

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	Read Write Inc phonics programme. Level suitable for individual child. Reading across the other subjects.	Read Write Inc phonics programme. Level suitable for individual child. Reading across the other subjects.	Read Write Inc phonics programme. Level suitable for individual child. Reading across the other subjects.	Read Write Inc phonics programme. Level suitable for individual child. Reading across the other subjects.	Read Write Inc phonics programme. Level suitable for individual child. Reading across the other subjects.	Read Write Inc phonics programme. Level suitable for individual child. Reading across the other subjects.
Writing	Writing during daily Read, Write, Inc lessons. Letter formation and handwriting. Show case entry- To write a diary entry. (Year 2 children go to Mrs Draper)	Writing during daily Read, Write, Inc lessons. Letter formation and joining handwriting. Show case entry- To write a letter to Father Christmas.	Writing during daily Read, Write, Inc lessons. Handwriting. Show case entry- Recount a trip.	Writing during daily Read, Write, Inc lessons. Handwriting lessons. Show case entry- Description of choice.	Writing during daily Read, Write, Inc lessons. Handwriting lessons. Show case entry- A narrative/story.	Writing during daily Read, Write, Inc lessons. Handwriting lessons. Show case entry- Instructional writing.
SPAG	(Year 2 children go to Mrs Draper for SPAG lessons with TA) Verbs, nouns, adjectives, capital letters and full stops.	Verbs, nouns, adjectives, question marks, capital letters, and full stops.	Nouns, names of letters, singular and plural days of the week, exclamation marks.	Pronouns, un words, ed words, capital letters and full stops and plurals.	Using and in sentences, nouns and exclamation marks, question marks and capital letters.	Capital letters, full stops and to join clauses, suffixes and prefixes.
Speaking & Listening	In every subject taught across the curriculum the children are encouraged to speak and listen carefully to each other. The children participate in a lot of partner 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 perform to an audience during drama sessions are also provided.					
Mathematics	Year 1 -To know some number bonds to 10 (adding two numbers to make any number to 10). Write calculations using +, -, =. Identify shapes and patterns and count up to 20 objects accurately. Use terms re-grouping and begin to know tens and ones. To read and write numbers to 30. To begin to reason and solve simple word problems. (Year 2 children go to Mrs Draper for Maths lessons with TA)	Year 1 -Continue to focus on knowing number bonds to 10 and using this information to help with addition and subtraction problem solving and reasoning activities. To calculate using numbers to 20 and beyond. To further investigate tens and ones. To read and write numbers to 50. The children will also learn to count in 2s and 5s and 10s. To explore mass and length using standard and non -standard units of measure. Recognise halves and quarters. Know the days of the week. Know the months of the year. (Year 2 children go to Mrs Draper for Maths lessons with TA)	Year 1 - Read and write numbers to 100, count forwards and backwards from given number. Add and subtract one and two digit numbers from numbers to 20. Introduce multiplication and division and use them to solve simple problems. Tell the time using o'clock and half past. Recognise coins, calculate totals and give change. (Year 2 children go to Mrs Draper for Maths lessons with TA)			
Science	Seasonal change- use weather wheel and seasons tree display all year. Science nature walks during the school year to observe changes around the school environment.	<u>Animals</u> Year 1 - To identify and name common animals including fish, amphibians, reptiles, birds and mammals. To use the term omnivore, carnivore and herbivore. To describe and compare structure of animals – wing, tail, fin, scale etc. To identify, name, draw and label the basic parts of the human body and parts of the body associated with each sense. Year 2 - Animals have offspring, animals need water, food and air to survive. To understand the importance of diet and exercise.	<u>Everyday Materials</u> Year 1 – To compare properties of materials. To use terms such as shiny, transparent, opaque, rigid, flexible etc. to describe materials. To sort materials into groups according to properties. Investigate magnetic and non-magnetic materials. Year 2 – To identify and compare suitability of materials. Material can change shape, twist and stretch etc.	<u>Plants</u> Year 1 -To name common plants including deciduous and evergreen trees. Year 2 –To identify and name wild/ garden plants and trees.	<u>Plants</u> Year 1 -: To identify and name common plants and trees in our local environment. To identify and name common wild and garden plants. To identify the basic structure of a variety of common flowering plants including trees (leaves, flowers, blossom, petals, fruit, roots, bulbs, seeds, trunk, branch, stem). Plant seeds and tend the allotment. Know names of common weeds. Draw leaves and flowers to make an identification book. Year 2 - Observe and describe the growth of seeds and bulbs. Plants need water, light and correct temperature to grow.	<u>Living things and their habitats.</u> Year 2 - To know the difference between dead, living and never alive. Living things adapt to habitats, understand the interdependence of animals and plants, name plants and animals habitats. Describe food chains.

Computing	How computers work? To recognise common uses of information technology beyond school plus internet safety.	Understand what algorithms are and how they are implemented as programs on digital devices and that programs execute by following precise instructions.	Understand what algorithms are and how they are implemented as programs on digital devices and that programs execute by following precise instructions.	<u>Data and information</u> To be able to use technology purposefully to create and organise and manipulate digital content. Drawing and creating text and labels.	<u>E-Safety</u> To understand the importance of keeping personal information private. Where to go for help if they have any concerns about content on the internet. Word processing skills.	
DT	<u>Structures</u> Joining reclaimed materials for stability and strength Keepsake box – linked to Science. <i>Focus on using scissors safely.</i>	<u>Textiles</u> Joining (Y2) and decorating (Y1) fabric * Christmas tree decorations * Mother's Day Purses	<u>Mechanisms</u> Moving vehicle/ pull along toy – something to transport things from one place to another. Make links with toys from the past. Father's day link – levers and sliders. (cards) <u>Control</u> We do Computer control – <u>STEM workshop – date to be confirmed.</u>	<u>Food</u> Combining by chopping and peeling - Health Week link Make Fruit/ Veg salad/ kebab Father's day gift - TBC Platinum jubilee focus History of food focus – create foods.		
Humanities Hist./Geog	<u>Geography</u> What is the Geography of where I live like?	<u>History</u> Who is the greatest history maker?	<u>Geography</u> How does the Geography of Kampong Ayer compare with the Geography of where I live?	<u>History</u> How do our favourite toys and games compare with those of children in the 1960's?	<u>Geography</u> Why do we love being by the sea so much? <u>History</u> Why is the history of my locality so important? (an enquiry focussing on significant events, people and places) PLATINUM JUBILEE World Cup	
Art (In addition - Continuous drawing throughout the year)	<u>Painting (Colour)</u> Painting of a tree – yearly assessment Self-portraits – observing anatomy Colour mixing – colours in our environment – naming colours. Colours of Autumn – Autumn trees. Colours of food – natural colouring. Using scissors to create new things.	<u>Pattern (printing)</u> Exploring colour and pattern – different ways of printing. Guy Fawkes pictures – create Firework patterns. Christmas cards to send home.	<u>Form</u> Explore shape and form Clay models	<u>Texture (Textiles)</u> Creating transfers Exploring colour, shape and pattern. Culture and patterns – RE link – prayer mat. Easter Card – weaving cards / create rabbits.	<u>Drawing</u> Beach scenes Sketching focus – Beside the seaside. Landscapes. Digital media – taking pictures and drawing 'What can be seen'. Make gift for Father's Day RE – Jewish link – places of worship.	<u>Texture (Collage)</u> Links with the Jubilee – creating flags and pictures. Study the artist Henri Matisse
RE Cycle A	1.2 Who do Christians say made the world? Harvest time	1.10 What does it mean to belong to a faith community? Christmas	1.1 What do Christians believe God is like?	1.7 Who is Jewish and how do they live? (PART 1)	1.7 Who is Jewish and how do they live? (PART 2)	1.9 How should we care for the world and for others, and why does it matter? Indian dance and festival celebrations.
PE	<u>Gym</u> - To develop agility, balance and co-ordination. <u>Games</u> – Underarm throw Cosmic kids yoga	<u>Christmas Dance</u> - <u>Games</u> – Catching/striking with hand	<u>Gym</u> - To develop agility, balance and co-ordination. <u>Games</u> – Overarm throw	<u>Dance</u> Theme of space and space travel <u>Games</u> – striking and fielding	<u>Athletics</u> – Honey Pot	<u>Athletics</u> – Colour Match Sports day. Maypole dancing Indian dance and festival celebrations workshop

PSHE	<u>Classroom rules</u> <u>Getting to know each other</u> <u>Basic first aid</u> – link 999, how to call an emergency service.	<u>Keeping myself safe</u> Health and well-being People who help us Living in the wider world and internet safety	<u>Me and my relationships-</u> Feeling, emotions and friendships Kindness and Anti bullying	<u>Rights and responsibilities</u> <u>British values</u>	<u>Life Education Visit</u> <u>Valuing difference</u> <u>Media Influence</u>	<u>Growing and changing</u> <u>All about me</u>
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