

Subject	Autumn 1(8)	Autumn 2(7)	Spring 1(6)	Spring 2(7)	Summer 1(4)	Summer 2(7)
Reading	<p>Read Write Inc phonics programme. Level suitable for individual child. Reading across the other subjects.</p> <p>Class books: Ruby's Worry, Meerkat Mail, The Three little Wolves and the Big Bad Pig</p>	<p>Read Write Inc phonics programme. Level suitable for individual child. Reading across the other subjects.</p> <p>Class books: Where the poppies now grow, Owl moon, The night before Christmas</p>	<p>Read Write Inc phonics programme. Level suitable for individual child. Reading across the other subjects.</p> <p>Class books: There's a rang-tan in my bedroom, Mr Gumpys grand day out, Whatever next</p>	<p>Read Write Inc phonics programme. Level suitable for individual child. Reading across the other subjects.</p> <p>Class books: The Baker's Boy and the Great Fire of London, Zim Zam Zoom, Jack and the Beanstalk</p>	<p>Read Write Inc phonics programme. Level suitable for individual child. Reading across the other subjects.</p> <p>Class books: Ready Steady Mo, The lighthouse Keepers Lunch</p>	<p>Read Write Inc phonics programme. Level suitable for individual child. Reading across the other subjects.</p> <p>Class books: I am the seed that grew the tree, The Tear Thief, The day the crayons quit</p>
Writing	<p>Character Description Recount Instructions</p>	<p>Poetry (acrostic) Setting description Story opener</p>	<p>Non-Chronological report Retell Diary entry</p>	<p>Newspaper report First person retelling Fable</p>	<p>Biography Diary Entry Formal letter</p>	<p>Poetry (Diamante) Character description, Retell Persuasive letter</p>
SPAG	<p>Adding suffixes 'ed' 'ing' 's' 'er' to split digraph words. Adding suffixes 'ed' 'ing' to split digraph words and other words that end in 'e'</p> <p>Review and consolidation</p> <p>Adjectives, nouns, verbs (past and present), noun</p>	<p>Words beginning with 'wr' Apostrophes for possession Suffix 'ful' Suffix - less</p> <p>Review and consolidation</p> <p>Types of sentences, command, exclamation, question, statement, use of exclamation</p>	<p>Words ending in 'le' 'el' Words ending in 'al' 'il' Words ending in 'y' (happy) Words ending in 'y' (cry) Adding endings to single syllable words ending in a single consonant</p> <p>Review and consolidation</p>	<p>Adverbs ending in -ly (including to split digraph and -y words) Irregular plural nouns & revise rule for 's' 'es' Compare: /'j' / 'g' / 'ge' / / 'dge' / Compare: /se/ /c/ /ce/ Compare: /-y/ /-ey/</p> <p>Review and consolidation</p> <p>Adverbs, speech marks,</p>	<p>/or/ phoneme spelt 'a' before 'l' and 'll' (e.g. fall/ball, talk/walk) /u/ phoneme spelt 'o' (e.g. other/mother) /o/ phoneme spelt 'a' (e.g. want/wash) /er/ phoneme spelt 'or' (e.g. work/world) /or/ phoneme spelt 'ar' after 'w' (e.g. warm/towards)</p>	<p>s pronounced as /z/ (e.g., television/usual/pleasure) Compare /ch/ phoneme (e.g. nature/stretchers) Homophones - plain/plaine, groan/grown Review and consolidation of all SPAG taught.</p>

	<p>phrases, capital letters, full stops, exclamation marks, co ordinating conjunctions 'and' 'but' 'or' 'because' Time words and phrases.</p>	<p>mark, question marks, full stop, Capital letters, use of apostrophes for contractions and possession Rhyming words Adjectives and noun phrases</p>	<p>Speech marks, commas, verbs (past and present), subordinating conjunctions 'because' pronouns.</p>	<p>Noun phrases, adverbs, nouns, questions, past and present tense, subordinating and co ordinating conjunctions</p>	<p>/n/ phoneme spelt 'kn' or 'gn' (e.g. knight/gnat)</p> <p>Suffixes: -ment/-ness-tion ending on words (e.g. station/nation)</p> <p>Homophones - Their/there, sun/son, one/won, no/know, not/knot, meet/meat</p> <p>Review and consolidation of all SPAG taught.</p>	
<p>Speaking & Listening</p>	<p>In every subject taught across the curriculum the children are encouraged to speak and listen carefully to each other. The children participate in pairs, small groups, large groups and whole class work where they are encouraged to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Children are taught to speak audibly and fluently with an increasing command of Standard English. Opportunities to present, perform and role are also provided.</p>					
<p>Mathematics</p>	<p><u>Number and Place Value:</u> -represent 2-digit numbers; - know value of digits;</p>	<p><u>Addition and Subtraction:</u> - recall subtraction from 10 and 20; - subtract 1 from any 2-digit number;</p>	<p><u>Multiplication and Division:</u> - x2, x5, x10 tables; - read scales in divisions of 2, 5 and 10.</p>	<p><u>Fractions:</u> - 1/3 of objects and amounts; - 2/4 of objects and amounts; - $\frac{1}{2} = \frac{2}{4}$;</p>	<p><u>Statistics:</u> - interpret and construct tables, tally charts and pictograms; - problem solving.</p>	<p><u>Review and consolidate</u> <u>Place value</u> Read, write and compare 2 digit numbers. Find 10 more, 10 less than a 2 digit number</p>

	<ul style="list-style-type: none"> - partition 2-digit numbers; - write numbers in words and in numerals; -compare using <, > and =; - order numbers; - find 10 more / less. <p><u>Geometry / Shape:</u></p> <ul style="list-style-type: none"> -2D - know names and properties, plus symmetry; -3D - know names and properties. <p><u>Addition and Subtraction:</u></p> <ul style="list-style-type: none"> - add single and 2 digits; - doubles to 20; - add multiples of 10; - add 2 x 2 digit numbers; - add 3 single digit numbers; <p>Daily Maths 'Fluency' session.</p>	<ul style="list-style-type: none"> - subtract 2 digits without / with crossing 10s boundary; - subtract multiples of 10. <p><u>Geometry / Shape:</u></p> <ul style="list-style-type: none"> -compare and sort a range of 2D and 3D shapes. <p><u>Multiplication and Division:</u></p> <ul style="list-style-type: none"> - repeated addition; - equal groups; - arrays; -division as equal groups; -division as sharing; <p>Daily Maths 'Fluency' session.</p>	<p><u>Measurement - Length and Mass:</u></p> <ul style="list-style-type: none"> - measure mass in kg and g; - estimate mass; -compare mass using symbols <, > and =; - order lengths; - measure in cm; - estimate heights; - compare using symbols <, > and =. <p>Daily Maths 'Fluency' session.</p>	<ul style="list-style-type: none"> - find $\frac{3}{4}$ of objects / amounts. <p><u>Time (Analogue):</u></p> <ul style="list-style-type: none"> - quarter past / to; - tell time to 5 minute intervals; - know 60 minutes = 1 hours; - know 24hrs in a day. <p><u>Money:</u></p> <ul style="list-style-type: none"> - use £ sign; - combine coins to make different amounts; - combine different coins to make same amount; - calculate change from 50p and £1. <p>Daily Maths 'Fluency' session.</p>	<p><u>Measurement - Capacity and Temperature:</u></p> <ul style="list-style-type: none"> -measure capacity in l and ml -estimate in l and ml - order capacities - measure temperature <p><u>Geometry / Position:</u></p> <ul style="list-style-type: none"> - describe position; - direction of turn, clockwise and anti-clockwise; - describe size of turn in 1/4s. <p>Daily Maths 'Fluency' session.</p>	<p><u>Addition and Subtraction</u></p> <p>Recall and use addition and subtraction facts to 10 and know that addition is commutative</p> <p>Add two 2-digit numbers</p> <p>Subtract two 2-digit numbers</p> <p><u>Geometry and Measurement</u></p> <p>Identify and describe the properties of 2-D and 3-D shapes, including the number of edges, vertices and faces</p> <p>Tell the time to quarter to/past and 5 minute intervals</p> <p>Calculate change and combine coins to make amounts</p> <p><u>Multiplication and Division</u></p> <p>Understand how multiplication and division can be represented and know that multiplication is commutative.</p> <p>Know and use multiplication and division facts for 2, 5 and 10 multiplication tables</p> <p>Read scales in divisions of 1, 2, 5 and 10</p>
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						Fractions Recognise and find one half, one third and one quarter
Science	<u>Everyday materials</u> Recap of known materials. Identifying the different between manmade materials and natural materials. Compare properties of materials and use terms such as soft, hard, transparent, water proof, shiny, dull, insulator, strong. Identify why a material is chosen due to its properties. Investigate which materials are good for an umbrella.	<u>Everyday materials</u> Use terms such as flexible, rigid, stretchy and absorbent to describe materials. Investigate which materials are flexible and which ones are rigid. Explore how materials can change shape and how some can change shape and return to their original shape. Investigate which materials are the most absorbent	<u>Living things and their habitats</u> Identify the difference between living, dead and never alive and compare. Name the seven characteristics of living things. Describe how animals adapt to their habitats. Compare British habitat adaptations and world habitat adaptations. Draw and label a simple food chain.	<u>Animals including humans</u> To understand that animals have offspring. To understand how animals need water, food and air to survive. Describe life cycles of different animals including humans.	<u>Animals including humans</u> Describe the basic needs of survival. Identify the different food groups and compare what they do for the body. Look at the eat well plate and create a balanced diet menu. Describe how to keep good hygiene. Identify why it is good to exercise and why exercise is good for our body. Investigate how our heart rate is affected by different exercises.	<u>Plants</u> Name common wild/garden plants and trees. Label the parts of a seed and the job it does for the plant. To understand that plants need water, light and the right temperature to grow. Investigate how a plant can grow in different conditions. Life cycle of a plant. Describe how plants can grow in hot and cold places.
Computing	<u>Unit 1</u> <u>Computing systems and networks: IT around us</u> To develop an understanding of what IT is and how it helps us at home, in school and the world.	<u>Unit 2</u> <u>Creating Media: Digital Music</u> Using Chrome Music lab, we will create our own piece of music based on an animal of our choice.	<u>Unit 3</u> <u>Programming A: Robot Algorithms</u> Design, create and test our own floor mat design for a robot (beebot) and explore algorithms and outcomes.	<u>Unit 4</u> <u>Creating Media: Digital Photography</u> Take photographs in portrait and landscape and use editing software to edit colour, lighting and shape.	<u>Unit 5</u> <u>Data and information: pictograms</u> To understand the importance of organizing data effectively for counting and comparing by creating tally charts.	<u>Unit 6</u> <u>Programming B: programming quizzes.</u> Recap knowledge of Create a quiz making own questions, outcomes, artwork and algorithms using Scratch Jr. Predict what outcomes will be.

		Explore the connection between music and emotion.			Create pictograms using a computer to compare data. Group data based on their attributes.	
DT		<u>Joining textiles to make a 3d project</u> Christmas bazaar - Christmas tree decoration sewing		<u>Fruit salad</u> Design a fruit salad. Taste, Peel and chop fruit		<u>Joining reclaimed materials to make a structure - Mechanisms</u> Design an exploration vehicle
Humanities Hist/Geog	<u>Geography</u> Why does it matter where my food comes from?	<u>History</u> What was the life of Elizabeth II like? How and why do we celebrate Remembrance Day?	<u>Geography</u> What is life like in London?	<u>History</u> How do we know so much about what happened in the Great Fire of London?	<u>Geography</u> Why don't penguins need to fly?	<u>History</u> What does it take to become a great explorer?
Art	<u>Drawing</u> <u>Artist: Vincent Van Gogh</u> <u>Landscape drawing</u> Use different mediums such as chalk, pencil, pen, crayon, pastel and charcoal. Focus on line (straight, curved, dots, pattern) Learn how to create shadow and tone.	<u>Painting</u> <u>Artist: Georges Seurat</u> <u>Winter/self portrait</u> Explore colour and shade by mixing primary colours to make secondary colours. Explore how colours can be linked to emotion. Use a variety of techniques e.g stippling, spattering, dripping	<u>Printing</u> <u>Artist: William Morris</u> <u>Flower wallpaper prints</u> Use the environment to create rubbings Use a variety of materials to create a repeated pattern of prints e.g leaves, sponges, toys, vegetables. Create a printing block inspired by William Morris floral prints.	<u>Craft and Collage</u> <u>Artist: Rita Greer</u> <u>Great fire of London Collage</u> Cut, tear(rugged, straight) paper Use different mediums to add effect e.g paper, paint, pastel, drawing Overlap and overlay to create effects	<u>Craft and Collage</u> <u>African kente cloth inspired</u> Cut, tear(rugged, straight) paper Use different mediums to add effect e.g paper, paint, pastel, drawing Overlap and overlay to create effects	<u>3D form</u> <u>Artist: Andy Goldsworthy</u> Use the natural environment to create a piece of art. <u>House tile</u> Use clay to create a house tile. Knead, tear, pinch, roll Explore shape and form

	Observe real life objects and sketch then using techniques shown.	Use a rang of surfaces to paint.				
RE	<u>1.6 Who is Muslim and how do they live? (PART 1)</u> Harvest time	<u>1.3 Why does Christmas matter to Christians?</u>	<u>1.6 Who is Muslim and how do they live? (PART 2)</u>	<u>1.5 Why does Easter matter to Christians?</u>	<u>1.4: What is the 'good news' Christians believe Jesus brings?</u>	<u>1.8 What makes some places sacred to believers?</u>
PSHE	<u>Me and My Relationships</u>	<u>Valuing Difference</u>	<u>Keeping Safe</u>	<u>Rights and Respect</u>	<u>Being My Best</u>	<u>Growing and Changing</u>
PE	<u>Team Building</u> <u>Dodging 1</u>	<u>Pathways</u> <u>Hands 1</u>	<u>Explorers(dance)</u> <u>Feet 1</u>	<u>Water(dance)</u> <u>Hands 2</u>	<u>Jumping 1</u> <u>Rackets bats and balls</u>	<u>Linking</u> <u>Games for understanding</u>
Music	<u>Tony Chestnut</u> Beat Rhythm Tuned&untuned percussion	<u>Carnival of the animals/ Composing music inspired by birdsong</u> Classical music Composing non-musical stimulus Improvising and play solo on instruments	<u>Grandma Rap</u> Duration Crotchet, crotchet rest, quaver Unison rounds	<u>Orawa/ Trains</u> Repetition Structure Music inspired by trains Volume Dynamics Tempo	<u>Swing-a-long with Shostakovich/ Charlie Chaplin</u> 2 & 3 time beat and beat groupings Accomp. A short film	<u>Tanczymy labada</u> Singing games Traditional polish dances Changing beat & tempo Body percussion

Please note that the curriculum progression documents outline the coverage within each area of the curriculum.