

TERM Autumn 1		6 weeks + 4 days for Community Week			
<b>TOPIC</b>	<b>Community Week – 1 week</b>	Under the Sea - 4 weeks Geography - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.			
<b>ENGLISH</b>	<p><b>Reading</b></p> <p>Apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <ul style="list-style-type: none"> <li>• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• read accurately words of two or more syllables that contain the same graphemes as above</li> <li>• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> </ul> <p>Develop pleasure in</p>	<p><b>Writing/ Grammar</b></p> <p>Use a greater range of adjectives: beautiful, fierce, miserable. Understand noun, verb, adjective, adverb. Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]. Writing to Entertain - Story – Description Writing to Inform - Recount</p> <p><b>Handwriting</b></p> <p>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 un joined. 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.</p>	<p><b>Planning/ drafting/ editing</b></p> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> </ul> <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>• evaluating their writing with the teacher and other pupils</li> <li>• re-reading to check that their writing makes sense</li> </ul>	<p><b>Spelling</b></p> <p>See guidance with NC P55- 58 <a href="https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum">https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum</a> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. 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 · Learning to spell common exception words</p>	<p><b>Punctuation</b></p> <p>Use of capital letters, full stops, to demarcate sentences</p>

	<p>reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>				
<p><b>MATHS</b></p> <p>WRMH planning</p> <p>Number: Place value</p> <p>Number: Addition and subtraction</p>	<p><b>RE</b></p> <p>Why is the bible an important book?</p>	<p><b>SCIENCE</b></p> <p><b>Animals, including humans (6 weeks- revisit year 1 prior)</b></p> <p>Scientific Skill - Observing</p> <ul style="list-style-type: none"> <li>• notice that animals, including humans, have offspring which grow into adults</li> <li>• find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>	<p><b>COMPUTING</b></p> <p><b>E-Safety</b></p> <ul style="list-style-type: none"> <li>· know and follow the FS/KS1 online safety rules</li> <li>· understand what personal information needs to be kept private and what can be shared</li> <li>· understand ways to communicate online and use digital services to communicate online (email, chatroom, online gaming)</li> <li>· with support, use digital services to communicate with other people e.g. send an email to a friend</li> <li>· know how to report bad things on the communication services that I use</li> </ul>	<p><b>PHSE</b></p> <p><b>New Beginnings</b></p> <p>Take part in discussions with one other person, in small groups and with the whole class, and contribute more confidently to simple debates.</p> <p>Recognise and be able to describe more confidently choices they can make and the difference between right and wrong.</p> <p>Contribute more ideas for rules for the group and classroom, and refer to the rules in the context of their and others' behaviour.</p>	<p><b>PE</b></p> <p>Games</p> <p>Dance</p> <p>PE coach</p>

<p><b>TOPIC</b></p>	<p>Nativity Topic  <b>GEOGRAPHY - Use basic Geographical vocabulary to refer to key physical features</b> (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop) of a contrasting non-European country.                  History – Remembrance - Looks carefully at pictures or objects to find information about the past.                  Asks and answers questions such as: ‘what was it like for a ....?’, ‘what happened in the past?’, ‘how long ago did .... happen?’</p>			<p>Christmas Week</p>	
<p><b>ENGLISH</b></p>	<p><b>Reading</b>                  Stories with familiar themes, re-read these books to build up their fluency and confidence in word reading.                   Becoming increasingly familiar with and retelling a wider range 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 - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear understand both the books that they can</p>	<p><b>Writing/ Grammar</b>                  Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]                   Writing to entertain - Poetry based on the theme of Christmas                  Writing to Inform - Letter   <b>Handwriting</b>                  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 un joined. 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.</p>	<p><b>Planning/ drafting/ editing</b>                  make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>• re-reading to check their writing makes sense</li> <li>• and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>	<p><b>Spelling</b>                  See guidance with NC P55- 58  <a href="https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum">https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum</a>                  segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. 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 · Learning to spell common exception words</p>	<p><b>Punctuation</b>                  Use of capital letters, full stops, to demarcate sentences</p>

	<p>already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul>				
<p><b>MATHS</b></p> <p>WRMH planning</p> <p>Number: Addition and Subtraction</p> <p>Measurement – Money</p> <p>Number: Multiplication and Division</p>	<p><b>RE</b></p> <p>What is a Christian?</p> <p>Why did angels announce the birth of Jesus?</p>	<p><b>SCIENCE</b></p> <p>Uses of everyday materials 4 weeks</p> <p>Scientific Skill – <b>Observing</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>• find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul>	<p><b>COMPUTING</b></p> <p><b>Computer Science</b></p> <ul style="list-style-type: none"> <li>• identify individual steps in a task</li> <li>• write a simple program using a sequence of instructions</li> <li>• correct a simple program to make it work correctly (e.g. find and fix a bug in a simple program)</li> <li>• predict how a simple computer program will behave and explain the reason for their prediction</li> <li>• write an algorithm to carry out a task                             <ul style="list-style-type: none"> <li>• use a range of programming constructs in a program explain the purpose of a simple computer program</li> </ul> </li> </ul>	<p><b>PHSE</b></p> <p>Getting on and Falling Out</p> <p>Demonstrate that they can identify, name and manage a wider range of feelings and recognise and express with confidence their positive qualities.</p> <p>Recognise the effect of their behaviour on others, and be able to cooperate with others and support those with difficulties.</p> <p>Describe more confidently different groups and communities they belong to, including family and school, and contribute actively to the life of the class and school.</p>	<p><b>PE</b></p> <p>Dance</p> <p>Games</p>

<b>TERM Spring 1</b>		5 weeks
<b>TOPIC – history focus</b>	<p>Child Initiated Topic - The Great Outdoors</p> <p>HISTORY - <b>Events beyond living memory</b> that are celebrated globally 3 weeks. Recount changes in own life over time. Puts 3 people, events or objects in order using a given scale. Uses words and phrases such as recently, before, after, now, later. Uses past and present when telling others about an event.</p>	

<p><b>ENGLISH</b></p>	<p><b>Reading</b> Read words containing common suffixes</p> <ul style="list-style-type: none"> <li>• read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read most words quickly and accurately, without overt sounding and blending,</li> </ul>	<p><b>Writing/ Grammar</b> Formation of adjectives using suffixes such as –ful, –less Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs. How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Correct choice and consistent use of present tense and past tense throughout writing. Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far Writing to Inform - Instruction</p> <p><b>Handwriting</b> 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 un joined. 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.</p>	<p><b>Planning/ drafting/ editing</b> make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>• re-reading to check their writing makes sense</li> <li>• and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul> <p>read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p><b>Spelling</b> Learning to spell more words with contracted forms. Learning the possessive apostrophe (singular) [for example, the girl’s book]. Distinguishing between homophones and near-homophones. Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p>	<p><b>Punctuation</b> Use of question marks and exclamation marks to demarcate sentences. Commas to separate items in a list. Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name]</p>
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<p><b>MATHS</b></p> <p>WRMH Planning</p> <p>Number: Multiplication and Division</p> <p>Statistics</p> <p>Geometry: Properties of Shapes</p>	<p><b>RE</b></p> <p>Why did Jesus tell parables?</p> <p>Is the world a fair place?</p>	<p><b>SCIENCE</b></p> <p><b>Animals and Habitats</b></p> <p><b>Scientific skill – Asking Simple questions</b></p> <ul style="list-style-type: none"> <li>· explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>· 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</li> <li>· identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>· 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</li> </ul>	<p><b>COMPUTING</b></p> <p><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>• make decisions about their work and manipulate (edit) it to be the way they want it</li> <li>• organise my work so that they can retrieve it e.g. create folders</li> <li>• use a variety of formatting features in my work e.g. text boxes, draw shapes, pictures, clipart, photos</li> <li>• manipulate (edit) their work based on feedback from other people</li> </ul>	<p><b>PHSE</b></p> <p>Say No to Bullying (including Online Bullying)</p> <p>Understand simple definitions of bullying, describe why bullying is wrong and simple strategies for dealing with it and how to help victims. Recognise the effect of their behaviour on others, and be able to cooperate with others and support those with difficulties. Recognise and be able to describe more confidently choices they can make and the difference between right and wrong.</p>	<p><b>PE</b></p> <p>Dance</p> <p>Gymnastics</p>
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TERM Spring 2		4 weeks + Who are we week+ Easter Week			
<p><b>TOPIC</b></p>	<p>Child Initiated Topic - Dinosaurs</p> <p><b>HISTORY</b> - Uses information to describe the past. Uses information to describe differences between then and now. Recounts main events from a significant time in history. Uses evidence to explain reasons why people in past acted as they did.</p>				<p>Easter Week</p>
<p><b>ENGLISH</b></p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• making inferences on the basis of what is being said and done</li> <li>• answering and asking questions</li> <li>• predicting what might happen on the basis of what has been read so far</li> <li>• participate in discussion about books, poems and</li> </ul>	<p><b>Writing/ Grammar GRAMMAR</b></p> <p>Correct choice and consistent use of present tense and past tense throughout writing. Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>Writing to inform – NCR</p>	<p><b>Planning/ drafting/ editing</b></p> <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>• re-reading to check their writing makes sense</li> <li>• and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul> <p>read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p><b>Spelling</b></p> <p>See guidance with NC P55- 58</p> <p><a href="https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum">https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum</a></p> <p>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. Learning new ways of spelling phonemes for</p>	<p><b>Punctuation</b></p> <p>Use of question marks and exclamation marks to demarcate sentences. Commas to separate items in a list. Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>

	<p>other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <ul style="list-style-type: none"> <li>• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul> <p>settings, traditional stories, stories by the same author (Roald Dahl).</p>	<p>Writing to entertain - description</p> <p><b>Handwriting</b> 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 un joined. 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.</p>		<p>which one or more spellings are already known, and learn some words with each spelling, including a few common homophones · Learning to spell common exception words</p>	
<p><b>MATHS</b></p> <p>WRMH planning</p> <p>Number: Fractions</p> <p>Measurement: Length and Height</p> <p>Consolidation</p>	<p><b>RE</b></p> <p>What is Easter really about?</p>	<p><b>SCIENCE</b></p> <p><b>Animals and Habitats</b> <b>Scientific skill – Identify and Classify</b></p> <ul style="list-style-type: none"> <li>· explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>· 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</li> <li>· identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>· 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</li> </ul>	<p><b>COMPUTING</b></p> <p><b>Specific Word Processing Skills</b></p> <ul style="list-style-type: none"> <li>• know that text can be saved and retrieved</li> <li>• change the font style</li> <li>• change the font size</li> <li>• change the font colour</li> <li>• print their work using the Print icon</li> <li>• use the cursor (arrow) keys for simple on-screen editing</li> <li>• with support, import graphics and add text</li> <li>• with support, change backgrounds, use simple transitions in multimedia presentations</li> </ul> <p>practise keyboard skills using both hands, try to use more than two fingers, and try to use the thumb on the spacebar.</p>	<p><b>PHSE</b></p> <p>Good to be Me Safeguarding</p> <p>Share their views and opinions and reasons for them, and set more challenging goals both short and medium term.</p> <p>Demonstrate that they can identify, name and manage a wider range of feelings and recognise and express with confidence their positive qualities</p> <p>Describe more confidently different groups and communities they belong to, including family and school, and contribute actively to the life of the class and school.</p>	<p><b>PE</b></p> <p>Dance</p> <p>Games</p>

TERM Summer 1		5 weeks + Healthy Living Week			
<b>TOPIC</b>	Child Initiated Topic - The Human Body HISTORY - Looks carefully at pictures or objects to find information about the past. Describes objects, people and events. Writes own date of birth. Writes simple stories and recounts about the past.			Healthy Living Week	
<b>ENGLISH</b>	<p><b>Reading</b> checking that the text makes sense to them as they read and correcting inaccurate reading</p> <ul style="list-style-type: none"> <li>making inferences on the basis of what is being said and done</li> <li>answering and asking questions</li> <li>predicting what might happen on the basis of what has been read so far                             <ul style="list-style-type: none"> <li>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</li> <li>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. settings, traditional stories, stories by the same author (Roald Dahl).</li> </ul> </li> </ul>	<p><b>Writing/ Grammar</b> Introduce types of sentence: statement, question, exclamation. Simple sentences using and, but, so, then, because. Embellished simple sentences: Red squirrels enjoy eating delicious nuts.</p> <p>Writing to inform</p> <p><b>Handwriting</b> 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.</p>	<p><b>Planning/ drafting/ editing</b> make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>re-reading to check their writing makes sense</li> <li>and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul> <p>read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p><b>Spelling</b> See guidance with NC P55- 58 <a href="https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum">https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum</a> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. 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 · Learning to spell common exception words</p>	<p><b>Punctuation</b> ongoing</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>
<b>MATHS</b>	<b>RE</b>	<b>SCIENCE</b>	<b>COMPUTING</b>	<b>PHSE</b>	<b>PE</b>
WRMH planning  Position and Direction  Problem Solving and efficient methods	What is important to Muslim children?	<p><b>Plants (2 weeks)</b> Scientific Skill – Recording Data</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>observe and describe how</li> </ul>	<p><b>Digital Literacy</b> <b>Uses of IT/Internet/Research</b></p> <ul style="list-style-type: none"> <li>use a web browser to find a website</li> <li>use the Internet to find information for a topic (search engine)</li> <li>identify tasks that are better done by a computer</li> </ul>	<p><b>Keeping Healthy</b> Make choices about a wider range of aspects of their health and well being, and be more confident in their understanding about what keeps them healthy</p> <p>Explain ways of keeping clean,</p>	Athletics



Measurement: Time		seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	explain why it is better to use a computer for some tasks	name the main parts of the body and describe some of the changes as people grow from young to old and the implications of this  Describe more confidently their knowledge of the harmful aspects of some household products and medicines, and ways of keeping safe and ensuring the safety of others in familiar situations	
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TERM Summer 2		7 weeks			
<b>TOPIC</b>	Child Initiated Topic – The World <b>Geography</b> - Use maps, atlases and globes to identify the continents and oceans studied at this key stage. Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map. Use locational and directional language (eg, near and far, left and right), Describe the location of features and routes on maps.				
<b>ENGLISH</b>	<b>Reading</b> checking that the text makes sense to them as they read and correcting inaccurate reading <ul style="list-style-type: none"> <li>making inferences on the basis of what is being said and done</li> <li>answering and asking questions</li> <li>predicting what might happen on the basis of what has been read so far</li> <li>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</li> <li>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. settings, traditional</li> </ul>	<b>Writing/ Grammar</b> Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far  Use a dictionary to find a word using the first letter.  Writing to entertain  Writing to inform  <b>Handwriting</b> 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 un joined.	<b>Planning/ drafting/ editing</b> make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> <li>re-reading to check their writing makes sense</li> <li>and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul> read aloud what they have written with appropriate intonation to make the meaning clear.	<b>Spelling</b> See guidance with NC P55-58 <a href="https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum">https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum</a> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. 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 · Learning to spell common exception words	<b>Punctuation</b> ongoing  Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]

	<p>stories, stories by the same author (Roald Dahl).</p>	<p>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.</p>			
<p><b>MATHS</b></p> <p>WRMH planning</p> <p>Measurement: Time</p> <p>Measurement: Mass. Capacity and Temperature</p> <p>Investigations</p>	<p><b>RE</b></p> <p>How do Christians worship God? Why do Christians go to church?</p>	<p><b>SCIENCE</b></p> <p>Revisit topic Seasons Scientific Skill – Performing a simple test</p> <p>Seasonal changes</p>	<p><b>COMPUTING</b></p> <p><b>Reviewing/Evaluating and modifying</b></p> <ul style="list-style-type: none"> <li>• have experience of a range of ICT equipment/devices and software</li> <li>• talk about how they use technology in and out of school</li> <li>• begin to talk about their work and the choices they have made</li> <li>• use appropriate computing vocabulary</li> </ul> <p>Consolidation</p>	<p><b>PHSE</b></p> <p>Changes and Going for Goals Describe what improves and what harms their local, natural and built environments, what can be done and take more responsibility for looking after them Realise and be able to describe that money comes from different sources and different uses of it Take part in discussions with one other person, in small groups and with the whole class, and contribute more confidently to simple debates Share their views and opinions and reasons for them, and set more challenging goals both short and medium term</p>	<p><b>PE</b></p> <p>Athletics</p>