

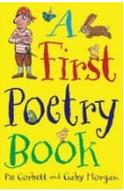
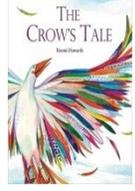
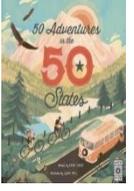
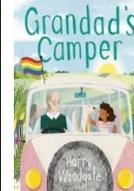
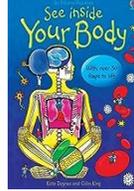
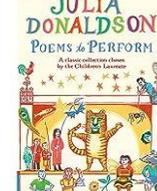
KS1 Curriculum Overview 2023 – 2024 Cycle B

Topic Themes

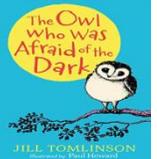
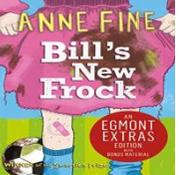
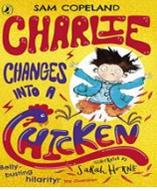
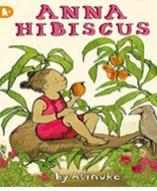
<p>The Great Fire of London Did the Great Fire make London a better or worse place?</p>	<p>Across the USA Is everywhere like Alnmouth?</p>	<p>History of Communication What is communication, and how has it changed over time?</p>	<p>History of Alnmouth How has Alnmouth changed over time?</p>	<p>Coastlines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

ENGLISH

Core Texts:

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

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



Writing Focus

<p>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</p>	<p>Diary Entry Structure & sequence non-fiction Poetry Recite poem & repetitive language by heart</p>	<p>Informal Letter Writing for a clear purpose Use of different punctuation & improving vocab. Narrative Opening – build up – problem – solution – ending. Apply setting & character. World Book Day</p>	<p>Non- Chronological report Present facts & group information in structure (use of headings). Narrative Opening – build up – problem – solution – ending. Applications of parts taught previous.</p>	<p>Narrative Problem – solution/ending Focus on developing & adding detail Advert Purpose further developed & embedded. Use of questions & exclamations.</p>	<p>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.</p>
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SPAG/Composition

<p>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.</p> <p>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.</p>	<p>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'.</p> <p>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).</p>	<p>Informal Letter Use capital letter 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.</p> <p>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...</p>	<p>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.</p> <p>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...</p>	<p>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.</p> <p>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.</p>	<p>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...'</p> <p>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>
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<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 letters, exclamation marks and question marks.</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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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. 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. 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. 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. 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. 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. 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. 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. Comprehension (discussion, retrieval and analysis) To explain clearly their understanding of what is read to them to adults and peers.</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. 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. 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. Comprehension (discussion, retrieval and analysis) To locate information on a simple fact sheet. To begin to retrieve form non-fiction texts including using contents pages and glossaries.</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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<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 listen to and those that they read for themselves.</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.</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 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 read for themselves, taking turns and listening to what others say.</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.</p> <p>Comprehension (Positive attitudes and love of reading)</p> <p>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).</p> <p>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>To explain own responses to a text.</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</p> <p>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...</p> <p>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</p> <p>Comprehension (Positive attitudes and love of reading)</p> <p>To recognise and write about key themes and ideas within a text.</p> <p>Comprehension (discussion, retrieval and analysis)</p> <p>To retrieve specific information from non-fiction texts using, contents pages, glossaries and index.</p>
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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	or	a-e	are	ew	Recap and consolidation of Set 2 and 3 sounds to exit programme.
ee	air	e-e	ur	ire	
igh	ir	i-e	er	ear	
ow	ou	o-e	ow	ure	
oo	oy	u-e	ai	tion	
oo	ea	aw	oa	cious	
ar	oi			tious	

Maths

Year 1	<p>Previous Reception experiences and counting within 100 Count in a hundred different ways.</p> <p>Comparison of quantities and part-whole relationships: Explain that items can be compared using length and height Explain that items can be compared using weight/mass and volume/capacity Count a set of objects Compare sets of objects Use equality and inequality symbols to compare sets of objects Explain that items can be compared using length and height Explain that items can be compared using weight/mass and volume/capacity Count a set of objects Compare sets of objects Use equality and inequality symbols to compare sets of objects Use equality and inequality symbols to compare expressions</p>	<p>Comparison of quantities and part-whole relationships: Explain that items can be compared using length and height Explain that items can be compared using weight/mass and volume/capacity Count a set of objects Compare sets of objects Use equality and inequality symbols to compare sets of objects Use equality and inequality symbols to compare expressions Explain what a whole is Explain that a whole can be split into parts Explain that a whole can represent a group of objects Identify a part of a whole group Explain what a part-whole model is Use a part-whole model to represent a whole partitioned into two parts Use a part-whole model to represent a whole partitioned into more than two parts.</p> <p>Numbers 0-5: Explain that numbers can represent how many objects there are in a set Explain that ordinal numbers show a position and not a set of objects. Partition the numbers one to five in a systematic way Find a missing part when one part and the whole is known Show one more and one less than a number using representations (describe this accurately) Use a bar model to represent a whole partitioned into two parts.</p>	<p>Recognise, compose, decompose and manipulate 2D and 3D shapes: Compose pattern block images Copy, extend and develop repeating and radiating pattern block patterns Compose tangram images Investigate tetromino and pentomino arrangements Investigate ways that four cubes can be composed into different 3D models Explore, discuss and compare 3D shapes Identify 2D shapes within 3D shapes Explore, discuss and compare 2D shapes Explore, discuss and identify circles and shapes are not circles from shape cut-outs Explore, discuss and identify triangles and shapes that are not triangles from shape cut-outs Explore, discuss and identify rectangles (including squares) from shape cut-outs.</p> <p>Numbers 0 – 10: Count a set of objects and match the spoken number to the written numeral and number name Represent the numbers 6 to 10 using a five and a bit structure Identify the whole and parts of the numbers 6 to 10 using the five and a bit structure Explore the numbers 6 to 10 using the part whole model and the five a bit structure Explain where 6,7,8 and 9 lie on a number line.</p>	<p>Additive structures: Combine two or more parts to make a whole Explain that addends can be represented in any order. This is called the commutative law Explain that the = sign can be used to show that the whole and the sum of the parts are equal Add parts to find the value of the whole and write the equation Find the missing addend in an equation Partition a whole into two parts and express this with a subtraction Make addition and subtraction ad write equations to match Represent 'first, then, now' stories with addition equations Represent 'first, then, now' stories with subtraction equations</p> <p>Addition and subtraction facts within 10: Explain that addition is commutative Find pairs of numbers to 10 Add and subtract 1 from any number Explain what the difference is between consecutive numbers Explain what happens when 2 is added to or subtracted from odd and even numbers Explain what the difference is between consecutive odd and even numbers Explain what happens when zero is added to or subtracted from a number Explain what happens when a number is added to or subtracted from itself Double numbers and explain what doubling means Halve numbers and explain what halving means Use knowledge of doubles and halves to calculate near doubles and halves Use knowledge of doubles and halves to solve problems efficiently Use knowledge and strategies to add 5 and 3 and 6 and 3.</p>	<p>Numbers 0 – 20: Explain that the digits in the numbers 11 – 19 express quantity Explain that the digits in the numbers 11 to 19 express position on a number line Identify the quantity shown in a representation of numbers 11 to 19 Use knowledge of '10 and a bit' to solve problems Explore odd and even numbers within 20 Double the numbers 6 to 9 and have the result, explaining what doubling and halving is Use knowledge of addition facts within 10 to add within 20 Use knowledge of subtraction facts within 10 to subtract within 20 Use knowledge of addition and subtraction facts within 10 to add and subtract within 20 Measure one object with different non-standard measures and record outcomes Measure items using individual cm cubes (dienes) Measure length from zero cm using a ruler Estimate length in cm Estimate length, measure length and record these values in a table.</p> <p>Unitising and coin recognition: Count efficiently in groups of two Count efficiently in groups of ten Count efficiently in groups of five Count efficiently by counting in groups of two, five and ten Explain the value of a 1p coin pence Recognise and explain the value of 2p, 5p and 10p coins Explain that a single coin can be worth several pennies</p>	<p>Unitising and coin recognition cont. Use knowledge of the value of coins to solve problems Calculate the total value of coins in a set of 2p coins Calculate the total value of the coins in a set of 5p coins Calculate the total value of the coins in a set of 10p coins Compare sets of 2p, 5p and 10p coins Relate what they have learnt to real-life context Work out how many coins are needed to make a value of 10p Work out how many coins are needed to make a total value of 20p Use knowledge of the value of coins to solve problems.</p> <p>Position and direction: Describe position, direction and movement, including whole, half, quarter and three-quarter turns. Use the language of position, direction and motion, including left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside. Make whole, half, quarter and three-quarter turns in both directions and connect turning clockwise with movement on a clock face.</p> <p>Time: Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening Recognise and use language relating to dates, including days of the week, weeks, months and years Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p>
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<p>Year 2</p> <p>Numbers 10-100: Explain that one ten is equivalent to ten ones Represent multiples of ten using numerals Represent multiples of ten using numerals and names Represent multiples of ten in an expression or an equation Estimate the position of multiples of ten on a 0-100 line Explain what happens when you add and subtract ten to a multiple of ten Use knowledge of facts and unitising to add and subtract multiples of ten Add and subtract multiples of ten Explore the counting sequence for counting to 100 and beyond Count a large group of objects of tens and the extra ones Count a large group of objects by using knowledge of unitising by counting tens and ones Represent a number from 20-99 in different ways Explain and mark the position of numbers 20 – 99 on a number line Explain that numbers 20 – 99 can be represented as a length Compare two, two digit numbers Partition a two digit number into tens and ones Add two two-digit numbers by partitioning into tens and ones</p> <p>Calculations within 20: Add three addends Use a 'First... Then... Now' story to add 3 addends Explain that addends can be added in any order Add 3 addends efficiently Add 3 addends efficiently by finding two addends that total 10 Add two numbers that bridge through 10 Subtract two numbers that bridge through 10 Compare numbers and describe how many more or less there are in each set Calculate the difference</p>	<p>Fluently add and subtract within 10: Demonstrate their fluency of addition and subtraction within ten Practise addition and subtraction strategies as require</p> <p>Addition and subtraction of two-digit numbers (1): Add and subtract one to and from a two digit number Add and subtract one to and from a two digit number that crosses a tens boundary Add and subtract one from any two-digit number Use number facts to add a single-digit number to a two-digit number Use number facts to subtract a single-digit number from a two-digit number Use a part-part-whole model to represent addition and subtraction Use number bonds to ten and add a single-digit number to a two-digit number Use number bonds to ten to subtract a single-digit number for a two-digit number Use knowledge of 'make ten' to add a 1-digit number to a two-digit number Use knowledge of 'make ten' to subtract a 1-digit number to a two-digit number Solve problems using knowledge of addition and subtraction Find ten more or ten less than a two-digit number Add and subtract ten to/from a two digit number Explain the patterns when adding and subtracting ten Use knowledge of adding and subtracting ten to solve problems Use number facts to add a multiple of ten to a two-digit number Use number facts to subtract a multiple of ten from a two-digit number Partition a two-digit number into parts in different ways (two and three parts) Use knowledge of adding and</p>	<p>Introduction to multiplication continued: Represent the two times table in different ways Use knowledge of the two times table to solve problems Explain the relationship between adjacent multiples of two Explain that factor pairs can be written in any order Represent counting in tens as the ten times table Represent the ten time table in different ways Explain the relationship between adjacent multiples of ten Represent counting in fives as the fives times table Represent the five times table in different ways Explain the relationship between adjacent multiples of five Explain how groups of five and ten are related. Explain the relationship between multiples of five and ten Use knowledge of the relationships between the five and Pupils add a two-digit number to a two-digit number when not crossing ten ten times tables to solve problems Explain how a factor of zero or one affect of the product Represent multiplication equations in different ways Use knowledge of the two, five and ten times tables to solve problems Explain what each factor represents in a multiplication story Explain how a multiplication equation with two as a factor is related to doubling Double two-digit numbers Multiply efficiently when one of the factors is two Explain how halving and doubling are related. Explain the relationship between factors and products. Halve two-digit numbers Use knowledge of doubling and halving</p>	<p>Shape: Learn that a polygon is a 2D shape with straight sides that meet at vertices Describe polygons and find different ways to sort them Learn that polygons can be sorted and named according to the number of sides and vertices Discuss and compare by direct comparison, the shape and size of polygons Discuss and compare by direct comparison, the vertices of polygons Investigate how polygons can be joined and folded to form 3-dimensional shapes Describe 3-dimensional shapes and find different ways to sort them Discuss and compare by direct comparison, the shape and size of 3-dimensional shapes.</p> <p>Addition and subtraction of two-digit numbers (2): Explain strategies used to add Add a two-digit number to a two-digit number Add a two-digit number to a two-digit number when crossing ten Explain strategies used to subtract Subtract a two-digit number from a two-digit number Partition the subtrahend to help with subtraction Subtract a two-digit number from a two-digit number when not crossing ten Subtract a two-digit number from a two-digit number when crossing ten Subtract efficiently using knowledge of two-digit numbers</p>	<p>Money: Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value Find different combinations of coins that equal the same amounts of money Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change Become fluent in counting and recognising coins Read and say amounts of money confidently and use the symbols £ and p accurately, recording pounds and pence separately.</p> <p>Fractions: Identify whether something has or has not been split into equal parts Name the fraction 'one-half' in relation to a fraction of a length, shape or set of objects Name the fraction 'one-quarter' in relation to a fraction of a length, shape or set of objects Name the fraction 'one-third' in relation to a fraction of a length, shape or set of objects Read and write the fraction notation $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{3}$ and relate this to a fraction of a length, shape or set of objects Find half of numbers Find $\frac{1}{2}$ or $\frac{1}{4}$ of a number Find $\frac{1}{2}$ and $\frac{1}{4}$ of an object, shape, set of objects, length or quantity Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p> <p>Time: Compare and sequence intervals of time 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 Know the number of minutes in an hour and the number of hours in a day.</p> <p>Position and direction: Order and arrange combinations of mathematical objects in patterns and sequences 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 turns (clockwise and anti-clockwise) Work with patterns of shapes, including those in different orientations Use the concept and language of angles to describe 'turn' by applying rotations, including in</p>	<p>Multiplication and division – doubling, halving, quotative and partitive division: Identify the patterns and relationships between the 5 and 10 times tables Explain the patterns and relationships between the 5 and 10 times tables Use their knowledge of the 5 and 10 times tables to solve problems Identify and explain relationships between the 5 and the 10 times tables Use their knowledge of the 5 and 10 times tables to solve problems Explain how times table facts can help to find the quotient (10 times table) Explain how times table facts can help to find the quotient (5 times table) Explain how times table facts can help to find the quotient (2 times table) Explain how a division equation with 2 as a divisor is related to halving Explain each part of a division equation and know how they can be interchanged Use knowledge of divisibility rules when the divisor is 2 to solve problems Use knowledge of divisibility rules when the divisor is 10 to solve problems Use knowledge of divisibility rules when the divisor is 5 to solve problems Explain how a dividend of zero affects the quotient Explain how the quotient is affected when the divisor is equal to the dividend Explain how a divisor of one affects the quotient.</p> <p>Sense of measure – capacity, volume, mass: Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Compare and order lengths, mass, volume/capacity and record the results using >, < and = Use standard units of measurement with increasing accuracy, using their knowledge of the number system. They use the appropriate language and record using standard abbreviations</p>
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<p>Use knowledge of subtraction to solve problems in a range of contexts Explain what the difference is between consecutive numbers Calculate difference when information is presented in a pictogram Calculate difference when information is presented in a bar chart.</p>	<p>subtracting multiples of ten to solve problems. Introduction to multiplication: Explain that objects can be grouped in different ways Describe how objects have been grouped Represent equal groups as repeated addition Represent equal group as repeated addition and multiplication Represent equal groups as multiplication Explain and represent multiplication when a group contains zero or one items Identify and explain each part of a multiplication equation Use knowledge of multiplication to calculate a product.</p>	<p>and the two times table to solve problems Introduction to division structures: Explain that objects can be grouped equally Identify and explain when objects cannot be grouped equally Explain the relationship between division expression and division stories Calculate the number of equal groups in a division story Use their knowledge of skip counting and division to solve problems relating to measure. Skip count using the divisor to find the quotient Use their knowledge of division to solve problems Explain that objects can be shared equally Use skip counting to solve a sharing problem Skip count using the divisor to find the quotient Solve a variety of division problems, explaining their understanding.</p>		<p>practical contexts (for example, pupils themselves moving in turns, giving instructions to other pupils to do so, and programming robots using instructions given in right angles).</p>	<p>Comparing measures includes simple multiples such as 'half as high'; 'twice as wide'.</p>
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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.



<p>Shared texts & Questions to investigate: (Y1) Let's Build a House! – Mick Manning <i>What sort of house should it be? What do we need to build it?</i> (Y2) Nano – Dr Jess <i>Is everything made of something? What is an atom? Where can you find carbon?</i></p>	<p>Shared texts & Questions to investigate: (Y1) The Three Little Pigs <i>Why couldn't the wolf blow down the brick house? What material would you use to build a house? Is that a strong material? 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?</p>	<p>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? How many habitats can you name? Which habitat contains more than half of the world's animal and plant species?</i></p>	<p>Shared texts & Questions to investigate: See inside your body – Katie Daynes <i>How does your body digest food? What happens when we breathe in? What are the 5 senses?</i></p>	<p>Shared texts & Questions to investigate: I ate sunshine for breakfast – Michael Holland <i>What is inside a seed/bulb? Mrs Noah's garden – Jackie Morris How long does it take for seeds to germinate? What do plants require in order to grow?</i></p>	<p>Shared texts & Questions to investigate: Amazing animal babies – Chris Packham <i>Do all animal looks after their offspring? Which animals give birth to live and young and which lay eggs? Which wild animals stay with their parents for the longest amount of time? Which is the shortest?</i></p>
<p>Key Scientists: Charles Mackintosh (Waterproof coat)</p>	<p>Key Scientists: Terry Nutkins (TV presenter) Arthur Tansley</p>	<p>Key Scientists: David Attenborough (TV presenter & biologist)</p>	<p>Key Scientists: Robert Winston (Human Scientist) Joe Wicks (Personal Trainer)</p>	<p>Key Scientists: Beatrix Potter (Author & Botanist) Agnes Arber (Botanist)</p>	<p>Key Scientists: Linda Brown Buck (Biologist) George Motterslead (Founder of Chester Zoo – Zoo without bars)</p>



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. Identify & Classify: What materials are shiny and which are dull? Observation over time: How long do bubble bath bubbles last for? Pattern seeking: How do materials change with heat? Leave outside in sunshine/windowsill/radiator? Research: How are plastics made? 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. Pattern seeking: Which habitats do worms prefer – where can we find the most worms? Research: What ideas did botanist Arthur Tansley have about habitats in 1935? 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. Identify & Classify: How would you group these plants and animals based on what habitat you would find them in? Research: How does the habitat of the Arctic compare with the habitat of the rainforest? 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. Comparative test: Do bananas make us run faster? Identify & classify: How would you group things to show which are living, dead or have never been alive? Pattern seeking: Which age group of children wash their hands the most in a day? Research: What food do you need in a healthy diet and why? 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. Comparative test: Do cress seeds grow quicker inside or outside? Identify & Classify: How can we identify the trees that we observed on our tree hunt? Observation over time: What happens to my bean after I have planted it? Pattern seeking: Do bigger seeds grow into bigger plants? Research: What are the most common British plants and where can we find them? 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. Comparative test: Do amphibians have more in common with reptiles or fish? Identify & classify: Which offspring belong to which animal? Research: How did George Motterslead (Founder of Chester Zoo) change zoos?</p>
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Computing

<p>Online Safety & Technology Around Us Recognise technology is all around us. Begin to use keyboard and mouse. 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. Using Technology: Select the appropriate program by finding</p>	<p>Digital Painting Use a paint-like tool to create art. Purposely using a range of tools.</p>	<p>Moving a robot Introduce early programming concepts using floor robots. Short algorithms and programs. Communicating and Presenting Draw an on-screen image. Use the simple functions of a toolbar. Add images and clip art images. Cut copy and paste on to a</p>	<p>Pictograms/Bar charts Data collection as tally charts. Introduce attributes to organise data. Presenting data graphically as pictograms. Data Retrieving and Organising: Enter information into a graph/chart and answer questions. Produce graphs/charts using a School 360 program.</p>	<p>Programming Toys Algorithm and Programming Create and follow instructions from each other developing computational thinking. Explore floor turtles/robots, combining sequences of instructions to follow a pattern or create a shape. Know that commands affect algorithms. Can explore a simulation and talk about what happens and why.</p>	<p>Scratch Jr Programming & Introduction to Animation Introduce children to on screen programming through Scratch Jr.</p>
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<p>and retrieval through the school network. Use keyboard skills to type a simple username and password into a given program. Save work to a folder and retrieve it. Talk about new technology and control technology.</p>		<p>document. Create basic presentations</p>			
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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)

<p>Who is Muslim and how do they live? (Part 1) What do people think about God? What do Muslims think about God? <i>Make sense of belief:</i> Recognise the words of the Shahadah and its importance for Muslims <i>Understand the impact:</i> Give examples of how Muslims use the Shahadah to show what matters to them. <i>Make connections:</i> Think, talk about and ask questions about Muslim beliefs and ways of living.</p>	<p>1.3 Incarnation: Why does Christmas matter to Christians? <i>Make sense of belief:</i> 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 <i>Understand the impact:</i> Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas <i>Make connections:</i> Think, talk and ask questions about Christmas for people who are Christians and for people for are not Decide what they personally have to be thankful for, giving a reason for their ideas.</p>	<p>Who is Muslim and how do they live? (Part 2) <i>Make sense of belief:</i> 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. Give examples of how stories about the Prophet show what Muslims believe about Muhammad. <i>Understand the impact:</i> Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan). Give examples of how Muslims put their beliefs about prayer into action. <i>Make connections:</i> 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</p>	<p>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 with the idea of Salvation (Jesus rescuing people) <i>Understand the impact:</i> Give a least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter <i>Make connections:</i> 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>1. 4 Gospel: What is the good news Jesus brings? <i>Make sense of belief:</i> 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 Matthew the tax collector) mean to Christians Recognise that Jesus gives instructions to people about how to behave <i>Understand the impact:</i> 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 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) <i>Make connections:</i> Think, talk and ask questions about whether Jesus’ good news is only good news for</p>	<p>1.8 What makes some places sacred to believers? <i>Make sense of belief:</i> 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 account of how they are used and something about what they mean Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship <i>Understand the impact:</i> 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 <i>Make connections:</i> Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions,</p>
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		something to say to them too.		Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.	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.
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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? What important buildings were rebuilt 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? 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.</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? How have telephones changed over time? What forms of communication are popular now?</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? What made it easier for people come to Alnmouth on holiday?</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 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?</p>
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Art & Design/ Design & Technology (Kapow Primary long term plan A&D & D&T)

Year 1	<p align="center">(DT)</p> <p>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.</p>	<p align="center">(ART)</p> <p>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.</p>	<p align="center">(DT)</p> <p>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.</p>	<p align="center">(ART)</p> <p>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.</p>	<p align="center">(DT)</p> <p>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.</p>	<p align="center">(ART)</p> <p>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.</p>
	Year 2	<p align="center">(ART)</p> <p>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.</p>	<p align="center">(DT)</p> <p>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.</p>	<p align="center">(ART)</p> <p>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.</p>	<p align="center">(DT)</p> <p>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.</p>	<p align="center">(ART)</p> <p>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.</p>



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