



Autumn			
Reading: Grammarsaurus / Little Wandle		Writing	
		Title / Text Type	Weeks
		Non-Chronological report - Marvellous Minibeasts	
		Diary-Charles Darwin's journey	
		Instructions - How to be a mighty explorer	
		Narrative-setting description Trumpington Castle	
		Explanation-What is the life cycle of a butterfly?	
Title / Text type	Weeks	Transcription ✓ Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others. ✓ Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. ✓ Spell by learning to spell common exception words. ✓ Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly. ✓ Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. Handwriting ✓ Form lower-case letters of the correct size relative to one another. ✓ Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. ✓ Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. ✓ Use spacing between words that reflects the size of the letters. Composition ✓ Develop positive attitudes towards and stamina for writing by writing simple, coherent narratives about personal experiences and those of others (real or fictional). ✓ Develop positive attitudes towards and stamina for writing by writing about real events, recording these simply and clearly.	
Castles - NCR	1-2		
Circus - repetitive story	3-4		
Changes and toys	5-6		
Seasons	7-8		
Nursery Rhymes	9-10		
Life Cycles	11-12		
Christmas Story	13-14		
Word reading ✓ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent ✓ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes ✓ read accurately words of two or more syllables that contain the same graphemes as above ✓ read words containing common suffixes ✓ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ✓ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ✓ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation			

✓ reread these books to build up their fluency and confidence in word reading Comprehension ✓ listening to, discussing and expressing 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 ✓ discussing the sequence of events in books and how items of information are related ✓ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ✓ being introduced to non-fiction books that are structured in different ways ✓ recognising simple recurring literary language in stories and poetry ✓ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ✓ discussing their favourite words and phrases ✓ drawing on what they already know or on background information and vocabulary provided by the teacher ✓ checking that the text makes sense to them as they read, and correcting inaccurate reading ✓ making inferences on the basis of what is being said and done ✓ answering and asking questions ✓ predicting what might happen on the basis of what has been read so far ✓ participate in discussion 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 ✓ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. ✓ Continue to build a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	✓ Develop positive attitudes towards and stamina for writing by writing poetry. ✓ Develop positive attitudes towards and stamina for writing by writing for different purposes. ✓ Consider what they are going to write before beginning by planning or saying out loud what they are going to write about. ✓ Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary. ✓ Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence. ✓ Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. ✓ Make simple additions, revisions and corrections to their own writing by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. ✓ Make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]. ✓ Read aloud what they have written with appropriate intonation to make the meaning clear. Vocabulary, grammar and punctuation ✓ learning how to use both familiar and new punctuation correctly, demarcating most sentences in their writing with capital letters and full stops, and using question marks correctly when required. ✓ learning how to use commas for lists. ✓ Learn how to use sentences with different forms: statement, question, exclamation, command ✓ Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly]. ✓ Learn how to use the present and past tenses correctly and consistently including the progressive form. ✓ Learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but). ✓ the formation of nouns using suffixes such as -ness, -er and compounding [e.g. whiteboard, superman] ✓ the formation of adjectives using suffixes such as -ful, -less. the use of the suffixes -er, -est in adjectives and the use of the -ly in Standard English to turn adjectives into adverbs.
Maths Place Value: W1 – W4 (Number)	Science
	Living things and their habitats W2-W3
	✓ explore and compare the differences between things that are living, dead, and things that have never been alive

	✓ <i>-Sort objects and living things into 2 groups using a basic Venn diagram or simple table. C</i> ✓ identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other ✓ <i>Present what they have learnt, verbally or using pictures. R</i> ✓ identify and name a variety of plants and animals in their habitats, including microhabitats ✓ <i>-Make observations linked to answering a question PS</i> ✓ <i>-Record data in simple, prepared tables and tally charts PS</i> ✓ describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify ✓ and name different sources of food.
Place Value: Counting ✓ Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward. Place Value: Read and Represent ✓ Read and write numbers to at least 100 in numerals and in words. ✓ Identify, represent and estimate numbers using different representations, including the number line. Place Value: Use PV and compare ✓ Recognise the place value of each digit in a two-digit number (10s, 1s). ✓ Compare and order numbers from 0 up to 100; use <, > and = signs. ✓ Use place value and number facts to solve problems.	Seasonal Changes - Investigating weather conditions W7 ✓ observe changes across the 4 seasons ✓ observe and describe weather associated with the seasons and how day length varies
	Animals including Humans W11-W12 ✓ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene <i>(Linked to Florence Nightingale)</i> ✓ <i>-Present what they learnt verbally, using pictures or block diagrams. R</i> ✓ <i>-Make observations linked to answering the question PS</i> ✓ notice that animals, including humans, have offspring which grow into adults <i>Ask a question that is looking for a pattern based on observations. PS</i> ✓ find out about and describe the basic needs of animals, including humans, for survival (water, food and air) <i>Present what they have learnt verbally or using pictures R</i>
Addition and Subtraction W5-W9 (Number) Addition & Subtraction: Recall, Represent, Use ✓ Recall and use addition and facts to 20 fluently, and derive and use related facts up to 100 ✓ Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve. ✓ Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: - o a two-digit number and 1s, - o a two-digit number and 10s, - o 2 two-digit numbers, - o adding 3 one-digit numbers. ✓ Solve problems with addition and subtraction:	Working scientifically skills <u>Enquiry type:</u> Classifying - C Researching- R Comparative/Fair test-CFT Observing over time-OT Pattern seeking-PS

- o Using concrete objects and pictorial representations, including those involving numbers, quantities and measures. - o Applying their increasing knowledge of mental and written methods.	
Shape W10-W12 (Geometry) Geometry: 2-D Shapes ✓ Identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line. ✓ Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]. ✓ Compare and sort common 2-D and 3-D shapes and everyday objects. Geometry: 3-D Shapes ✓ Recognise and name common 3-D shapes (for example, cuboids including cubes, pyramids and spheres) ✓ Compare and sort common 3-D shapes and everyday objects	
History How has technology changed over the last 50 years (W4-W6) Local History - Proud to be a Potter (W8-W10) ✓ Know about a famous person from outside the UK and explain why they are famous. ✓ Know about an event or events that happened long ago, even before their grandparents were born ✓ Know what we use today instead of a number of older given artefacts (Potteries/technology) ✓ Know how the local area is different to the way it used to be a long time ago (Potteries) use aerial photographs and plan perspectives to recognise landmarks	Geography N/A
Art & Design Art and Design Skills (W13-W14) ✓ To use a range of materials creatively to design and make products ✓ To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ✓ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ✓ To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Design & Technology Buzzing bookmarks Design ✓ Design purposeful, functional, appealing products for themselves and other users based on design criteria ✓ Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make ✓ Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

	✓ Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate ✓ Explore and evaluate a range of existing products ✓ Evaluate their ideas and products against design criteria Technical knowledge ✓ Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
Computing Route explorers (W1-W4) ✓ To use the direction keys in 2Go to move the turtle along a route. ✓ To use units of distance along with the direction keys in 2Go to move along a route. ✓ To write instructions to complete more than one step of a route at once. ✓ To build up instructions for a longer route. The internet (W4-W8) ✓ To understand how the internet, the World Wide Web and a browser work together. ✓ To understand the different types of hardware used to access the internet and their functions. ✓ To understand the difference between a website and a webpage and use a school website to find information. ✓ To understand the difference between a browser and a search engine, and to practise searching for information safely Creating pictures (W8-13) ✓ To create a digital art piece in an Impressionist style. ✓ To create a digital art piece in a Pointillism style. ✓ To create a digital art piece that is in the style of Piet Mondrian's work. ✓ To create digital art patterns in the style of the Arts and Crafts movement. ✓ To create a portfolio of digital art.	Music - Oceans/ Toys ✓ To understand the difference between a verse and a chorus and sing as part of an ensemble. ✓ To sing and perform rhythmic patterns on instruments to show a mood or character. ✓ To recognise and perform rhythmic patterns using notation. ✓ To be able to sing and perform rhythmic patterns on instruments using notation. ✓ To read, perform and notate rhythmic patterns. ✓ To compose and perform rhythmic patterns on instruments using notation. To explore pulse through listening and performing. ✓ To recognise the relationship between dot notation and movement of pitch. ✓ To use dot notation to compose a simple melody. ✓ To perform from dot notation as a pair. ✓ To perform as a class following dot notation. ✓ To improvise a rhythm within a performance.
PE Fundamentals/Dance ✓ To explore how the body moves at different speeds. ✓ To develop changing direction and dodging. ✓ To develop balance, stability and landing safely. ✓ To explore and develop, jumping, hopping and skipping actions.	Spanish Phonics and pronunciation/ Fancy-dress party/ let's go to the park ✓ To introduce the first set of phonics sounds/phonemes in Spanish

✓ To develop co-ordination and combine jumps. ✓ To develop combination jumping and skipping in individual rope. ✓ To remember, repeat and link actions to tell a story. ✓ To explore how different movements can show ideas and feelings. ✓ Use counts of 8 to help stay in time with music. ✓ To copy, remember and repeat actions to show different characters. ✓ To explore pathways and levels. ✓ To remember and rehearse the circus dance, showing expression and character.	✓ To introduce the second set of phonics sounds/phonemes in Spanish ✓ To introduce the fourth and final set of phonics sounds/phonemes in Spanish. ✓ Recognise, recall, and remember up to 7 costumes in Spanish. ✓ Attempt to spell some of these nouns with their correct definite article/determiner. ✓ Attempt to build a sentence using the structure 'Quiero ser...' (I want to be...) plus the noun and the correct definite article/determiner. ✓ Recognise, recall, and remember a series of feelings as expressed by Lola and Leo in Spanish. ✓ Attempt to express some of these feelings with their correct verb in Spanish. ✓ Start to recognise the changes involved with gender agreement in Spa.
PSHE Being Me in My World (W1 - W7) We are discussing and understanding our places in the class, our school and our global community. Celebrating Differences (W8 - W14) We are learning to accept and celebrate each other's differences. We will also discuss anti-bullying, Cyber and homophobic bullying and diversity.	RE Christianity - Is it possible to be kind to people all of the time? (WK.1-7) We are learning to retell bible stories that show kindness and to explore how this makes Christians behave towards other people Christianity - Why do Christians believe God gave Jesus to the world? (WK.8-14) We are learning to reflect on the Christmas story and the reasons for Jesus' birth

Spring			
Reading		Writing	
		Title / Text type	Weeks
Title / Text type	Weeks	Narrative - The Three Little Pigs	1-4
Florence - Narrative	1-2	Letter Recount - Meerkat Mail	5-7
Animals - NCR	3-4	Setting Description - London 1666	8-9
Poetry	5-6	Recount Diary - The Great Fire of London	10-12
London - Persuasive Ad	7-8	Transcription ✓ Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others.	
Diary King Charles 2 nd	9-10		
Fairy tale buildings	11-12		
Word reading ✓ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent			

- ✓ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- ✓ read accurately words of two or more syllables that contain the same graphemes as above
- ✓ read words containing common suffixes
- ✓ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- ✓ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- ✓ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- ✓ reread these books to build up their fluency and confidence in word reading

Comprehension

- ✓ listening to, discussing and expressing 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
- ✓ discussing the sequence of events in books and how items of information are related
- ✓ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- ✓ being introduced to non-fiction books that are structured in different ways
- ✓ recognising simple recurring literary language in stories and poetry
- ✓ discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- ✓ discussing their favourite words and phrases
- ✓ drawing on what they already know or on background information and vocabulary provided by the teacher
- ✓ checking that the text makes sense to them as they read, and correcting inaccurate reading
- ✓ making inferences on the basis of what is being said and done
- ✓ answering and asking questions
- ✓ predicting what might happen on the basis of what has been read so far
- ✓ participate in discussion 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
- ✓ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

- ✓ Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.
- ✓ Spell by learning to spell common exception words.
- ✓ Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.
- ✓ Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Handwriting

- ✓ Form lower-case letters of the correct size relative to one another.
- ✓ Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- ✓ Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- ✓ Use spacing between words that reflects the size of the letters.

Composition

- ✓ Develop positive attitudes towards and stamina for writing by writing simple, coherent narratives about personal experiences and those of others (real or fictional).
- ✓ Develop positive attitudes towards and stamina for writing by writing about real events, recording these simply and clearly.
- ✓ Develop positive attitudes towards and stamina for writing by writing poetry.
- ✓ Develop positive attitudes towards and stamina for writing by writing for different purposes.
- ✓ Consider what they are going to write before beginning by planning or saying out loud what they are going to write about.
- ✓ Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary.
- ✓ Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence.
- ✓ Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.
- ✓ Make simple additions, revisions and corrections to their own writing by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
- ✓ Make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].
- ✓ Read aloud what they have written with appropriate intonation to make the meaning clear.

Vocabulary, grammar and punctuation

	✓ learning how to use both familiar and new punctuation correctly, demarcating most sentences in their writing with capital letters and full stops, and using question marks correctly when required. ✓ learning how to use commas for lists. ✓ Learn how to use sentences with different forms: statement, question, exclamation, command ✓ Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly]. ✓ Learn how to use the present and past tenses correctly and consistently including the progressive form. ✓ Learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but). ✓ the formation of nouns using suffixes such as -ness, -er and compounding [e.g. whiteboard, superman] ✓ the formation of adjectives using suffixes such as -ful, -less. the use of the suffixes -er, -est in adjectives and the use of the -ly in Standard English to turn adjectives into adverbs.
Maths	Science
	Materials W1-W2
Money (Measurement) W1-W3	✓ distinguish between an object and the material from which it is made. ✓ identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock <i>-Be able to ask yes/no questions to aid sorting. C</i> <i>-Identify the headings for two groups C</i> ✓ describe the simple physical properties of a variety of everyday materials. ✓ compare and group together a variety of everyday materials on the basis of their simple physical properties. <i>-Be able to compare and sort objects based on observable features. C</i> <i>-Make observations linked to answering the question. C/FT</i> <i>-Present what they have learnt verbally or using pictures R</i>
Measurement: 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.	
Multiplication and Division (Number) W3-W7	
Multiplication and Division: Recall, Represent, Use ✓ Recall and use multiplication facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. ✓ Show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot.	✓ identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses <i>-Identify the question to investigate from a scenario or choose a question from a range provided. C/FT</i> <i>-Choose equipment to use and decide what to do and what to observe or measure in order to answer the question C/FT</i> ✓ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching <i>-Record data in simple prepared tables, pictorially or by taking photos. C/FT</i> Linked to Potteries
Multiplication and Division: Calculations ✓ Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.	
Multiplication and Division: Solve Problems ✓ Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	Seasons – Investigating different weather conditions W6

	✓ Observe changes across the 4 seasons ✓ Observe and describe weather associated with the seasons and how day length varies
Length and Height (Measurement) W8-W9	Working scientifically skills <u>Enquiry type:</u> Classifying - C Researching- R Comparative/Fair test-CFT Observing over time-OT Pattern seeking-PS
Measurement: Using Measures: ✓ Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); to the nearest appropriate unit, using rulers and measuring vessels Compare and order lengths and record the results using >, < and =	
Mass, Capacity and Temperature (Measurement) W10 -W12	
Measurement: Using Measures: ✓ Choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, scales, thermometers and measuring vessels ✓ Compare and order lengths, mass, volume/capacity and record the results using >, < and =	
History How did Florence Nightingale, Mary Seacole and X help to improve hospitals (W3-W5). How did the Great Fire change London (W8-W10). ✓ Know about an event or events that happened long ago, even before their grandparents were born. <i>(GFOL)</i> ✓ Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc. <i>(Fire equipment)</i>) ✓ Know about a famous person <i>(Florence Nightingale)</i> ✓ Know that children's lives today are different to those of children a long time ago	Geography Fieldwork Local Area and facilities (W7) Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
Art & Design N/A	Design & Technology Food and Nutrition Super Veggies to the rescue (W11 - W12) ✓ use the basic principles of a healthy and varied diet to prepare dishes ✓ understand where food comes from
Computing Spreadsheets (W1-W5) ✓ To understand what a spreadsheet is used for. ✓ To understand what a spreadsheet looks like. ✓ To be able to navigate around a spreadsheet and enter data.	Music – Four seasons/ Folk songs ✓ To identify contrasts in dynamics, tempo and beat groupings. ✓ To listen, sing and perform with an awareness of dynamics. ✓ To create music with changes for effect.

- ✓ To learn new vocabulary related to spreadsheet.

Questioning (W5-W7)

- ✓ To show that the information provided on pictograms is of limited use beyond answering simple questions.
- ✓ To use yes/no questions to separate information.
- ✓ To construct a binary tree to separate different items.
- ✓ Use 2Question (a binary tree) to answer questions.
- ✓ To use a database to answer more complex search questions.
- ✓ To use the Search tool to find information.

Coding (W8-W12)

- ✓ To understand what an algorithm is.
- ✓ To create a computer program using an algorithm.
- ✓ To create a program using a given design.
- ✓ To understand the collision detection event
- ✓ To understand that algorithms follow a sequence.
- ✓ To design an algorithm that follows a timed sequence.
- ✓ To understand that different objects have different attributes (properties).
- ✓ To understand what different events do in code.
- ✓ To create a program using a given design.
- ✓ To understand the function of buttons in a program
- ✓ To know what debugging means.
- ✓ To understand the need to test and debug a program repeatedly.
- ✓ To debug simple programs.

- ✓ To perform as a class ensemble with an awareness of pulse and pitch.
- ✓ To create and perform rhythm patterns and melodies.
- ✓ To create, perform and notate a melody independently within a group performance.
- ✓ To identify the pulse, playing on beat 1 to accompany singing.
- ✓ To embed pulse and explore key features of folk songs.
- ✓ To understand how texture can be created when singing in a round.
- ✓ To use texture and dynamics in a class performance.
- ✓ To understand the difference between pulse and rhythm.
- ✓ To read and respond to notated rhythm patterns.

PE

Parkour/ striking and fielding games/ sending and receiving

- ✓ To explore different ways to move.
- ✓ To jump, land and stop with control.
- ✓ To develop taking weight on hands and improving upper body strength.
 - ✓ To explore moving in a range of pathways.
 - ✓ To link moves smoothly.
- ✓ To create and perform a simple journey of moving in different ways around obstacles.
 - ✓ To move fast and track and collect a ball.
- ✓ To develop underarm throwing and catching to field a ball.
- ✓ To develop overarm throwing to limit a batter's score.
- ✓ To develop hitting for distance to help score more points.
 - ✓ To understand how to get a batter out.
- ✓ To understand the rules and play fairly. To roll a ball towards a target.
 - ✓ To track and receive a rolling ball.

Spanish

Animals/ shapes

- ✓ Recognise, recall, and spell up to 10 animals in Spanish with their correct indefinite article/determiner.
- ✓ Understand better that articles/determiners have more options in Spanish than they do in English.
- ✓ Use and become more familiar with the high-frequency 1st person conjugated verb 'soy' (I am), from the infinitive verb 'ser' (to be).
 - ✓ Name and recognise up to 10 shapes in Spanish.
 - ✓ Attempt to spell some of these nouns.
- ✓ Recognise that nouns have an article/determiner in Spanish and in this case, the indefinite 'un' or 'una'.
- ✓ Have an opportunity to learn and/or revise numbers 1-5.

✓ To send and receive a ball with your feet. ✓ To develop catching skills. ✓ To develop throwing and catching skills. ✓ To send and receive a ball using a racket.	
PSHE Dreams and Goals (W1 – W7) We are thinking about setting goals for the future. We will also be learning how to build resilience when we are trying to achieve these goals. Healthy Me (W8 – W12) We are learning about the risks of drugs and alcohol and how to live a healthy lifestyle. We will also be learning about self-esteem and confidence.	RE Judaism – How important is it for Jewish people to do what God asks them to do? (WK.1-7) We are learning to understand how celebrating Passover helps Jews show God they value their special relationship with Him. Christianity – How important is it to Christians that Jesus came back to life after his crucifixion? (WK.8-12) We are learning to tell the Easter story and what Jesus' resurrection meant for Christians

Summer			
Reading		Writing	
Title / Text type	Weeks	Title / Text type	Weeks
Tunstall	1-2	Explanation – How do plants grow?	1-3
Fairy tales	3 - 5	Super Hero Story	4-5
Materials - NCR	6 - 7	NCR – Charles Darwin Creatures	6-8
Animals - Poetry	8-9	Instructions – How to be a mighty explorer	9-11
Narrative about other cultures – Agha Tree	10, 11 & 12	Grammar & SPaG Review	12
Objectives: Word reading ✓ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent ✓ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes ✓ read accurately words of two or more syllables that contain the same graphemes as above ✓ read words containing common suffixes ✓ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word		Transcription ✓ Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others. ✓ Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. ✓ Spell by learning to spell common exception words. ✓ Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.	

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- ✓ listening to, discussing and expressing 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
- ✓ discussing the sequence of events in books and how items of information are related
- ✓ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- ✓ being introduced to non-fiction books that are structured in different ways
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- ✓ Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

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Composition

- ✓ Develop positive attitudes towards and stamina for writing by writing simple, coherent narratives about personal experiences and those of others (real or fictional).
- ✓ Develop positive attitudes towards and stamina for writing by writing about real events, recording these simply and clearly.
- ✓ Develop positive attitudes towards and stamina for writing by writing poetry.
- ✓ Develop positive attitudes towards and stamina for writing by writing for different purposes.
- ✓ Consider what they are going to write before beginning by planning or saying out loud what they are going to write about.
- ✓ Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary.
- ✓ Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence.
- ✓ Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.
- ✓ Make simple additions, revisions and corrections to their own writing by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
- ✓ Make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].
- ✓ Read aloud what they have written with appropriate intonation to make the meaning clear.

Vocabulary, grammar and punctuation

- ✓ learning how to use both familiar and new punctuation correctly, demarcating most sentences in their writing with capital letters and full stops, and using question marks correctly when required.
- ✓ learning how to use commas for lists.
- ✓ Learn how to use sentences with different forms: statement, question, exclamation, command

	✓ Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly]. ✓ Learn how to use the present and past tenses correctly and consistently including the progressive form. ✓ Learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but). ✓ the formation of nouns using suffixes such as -ness, -er and compounding [e.g. whiteboard, superman] ✓ the formation of adjectives using suffixes such as -ful, -less. the use of the suffixes -er, -est in adjectives and the use of the -ly in Standard English to turn adjectives into adverbs
Maths	Science
Statistics W1-W2	Plants and Seasons W1-W2 Seasonal Changes W12
Statistics: Present and Interpret ✓ Interpret and construct simple pictograms, tally charts, block diagrams and tables. Statistics: Solve Problems ✓ Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. ✓ Ask-and-answer questions about totalling and comparing categorical data.	✓ Observe and describe how seeds and bulbs grow into mature plants <i>When appropriate measure using standard units where all the numbers are marked on the scale. OT</i> find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. ✓ Observe changes across the 4 seasons ✓ Observe and describe weather associated with the seasons and how day length varies
Fractions (Number) W3-W5	
Fractions: Recognise and Write ✓ Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ of a length, shape, set of objects or quantity Fractions: Compare ✓ Recognise the equivalence of and . Fractions: Calculations ✓ Write simple fractions, for example of $6 = 3$	
Position and Direction (Geometry) W6-W7	
Geometry: 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).	
Problem Solving W8-W9	
Investigation	
Time W10-W12	

Measurement: 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.	Working scientifically skills <u>Enquiry type:</u> Classifying - C Researching- R Comparative/Fair test-CFT Observing over time-OT Pattern seeking-PS
History N/A	Geography Fieldwork Map skills of the local area (W6) On Top of The World (Comparison) (W7-W9) Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
Art & Design Formal Elements of Art (W3-W5) Human Form (W10-W11) ✓ To use a range of materials creatively to design and make products ✓ To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ✓ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ✓ To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Design & Technology N/A
Computing Presenting Ideas (W1-W5) ✓ To explore how a story can be presented in different ways. ✓ To make a presentation to the class. Making Music (W6-W12) ✓ To be introduced to making music digitally using 2Sequence.	Music – GFoI/ Peter and the wolf ✓ To explore dynamics through listening and performing. ✓ To explore dynamics through composition and performance. ✓ To perform with a steady pulse with a partner. ✓ To identify beat groupings. ✓ To create and perform rhythms using notation.

✓ To explore, edit and combine sounds using 2Sequence. ✓ To add sounds to a tune to improve it. ✓ To think about how music can be used to express feelings and create tunes which depict feelings. ✓ To create their own tune	✓ To perform a rhythm using notation as part of a whole class ensemble. ✓ To explore vocal sounds using music technology and graphic score. ✓ To create and change sound using music technology. ✓ To explore how pictures and sounds work together using music technology. ✓ To create stepping melodies using music technology. ✓ To compose melodies for an effect. ✓ To create a simple melody using grid notation.
PE Invasion games/ Athletics ✓ To understand possession and support a teammate. ✓ To understand scoring as an attacking skill and explore ways to do it. ✓ To understand that stopping goals is a defending skill and explore ways to do this. ✓ To explore how to gain possession. ✓ To understand marking an opponent as a defending skill. ✓ To apply simple tactics for attacking and defending. ✓ To run fast and develop sprinting. ✓ To develop jumping further. ✓ To develop jumping higher. ✓ To develop throwing for distance. ✓ To develop throwing for accuracy. ✓ To select and apply knowledge and technique in an athletics carousel.	Spanish Instruments/Little Red Riding Hood ✓ Recognise, recall and spell up to 10 instruments in Spanish with their definite articles/determiners. ✓ Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in Spanish. ✓ Learn to say and write 'I play' + an instrument in Spanish using the high-frequency 1st person regular verb 'toco' (I play) with up to 10 different instruments. ✓ Sit and listen attentively to a familiar fairy tale in Spanish. ✓ Use picture and word cards to recognise and retain key vocabulary from the story. ✓ Name and spell at least four parts of the body in Spanish as seen in the story.
PSHE Relationships (W1 – W5) We are learning about friendships, family and other types of relationships. We will also learn how to maintain these relationships through good communication and conflict resolution. Changing Me (W6 - W12) We are learning about sex and relationships in the context of identifying and managing changes.	RE Islam – Does going to a Mosque give Muslims a sense of belonging? (WK. 1-5) We are learning to understand why Muslims visit the mosque and to explore whether this gives them a sense of belonging Islam – Does completing Hajj make a person a better Muslim? (WK. 6-12) We are learning to understand what happens during Hajj and to explore the importance of this to Muslims