate that environments are constantly changing. Explore the rainforest and its problems. Describe life in the ocean. Discover the Arctic and Antarctic habitat. Create a model of a habitat.</p> <p>Identify & Classify: How would you group these plants and animals based on what habitat you would find them in?</p> <p>Research: How does the habitat of the Arctic compare with the habitat of the rainforest?</p> <p>Big Question – Assessment Opportunity: Why do different animals live in different places?</p>	<p>Animals including humans 1 – Health & survival Describe the needs of animals for survival. Describe the needs of humans, for survival. Explore the importance of eating the right food. Describe what a healthy, balanced diet looks like. Investigate the impact of exercise on our bodies. Investigate the importance of hygiene.</p> <p>Comparative test: Do bananas make us run faster?</p> <p>Identify & classify: How would you group things to show which are living, dead or have never been alive?</p> <p>Pattern seeking: Which age group of children wash their hands the most in a day?</p> <p>Research: What food do you need in a healthy diet and why?</p> <p>Big Question – Assessment Opportunity: Do living things change or stay the same?</p>	<p>Plants Know the difference between seeds and bulbs. Design an experiment to find out what plants need to grow. Describe what plants need to grow and stay healthy. Describe the life cycle of a plant. Observe and record the growth of plants over time. Understand that plants adapt to suit their environment.</p> <p>Comparative test: Do cress seeds grow quicker inside or outside?</p> <p>Identify & Classify: How can we identify the trees that we observed on our tree hunt?</p> <p>Observation over time: What happens to my bean after I have planted it?</p> <p>Pattern seeking: Do bigger seeds grow into bigger plants?</p> <p>Research: What are the most common British plants and where can we find them?</p> <p>Big Assessment Opportunity: What should I do to grow a healthy plant?</p>	<p>Animals including humans 2 – Life cycles Order the stages of the human life cycle. Describe the stages of a human life cycle. Identify the offspring and parent of an animal. Explore the life cycle of a chicken. Describe the life cycle of a butterfly. Explore the life cycle of a frog.</p> <p>Comparative test: Do amphibians have more in common with reptiles or fish?</p> <p>Identify & classify: Which offspring belong to which animal?</p> <p>Research: How did George Mottershead (Founder of Chester Zoo) change zoos?</p>
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Computing (Using School360 to deliver The NCCE Computing Curriculum KS1 Schemes of work)

Year 1 Unit 1.1 Computing systems and networks – Technology around us Develop an understanding of technology and how it can help. Become familiar with the different components of a computer by developing their keyboard and mouse skills, and start to consider how to use technology responsibly. E-Safety: Follow safer internet rules. Understand personal information shouldn't be shared online. Know how to act if they find inappropriate content online. Understand term, web address.	Unit 1.2 Creating Media – Digital Painting Use a paint-like tool to create art. Purposely using a range of tools. Explore digital art and creative tools. Create own paintings, whilst getting inspiration from a range of other artists. Consider preferences when painting with, and without, the use of digital devices.	Unit 1.3 Creating Media – Digital writing Use a computer to create and change text. Familiarise themselves with typing on a keyboard and begin using tools to change the look of their writing; consider the differences between using a computer and writing on paper to create text.	Unit 1.4 Data and information – Grouping data Introduce data and information. Use labels to put objects into groups, and labelling these groups. Begin to sort objects into different groups, based on their properties. Use their ability to sort objects into different groups to answer questions about data.	Unit 1.5 Programming A – Moving a robot Moving a robot Introduce early programming concepts using floor robots. Short algorithms and programs	Unit 1.6 Programming B – Introduction to animation Introduce children to on screen programming through Scratch Jr. Explore the way a project looks by investigating sprites and backgrounds. Use programming blocks to use, modify and create programs.
Year 2 Unit 2.1 – Computing systems and networks – information technology around us How is information technology being used for good in our lives? Initial focus on IT in the home, explore how IT benefits society in places such as shops, libraries and hospitals. Discuss the responsible use of technology and how to make smart choices when using it. E-Safety: Follow safer internet rules. Understand personal information shouldn't be shared online. Know how to act if they find inappropriate content online. Understand term, web address. Evaluate websites	Unit 2.1 Creating media – Digital photography Recognise that different devices can be used to capture photographs and will gain experience capturing, editing and improving photos. Use this knowledge to recognise that images they see may not be real	Unit 2.3 – Creating media – making music Explore how music can make them think and feel. Make patterns and use those patterns to make music with both percussion instruments and digital tools. Create different rhythms and tunes, using the movement of animas for inspiration. Share creations and compare creating music digitally and non-digitally.	Unit 2.4 Data and information – Pictograms Introduce the term 'data'. Begin to understand what data means and how this can be collected in the form of a tally chart. Learn the term 'attribute' and use this to help them organise data. Progress onto presenting data in the form of pictograms and block diagrams. Use data presented to answer questions.	Unit 2.5 – Programming A Robot Algorithms Develop understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Use given commands in different orders to investigate how the order affects the outcome. Learn about design in programming. Develop artwork and test it for use in a program. Design algorithms and test those algorithms as programs and debug them.	Unit 2.6 Programming B – An introduction to quizzes Begin to understand that sequences of commands have an outcome and make predictions based on their learning. Use and modify designs to create their own quiz questions.

RE

Northumberland Agreed Syllabus 2022 – 2027 The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. (Two year rolling programme cycle B)

Who is Muslim and how do they live? (Part 1) What do people think about God? What do Muslims think about God? Make sense of belief: Recognise the words of the Shahadah and its importance for Muslims Understand the impact:	1.3 Incarnation: Why does Christmas matter to Christians? Make sense of belief: 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 to Christians	Who is Muslim and how do they live? (Part 2) Make sense of belief: 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.	1.5 Salvation: Why does Easter matter to Christians? Make a sense of belief: 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	1. 4 Gospel: What is the good news Jesus brings? Make sense of belief: 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	1.8 What makes some places sacred to believers? Make sense of belief: 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
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<p>Give examples of how Muslims use the Shahadah to show what matters to them.</p> <p>Make connections: Think, talk about and ask questions about Muslim beliefs and ways of living.</p>	<p>Understand the impact: Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas</p> <p>Make connections: 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.</p>	<p>Give examples of how stories about the Prophet show what Muslims believe about Muhammad.</p> <p>Understand the impact: Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan).</p> <p>Give examples of how Muslims put their beliefs about prayer into action.</p> <p>Make connections: Talk about what they think is good for Muslims about prayer, respect, celebration and 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>	<p>with the idea of Salvation (Jesus rescuing people)</p> <p>Understand the impact: Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter</p> <p>Make connections: 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.</p>	<p>Matthew the tax collector) mean to Christians</p> <p>Recognise that Jesus gives instructions to people about how to behave</p> <p>Understand the impact: 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</p> <p>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)</p> <p>Make connections: 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>	<p>account of how they are used and something about what they mean</p> <p>Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</p> <p>Understand the impact: 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</p> <p>Make connections: 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.</p>
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Humanities

History - Whole-school definition of history: History is the study of the past, in particular the changes over time that have occurred within human society.

Geography - Whole school definition of geography: Geography is the study of places and the relationships between people and their environments.

<p>History The Great Fire of London (Y2 Unit) Overarching enquiry questions: What was the Great Fire of London, and what consequences did it have? What was London like at the time of the Great Fire? How did the Great Fire start and how did it spread? Who was Samuel Pepys and how did his diary help historians understand what happened during the Great Fire? How did London change after the Great Fire?</p>	<p>Geography Across the USA (Y2 unit) Know the location of the United States of America (USA) within the continent of North America. Know that country is a group of people who are governed by a shared government. Know that different places have similarities and differences. Know that areas are often described as either urban or rural; know that urban areas, like towns and cities, are densely populated with lots of buildings and amenities like shops, government buildings, sports facilities and homes; know that rural areas are sparsely populated with fewer buildings and amenities, and that rural areas are characterised by farmland and countryside. Enquiry question: Is everywhere like Alnmouth?</p>	<p>History of communication (Y1 unit) Overarching enquiry questions: What is communication, and how has it changed over time? What is communication? Why have humans invented different forms of communication? What is reading and writing, and why was it invented? What methods did humans first invent for sending messages long distances?</p>	<p>History of the local area (Y2 Unit) Overarching enquiry questions: How has Alnmouth changed over time? When did people first settle in the Alnmouth area? Why was Alnmouth important for settlers? What impact did the Roman invasion of Britain have on the Alnmouth area? How has Alnmouth changed over the last 100 years? What events and inventions changed the history of Alnmouth? Why did the Victorians come to Alnmouth?</p>	<p>Geography Coastlines (Y2 unit) Know that where the land meets the sea is called a coast and when seen on a map this can be called a coastline; know that at the coast there can be steep drops where cliffs meet the sea or ocean and that there can be beaches where the land meets the sea or ocean. Know that the sea moves in waves and that tides bring the sea further into land, reaching a peak at high tide; and that at low tide sea is furthest from a particular part of the coast</p>
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What important buildings were rebuilt after the Great Fire?	Know how to use the language of compass directions to describe the position of notable human features and physical features on a map; know how to describe a journey using compass directions.	How have telephones changed over time? What forms of communication are popular now?	What made it easier for people come to Alnmouth on holiday?	Know that an urban area on the coast is called a harbour and that this will be a place ships and boats can dock Know that on some places along the coast lighthouses are a means to protect ships and boats from crashing into cliffs and rocks beneath the water near to the coast Know that seawater contains salt which makes it unsafe to drink Enquiry question: What makes a coastal settlement different to an inland settlement?
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Art & Design/ Design & Technology (Kapow Primary long term plan A&D & D&T)

Year 1	(DT)	(ART)	(DT)	(ART)	(DT)	(ART)
	Structures: Constructing a windmill Inspired by the song, 'Mouse in a windmill', design and construct a windmill for a client (mouse) to live in. Explore various types of windmill, how they work and their key features. To include individual preferences and requirements in my design. To make a stable structure. To assemble the components of my structure. To evaluate my project and adapt my design.	Drawing: Make your mark Exploring mark making and line; working and experimenting with different material through observational and collaborative pieces. To know how to create different types of lines. To explore line and mark making to draw water. To draw with different media. To develop an understanding of mark making. To apply an understanding of drawing materials and mark making to draw from observation.	Textiles: Puppets Explore methods of joining fabric. Design and make a character-based hand puppet using a preferred joining technique, before decorating. To join fabrics together using different methods. To use a template to create my design. To join two fabrics together accurately. To embellish my design using joining methods.	Sculpture and 3D: Paper play Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculptures. To roll paper to make 3D structures. To shape paper to make a 3D drawing. To apply paper-shaping skills to make an imaginative sculpture. To work collaboratively to plan and create a sculpture. To apply painting skills when working in 3D.	Cooking and nutrition: Fruit and vegetables Learn to distinguish between fruit and vegetables and where they grow. Design a fruit and vegetable smoothie and accompanying packaging. To identify if a food is a fruit or vegetable. To identify where plants grow and which parts we eat. To taste and compare fruit and vegetables. To make a fruit and vegetable smoothie.	Painting and mixed media: Colour splash Exploring colour mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by Clarice Cliff and Jasper Johns. To investigate how to mix secondary colours. To apply knowledge of colour mixing when painting. To explore colour when printing. To experiment with paint mixing to make a range of secondary colours. To apply their painting skills when working in the style of an artist.



Year 2	(ART) Craft and design: Map it out Responding to a design brief, children learn three techniques for working creatively with materials and at the end of the project evaluate their ideas. To investigate maps as a stimulus for drawing. To learn and apply the steps of the feltmaking process. To experiment with a craft technique to develop an idea. To develop ideas and apply craft skills when printmaking. To present artwork and evaluate it against a design brief.	(DT) Structures: Baby bear's chair Explore stability and methods to strengthen structures, to understand Baby Bear's chair weaknesses and develop an improved solution for him to use. To explore the concept and features of structures of different shapes. To understand that the shape of the structure affects its strength. To make a structure according to design criteria. To produce a finished structure and evaluate its strength, stiffness and stability.	(ART) Painting and mixed media: Life in colour Developing colour mixing skills, learning about the work of artist Romare Bearden and creating textured papers using paint, children compose collages inspired by their exploration of texture in the world around them. To develop knowledge of colour mixing. To know how texture can be created with paint. To use paint to explore texture and pattern. To compose a collage, choosing and arranging materials for effect. To evaluate and improve artwork.	(DT) Mechanisms: Fairground wheel Design and create a functional Ferris wheel, learn how different components fit together so that the wheel rotates and the structure stands freely. To explore wheel mechanisms and design a Ferris wheel. To select appropriate materials. To build and test a moving wheel. To make and evaluate a structure with a rotating wheel.	(ART) Sculpture and 3D: clay houses Exploring the way clay can be shaped and joined; children learn a range of essential skills for working the medium. They learn about the sculpture of Rachel Whiteread and create their own clay house tile in response. To use my hands as a tool to shape clay. To shape a pinch pot and join clay shapes as decoration. To use impressing and joining techniques to decorate a clay tile. To use drawing to plan the features of a 3D model. To make a 3D clay tile from a drawn design.	(DT) Mechanisms: Making a moving monster Explore levers, linkages and pivots through existing products and experimentation, use this research to construct and assemble a moving monster. To look at objects and understand how they move. To explore different design options. To make a moving monster.
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Music

Charanga Music School English Model Music Curriculum Scheme v2 & listening to range of music in class and in assembly.

Year 1	Unit 1: My Musical Heartbeat Social question: How can we make friends when we sing together?	Unit 2: Dance, Sing and Play! Social question: How does music tell stories about the past?	Unit 3: Exploring Sounds Social question: How does music make the world a better place?	Unit 4: Learning to listen Social question: How does music help us to understand our neighbours?	Unit 5: Having fun with improvisation Social question: What songs can we sing to help us through the day?	Unit 6: Let's perform together! Social question: How does music teach us about looking after our planet?
Year 2	Unit 1: Pulse, rhythm and pitch Social question: How does music help us to make friends?	Unit 2: Playing in an Orchestra Social question: How does music teach us about the past?	Unit 3: Inventing musical story Social question: How does music make the world a better place?	Unit 4: Recognising different sounds Social question: How does music teach us about our neighbourhood?	Unit 5: Exploring improvisation Social question: How does music make us happy?	Unit 6: Our big concert Social question: How does music teach us about looking after our planet?

PE

OAA (Outdoor and Adventurous Activities) & Healthy Lifestyles (cross curricular links Science, Science week, DT, Beach School, Outdoor Learning Days & Yoga Bugs)

OAA:

Y1 Begin to develop listening skills. Start to create simple body shapes. Begin to listen to instructions from a partner/adult, think activities through and problem solve. Begins to discuss and work with others in a group. Starts to demonstrate an understanding of how to stay safe.

Y2 Begin to develop listening skills. Start to create simple body shapes. Begin to listen to instructions from a partner/adult, think activities through and problem solve. Begins to discuss and work with others in a group. Start to demonstrate an understanding of how to stay safe

KS1 Healthy Lifestyles: Describe the effect exercise has on the body. Explain the importance of exercise and a healthy lifestyle.



NUFC Foundation PE Coaching Multi- skills		NUFC Foundation PE Coaching Fundamental Movements & Dance	NUFC Foundation PE Coaching Attacking and defending & Gymnastics	NUFC Foundation PE Coaching Modified team games	NUFC Foundation PE Coaching Problems	NUFC Foundation PE Coaching Athletics and fitness
Cricket						
PSHE & RSE						
Three core themes: Health and Wellbeing, Relationships and Living in the Wider World (PSHE Association resources long- term overview Thematic model) and the Linking Network resources to support fundamental British Values: Democracy, Rule of Law, Individual liberty, Mutual respect and tolerance of those with different faiths and beliefs.						
	Autumn: Relationships		Spring: Living in the wider world		Summer: Health and Well-being	
Year 1	Families and friendships Roles of different people; families; feeling cared for. Safe relationships Recognising privacy; staying safe; seeking permission.	Respecting ourselves and others How behaviour affects others; being polite and respectful.	Belonging to a community What rules are; caring for others’ needs; looking after the environment. Media literacy and digital resilience Using the internet and digital devices; communicating online.	Money and work Strengths and interests; jobs in the community.	Physical health and Mental wellbeing Keeping healthy; food and exercise, hygiene routines; sun safety.	Growing and changing Recognising what makes them unique and special; feelings; managing when things go wrong. Keeping safe How rules and age restrictions help us; keeping safe online.
Year 2	Families and friendships Making friends; feeling lonely and getting help. Safe relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Respecting ourselves and others Recognising things in common and differences; playing and working cooperatively; sharing opinions.	Belonging to a community Belonging to a group; roles and responsibilities; being the same and different in the community. Media literacy and digital resilience The internet in everyday life; online content and information.	Money and work What money is; needs and wants; looking after money.	Physical health and Mental wellbeing Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help.	Growing and changing Growing older; naming body parts; moving class or year. Keeping safe Safety in different environments; risk and safety at home; emergencies.
British Values	British Values: Mutual Respect, Tolerance and Diversity Everyone is special Welcome to our class Core texts: We are Britain! By Benjamin Zephaniah We are all born free by Amnesty International	British Values: Democracy We all have a voice Making it fair Core Text: The Election by Eleanor Levenson	British Values: Rule of Law Living together and getting along (The Little Red Hen Living together and getting along (My role and the role of others in society) Living together and getting along (What are the rules?) Core Text: Mr Creep the Crook by Allan Ahlberg		British Values: Individual Liberty How do I feel? Only one you My many coloured day Core text: What makes me a me? by Ben Faulks	
Visits and Visitors						
Outdoor Learning Day Beach School Harvest		Beach School Christmas Performance		Beach School	Beach School	Beach School Sports Day