

KS1 Curriculum Overview

Autumn Term	Spring Term	Summer Term
Cycle A 2022/2023		
To infinity and beyond EQ: What would be your ideal planet? 	Passport to anywhere EQ: Is all the world the same? 	Our World EQ: Where would our food come from is the supermarkets closed? 
Cycle B 2023/2024		
Heroes and Villains EQ: Are all characters the same? 	Amazing Britain EQ: What makes Caistor/Lincolnshire great? 	Journeys EQ: Are oceans and seas just water? 

	Autumn Term	Spring Term	Summer Term
Cycle A 2022/2023			
Theme title	To infinity and beyond EQ: What would be your ideal planet? 	Passport to anywhere EQ: Is all the world the same? 	Our World EQ: Where does our food come from? 
Power of reading text/visual literacy	Beegu Man on the Moon (a day in the life of Bob)	Lila and the Secret of Rain The Emperor's Egg Zeraffa Giraffa	The Bee Who Spoke The Secret Sky Garden The Extraordinary Gardiner When the Bees Buzzed off
Embedding Explicit Vocabulary	The Darkest Dark -Chris Hadfield Room on the Broom –Julia Donaldson How to Catch a Star –Oliver Jeffers Stickman –Julia Donaldson	The Gruffalo's Child -Julia Donaldson Hunter's Icy Adventure -Ellie Jackson Jack and the Flumflum tree -Julia Donaldson The Ugly Five -Julia Donaldson	Farmer Ham Too Delicious!
Text/ Writing ideas	Postcard to friends on earth Letters to storybook characters Character descriptions Newspaper report into UFO landing Character fact files	Water conservation posters Factual writing comparing Poetry Character and setting descriptions Thought bubbles/ speech bubbles/ direct speech Fact files Non-chronological reports/ information texts Letter writing Lyrics Labels and explanations Writing in role Persuasive advert Retelling from a different perspective.	Diary entry Information booklet or poster Instructions Persuasive note and letter Poetry Questions and suggestions Recipes Story writing Speech and Thought Bubbles

In EYFS and KS1, pupils follow the Read, Write Inc. scheme for reading and writing. The expected progression in YR has also been included as children joining the school, including those who are learning English as an additional language, may enter the programme at a different point. Expected progress through the scheme is as follows:

Reading		Autumn Term <u>To Infinity and Beyond</u>	Spring Term <u>Passport to Anywhere</u>	Summer Term <u>Our World</u>	End of year expectations
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(YR)		What would be your ideal planet?	Is all the world the same?	Where does our food come from?	
	Word Reading	Children are taught the Set 1 sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, sh, th, ch, qu, ng, nk	Recap on Set 1 pecial friends: th, ch, qu, ng, nk	Children are taught the Set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy	Say a sound for each letter in the alphabet and at least 10 special friends.
		Children are taught to blend sounds into words orally.	Secure blending of words with special friends (word time 1.5 and 1.6) .	To recall previous common exception words and be exposed to new common exception words:	Read words consistent with their phonic knowledge by Fred talking
		Children are taught to blend single-letter sounds (word time 1.1-1.4)	Secure blending on words containing all set 1 sounds	your, said, you, be, are	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	By the end of the term children should:				
		Read all set 1 single -etter sounds Blend sounds into words orally.	Read red storybooks Read all Set 1 special friends	Read Green or Purple storybooks. Read some set 2 sounds.	
	Comprehension	Listening and comprehension of instructions.	Retrieval comprehension through verbal guided questioning.	Simple, inference based comprehension through verbal guided questioning.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
		Immerse children in topic related/unfamiliar vocabulary.	Expect children to use given vocabulary in appropriate context.	Verbal, simple predictions. Recall simple definition for given vocabulary.	Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Reading (Y1)	Word Reading	Children are taught the set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Children are taught to read words containing set 2 sounds.	Children to build speed of reading words containing these sounds set 1,2 and the following set 3 sounds (ea, oi, a-e, i-e,o-e, u-e, e- e).	Children to build speed of reading words containing set 1, 2 and 3 sounds.	Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings Read other words of more than one syllable that contain taught GPCs. Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Reread these books to build up their fluency and confidence in word reading. Children can read at a pace of at least 60 words per minute.	
		Children build speed of reading words containing set 1 sounds, particularly word time 1.6-1.7	Children are taught the remainder of Set 3 sounds ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure	Children are taught the additional sounds: au, oe, e_e, ie, ph, kn, wh		Children to read words containing set 1, 2 and 3 sounds speedily.
		Children build speed of reading words containing these set 2 sounds	Begin to read multisyllabic words, including words with suffix endings.	Read multisyllabic words with increased accuracy and pace.		
		By the end of the term children should:				
		Read Pink storybooks. Read all set 2 sounds speedily. Read nonsense words containing set 2 sounds.	Read Yellow storybooks. Read some set 3 sounds speedily Read some set 3 sounds in nonsense words.	Read Blue storybooks. Read all of set 3 sounds speedily. Read at least 60 words per minute.		
	Comprehension	Children are taught specifically to: To participate in discussion about what is being read to them. To identify the title of a text. To discuss the significance of the title and events in a story. Learn topic related/ unfamiliar vocabulary and use it mostly appropriately. Answer a range of questions. (Plus comprehension covered within Read, Write, Inc. – retrieval and discussion/explain)	Children are taught specifically to: To give simple prediction, based on what has happened so far. Learn topic related/ unfamiliar vocabulary and use it mostly appropriately and in a range of contexts. Begin to explain the meaning of vocabulary. Answer a range of questions with incresed independence. (Plus comprehension covered within Read, Write, Inc. – retrieval, inference and explain)	Children are taught specifically to: To explain clearly what has been read to them. To explain the meaning of topic related/unfamiliar vocabulary and use it independently in a range of different contexts. Explain the meaning of topic related/unfamiliar vocabulary and use it independently in a range of different contexts. To make inferences based on what is said and done. To answer a range of questions with more independence (Plus comprehension covered within Read, Write, Inc. – retrieval, inference, prediction, explain)	Develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Being encouraged to link what they read or hear to their own experiences. Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics. Recognising and joining in with predictable phrases. Learning to appreciate rhymes and poems, and to recite some by heart. Discussing word meanings, linking new meanings to those already known Understand both the books they can already read accurately and fluently and those they listen to by:	

					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. Discussing the significance of the title and events. Making inferences based on what is being said and done. Predicting what might happen based on what has been read so far. Participate in discussion about what is read to them, taking turns and listening to what others say. Clearly explain their understanding of what is read to them.
Reading (Y2)	Word Reading	To read words containing set 1, 2 and 3 sounds speedily. Read multisyllabic words accuracy and pace. Recap any missing sound gaps and build fluency when reading stories. Read multisyllabic words accuracy and pace.	Read all words including nonsense and multisyllabic words that include set 1,2,3 sounds speedily and accurately. <i>Children on track for expected will complete the RWI programme at the end of Spring 1.</i>	<i>Follow Y2 English POS</i>	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 Read most words accurately and speedily when they have been frequently encountered. Read aloud books closely matched to their improving phonic knowledge Reread these books to build up their fluency and confidence in word reading. Children can read stories and passages at the pace of 90 words per minute. They can read all sounds in words, including multisyllabic words, with little or no hesitation.
		By the end of the term children should:			
		Begin to read Grey storybooks. Read all of set 3 sounds speedily. Read 80 words per minute	Read Grey storybooks with increased fluency and comprehension. Read all of set 3 sounds speedily. Read 80/90+ words per minute Read multisyllabic words speedily	Children are encouraged to read a range of text types, including fiction and non-fiction poetry, rhymes. Daily opportunities for children to build pace, fluency and use expression when reading. Children to read multisyllabic words and words with suffix endings. Children to read topic related vocabulary. Children to read year 2 common exception words.	

	Comprehension	Children are taught specifically to: Use clues to predict. Answer and ask questions (verbally or in simple written form). Discuss the sequence of events in books. Discuss and clarify the meaning of words	Children are taught specifically to: Explain and discuss their understanding of books. Begin to answer questions about text in a written form. Discuss their favourite books, words and phrases. Be introduced to non-fiction books that are structured in different ways. Make inferences based on what is being said and done. (plus Autumn term objectives)	Children are taught specifically to: Recognise simple recurring literary language in poetry. Participate in discussion about poems. Continue to build up a repertoire of poems. Answer more complex range of questions about longer pieces of text in a written form. (plus Autumn and Spring term objectives)	Develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to, discussing and expressing views about a wide range of 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. Understand both the books that they can already read accurately and fluently and those that they listen to by: 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 based on what is being said and done Answering and asking own questions Predicting what might happen based on what has been read so far. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
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	• 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 • 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 • 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 • 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	Develop pleasure in reading, motivation to read, vocabulary and understanding by: • 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 • Recognising simple recurring literary language in stories and poetry • Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • 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 Understand both the books that they can already read accurately and fluently and those that they listen to by: • 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	Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Discussing and clarifying the meanings of words, linking new meanings to known vocabulary • Discussing their favourite words and phrases Understand both the books that they can already read accurately and fluently and those that they listen to by: • 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
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Reading (Y2)	<i>Children follow RWI programme</i>	<i>Children follow RWI programme until end of spring 1</i> <u>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</u> • 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 • Recognising simple recurring literary language in stories and poetry • Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • 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 <u>Understand both the books that they can already read accurately and fluently and those that they listen to by:</u> • checking that the text makes sense to them as they read, and correcting inaccurate reading • making inferences based on what is being said and done • answering and asking questions • predicting what might happen based on 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	<u>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</u> • Discussing and clarifying the meanings of words, linking new meanings to known vocabulary • Discussing their favourite words and phrases <u>Understand both the books that they can already read accurately and fluently and those that they listen to by:</u> • 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 based on what is being said and done • Answering and asking questions • Predicting what might happen based on 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
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Writing (YR)	Autumn Term <u>To Infinity and Beyond</u> What would be your ideal planet? Children are taught to write Set 1 sounds and set 1 special friends: <i>m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, sh, th, ch, qu, ng, nk</i>	Spring Term <u>Passport to Anywhere</u> Is all the world the same? Children are taught to write with special friends (word time 1.5 and 1.6).	Summer Term <u>Our World</u> Where does our food come from? Children are taught to write words containing 4/5 sounds and consonant blends. To write some simple common exception words (Red Words). Children are taught to write the set 2 sounds: <i>ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</i> Children are taught to write words using set 2 sounds.	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

Writing (Y1)	Children are taught to write their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Children are taught to write words using set 2 sounds. To write some common exception words. Write dictated simple sentences with clear finger spaces.	Children are taught to write their set 3 sounds (ea, oi, a-e, i-e, o-e, u-e, e-e). Children are taught to write words using set 3 sounds. To write further common exception words. Write dictated simple sentences with clear finger spaces and full stop. Write multisyllabic words with support. Children are taught to write further set 3 sounds. Children are taught to write words using set 3 sounds. To write further common exception words. Write dictated simple sentences with clear finger spaces and full stop. Write multisyllabic words with more independence.	Children are taught to write words using set 3 sounds. To write further common exception words. Write dictated sentences with clear finger space, full stop and capital letter. Write multisyllabic words, including words with suffix endings. Children are taught to write words using set 3 sounds. Write sentences with clear finger space, full stop and capital letter. Write multisyllabic words, including words with suffix endings within sentences and the prefix un-.	Writing - Transcription: Spelling: To be taught to: spell: - words containing each of the 40+ phonemes already taught - common exception words - days of the week name the letters of the alphabet: - naming the letters of the alphabet in order - using letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes: - using the spelling rule for adding -s and -es as the plural marker for nouns and the third person singular marker for verbs - use the prefix -un - use -ing, -ed, -er and -est where no change is needed in the spelling of root words. - Write from memory simple sentences dictated by the teacher, including words using the GPCs and common exception words taught. Handwriting: - sit correctly at a table, holding a pencil comfortably and correctly - form lower-case letters in the correct direction, starting and finishing in the right place. - form capital letters - form digits 0-9 Writing - Composition: Write sentences by: - saying out loud what they are going to write about - composing a sentence orally before writing it - sequencing sentences to form short narratives - re-reading what they have written to check that it makes sense - discuss what they have written with the teacher or other pupils Writing - Vocabulary, grammar and punctuation: - Leave spaces between words - Joining words and joining clauses using 'and' - Beginning to punctuate sentences using a capital letter, full stop, question mark or exclamation mark - Using a capital letter for names of people, places, days of the week and pronoun 'I'
	In addition, children will be taught the following:			
	Learn to write the days of the week. Spell Y1 common exception words	Spell Y1 common exception words	Spell Y1 common exception words Learn to use spelling rule for adding s / es. Learn to spell using suffixes -ing and -ed. Learn to spell using suffixes -er and -est. Learn to spell words using the prefix -un.	

	Write words using set 3 sounds. Children begin to choose correct spelling choice to spell. Recap on all year 1 common exception words. To begin to learn to spell some year 2 common exception words. Write dictated sentences with clear finger spaces and full stop. Write multisyllabic words with more independence. To write words with suffix endings taught in year 1 (ed, ing, er, est,	Learn more year 2 common exception words. Write dictated sentences with clear finger spaces, capital letter, full stop, question or exclamation mark.		Writing - Transcription: Spelling: - segment spoken words into phonemes and representing these by graphemes, spelling many correctly. - Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones. - common exception words - words with contracted forms - words with possessive apostrophe add suffixes to spell longer words including: - <i>-ment, -ness, -ly, -full, -less</i> - Write from memory simple sentences dictated by the teacher, including words using the GPCs, common exception words and punctuation taught so far. Handwriting: To 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 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. Writing - Composition: Develop positive attitudes towards and stamina for writing by: Writing narratives about personal experiences and those of others (real and fictional) - Writing about real events - Writing poetry - Writing for different purposes Consider what they are going to rite before beginning by: - Planning or saying out loud what they are going to write about. - Writing down ideas and/or key words, including new vocabulary - 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 - Rereading to check that their writing makes sense and that verbs to indicate time are used correctly, including verbs in the continuous form - Proofreading to check for errors in spelling, grammar and punctuation Read aloud what they have written with appropriate intonation to make the meaning clear. Writing - Vocabulary, grammar and punctuation: Develop understanding of concepts by:
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Writing (Y2)		<i>Spring 2</i> <i>Children now come off our Read, Write, Inc. programme. See Y2 Reading and Writing plan below.</i>		- Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contacted form and the possessive (singular). Learn how to use: - Sentences with different forms: statement, question exclamation, command - Expanded noun phrases to describe and specify - The present and past tenses correctly and consistently, including the progressive form. - Subordination (using when, If, that, or, because) and co-ordination (using or, and, but) Use and understand the grammatical terminological in discussing their writing. - form lower-case letters of the correct size relative to one another - 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 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.
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Writing (Y2)	<i>Children follow RWI programme</i>	From Spring 2 <u>Ongoing (italics)</u> • <i>Develop positive attitudes towards and stamina for writing (see full explanation in NC)</i> • <i>Consider what they are going to write before beginning(see full explanation in NC)</i> • <i>Make simple additions, revisions and corrections to their own writing(see full explanation in NC)</i> • <i>Read aloud what they have written with appropriate intonation to make the meaning clear</i> • Full stops and capitals including proper nouns • 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. • Question marks • Expanded noun phrases to describe and specify • Coordinating conjunctions (FANBOYS) • Exclamation marks • Commas in a list • Possessive apostrophe for singular • Apostrophes for contracted forms • Sentences with different forms: statement, question, exclamation, command • Subordinating conjunctions eg when, if, that, or because	<u>Ongoing (italics)</u> • <i>Develop positive attitudes towards and stamina for writing (see full explanation in NC)</i> • <i>Consider what they are going to write before beginning(see full explanation in NC)</i> • <i>Make simple additions, revisions and corrections to their own writing(see full explanation in NC)</i> • <i>Read aloud what they have written with appropriate intonation to make the meaning clear</i> • Learning the grammar for year 2 in English Appendix 2 NC • Some features of written Standard English • Use and understand the grammatical terminology in English Appendix 2 (NC) in discussing their writing and reading.
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	Autumn Term <u>To Infinity and Beyond</u> What would be your ideal planet?	Spring Term <u>Passport to Anywhere</u> Is all the world the same?	Summer Term <u>Our World</u> Where does our food come from?
SPAG (Y2)	Recap all cards learnt in Year 1, and remind children of what they learned:	Cards to continue to embed with old and new learning: Dr Sense Noun Clown Adjective Verb on a Kerb Tense	Cards to continue to embed with old and new learning: Dr Sense

	Dr Sense Noun Clown Adjective Verb on a Kerb Tense Simple sentence Main Clause, Openers Compound Sentence and Coordinating conjunction (just AND) Cards to be introduced (some with new concepts): <u>Noun</u>: introduce Collective (names of groups of things, e.g. family, men, sheep, fish etc) and Abstract nouns - things we cannot touch. <u>Pronoun</u> – New term to introduce - Possessive (just introduce the term) (talks about something belonging, being someone’s possession) Mine, His, Hers, Yours, Theirs, Ours. <u>Adjective</u> – New term to introduce -Possessive (my, your, his, hers, our their) so instead of saying the red apple, the adjective could be ‘my apple’ (just introduce the term) <u>Expanded noun phrase</u> – Noun phrase – determiner + noun Expanded noun phrase is determiner + noun + adjective(s) Important to address this misconception. <u>Verb</u> – remind of present tense. Remind about simple past with –ed or irregular form. Key terms – Regular, irregular - Coordinating conjunctions	Simple sentence Main Clause, Openers Compound Sentence and Coordinating conjunction Expanded Noun Phrase Cards/New Ideas to be introduced: <u>Adverb</u> – sounds like ‘advert’, picture of a TV, action of pointing and pressing a remote control. Use of –ly to turn adjectives into adverbs. Highlight that NOT all adverbs end in –ly and that it is the word that changes the verb. (always, never, fast, slow etc) <u>Simple sentence card reminder that they can stand by themselves:</u> 4 Sentence types (simple at this level): Statement Question - ? Exclamation - ! With ‘How’ or ‘What’ as the opening word. Address that other sentences can USE exclamation marks, but they are NOT Exclamatory sentences. <u>Command</u> – Imperative/Bossy/Command verb to open. <u>Subordinating conjunction</u> – make a wave with the arm. Imagery suggests the subordination is ‘going below the water’. Model rearranging the sentence to say that they can go at the beginning (during recall and learn only Using When, If, That and Because. <u>Sentence structures:</u> Revise Compound Sentence – Main Clause, Coordinating Conjunction – New idea of using Or or But as a coordinating conjunction. <u>Complex Sentence</u> – X as an action. Made up of: <u>Main clause</u> – reminder it can survive by itself, action of ‘mane’ and ‘claws’ <u>Subordinate clause</u> – action of a smaller lion, cannot survive by itself, it needs the ‘Main Clause’ with it to make sense. <u>Openers:</u> Remind about Time openers. Time (phrases) Adverb openers	Noun Clown Adjective - Verb on a Kerb Tense Simple sentence Main Clause, Openers Compound Sentence and Coordinating conjunction (just AND) Expanded Noun Phrase Adverb Complex sentence Subordinating conjunction Subordinate clause Simile Snake Preposition Cards/New ideas to be introduced: <u>Antonym and Synonym</u> – Teach these together. Synonym – words that mean VERY similar things, not the same. Antonym – the opposite. <u>Simile Snake</u> – do the action of a snake with your arm. As ____ as or like a ____. <u>Preposition – of place/position:</u> picture shows that a preposition can be of place or time. Children can know that you are focusing just on position.
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	Autumn Term <u>To Infinity and Beyond</u> What would be your ideal planet?	Spring Term <u>Passport to Anywhere</u> Is all the world the same?	Summer Term <u>Our World</u> Where does our food come from?
Active Spelling (Y2)	- a making the or sound (not the short vowel a sound) - c makes the s sound if placed before i/e/y - dge	- ar to make the or sound after w - or making the er sound after the w - ge	- a making the o sound after w and qu - ey making the ee sound - ge dge

	• Suffix ly, y for i at the end of words • o making the u sound • keeping the y and adding ing • Adding –ing to words ending in e • Double the consonant when adding the suffix –ed • Suffixes ment, ness • le, ei endings • Silent Kn • Possessive apostrophes for single nouns Learn and practise target Y2 common exception words – ongoing	• ly endings • s making the z sound • y to i and add –ed • adding –ed and –er to words ending in e • Doubling final consonants when adding a suffix –ing • Suffixes ful, less • ai il endings • silent gn • homophones Learn and practise target Y2 common exception words - ongoing	• tion • Adding –es to nouns and verbs ending in –y • y to l and add –er –est • Adding –est and –y to words ending in a e. • Doubling final consonant when adding a suffix -er –est • Suffixes ment, ness, ful, less • le, el, al, il ending • Silent wr • Contractions Learn and practise target Y2 common exception words - ongoing How to use a dictionary

Maths (Y1) White Rose Maths	Place value -count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number -count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens -given a number, identify one more and one less -identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least -read and write numbers from 1 to 20 in numerals and words. Addition and subtraction -read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs -represent and use number bonds and related subtraction facts within 20 -add and subtract one-digit and two-digit numbers to 20, including zero -solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. Geometry-Properties of shape -recognise and name common 2-D and 3-D shapes, including: -2-D shapes [for example, rectangles (including squares), circles and triangles] -3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	Place value -count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number -count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens -identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least -read and write numbers from 1 to 20 in numerals and words. -given a number, identify one more and one less Addition and subtraction -add and subtract one-digit and two-digit numbers to 20, including zero -solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. Measurement: Length and Height, Mass and Volume -compare, describe and solve practical problems for: -lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] -mass/weight [for example, heavy/light, heavier than, lighter than] -capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] -time [for example, quicker, slower, earlier, later] -measure and begin to record the following: -lengths and heights -mass/weight -capacity and volume	Place value -count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number -count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens -identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least -read and write numbers from 1 to 20 in numerals and words. -given a number, identify one more and one less Multiplication and division -solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Fractions -recognise, find and name a half as one of two equal parts of an object, shape or quantity -recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Measurement: time -time [for example, quicker, slower, earlier, later] -time (hours, minutes, seconds) Measurement: money -recognise and know the value of different denominations of coins and notes

			Time -sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] -recognise and use language relating to dates, including days of the week, weeks, months and years -tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Geometry-Position and direction -describe position, direction and movement, including whole, half, quarter and three-quarter turns.
Maths (Y2) White Rose Maths	Year 2 Number and place value -count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward -recognise the place value of each digit in a two-digit number (tens, ones) -identify, represent and estimate numbers using different representations, including the number line -compare and order numbers from 0 up to 100; use <, > and = signs -read and write numbers to at least 100 in numerals and in words -use place value and number facts to solve problems. Addition and subtraction -solve problems with addition and subtraction: -using concrete objects and pictorial representations, including those involving numbers, quantities and measures -applying their increasing knowledge of mental and written methods -recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 -add and subtract numbers using concrete objects, pictorial representations, and mentally, including: -a two-digit number and ones -a two-digit number and tens -two two-digit numbers -adding three one-digit numbers -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 missing number problems.	Year 2 Multiplication and division -recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers -calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs -show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot -solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Measurement -choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels -compare and order lengths, mass, volume/capacity and record the results using >, < and = 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	Year 2 Fractions -recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity -Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ -write simple fractions for example $\frac{1}{2}$ of 6 = 3 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. 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). Statistics -interpret and construct simple pictograms, tally charts, block diagrams and simple tables -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.

	Geometry- Properties of shape -identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line -identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces -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.		
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History LO	- Significant historical events, people and places in their own locality. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell - Significant historical events, people and places in their own locality.	Events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries	- Significant historical events, people and places in their own locality. - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
History skills progression	<u>Y1</u> - Use stories to encourage children to distinguish between fact and fiction - Compare adults talking about the past – how reliable are their memories? - Find answers to simple questions about the past from sources of information e.g. artefacts <u>Y2</u> - Compare 2 versions of a past event - Compare pictures or photographs of people or events in the past - Discuss reliability of photos/ accounts/stories - Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	<u>Y1</u> - Recognise the difference between past and present in their own and others lives - They know and recount episodes from stories about the past - Find answers to simple questions about the past from sources of information e.g. artefact <u>Y2</u> - Recognise why people did things, why events happened and what happened as a result - Identify differences between ways of life at different times Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	<u>Y1</u> - Sequence events in their life - Sequence 3 or 4 artefacts from distinctly different periods of time - Match objects to people of different ages - Find answers to simple questions about the past from sources of information e.g. artefacts <u>Y2</u> - Sequence artefacts closer together in time - check with reference book - Sequence photographs etc. from different periods of their life - Describe memories of key events in lives

			Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.
History ideas	- History of space travel and significant people. Neil Armstrong. Tim Peak. Helen Sharman (first UK female to visit the space station) - Michael Foale from Louth??		- How has farming changed in the local area? - Bees - Bread making - Planting

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Geography LO	Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map	- Name and locate the world's 7 continents and 5 oceans - Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. - Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map - 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 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
Geography Progression skills	<u>Y1</u> - Follow directions (Up, down, left/right, forwards/backwards) - Use a simple picture map to follow directions to local landmark (Church); <u>Y2</u> - Make observations about where things are e.g. within school or local area. - Follow directions (Up, down, left/right, forwards/backwards) - Follow a route on a map. - Use a plan view. - Look down on objects to make a plan view map. - Use teacher drawn base maps.	<u>Y1</u> - Teacher led enquiries, to ask and respond to simple closed questions. - Use information books/pictures as sources of information. - Recognise that it is about a place. - Use relative vocabulary (e.g. bigger/smaller, like/dislike) - Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France. - Picture maps and globes <u>Y2</u> - Children encouraged to ask simple geographical questions; Where is it? What's it like? - Use NF books, stories, maps, pictures/photos and internet as sources of information.	<u>Y1</u> - Teacher led enquiries, to ask and respond to simple closed questions. - Use information books/pictures as sources of information. - Recognise that it is about a place. - Use relative vocabulary (e.g. bigger/smaller, like/dislike) - Investigate their surroundings - Make observations about where things are e.g. within school or local area. - Follow directions (Up, down, left/right, forwards/backwards) - Use own symbols on imaginary map. - Use a simple picture map to move around the school;

	Use large scale OS maps.	- Use an infant atlas to locate places. - Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) - Locate and name on UK map - major features e.g. London, River Thames, home location, seas. - Find land/sea on globe. - Use an infant atlas to locate places	- Draw around objects to make a plan. Y2 - Children encouraged to ask simple geographical questions; Where is it? What's it like? - Use NF books, stories, maps, pictures/photos and internet as sources of information. - Use an infant atlas to locate places. - Investigate their surroundings - Make appropriate observations about why things happen. - Make simple comparisons between features of different places. - Follow directions (as yr 1 and inc'. NSEW) - Use class agreed symbols to make a simple key. - Follow a route on a map. - Use a plan view. - Look down on objects to make a plan view map. - Use teacher drawn base maps. - Use large scale OS maps.
Geography ideas	RE link – fieldwork . Local walk to Church using compass and map skills	- Comparison of living in Caistor/Grasby with living in Kenya / cold place - Identify human and physical features of school grounds compared to Kenya	- Study the school grounds and local area. - Collect data for weather studies - Study aerial photos and maps of Caistor/Grasby

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Science (Y1/2) LO	Animals Including Humans - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. - notice that animals, including humans, have offspring which grow into adults - find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Living Things and Their Habitats - 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 - identify and name a variety of plants and animals in their habitats, including micro-habitats - 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.	Plants - identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - identify and describe the basic structure of a variety of common flowering plants, including trees. - observe and describe how 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. White Rose Science

	White Rose Science - The human body (Y1) - Humans (Y2) - Growing up-Life cycle of humans (Y2)	White Rose Science Living thing and their habitats (Y2)	- Plants (Y1) - Planting A, B, C (Y1) - Plants (light and dark) (Y2) - Plants (bulbs and seeds) (Y2)
Working Scientifically	- asking simple questions and recognising that they can be answered in different ways - using their observations and ideas to suggest answers to questions	- asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests - identifying and classifying - using their observations and ideas to suggest answers to questions	- observing closely, using simple equipment - performing simple tests - using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions.
Science (Y1/2) Progression skills	- Observing over time - Use non-standard units and simple equipment to record changes, data and things that might be related - Make comparisons between simple features of objects, materials or living things - Sorting and classifying - Sort objects by observable and behavioural features - Record my sorting in sorting circles or tables - Record in words or pictures or in simple prepared formats such as tables, tally charts and maps - Use simple books and electronic media to find things out - Ask questions to find out what people do and how things work	- Observing over time - Use non-standard units and simple equipment to record changes, data and things that might be related - Make comparisons between simple features of objects, materials or living things - Sorting and classifying - Sort objects by observable and behavioural features - Record my sorting in sorting circles or tables - Record in words or pictures or in simple prepared formats such as tables, tally charts and maps - Use simple books and electronic media to find things out - Ask questions to find out what people do and how things work	-Sorting and classifying -Sort objects by observable and behavioural features -Record my sorting in sorting circles or tables -Record in words or pictures or in simple prepared formats such as tables, tally charts and maps -Use simple books and electronic media to find things out -Use non-standard units and simple equipment to record changes, data and things that might be related -Ask questions about how and why things change -Ask questions about how and why things are similar or different -With help identify changes to observe and measure and suggest how to do it -Decide what to observe to identify or sort things -Ask questions about why and how things are linked -With help decide what patterns to observe and measure and suggest how to do it. -Ask questions about how things are and the way they work -With help make suggestions about how to find things out -Ask questions about why and how -With help notice links between cause and effect -With help identify simple variables to change and measure
Science (Y1/2) Ideas	Uses of everyday materials Sort and explore the properties of the space junk Bob has collected at work, tidying up after the visitors (link to PoR)	Animals Explore how reptiles adapt and survive in hot countries - learn the anatomy of a chosen reptile and label diagrams of them, naming parts and their functions.	Plants - Grow a salad garden from seed, identifying the conditions needed for plant growth. - Grow wildflowers and their important role providing food (nectar) for bees –link PoR book).

	- Experiment which material would be best to make an umbrella for Beegu (or an alien) visiting Earth. It doesn't rain where they come from and they don't like getting wet. - Experiment which materials would make the best spacesuit for Bob - Christmas themed –Bob has asked santa for a bouncy ball for Christmas. Which one is the bounciest? Seasonal changes Explore school grounds for signs of autumn Create seasonal calendar showing the four seasons through a tree	Obtain tadpoles and observe. Learn about the life cycle of a frog. Seasonal changes Explore school grounds for signs of spring Make spring flowers cards for Mothers Day card –link to DT making sliders	Identify the parts of a plant by creating 'art attack' or 'Mister Maker' style giant collage Seasonal changes Explore school grounds and explore summer changes. Make scavenger crowns with the things found
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Art and Design LO	- to use a range of materials creatively to design and make products - 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.	- art and design techniques in using colour, pattern, texture, line, shape, form and space - 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.	- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - 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.
Art and Design Progression skills	Painting Y1 - Create different textures e.g. use of sawdust. Y2 - Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. - Name different types of paint and their properties. - Work on a range of scales e.g. large brush on large paper etc. Work of Other Artists - use inspiration from famous, notable artists to create their own work and compare	Painting Y1 - Create different textures e.g. use of sawdust. Y2 - Experiment with shading and tinting Collage, Textiles Y1 - Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. Y2 - Use a variety of techniques, inc. weaving, French knitting, tie-dying, fabric crayons and wax or oil resist, appliqué and embroidery. Work of Other Artists - use inspiration from famous, notable artists to create their own work and compare	Printing Y1 - Make rubbings (link Maths: money) - Build a repeating pattern and recognise pattern in the environment Drawing Y2 - Draw for a sustained period of time from the figure and real objects, including single and grouped objects. - Experiment with the visual elements; line, shape, pattern and colour. Work of Other Artists - use inspiration from famous, notable artists to create their own work and compare

Art and design ideas	Exploring and Developing Ideas Y1 - Record and explore ideas from first hand observation, experience and imagination. - Ask and answer questions about the starting points for their work, and develop their ideas. - Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook - Identify what they might change in their current work or develop in their future work. Y2 - Annotate work in sketchbook.		
	Paint a moonscape or planets of the solar system using textured paint and create a calendar Artist links: Van Gogh's Starry Night	- Antarctic landscape moving pictures, shading and tinting sky and landscape - Create a paper weaving inspired by African patterns - Design and create a Kente cloth pattern using a range of media – pastels, acrylic and poster paint, chalk Artist link: John Ndambo –African landscape artist	- Observational drawings of fruit and vegetables (Guiseppe Arcimbaldo) - Leaf print, and relief printing (Andy Warhol) - Visit the school grounds and collect natural resources to create own art work (Andy Goldsworthy) Artist links: - Andy Warhol - Guiseppe Arcimbaldo - Andy Goldsworthy.

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D & T LO	- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology - 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.		select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
D&T Progression skills	Developing, planning and communicating ideas Y1 - Suggest ideas and explain what they are going to do - Model their ideas in card and paper Y2 - Develop their design ideas through discussion, observation , drawing and modelling		Developing, planning and communicating ideas Y1 - Draw on their own experience to help generate ideas - Suggest ideas and explain what they are going to do - Identify a target group for what they intend to design and make - Model their ideas in card and paper

	- Identify a purpose for what they intend to design and make - Identify simple design criteria - Make simple drawings and label parts Evaluating processes and products Y1 - Evaluate their product by discussing how well it works in relation to the purpose - Evaluate their products as they are developed, identifying strengths and possible changes they might make Y2 - Evaluate against their design criteria - Evaluate their products as they are developed, identifying strengths and possible changes they might make - Talk about their ideas, saying what they like and dislike about them		Y2 - Generate ideas by drawing on their own and other people's experiences - Develop their design ideas through discussion, observation, drawing and modelling - Identify simple design criteria Working with tools, equipment, materials and components to make quality products (inc food) - Use hand tools including vegetable peelers, knives and graters safely and appropriately - Choose and use appropriate finishing techniques
D &T ideas	Design and make a moonscape moving picture using a slider mechanism	Easter cards -Sewing a cross on Binka	Design and make an appetising sandwich
Music LO	BBC Ten Pieces – Holst – Mars – Planets Focus – Listening, performing, composition Cross- curricular link - Science In this unit, children will listen to music from Gustav Holst's Planets Suite. They will explore the concepts of spikey and smooth in music and learn a new song, singing it in different styles. Children will play and repeat simple patterns on drums and compose lyrics for a song using a familiar tune. They will make a space map with different sounds and play classroom instruments.	Travel – Music Express year 2 Focus – Performing, listening, improvisation Cross-curricular link – English Vocabulary - Ostinato - Beat - rhythm In this unit, children learn a Tanzanian game song and accompany a travelling song using voices and instruments. They listen to an orchestral piece and improvise their own descriptive 'theme park' music.	BBC Teach KS1 Music: Music Food Fest Focus – Performance, musicianship Cross- curricular link – Science, geography In this unit, children will sing songs that explore many aspects of food – growing, eating, nutrition etc. They will use traditional material in new, fun ways.

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Y1/2 Computing units	<u>Technology around us</u> <u>1.1</u> Recognising technology in school and using	<u>Digital Painting</u> <u>1.2</u> Choosing appropriate tools in a program	<u>Moving a robot</u> <u>1.3</u> Writing short algorithms and	<u>Grouping Data</u> <u>1.4</u> Exploring object labels, then using	<u>Digital Writing</u> <u>1.5</u> Using a computer to create and format	<u>Programming Animations</u> <u>1.6</u> Designing and programming the

Teach Computing	it responsibly.	to create art, and making comparisons with working non-digitally.	programs for floor robots, and predicting program outcomes.	them to sort and group objects by properties.	text, before comparing to writing non-digitally.	movement of a character on screen to tell stories.
Y1/2 Computing LO	Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Understand what algorithms are, how they are implemented as programs on digital devices, Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs Recognise common uses of information technology beyond school	Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

PSHE LO https://www.coramlifeeducation.org.uk/scarf/lesson-plans	Me and My Relationships Why we have classroom rules Understand that classroom rules help everyone to learn and be safe; Explain their classroom rules and be able to contribute to making these Thinking about feelings Recognise how others might be feeling by reading body language/facial expressions;	Valuing differences It's not fair Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others. An act of kindness Recognise and describe acts of kindness and unkindness; Explain how these impact on other people's feelings; Suggest kind words and actions they can show to others;	Keeping myself safe Healthy me The characteristics and mental and physical benefits of an active lifestyle. The risks associated with an inactive lifestyle (including obesity). The importance of sufficient good quality sleep for good health and that a lack of sleep	Rights and responsibilities Around and about the school Identify what they like about the school environment; Recognise who cares for and looks after the school environment. Getting on with others Describe and record strategies for getting on with others in the classroom.	Being my best Eat well What constitutes a healthy diet (including understanding calories and other nutritional content).Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; The characteristics of a poor diet and risks associated with unhealthy eating (including, for	Growing and Changing Year 1 Then and now Identify things they could do as a baby, a toddler and can do now; Identify the people who help/helped them at those different stages Inside my wonderful body
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	Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.) Feelings and bodies Recognise that people's bodies and feelings can be hurt; Suggest ways of dealing with different kinds of hurt. Bullying or teasing Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; Identify situations as to whether they are incidents of teasing or bullying Don't do that Understand and describe strategies for dealing with bullying: Rehearse and demonstrate some of these strategies. Good friends Identify simple qualities of friendship; Suggest simple strategies for making up How are you listening Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel.	Show acts of kindness to others in school. When someone is feeling left out Explain how it feels to be part of a group; Explain how it feels to be left out from a group; Identify groups they are part of; Suggest and use strategies for helping someone who is feeling left out. Who are our special people That families are important for children growing up because they can give love, security and stability. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	can affect weight, mood and ability to learn. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. Super sleep The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. What could Harold do? The facts about legal and illegal harmful substances and associated risks. Understand that medicines can sometimes make people feel better when they're ill; Explain simple issues of safety and responsibility about medicines and their use. Good or bad touches? Understand and learn the PANTS rules; Name and know which parts should be private; Explain the difference between appropriate and inappropriate touch; Understand that they have the right to say "no" to unwanted touch; Start thinking about who they trust and who they can ask for help. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). Harold's picnic Understand that medicines can sometimes make people feel better when they're ill; Give examples of some of the things that a person can do to	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority <u>When I feel like erupting</u> Explain, and be able to use, strategies for dealing with impulsive behaviour. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. <u>How should we look after money</u> Recognise that different notes and coins have different monetary value; Explain the importance of keeping money safe; Identify safe places to keep money; Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it). <u>Basic first aid</u> How to make a clear and efficient call to emergency services if necessary. Concepts of basic first-aid, for example dealing with common injuries, including head injuries	example, obesity and tooth decay) and other behaviours <u>Catch it! Bin it ! Kill it!</u> Understand how diseases can spread; Recognise and use simple strategies for preventing the spread of diseases About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. <u>Harold's bathroom</u> Explain the importance of good dental hygiene; Describe simple dental hygiene routines. <u>Harold's postcard</u> About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. The facts and science relating to allergies, immunisation and vaccination. <u>Healthy me</u> The characteristics and mental and physical benefits of an active lifestyle The risks associated with an inactive lifestyle (including obesity). Harold has a bad day	Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); Understand and explain the simple bodily processes associated with them. <u>Keeping privates private</u> Identify parts of the body that are private; That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. Identify people they can talk to about their private parts. <u>Taking care of baby</u> The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. Understand some of the tasks required to look after a baby; Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding YEAR 2 <u>Sam moves away</u> Recognise the range of feelings that are associated with losing

			feel better without use of medicines, if they are unwell; Explain simple issues of safety and responsibility about medicines and their use. How safe would you feel? Identify situations in which they would feel safe or unsafe; Suggest actions for dealing with unsafe situations including who they could ask for help. Should I tell? Identify safe secrets (including surprises) and unsafe secrets; Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable Some secrets should never be kept Identify how inappropriate touch can make someone feel; Understand that there are unsafe secrets and secrets that are nice surprises; Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.		That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right The conventions of courtesy and manners. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	(and being reunited) with a person they are close to <u>Haven't you grown!</u> Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); Understand and describe some of the things that people are capable of at these different stages. <u>My body, your body</u> Identify which parts of the human body are private; Explain that a person's genitals help them to make babies when they are grown up; Understand that humans mostly have the same body parts but that they can look different from person to person.
	Autumn Term <u>To Infinity and Beyond</u> What would be your ideal planet?		Spring Term <u>Passport to Anywhere</u> Is all the world the same?		Summer Term <u>Our World</u> Where does our food come from?	
RE Themes (Y1/2)	God UC 1.1 (core) What do Christians believe God is like?	Incarnation UC 1.3 (core) Why does Christmas matter to Christians?	LAS Compulsory God-Islam	LAS Compulsory Community - Islam	LAS Additional Places of worship (including Christianity)	LAS Additional Places of worship (including Christianity)
RE LO	OUTCOMES BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: Identify what a parable is.	OUTCOMES BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:	- How is Allah described in the Qur'an? - What do Muslims learn about Allah and their faith from the Qur'an?	- What do different Muslims do to express their beliefs? - What celebrations are important to Muslims?	To include a religious or non-religious worldview other than Christianity or Islam Using three objects, features or symbols, ask:	

	• Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. • Give clear, simple accounts of what the story means to Christians. • Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. • Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. • Think, talk and ask questions about whether they can learn anything from the story. KNOWLEDGE BUILDING BLOCKS PUPILS WILL KNOW THAT: • Christians believe in God, and that they find out about God in the Bible. • Christians believe God is loving, kind, fair and forgiving, and also Lord and King. • Some stories show these Christian beliefs. • Christians worship God and try to live in ways that please him.	Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. Recognise that stories of Jesus' life come from the Gospels. Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. Decide what they personally have to be thankful for at Christmas time. . KNOWLEDGE BUILDING BLOCKS PUPILS WILL KNOW THAT: • Christians believe that Jesus is God and that he was born as a baby in Bethlehem. • The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). • Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.	Key vocab and knowledge Shariah (straight path) Tawhid (one God – Allah) Allah created humans to keep the universe in harmony 99 names of Allah The Quran is the words of Allah providing guidance. The Prophet Muhammed receiving the Qur'an – The 'night of power'	• What are the different practices associated with these celebrations and what do they tell us about Muslim beliefs about God, human beings and the world? Key vocab and knowledge Worship (ibadah) – prayer five times a day: statement of belief (shahadah): "There is no God but God and Muhammad is his prophet"; That all Muslims pray facing Makkah; preparation for prayer: washing (wudu) Key objects associated with prayer: prayer mat (cleanliness is important, Muslims don't pray directly on the ground), prayer beads (subha), compass (to indicate the direction of Makkah) Studying the Qur'an: the madrasah (school) – studying the Qur'an to find out how to follow the straight path (shariah); learning to recite the Qur'an Festivals: Eid ul-Fitr (end of the month of Ramadan), Eid ul-Adha (celebration of Prophet Ibrahim's test of faith)	• What they tell us about beliefs about God/human beings/the world from this particular worldview? - How they are used or what impact they have on this worldview community? Key vocab Christianity • Candle • Font • Altar Islam • Prayer mat • Qibla • Minaret Judaism • Torah scroll • Yad • Ner Tamid • Tallit
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RE Progression skills	I can retell some parts of religious stories. I can describe some religious ideas from stories. I can describe some religious beliefs, teachings and events	I recognise religious objects/people/ places. I know about some of the things that people of a religion do. I can describe some religious objects/places/ practices.	I can name some religious symbols. I know what some religious words mean. I can name some religious symbols. I know what some religious words mean.

	Autumn Term <u>To Infinity and Beyond</u> What would be your ideal planet?		Spring Term <u>Passport to Anywhere</u> Is all the world the same?		Summer Term <u>Our World</u> Where does our food come from?	
PE LO	<u>Indoor –Dance</u> - perform dances using simple movement patterns. <u>Outdoor – Netball</u> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities - participate in team games, developing simple tactics for attacking and defending	<u>Indoor –Gymnatics</u> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities <u>Outdoor –basketball</u> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities - participate in team games, developing simple tactics for attacking and defending	<u>Indoor- Personal challenge</u> <u>Outdoor- Rugby/Hockey</u> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities - participate in team games, developing simple tactics for attacking and defending	<u>Indoor- tennis</u> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities - participate in team games, developing simple tactics for attacking and defending <u>Outdoor- Cross Country</u> - master basic movements including running	<u>Indoor- Inclusive sports</u> <u>Outdoor -Rounders</u> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities - participate in team games, developing simple tactics for attacking and defending	<u>Indoor- Inclusive sports</u> - participate in team games, developing simple tactics for attacking and defending - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities <u>Outdoor – Athletics</u> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
PE progression skills	<u>Indoor –Dance</u> <u>Y1</u> Copies and explores basic movements and body patterns	<u>Indoor –Gymnatics</u> <u>Y1</u> Copies and explores basic movements with some control and coordination.	<u>Indoor- Personal challenge</u> <u>Outdoor- Rugby/Hockey</u> <u>Y1</u> Can travel in a variety of ways including running and jumping.	<u>Indoor- tennis</u> <u>Y1</u> - Can travel in a variety of ways including running and jumping. - Beginning to perform a range of throws.	<u>Indoor- Inclusive sports</u> <u>Outdoor –Rounders</u> <u>Y1</u> Can travel in a variety of ways including running and jumping.	<u>Indoor- Inclusive sports</u> <u>Outdoor – Athletics</u> <u>Y1</u> Can run at different speeds. <u>Y2</u>

	- Remembers simple movements and dance steps - Links movements to sounds and music. - Responds to range of stimuli. <u>Y2</u> - Copies and explores basic movements with clear control. - Varies levels and speed in sequence - Can vary the size of their body shapes - Add change of direction to a sequence - Uses space well and negotiates space clearly. - Can describe a short dance using appropriate vocabulary. - Responds imaginatively to stimuli. <u>Outdoor – Netball</u> <u>Y1</u> - Can travel in a variety of ways including running and jumping. - Beginning to perform a range of throws. - Receives a ball with basic control - Beginning to develop hand-eye coordination - Participates in simple games <u>Y2</u> - Confident to send the ball to others in a range of ways. - Beginning to apply and combine a variety of	- Can perform different body shapes - Performs at different levels - Can perform 2 footed jump - Can use equipment safely - Balances with some control - Can link 2-3 simple movements <u>Y2</u> - Explores and creates different pathways and patterns. - Uses equipment in a variety of ways to create a sequence - Link movements together to create a sequence <u>Outdoor –basketball</u> <u>Y1</u> - Can travel in a variety of ways including running and jumping. - Beginning to perform a range of throws. - Receives a ball with basic control - Beginning to develop hand-eye coordination - Participates in simple games <u>Y2</u> - Confident to send the ball to others in a range of ways. - Beginning to apply and combine a variety of skills (to a game situation)	- Beginning to perform a range of throws. - Receives a ball with basic control - Beginning to develop hand-eye coordination - Participates in simple games <u>Y2</u> - Confident to send the ball to others in a range of ways. - Beginning to apply and combine a variety of skills (to a game situation) - Develop strong spatial awareness. - Beginning to develop own games with peers. - Understand the importance of rules in games. - Develop simple tactics and use them appropriately. - Beginning to develop an understanding of attacking/ defending	- Receives a ball with basic control - Beginning to develop hand-eye coordination Participates in simple games <u>Y2</u> - Confident to send the ball to others in a range of ways. - Beginning to apply and combine a variety of skills (to a game situation) - Develop strong spatial awareness. - Beginning to develop own games with peers. - Understand the importance of rules in games. - Develop simple tactics and use them appropriately. - Beginning to develop an understanding of attacking/ defending <u>Outdoor- Cross Country</u> <u>Y1</u> - Can run at different speeds. <u>Y2</u> - Can change speed and direction whilst running.	- Beginning to perform a range of throws. - Receives a ball with basic control - Beginning to develop hand-eye coordination - Participates in simple games <u>Y2</u> - Confident to send the ball to others in a range of ways. - Beginning to apply and combine a variety of skills (to a game situation) - Develop strong spatial awareness. - Beginning to develop own games with peers. - Understand the importance of rules in games. - Develop simple tactics and use them appropriately. - Beginning to develop an understanding of attacking/ defending	Can change speed and direction whilst running.
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	skills (to a game situation) • Develop strong spatial awareness. • Beginning to develop own games with peers. • Understand the importance of rules in games. • Develop simple tactics and use them appropriately. • Beginning to develop an understanding of attacking/ defending	• Develop strong spatial awareness. • Beginning to develop own games with peers. • Understand the importance of rules in games. • Develop simple tactics and use them appropriately. • Beginning to develop an understanding of attacking/ defending				
	Autumn Term		Spring Term		Summer Term	
Cycle B 2023/2024						
	Term 1		Term 2		Term 3	
Theme title	Heroes and Villains EQ: Are all characters the same? 		Amazing Britain EQ: What makes Caistor/Lincolnshire great? 		Journeys EQ: Are oceans and seas just water? 	
	Writing to inform Recount Letter / diary Leaflet / magazine article / double page spread Instructions Posters Brochures Report / diary / postcards	Writing to inform Recount Letter / diary Leaflet / magazine article / double page spread Instructions Posters Brochures Report / diary / postcards	Writing to entertain Stories Descriptions Poetry In-character/role	Writing to inform Recount Letter / diary Leaflet / magazine article / double page spread Instructions Posters Brochures Report / diary / postcards	Writing to entertain Stories Descriptions Poetry In-character/role	Writing to inform Recount Letter / diary Leaflet / magazine article / double page spread Instructions Posters Brochures Report / diary / postcards

Power of reading text/visual literacy and Text/Writing Ideas T1	Rapunzel (POR) Diary entry	The Last Wolf (POR)	Halibut Jackson (POR)	Claude in the city (POR)	The Snail and the Whale (POR and EEV)	The Secret of Black Rock (RoR)
	The Baddies EEV	The Big Bad Pig - EEV	Superworm EEV	Tabby McTat EEV	The Lighthouse Keeper's lunch (other)	The Rainbow Fish (EEV)
	The Troll EEV	Foxy and Egg??? EEV	Poetry??? See poetry basket 2 – minibeast poems x2 or more	Non-fiction???? Great fire of London?? Animals? Or Geography text??	Tiddler (EEV)	Lost and Found (other)
	Traction Man (PoR)	Endangered Animals, Martin Jenkins and Tom Frost (Walker Studio) Can We Save The Tiger?, Martin Jenkins and Vicky White (Walker) Write On... Endangered Animals, Clare Hibbert (Franklin Watts)	The Adventures of The Egg Box Dragon (PoR)	(PoR)	The Storm Whale (POR)	Poetry – See Poetry Basket 2 (poems on ses

In EYFS and KS1, pupils follow the Read, Write Inc. scheme for reading and writing. The expected progression in YR has also been included as children joining the school, including those who are learning English as an additional language, may enter the programme at a different point. Expected progress through the scheme is as follows:

Reading (YR)		Autumn <u>Heroes and Villains</u> Are all characters the same?	Spring <u>Amazing Britain</u> What makes Caistor/Lincolnshire great?	Summer <u>Journeys</u> Are oceans and seas just water?	End of year expectations
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	Word Reading	Children are taught the Set 1 sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, sh, th, ch, qu, ng, nk Children are taught to blend sounds into words orally. Children are taught to blend single-letter sounds (word time 1.1-1.4)	Recap on Set 1 pecial friends: th, ch, qu, ng, nk Secure blending of words with special friends (word time 1.5 and 1.6). Secure blending on words containing all set 1 sounds Children are taught to blend words containing 4/5 sounds and consonant blends (word time 1.6 and 1.7). To be exposed to some common exception words: put, the, l, no, of, my, for, he	Children are taught the Set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy To recall previous common exception words and be exposed to new common exception words: your, said, you, be, are Children are taught the set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Children are taught to blend words containing set 2 sounds Children to build speed of reading words containing set 1 sounds.	Say a sound for each letter in the alphabet and at least 10 special friends. Read words consistent with their phonic knowledge by Fred talking Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
		By the end of the term children should:			
		Read all set 1 single -etter sounds Blend sounds into words orally.	Read red storybooks Read all Set 1 special friends	Read Green or Purple storybooks. Read some set 2 sounds.	
	Comprehension	Listening and comprehension of instructions. Immerse children in topic related/unfamiliar vocabulary.	Retrieval comprehension through verbal guided questioning. Expect children to use given vocabulary in appropriate context.	Simple, inference based comprehension through verbal guided questioning. Verbal, simple predictions. Recall simple definition for given vocabulary.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Reading (Y1)	Word Reading	Children are taught the set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Children are taught to read words containing set 2 sounds.	Children to build speed of reading words containing these sounds set 1,2 and the following set 3 sounds (ea, oi, a-e, i-e,o-e, u-e, e- e).	Children to build speed of reading words containing set 1, 2 and 3 sounds.	Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings Read other words of more than one syllable that contain taught GPCs. Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Reread these books to build up their fluency and confidence in word reading. Children can read at a pace of at least 60 words per minute.	
		Children build speed of reading words containing set 1 sounds, particularly word time 1.6-1.7	Children are taught the remainder of Set 3 sounds ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure	Children are taught the additional sounds: au, oe, e_e, ie, ph, kn, wh		Children to read words containing set 1, 2 and 3 sounds speedily.
		Children build speed of reading words containing these set 2 sounds	Begin to read multisyllabic words, including words with suffix endings.	Read multisyllabic words with increased accuracy and pace.		
		By the end of the term children should:				
		Read Pink storybooks. Read all set 2 sounds speedily. Read nonsense words containing set 2 sounds.	Read Yellow storybooks. Read some set 3 sounds speedily Read some set 3 sounds in nonsense words.	Read Blue storybooks. Read all of set 3 sounds speedily. Read at least 60 words per minute.		
	Comprehension	Children are taught specifically to: To participate in discussion about what is being read to them. To identify the title of a text. To discuss the significance of the title and events in a story. Learn topic related/ unfamiliar vocabulary and use it mostly appropriately. Answer a range of questions. (Plus comprehension covered within Read, Write, Inc. – retrieval and discussion/explain)	Children are taught specifically to: To give simple prediction, based on what has happened so far. Learn topic related/ unfamiliar vocabulary and use it mostly appropriately and in a range of contexts. Begin to explain the meaning of vocabulary. Answer a range of questions with incresed independence. (Plus comprehension covered within Read, Write, Inc. – retrieval, inference and explain)	Children are taught specifically to: To explain clearly what has been read to them. To explain the meaning of topic related/unfamiliar vocabulary and use it independently in a range of different contexts. Explain the meaning of topic related/unfamiliar vocabulary and use it independently in a range of different contexts. To make inferences based on what is said and done. To answer a range of questions with more independence (Plus comprehension covered within Read, Write, Inc. – retrieval, inference, prediction, explain)	Develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Being encouraged to link what they read or hear to their own experiences. Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics. Recognising and joining in with predictable phrases. Learning to appreciate rhymes and poems, and to recite some by heart. Discussing word meanings, linking new meanings to those already known Understand both the books they can already read accurately and fluently and those they listen to by: 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. Discussing the significance of the title and events. Making inferences based on what is being said and done. Predicting what might happen based on what has been read so far. Participate in discussion about what is read to them, taking turns and listening to what others say. Clearly explain their understanding of what is read to them.
Reading (Y2)	Word Reading	To read words containing set 1, 2 and 3 sounds speedily. Read multisyllabic words accuracy and pace. Recap any missing sound gaps and build fluency when reading stories. Read multisyllabic words accuracy and pace.	Read all words including nonsense and multisyllabic words that include set 1,2,3 sounds speedily and accurately. <i>Children on track for expected will complete the RWI programme at the end of Spring 1.</i>	<i>Follow Y2 English</i>	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 Read most words accurately and speedily when they have been frequently encountered. Read aloud books closely matched to their improving phonic knowledge Reread these books to build up their fluency and confidence in word reading. Children can read stories and passages at the pace of 90 words per minute. They can read all sounds in words, including multisyllabic words, with little or no hesitation.
		By the end of the term children should:			
		Begin to read Grey storybooks. Read all of set 3 sounds speedily. Read 80 words per minute	Read Grey storybooks with increased fluency and comprehension. Read all of set 3 sounds speedily. Read 80/90+ words per minute Read multisyllabic words speedily	Children are encouraged to read a range of text types, including fiction and non-fiction poetry, rhymes. Daily opportunities for children to build pace, fluency and use expression when reading. Children to read multisyllabic words and words with suffix endings. Children to read topic related vocabulary. Children to read year 2 common exception words.	

	Comprehension	Children are taught specifically to: Use clues to predict. Answer and ask questions (verbally or in simple written form). Discuss the sequence of events in books. Discuss and clarify the meaning of words.	Children are taught specifically to: Explain and discuss their understanding of books. Begin to answer questions about text in a written form. Discuss their favourite books, words and phrases. Be introduced to non-fiction books that are structured in different ways. Make inferences based on what is being said and done. (plus Autumn term objectives)	Children are taught specifically to: Recognise simple recurring literary language in poetry. Participate in discussion about poems. Continue to build up a repertoire of poems. Answer more complex range of questions about longer pieces of text in a written form. (plus Autumn and Spring term objectives)	Develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to, discussing and expressing views about a wide range of 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. Understand both the books that they can already read accurately and fluently and those that they listen to by: 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 based on what is being said and done Answering and asking own questions Predicting what might happen based on what has been read so far. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
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	- 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	Develop pleasure in reading, motivation to read, vocabulary and understanding by: - 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	Develop pleasure in reading, motivation to read, vocabulary and understanding by: - Discussing and clarifying the meanings of words, linking new meanings to known vocabulary - Discussing their favourite words and phrases Understand both the books that they can already read accurately and fluently and those that they listen to by: - Drawing on what they already know or on background information and vocabulary provided by the teacher
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	• 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 • 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 • 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 • 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	• 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 • Recognising simple recurring literary language in stories and poetry • Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • 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 Understand both the books that they can already read accurately and fluently and those that they listen to by: • 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	• 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
Reading (Y2)	<i>Children follow RWI programme</i>	<i>Children follow RWI programme</i>	Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Discussing and clarifying the meanings of words, linking new meanings to known vocabulary • Discussing their favourite words and phrases Understand both the books that they can already read accurately and fluently and those that they listen to by: • 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 based on what is being said and done • Answering and asking questions
		Develop pleasure in reading, motivation to read, vocabulary and understanding by:	

		• 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 • Recognising simple recurring literary language in stories and poetry • Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • 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 Understand both the books that they can already read accurately and fluently and those that they listen to by: • checking that the text makes sense to them as they read, and correcting inaccurate reading • making inferences based on what is being said and done • answering and asking questions • predicting what might happen based on 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	• Predicting what might happen based on 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
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Writing (YR)	Autumn <u>Heroes and Villains</u> Are all characters the same?	Spring <u>Amazing Britain</u> What makes Caistor/Lincolnshire great?	Summer <u>Journeys</u> Are oceans and seas just water?	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.
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	Children are taught to write Set 1 sounds and set 1 special friends: <i>m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, sh, th, ch, qu, ng, nk</i>	Children are taught to write with special friends (word time 1.5 and 1.6).	Children are taught to write words containing 4/5 sounds and consonant blends. To write some simple common exception words (Red Words). Children are taught to write the set 2 sounds: <i>ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</i> Children are taught to write words using set 2 sounds.	Write simple phrases and sentences that can be read by others.
Writing (Y1)	Children are taught to write their set 2 sounds: <i>ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</i> Children are taught to write words using set 2 sounds. To write some common exception words. Write dictated simple sentences with clear finger spaces.	Children are taught to write their set 3 sounds (<i>ea, oi, a-e, i-e, o-e, u-e, e-e</i>). Children are taught to write words using set 3 sounds. To write further common exception words. Write dictated simple sentences with clear finger spaces and full stop. Write multisyllabic words with support. Children are taught to write further set 3 sounds. Children are taught to write words using set 3 sounds. To write further common exception words. Write dictated simple sentences with clear finger spaces and full stop. Write multisyllabic words with more independence.	Children are taught to write words using set 3 sounds. To write further common exception words. Write dictated sentences with clear finger space, full stop and capital letter. Write multisyllabic words, including words with suffix endings. Children are taught to write words using set 3 sounds. Write sentences with clear finger space, full stop and capital letter. Write multisyllabic words, including words with suffix endings within sentences and the prefix un-.	Writing - Transcription: Spelling: To be taught to: spell: - words containing each of the 40+ phonemes already taught - common exception words - days of the week name the letters of the alphabet: - naming the letters of the alphabet in order - using letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes: - using the spelling rule for adding -s and -es as the plural marker for nouns and the third person singular marker for verbs - use the prefix -un - use -ing, -ed, -er and -est where no change is needed in the spelling of root words. - Write from memory simple sentences dictated by the teacher, including words using the GPCs and common exception words taught. Handwriting: - sit correctly at a table, holding a pencil comfortably and correctly - form lower-case letters in the correct direction, starting and finishing in the right place.
	In addition, children will be taught the following:			

	Learn to write the days of the week. Spell Y1 common exception words	Spell Y1 common exception words	Spell Y1 common exception words Learn to use spelling rule for adding s / es. Learn to spell using suffixes -ing and -ed. Learn to spell using suffixes -er and -est. Learn to spell words using the prefix -un.	- form capital letters - form digits 0-9 Writing - Composition: Write sentences by: - saying out loud what they are going to write about - composing a sentence orally before writing it - sequencing sentences to form short narratives - re-reading what they have written to check that it makes sense - discuss what they have written with the teacher or other pupils Writing - Vocabulary, grammar and punctuation: - Leave spaces between words - Joining words and joining clauses using 'and' - Beginning to punctuate sentences using a capital letter, full stop, question mark or exclamation mark - Using a capital letter for names of people, places, days of the week and pronoun 'I'
Writing (Y2)	Write words using set 3 sounds. Children begin to choose correct spelling choice to spell. Recap on all year 1 common exception words. To begin to learn to spell some year 2 common exception words. Write dictated sentences with clear finger spaces and full stop. Write multisyllabic words with more independence. To write words with suffix endings taught in year 1 (ed, ing, er, est,	Learn more year 2 common exception words. Write dictated sentences with clear finger spaces, capital letter, full stop, question or exclamation mark.		Writing - Transcription: Spelling: - segment spoken words into phonemes and representing these by graphemes, spelling many correctly. - Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones. - common exception words - words with contracted forms - words with possessive apostrophe add suffixes to spell longer words including: - <i>-ment, -ness, -ly, -full, -less</i> - Write from memory simple sentences dictated by the teacher, including words using the GPCs, common exception words and punctuation taught so far. Handwriting: To form lower case letters of the correct size relative to one another

		<i>Spring 2</i> <i>Children now come off our Read, Write, Inc. programme. See Y2 Reading and Writing plan below.</i>		start using some of the diagonal and horizontal strokes needed to join letters, and understand which letters 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. Writing - Composition: Develop positive attitudes towards and stamina for writing by: Writing narratives about personal experiences and those of others (real and fictional) - Writing about real events - Writing poetry - 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. - Writing down ideas and/or key words, including new vocabulary - 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 - Rereading to check that their writing makes sense and that verbs to indicate time are used correctly, including verbs in the continuous form - Proofreading to check for errors in spelling, grammar and punctuation Read aloud what they have written with appropriate intonation to make the meaning clear. Writing - Vocabulary, grammar and punctuation: Develop understanding of concepts by: - Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted form and the possessive (singular). Learn how to use: - Sentences with different forms: statement, question exclamation, command - Expanded noun phrases to describe and specify - The present and past tenses correctly and consistently, including the progressive form. - Subordination (using when, If, that, or, because) and co-ordination (using or, and, but) Use and understand the grammatical terminology in discussing their writing. - form lower-case letters of the correct size relative to one another - 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 are best left un-joined.
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				- 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.
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Writing (Y2)		From Spring 2	<u>Ongoing (italics)</u>
	Children follow RWI programme	<u>Ongoing (italics)</u> - Develop positive attitudes towards and stamina for writing (see full explanation in NC) - Consider what they are going to write before beginning(see full explanation in NC) - Make simple additions, revisions and corrections to their own writing(see full explanation in NC) - Read aloud what they have written with appropriate intonation to make the meaning clear - Full stops and capitals including proper nouns - 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. - Question marks - Expanded noun phrases to describe and specify - Coordinating conjunctions (FANBOYS) - Exclamation marks - Commas in a list - Possessive apostrophe for singular - Apostrophes for contracted forms - Sentences with different forms: statement, question, exclamation, command - Subordinating conjunctions eg when, if, that, or because	<u>Ongoing (italics)</u> - Develop positive attitudes towards and stamina for writing (see full explanation in NC) - Consider what they are going to write before beginning(see full explanation in NC) - Make simple additions, revisions and corrections to their own writing(see full explanation in NC) - Read aloud what they have written with appropriate intonation to make the meaning clear - Learning the grammar for year 2 in English Appendix 2 NC - Some features of written Standard English - Use and understand the grammatical terminology in English Appendix 2 (NC) in discussing their writing and reading.

	Autumn <u>Heroes and Villains</u> Are all characters the same?	Spring <u>Amazing Britain</u> What makes Caistor/Lincolnshire great?	Summer <u>Journeys</u> Are oceans and seas just water?
SPAG (Y2)	Recap all cards learnt in Year 1, and remind children of what they learned: Dr Sense Noun Clown Adjective Verb on a Kerb Tense Simple sentence Main Clause, Openers Compound Sentence and Coordinating conjunction (just AND) <u>Cards to be introduced (some with new concepts):</u> <u>Noun</u>: introduce Collective (names of groups of things, e.g. family, men, sheep, fish etc) and Abstract nouns - things we cannot touch. <u>Pronoun</u> – New term to introduce - Possessive (just introduce the term) (talks about something belonging, being someone’s possession) Mine, His, Hers, Yours, Theirs, Ours. <u>Adjective</u> – New term to introduce -Possessive (my, your, his, hers, our their) so instead of saying the red apple, the adjective could be ‘my apple’ (just introduce the term) <u>Expanded noun phrase</u> – Noun phrase – determiner + noun Expanded noun phrase is determiner + noun + adjective(s) Important to address this misconception. <u>Verb</u> – remind of present tense. Remind about simple past with –ed or irregular form. Key terms – Regular, irregular - Coordinating conjunctions	Cards to continue to embed with old and new learning: Dr Sense Noun Clown Adjective Verb on a Kerb Tense Simple sentence Main Clause, Openers Compound Sentence and Coordinating conjunction Expanded Noun Phrase <u>Cards/New Ideas to be introduced:</u> <u>Adverb</u> – sounds like ‘advert’, picture of a TV, action of pointing and pressing a remote control. Use of –ly to turn adjectives into adverbs. Highlight that NOT all adverbs end in –ly and that it is the word that changes the verb. (always, never, fast, slow etc) <u>Simple sentence card reminder that they can stand by themselves:</u> 4 Sentence types (simple at this level): Statement Question - ? Exclamation - ! With ‘How’ or ‘What’ as the opening word. Address that other sentences can USE exclamation marks, but they are NOT Exclamatory sentences. - Command – Imperative/Bossy/Command verb to open. <u>Subordinating conjunction</u> – make a wave with the arm. Imagery suggests the subordination is ‘going below the water’. Model rearranging the sentence to say that they can go at the beginning (during recall and learn only Using When, If, That and Because. <u>Sentence structures:</u> Revise Compound Sentence – Main Clause, Coordinating Conjunction – New idea of using Or or But as a coordinating conjunction. <u>Complex Sentence</u> – X as an action. Made up of: <u>Main clause</u> – reminder it can survive by itself, action of ‘mane’ and ‘claws’	Cards to continue to embed with old and new learning: Dr Sense Noun Clown Adjective - Verb on a Kerb Tense Simple sentence Main Clause, Openers Compound Sentence and Coordinating conjunction (just AND) Expanded Noun Phrase Adverb Complex sentence Subordinating conjunction Subordinate clause Simile Snake Preposition <u>Cards/New ideas to be introduced:</u> <u>Antonym and Synonym</u> – Teach these together. Synonym – words that mean VERY similar things, not the same. Antonym – the opposite. <u>Simile Snake</u> – do the action of a snake with your arm. As ____ as or like a ____. <u>Preposition – of place/position:</u> picture shows that a preposition can be of place or time. Children can know that you are focusing just on position.

		<u>Subordinate clause</u> – action of a smaller lion, cannot survive by itself, it needs the ‘Main Clause’ with it to make sense. • <u>Openers:</u> Remind about Time openers. Time (phrases) Adverb openers	
	Autumn <u>Heroes and Villains</u> Are all characters the same?	Spring <u>Amazing Britain</u> What makes Caistor/Lincolnshire great?	Summer <u>Journeys</u> Are oceans and seas just water?
Active Spelling (Y2)	• a making the or sound (not the short vowel a sound) • c makes the s sound if placed before i/e/y • dge • Suffix ly, y for i at the end of words • o making the u sound • keeping the y and adding ing • Adding –ing to words ending in e • Double the consonant when adding the suffix –ed • Suffixes ment, ness • le, ei endings • Silent Kn • Possessive apostrophes for single nouns Learn and practise target Y2 common exception words – ongoing	• ar to make the or sound after w • or making the er sound after the w • ge • ly endings • s making the z sound • y to i and add –ed • adding –ed and –er to words ending in e • Doubling final consonants when adding a suffix –ing • Suffixes ful, less • ai il endings • silent gn • homophones Learn and practise target Y2 common exception words - ongoing	• a making the o sound after w and qu • ey making the ee sound • ge dge • tion • Adding –es to nouns and verbs ending in –y • y to l and add –er –est • Adding –est and –y to words ending in a e. • Doubling final consonant when adding a suffix -er –est • Suffixes ment, ness, ful, less • le, el, al, il ending • Silent wr • Contractions Learn and practise target Y2 common exception words - ongoing How to use a dictionary

Maths (Y1) White Rose Maths	Place value -count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number -count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens -given a number, identify one more and one less -identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least -read and write numbers from 1 to 20 in numerals and words. Addition and subtraction -read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs -represent and use number bonds and related subtraction facts within 20	Place value -count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number -count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens -identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least -read and write numbers from 1 to 20 in numerals and words. -given a number, identify one more and one less Addition and subtraction -add and subtract one-digit and two-digit numbers to 20, including zero -solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.	Place value -count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number -count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens -identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least -read and write numbers from 1 to 20 in numerals and words. -given a number, identify one more and one less Multiplication and division -solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Fractions
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	-add and subtract one-digit and two-digit numbers to 20, including zero -solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. Geometry-Properties of shape -recognise and name common 2-D and 3-D shapes, including: -2-D shapes [for example, rectangles (including squares), circles and triangles] -3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	Measurement: Length and Height, Mass and Volume -compare, describe and solve practical problems for: -lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] -mass/weight [for example, heavy/light, heavier than, lighter than] -capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] -time [for example, quicker, slower, earlier, later] -measure and begin to record the following: -lengths and heights -mass/weight, capacity and volume	-recognise, find and name a half as one of two equal parts of an object, shape or quantity -recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Measurement: time -time [for example, quicker, slower, earlier, later] -time (hours, minutes, seconds) Measurement: money -recognise and know the value of different denominations of coins and notes Time -sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] -recognise and use language relating to dates, including days of the week, weeks, months and years -tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Geometry-Position and direction -describe position, direction and movement, including whole, half, quarter and three-quarter turns.
Maths (Y2) White Rose Maths	Year 2 Number and place value -count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward -recognise the place value of each digit in a two-digit number (tens, ones) -identify, represent and estimate numbers using different representations, including the number line -compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs -read and write numbers to at least 100 in numerals and in words -use place value and number facts to solve problems. Addition and subtraction -solve problems with addition and subtraction: -using concrete objects and pictorial representations, including those involving numbers, quantities and measures -applying their increasing knowledge of mental and written methods	Year 2 Multiplication and division -recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers -calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ($\times$), division ($\div$) and equals ($=$) signs -show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot -solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Measurement -choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g);	Year 2 Fractions -recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity -Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ -write simple fractions for example $\frac{1}{2}$ of 6 = 3 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. Geometry- Position and direction -order and arrange combinations of mathematical objects in patterns and sequences

	-recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 -add and subtract numbers using concrete objects, pictorial representations, and mentally, including: -a two-digit number and ones -a two-digit number and tens -two two-digit numbers -adding three one-digit numbers -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 missing number problems. Geometry- Properties of shape -identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line -identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces -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.	temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels -compare and order lengths, mass, volume/capacity and record the results using >, < and = 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	-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). Statistics -interpret and construct simple pictograms, tally charts, block diagrams and simple tables -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.
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	Autumn <u>Heroes and Villains</u> Are all characters the same?	Spring <u>Amazing Britain</u> What makes Caistor/Lincolnshire great?	Summer <u>Journeys</u> Are oceans and seas just water?
History LO	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods <i>e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell</i> Significant historical events, people and places in their own locality.	Events beyond living memory that are significant nationally or globally <i>e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</i>	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
History progression of skills	<u>Y1</u> - Recognise the difference between past and present in their own and others lives - They know and recount episodes from stories about the past	<u>Y1</u> Find answers to simple questions about the past from sources of information e.g. artefacts <u>Y2</u>	<u>Y1</u> Find answers to simple questions about the past from sources of information e.g. artefacts <u>Y2</u>

	- Find answers to simple questions about the past from sources of information e.g. artefacts <u>Y2</u> - Recognise why people did things, why events happened and what happened as a result - Identify differences between ways of life at different times - Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. <u>Y1/2</u> ➤ Communicate their knowledge through: ➤ Discuss Drawing pictures... Drama/role play.. ➤ Making models..... ➤ Writing.. ➤ Using ICT	- Use a source – observe or handle sources to answer questions about the past on the basis of simple observations <u>Y1/2.</u> ➤ Communicate their knowledge through: ➤ Discuss Drawing pictures... Drama/role play.. ➤ Making models..... ➤ Writing.. ➤ Using ICT...	- Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. <u>Y1/2</u> ➤ Communicate their knowledge through: ➤ Discuss Drawing pictures... Drama/role play.. ➤ Making models..... ➤ Writing.. ➤ Using ICT...
History ideas	- Mary Secole and Florence Nightingale - Remembrance Day (whole school focus) - Locally significant person: Admiral Nigel Malim	The Great Fire of London Samuel Peyps	- How have holidays changed within living memory? - Amy Johnson

	Autumn <u>Heroes and Villains</u> Are all characters the same?	Spring <u>Amazing Britain</u> What makes Caistor/Lincolnshire great?	Summer <u>Journeys</u> Are oceans and seas just water?
Geography LO	Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map	- Devise a simple map and use and construct basic symbols in a key. - Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas - Identify seasonal and daily weather patterns in the United Kingdom. - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop - use world maps, atlases and globes to identify the United Kingdom and its countries. - use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map	- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - 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

Geography skills progression	<u>Y1</u> - Follow directions (Up, down, left/right, forwards/backwards) - Use a simple picture map to follow directions to local landmark (Church); <u>Y2</u> - Make observations about where things are e.g. within school or local area. - Follow directions (Up, down, left/right, forwards/backwards) - Follow a route on a map. - Use a plan view. - Look down on objects to make a plan view map. - Use teacher drawn base maps. - Use large scale OS maps.	<u>Y1</u> - Use a simple picture map to move around the school. - Follow directions (Up, down, left/right, forwards/backwards) - Recognise that it is about a place. - Learn names of some places within/around the UK. E.g. Home town, cities, countries using Picture maps and globes - Teacher led enquiries, to ask and respond to simple closed questions. - Make observations about where things are e.g. within school or local area. <u>Y2</u> - Locate and name on UK map - Use NF books, stories, maps, pictures/photos and internet as sources of information. - Major features e.g. London, River Thames, home location, seas. - Find land/sea on globe. - Use teacher drawn base maps. - Use large scale OS maps. - Investigate their surroundings - Follow a route on a map. - Follow directions (as yr 1 and inc'. NSEW) - Children encouraged to ask simple geographical questions; Where is it? What's it like?	<u>Y1</u> - Use relative vocabulary (e.g. bigger/smaller, like/dislike) - Draw around objects to make a plan. - Picture maps and globes <u>Y2</u> - Look down on objects to make a plan view map. - Find land/sea on globe. - Use teacher drawn base maps. - Use large scale OS maps. - Use an infant atlas - Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) - Make appropriate observations about why things happen. Make simple comparisons between features of different places.
Geography ideas	RE link. Walk to local churches using map skills. Take different routes. Identify human and physical features on the way.	- Compare and contrast the similarities and differences in Halibuts environment and their own. - Comparing towns/cities with rural landscapes - Use a plan view. - Use an infant atlas to locate places. - Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) - Begin to understand the need for a key. - Use class agreed symbols to make a simple key. - Local walk to the Firestation using a simple area map and compass directions.	- Use the snail and the whale text to explore the seaside as a geographical location and its key features, introducing and consolidating key geographical vocabulary related to physical features such as: beach, cliff, coast, sea, ocean and human features such as: port, harbour, lighthouse. - Creating tuff spot /maps small world replicas of the different settings will allow the children to engage physically with the vocabulary in creating both the human and physical features studied. - Where are the habitats of the most endangered animals of the world? How do you know? How can we check? What or who else lives there? What is the ideal habitat for a given animal? Can it be restored? How? - Children can make an environmental report about the world's oceans and the impact on marine life. - Children can investigate the water cycle and associated vocabulary: source, stream, river, ocean, etc.

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Science (Y1/Y2) LO	Materials - 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 - 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. - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses - find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Seasonal Changes	Seasonal Changes - observe changes across the four seasons (Winter and Spring) Living Things and Their Habitats - explore and compare the differences between things that are living, dead, and things that have never been alive Animals including humans - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) White Rose Science - Seasonal changes (Y1) -Changes in Winter	Animals Including Humans - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - identify and name a variety of common animals that are carnivores, herbivores and omnivores - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Seasonal Changes - observe and describe weather associated with the seasons and how day length varies. White Rose Science - Seasonal changes -Changes in Summer

	- observe changes across the four seasons (Autumn) White Rose Science - Materials (Y1) (Y2) - Seasonal changes -Changes in Autumn	-Changes in Spring - Living things and their habitats (Y2) -Living, dead or never alive? - Animals (Y1) -Mammals, birds, fish, amphibians, reptiles -Compare and group animals	- Animals' needs for survival - Animals (Y1) -Carnivores, herbivores, omnivores
Y1/Y2 Working scientifically	- asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests - identifying and classifying	- observing closely, using simple equipment - identifying and classifying - using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions.	- observing closely, using simple equipment - performing simple tests - identifying and classifying - gathering and recording data to help in answering questions.
Science (Y1/2) Progression skills	- Use non-standard units and simple equipment to record changes, data and things that might be related - Make comparisons between simple features of objects, materials or living things - Sorting and classifying - Sort objects by observable and behavioural features - Record my sorting in sorting circles or tables - Record in words or pictures or in simple prepared formats such as tables, tally charts and maps - Use simple books and electronic media to find things out - Ask questions to find out what people do and how things work	- Use non-standard units and simple equipment to record changes, data and things that might be related - Make comparisons between simple features of objects, materials or living things - Sort objects by observable and behavioural features - Record my sorting in sorting circles or tables - Record in words or pictures or in simple prepared formats such as tables, tally charts and maps - Use simple books and electronic media to find things out	- Use non-standard units and simple equipment to record changes, data and things that might be related - Make comparisons between simple features of objects, materials or living things - Sort objects by observable and behavioural features - Record my sorting in sorting circles or tables - Record in words or pictures or in simple prepared formats such as tables, tally charts and maps - Use simple books and electronic media to find things out - Ask questions about how and why things change - Ask questions about how and why things are similar or different - With help identify changes to observe and measure and suggest how to do it - Decide what to observe to identify or sort things - Ask questions about why and how things are linked - With help decide what patterns to observe and measure and suggest how to do it. - Ask questions about how things are and the way they work - With help make suggestions about how to find things out - Ask questions about why and how - With help notice links between cause and effect - With help identify simple variables to change and measure
Science (Y1/2) ideas	<u>Uses of everyday materials</u> - Materials needed for a walk in the forest (rain, cold etc). - Possible link D&T -make suitable clothes for their puppet, or, class bear - Link to fairy tale characters. Seasonal changes	- Links to Charles Darwin – British - Seasonal changes - Humans - Name and label parts of the body on a doctor's diagram - Investigate basic needs of humans to stay healthy – healthy food, exercise etc. - Create a role play doctor surgery	- Link to snails. - Show the children labelled diagrams of snails and learn the anatomy of a snail, names and functions of its parts. - Look at the life cycle of a snail, its habits and activities, explore its habitat and its place in common food chains using high quality information texts. - Explore in greater detail all the creatures that live in the seaside habitat and how the habitat supports life.

	Explore school grounds for signs of autumn Create seasonal calendar showing the four seasons through a tree		Link to life in the ocean and plastic problem too.
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Art and Design LO	- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to use a range of materials creatively to design and make products	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.	art and design techniques in using colour, pattern, texture, line, shape, form and space
Art and Design Skills progression	Painting Y1 - Use a variety of tools and techniques including the use of different brush sizes and types. - Mix and match colours to artefacts and objects. - Work on different scales. - Use different types of paint - Mix secondary colours Y2 - Mix and match colours using artefacts and objects. - Mix a range of secondary colours, shades and tones. - Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. - Name different types of paint and their properties. - Work on a range of scales e.g. large brush on large paper etc. 3D Form Y1 - Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. - Explore sculpture with a range of malleable media, especially clay. Y2 - Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. - Build a textured relief tile. Work of Other Artists - describe the work of famous, notable artists and	Drawing Y1 - Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. - Begin to explore the use of line, shape and colour Y2 - Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. - Understand the basic use of a sketchbook and work out ideas for drawings. - Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Work of Other Artists - describe the work of famous, notable artists and designers; - express an opinion on the work of famous, notable artists	Printing Y1 - Make marks in print with a variety of objects, including natural and made objects. - Carry out different printing techniques e.g. monoprint, block, relief and resist printing. Y2 - Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. Collage, Textiles Y1 - Create images from imagination, experience or observation. - Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. - How to thread a needle, cut, glue and trim material. - Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. Y2 - Use a variety of techniques, inc. weaving, French knitting, tie dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. - Create textured collages from a variety of media. - Make a simple mosaic - Stitch, knot and use other manipulative skills. - Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. 3D Form

	designers; express an opinion on the work of famous, notable artists		Y1 - Experiment with, construct and join recycled, natural and man-made materials. - Explore shape and form. Y2 - Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently. Work of Other Artists - describe the work of famous, notable artists and designers; - express an opinion on the work of famous, notable artists
	Exploring and Developing Ideas Y1 - Record and explore ideas from first hand observation, experience and imagination. - Ask and answer questions about the starting points for their work, and develop their ideas. - Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook - Identify what they might change in their current work or develop in their future work. Y2 - Annotate work in sketchbook.		
Art and Design ideas	Drawing - Self portraits - Observational drawing of autumn vegetables and trees Painting - Favourite villains and heroes in stories(Y1) - Christmas character paintings / collage (mixed media) Collage - Christmas character paintings / collage (mixed media) 3D Form - Clay poppies (Y1) - Clay poppy relief tiles (Y2) - OR - Clay tree decorations Work of other Artists - Pablo Picasso –abstract portraits - Roy Lichtenstein (links to PoR book, Traction Man) - Mini Grey (illustrator of the PoR books we are reading this term)	Drawing - Illustrate your own adventure or Claude (link to PoR). Collage (linked to PoR) - Use litter/junk materials to create an Egg Box Dragon model or design and create a maquette model suit for Halibut Jackson Work of other Artists –British artists - Alex T. Smith (Illustrator of The Egg Box Dragon and author and illustrator of Claude in the City) - Stephen Wiltshire -London landscape	Printing - Create relief print seascapes and landscapes using different materials, including items which have been repurposed Textiles - Create something which could be sold to raise money for charity: - Design and decorate own fabric bag using fabric pens or tie-dye - Tie-dye an item of clothing - Paper weaving Work of other Artists –British Artists ‘Yachts’ by L.S Lory - Claude Monet

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D & T LO	- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - explore and evaluate a range of existing products	- design purposeful, functional, appealing products for themselves and other users based on design criteria - evaluate their ideas and products against design criteria - explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	
D&T progression skills	Working with tools, equipment, materials and components to make quality products (incfood) Y1 - Make their design using appropriate techniques - With help measure, mark out, cut and shape a range of materials - Use tools <i>eg scissors and a hole punch</i> safely - Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape Y2 - Begin to select tools and materials; use vocab' to name and describe them - Measure, cut and score with some accuracy - Assemble, join and combine materials in order to make a product - Cut, shape and join fabric to make a simple garment. Use basic sewing techniques	Developing, planning and communicating ideas Y1 - Draw on their own experience to help generate ideas - Suggest ideas and explain what they are going to do - Identify a target group for what they intend to design and make Y2 - Generate ideas by drawing on their own and other people's experiences - Develop their design ideas through discussion, observation , drawing and modelling - Identify simple design criteria	
D&T ideas	Design, make and evaluate own Wooden Spoon Puppet (link Art)	Design and make an appetising fruit kebab	

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Music Topic/unit/ focus/skill	<u>Story time – Music Express Year 1</u> <u>Focus – Listening, performing, composition, musicianship</u> <u>Cross- curricular link – English</u> <u>Vocabulary</u> • Dynamics – loud, quiet In this unit, children will listen to Tchaikovsky’s <i>Dance of the Sugarplum Fairy</i> and Mussorgsky’s <i>Night on the Bare mountain</i>. They will learn about <i>The Nutcracker Suite</i> by Tchaikovsky and about the instruments of the orchestra. Children will learn to use classroom instruments and use these and their voices to compose their own music. They will also use the songs and exercises detailed above to continually improve their musicianship. <u>SEND-</u> Children explore traditional tales through rap, songs and thoughtful instrument playing. <u>Year 2</u> <u>Focus – Composition, performance</u> <u>Cross-curricular link – English</u> <u>Vocabulary</u> • Texture • timbre Children are introduced to famous pieces to stimulate composition. They interpret a storyboard with sound effects, and develop their own ideas using voices and percussion.	<u>Our Land – Music Express Year 2</u> <u>Focus – Listening, performing</u> <u>Cross-curricular link – Geography</u> <u>Vocabulary</u> • Dynamics – loud, gradually gets louder, quiet – gradually gets louder • Beat • Rhythm In this unit of work, children will explore texture and timbre. They will listen and explore descriptive sounds and perform music inspired by Scottish myths.	<u>Computing has cross-curricular links with music this term</u> <u>Water – Music Express Year 1</u> <u>Focus – Pitch, performance, composition</u> <u>Cross – curricular link – Art</u> <u>Vocabulary</u> • Pitch – high, low, higher, lower, step jump • Tempo – fast, slow, medium, faster, slower, stays the same In this unit, children will use their voices, movement and instruments to explore changes of pitch. They will develop a performance with different vocal pitch shapes and tuned percussion. Children will listen to <i>Aquarium from Carnival of the Animals by Saint-Saens</i> and revise their knowledge of orchestral instruments. They will also create their own music to represent plants, fish and water. <u>SEND-</u> Children will sing/vocalise songs about water and explore percussion using simple musical structures. <u>Year 2</u> <u>Focus – Pitch, composition</u> <u>Cross-curricular link – Science</u> <u>Vocabulary</u> • Pitch • Melody • Score • conductor Children will sing and play a variety of pitch shapes, using movement and reading from scores. They create a class composition which describes the sounds and creatures of a pond.

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Y1/2 Computing Units	<u>Information technology around us</u> <u>2.1</u> Identifying IT and how its responsible use improves our world in school and beyond.	<u>Digital Photography</u> <u>2.2</u> Capturing and changing digital photographs for different purposes.	<u>Robot Algorithms</u> <u>2.3</u> Creating and debugging programs, and using logical reasoning to make predictions.	<u>Pictograms</u> <u>2.4</u> Collecting data in tally charts and using attributes to organise and present data on a computer.	<u>Making Music</u> <u>2.5</u> Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.	<u>Programming Quizzes</u> <u>2.6</u> Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.
Y1/2 LO	Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.	Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

PSHE LO	<u>Me and my Relationships</u> <u>Our ideal classroom (1 and 2)</u> Suggest actions that will contribute positively to the life of the classroom;	<u>Valuing Differences</u> <u>Same or different</u> Identify the differences and similarities between people;	<u>Keeping myself safe</u> <u>Who can help?</u> Recognise emotions and physical feelings associated with feeling unsafe;	<u>Rights and responsibilities</u> <u>Taking care of something</u> Demonstrate responsibility in looking after something (e.g. a class pet or plant);	<u>Being my best</u> <u>My body needs</u> Understand that the body gets energy from food, water and oxygen;	Growing and Changing Year 1 <u>Then and now</u> Identify things they could do as a baby, a toddler and can do now;
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	Practical steps they can take in a range of different contexts to improve or support respectful relationships <u>Our feelings</u> Identify a range of feelings; Identify how feelings might make us behave: Suggest strategies for someone experiencing 'not so good' feelings to manage these. <u>How are you feeling today?</u> Use a range of words to describe feelings; Recognise that people have different ways of expressing their feelings; Identify helpful ways of responding to other's feelings. <u>Our special people balloons</u> Recognise that they belong to various groups and communities such as their family; Explain how these people help us and we can also help them to help us <u>Types of bullying</u> About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help Explain the difference between bullying and isolated unkind behaviour;	Empathise with those who are different from them; Begin to appreciate the positive aspects of these differences. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs <u>What makes us who we are?</u> Identify some of the physical and non-physical differences and similarities between people; Know and use words and phrases that show respect for other people. <u>How do we make other feel</u> Recognise and explain how a person's behaviour can affect other people How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. <u>Unkind, tease or bully?</u> Explain the difference between unkindness, teasing and bullying; Understand that bullying is usually quite rare. <u>Harold's school rules</u> Explain some of their school rules and how those rules help to keep everybody safe	Identify people who can help them when they feel unsafe. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. <u>Harold loses Geoffrey</u> Recognise the range of feelings that are associated with loss. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. <u>Sharing pictures</u> That people sometimes behave differently online, including by pretending to be someone they are not. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. <u>What should Harold say?</u> Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe <u>I don't like that!</u> Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;	Explain the importance of looking after things that belong to themselves or to others. <u>Harold's money</u> Explain where people get money from; List some of the things that money may be spent on in a family home. <u>Harold saves for something special</u> <u>Basic first aid</u> Concepts of basic first-aid, for example dealing with common injuries, including head injuries How to make a clear and efficient call to emergency services if necessary. <u>Feeling safe</u> Identify special people in the school and community who can help to keep them safe; Know how to ask for help. Identify any problems with the school environment (e.g. things needing repair); Make suggestions for improving the school environment; Recognise that they all have a responsibility for helping to look after the school environment.	Recognise that exercise and sleep are important to health <u>My day</u> Understand and give examples of things they can choose themselves and things that others choose for them; Explain things that they like and dislike, and understand that they have choices about these things; Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. <u>What does my body do?</u> Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); Describe how food, water and air get into the body and blood. <u>Harold's bathroom</u> Explain the importance of good dental hygiene; Describe simple dental hygiene routines. <u>Harold Learns to ride a bike</u> Recognise that learning a new skill requires practice and the opportunity to fail, safely; Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.	Identify the people who help/helped them at those different stages <u>Inside my wonderful body</u> Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); Understand and explain the simple bodily processes associated with them. <u>Keeping privates private</u> Identify parts of the body that are private; That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. Identify people they can talk to about their private parts. <u>Taking care of baby</u> The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. Understand some of the tasks required to look after a baby; Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding Year 2 <u>Sam moves away</u>
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	Recognise that that there are different types of bullying and unkind behaviour; Understand that bullying and unkind behaviour are both unacceptable ways of behaving. <u>Being a good friend</u> The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. Recognise that friendship is a special kind of relationship; Identify some of the ways that good friends are for each other	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. <u>My special people</u> Identify people who are special to them; Explain some of the ways those people are special to them. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	Identify the types of touch they like and do not like; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. <u>Fun or not?</u> Recognise that some touches are not fun and can hurt or be upsetting; Know that they can ask someone to stop touching them; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.	<u>Harold goes camping</u> Recognise that money can be spent on items which are essential or non-essential; Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.	<u>Pass on the praise!</u> Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel.	Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to <u>Haven't you grown!</u> Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); Understand and describe some of the things that people are capable of at these different stages. <u>My body, your body</u> Identify which parts of the human body are private; Explain that a person's genitals help them to make babies when they are grown up; Understand that humans mostly have the same body parts but that they can look different from person to person.
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RE Themes (Y1/2)	Creation UC 1.2 (core) Who do Christians believe made the world?	LAS Compulsory Being Human - Islam	LAS Additional Thankfulness (Including Christianity)	Salvation UC 1.5 (core) Why does Easter matter to Christians?	MAST Belonging Together	LAS Compulsory Life Journey- Islam
RE LO	OUTCOMES BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: Retell the story of creation from Genesis 1:1–2.3 simply.	- What does the Qur'an say about how Muslims should treat others and live their lives? - How might Muslim beliefs inspire the actions of inspirational individuals?	- What different things and times do we associate with saying thank you? - How do religious and non-religious people say thank you?	OUTCOMES BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. Tell stories of Holy Week and Easter from the Bible	- Why does it matter to be part of a community? - What can we learn about Christians and community life? Key vocab	- How do different Muslims celebrate and say thank you for the life of a new baby? - What does it mean to belong? - Why does it matter to belong?

	Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible. Say what the story tells Christians about God, Creation and the world. Give at least one example of what Christians do to say thank you to God for the Creation. Think, talk and ask questions about living in an amazing world. KNOWLEDGE BUILDING BLOCKS PUPILS WILL KNOW THAT CHRISTIANS BELIEVE: • God created the universe. • The Earth and everything in it are important to God. • God has a unique relationship with human beings as their Creator and Sustainer. • Humans should care for the world because it belongs to God.	Key vocab and knowledge Imam (faith) – Shahadah (statement of faith) – ‘there is no God but God, and Muhammad is his prophet’; one of the Five Pillars of Islam; used as a key part of Muslim prayer; connection with belief in the oneness of God (tawhid) who has created a universe in harmony and the importance of the prophets (those who guide Muslims along the straight path [shariah] that will help keep the universe in harmony Akhlaq (character, moral conduct) – making good choices, that is, choices that will keep creation in harmony, as God intended The importance of serving others and showing compassion, e.g. zakat (charitable gifts – 2.5% of disposable income annually) Stories about the prophets (e.g. Ibrahim, Nuh,) – how to care for others and make sure the world is a fair, just and harmonious place	To include at least one religious or non-religious worldview other than Christianity and Islam. Key vocab and knowledge The importance of gratitude (saying thank you) – do you only have to say thank you if you believe in God? Christianity: Harvest festival – saying thank you for the harvest; connect with beliefs about God as creator and human beings as stewards (i.e. there to look after God’s creation); explore different ways in which Christians around the world celebrate harvest; in India, harvest time occurs in late December and early January, so for Indian Christians, harvest time is around the time they are celebrating the birth of Jesus at Christmas – explore the painting Dalit Madonnna (Jyoti Sahi), which shows Mary and baby Jesus and is full of imagery of harvest time; make connections with the gifts of the created world (fruit, vegetables, flowers, etc.) and the gift of Jesus Judaism: key beliefs: in one God, who has created the world; in the people of Israel (Jewish people) as the chosen people of God; the covenants (a series of contracts between God and his chosen people that ties them together in relationship), e.g. with Noah, Abraham, and Moses); the mitzvot (commandments) – the laws that God asks his	and recognise a link with the idea of Salvation (Jesus rescuing people). Recognise that Jesus gives instructions about how to behave. Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter. Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas. KNOWLEDGE BUILDING BLOCKS PUPILS WILL KNOW THAT: • Easter is very important in the ‘big story’ of the Bible. • Christians believe Jesus rose again, giving people hope of a new life. OUTCOMES BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians. Recognise that stories of Jesus’ life come from the Gospels. Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. Decide what they personally have to be thankful for at Christmas time. KNOWLEDGE BUILDING BLOCKS	Christianity: church communion bread and wine God Jesus. community symbol sharing togetherness belonging believing BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO; • retell religious stories and identify some religious beliefs • match some activities that children do with where they belong • identify three groups I belong to and three examples of belonging to a religious community. • respond sensitively to questions about who I am. suggest meanings in religious symbols, especially those associated with worship, light and darkness	Key vocab and knowledge The importance of community (ummah) in Islam; belonging to one community of Muslims worldwide – all Muslims working together in harmony to follow the straight path (shariah) • Celebrating a new member of the Muslim community (ummah) – the birth of a baby as a blessing, something that Muslims give thanks for • The act of whispering the call to prayer (adhaan) into the baby’s ear just after they have been born – this reminds them to worship the one God; then the baby is given a taste of something sweet • The aqiqah ceremony at 7 days old: mentioned by Muhammad in a collection of his sayings and teachings (Hadith) • Traditionally, Muslims give a gift of food to the poor as part of the aqiqah ceremony (to help bring about harmony in the world – to rebalance those who have more than they need and those who do not have enough) • Some Muslims shave the baby’s hair at this time as well; the hair is weighed and this weight in silver is given to the poor • Babies are traditionally given a name at this time; often they are named after Prophets or other important Muslim figures • Could compare to a Christian baptism.
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			chosen people to follow, e.g. the Ten Commandments; Sukkot – the festival of the booths; it remembers the time when God’s chosen people, the people of Israel, wandered in the desert after escaping slavery in Egypt (possibly recap the story of Moses) and God protected them by providing food and shelter; sukkot (booths) are created out of leaves and branches and you should be able to see the sky out of the top – they should be flimsy, temporary structures to reflect the experience of the people of Israel in the desert; the festival involves four key plants: the Etrog (a citrus fruit), a palm branch, a myrtle branch and a willow branch as symbols of God’s protection during their time in the desert; asking questions about protection – making connections with the idea of community and belonging – everyone needs someone else, etc.	PUPILS WILL KNOW THAT: • Christians believe that Jesus is God and that he was born as a baby in Bethlehem. • The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). • Christians celebrate Jesus’ birth; Advent for Christians is a time of getting ready for Jesus’ coming.		
	I can retell some parts of religious stories. I can describe some religious ideas from stories. I can describe some religious beliefs, teachings and events.	I recognise religious objects/people/ places. I know about some of the things that people of a religion do. I can describe some religious objects/places/ practices.	I can say what is important in my life. I compare this to religious beliefs. I can describe my feelings to other people. I know that other people have feelings. I talk about how my feelings may be similar to characters in religious stories.	I can name some religious symbols. I know what some religious words mean. I can describe the messages or meanings from some religious symbols.		

	Autumn <u>Heroes and Villains</u> Are all characters the same?		Spring <u>Amazing Britain</u> What makes Caistor/Lincolnshire great		Summer <u>Journeys</u> Are oceans and seas just water?	
PE LO	<u>Indoor –Dance</u> perform dances using simple movement patterns.	<u>Indoor –Gymnastics</u> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	<u>Indoor- Personal challenge</u> <u>Outdoor- Rugby/Hockey</u> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities - participate in team games, developing simple tactics for	<u>Indoor- tennis</u> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities - participate in team games, developing simple tactics for	<u>Indoor- Inclusive sports</u> <u>Outdoor -Rounders</u> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities - participate in team games, developing simple tactics for	<u>Indoor- Inclusive sports</u> - participate in team games, developing simple tactics for attacking and defending - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin
	<u>Outdoor – Netball</u> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	<u>Outdoor –basketball</u> master basic movements including running, jumping,				

	participate in team games, developing simple tactics for attacking and defending	throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending	attacking and defending	attacking and defending <u>Outdoor- Cross Country</u> master basic movements including running	attacking and defending	to apply these in a range of activities <u>Outdoor – Athletics</u> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
PE Progression skills	<u>Indoor –Dance</u> <u>Y1</u> - Copies and explores basic movements and body patterns - Remembers simple movements and dance steps - Links movements to sounds and music. - Responds to range of stimuli. <u>Y2</u> - Copies and explores basic movements with clear control. - Varies levels and speed in sequence - Can vary the size of their body shapes - Add change of direction to a sequence - Uses space well and negotiates space clearly. - Can describe a short dance using appropriate vocabulary. - Responds imaginatively to stimuli. <u>Outdoor – Netball</u> <u>Y1</u>	<u>Indoor –Gymnastics</u> <u>Y1</u> - Copies and explores basic movements with some control and coordination. - Can perform different body shapes - Performs at different levels - Can perform 2 footed jump - Can use equipment safely - Balances with some control - Can link 2-3 simple movements <u>Y2</u> - Explores and creates different pathways and patterns. - Uses equipment in a variety of ways to create a sequence - Link movements together to create a sequence <u>Outdoor –basketball</u> <u>Y1</u>	<u>Indoor- Personal challenge</u> <u>Outdoor- Rugby/Hockey</u> <u>Y1</u> - Can travel in a variety of ways including running and jumping. - Beginning to perform a range of throws. - Receives a ball with basic control - Beginning to develop hand-eye coordination - Participates in simple games <u>Y2</u> - Confident to send the ball to others in a range of ways. - Beginning to apply and combine a variety of skills (to a game situation) - Develop strong spatial awareness. - Beginning to develop own games with peers. - Understand the importance of rules in games. - Develop simple tactics and use them appropriately.	<u>Indoor- tennis</u> <u>Y1</u> - Can travel in a variety of ways including running and jumping. - Beginning to perform a range of throws. - Receives a ball with basic control - Beginning to develop hand-eye coordination Participates in simple games <u>Y2</u> - Confident to send the ball to others in a range of ways. - Beginning to apply and combine a variety of skills (to a game situation) - Develop strong spatial awareness. - Beginning to develop own games with peers. - Understand the importance of rules in games. - Develop simple tactics and use them appropriately. - Beginning to develop an understanding of attacking/ defending <u>Outdoor- Cross Country</u>	<u>Indoor- Inclusive sports</u> <u>Outdoor –Rounders</u> <u>Y1</u> - Can travel in a variety of ways including running and jumping. - Beginning to perform a range of throws. - Receives a ball with basic control - Beginning to develop hand-eye coordination - Participates in simple games <u>Y2</u> - Confident to send the ball to others in a range of ways. - Beginning to apply and combine a variety of skills (to a game situation) - Develop strong spatial awareness. - Beginning to develop own games with peers. - Understand the importance of rules in games. - Develop simple tactics and use them appropriately.	<u>Indoor- Inclusive sports</u> <u>Outdoor – Athletics</u> <u>Y1</u> - Can run at different speeds. <u>Y2</u> - Can change speed and direction whilst running.

	• Can travel in a variety of ways including running and jumping. • Beginning to perform a range of throws. • Receives a ball with basic control • Beginning to develop hand-eye coordination • Participates in simple games <u>Y2</u> • Confident to send the ball to others in a range of ways. • Beginning to apply and combine a variety of skills (to a game situation) • Develop strong spatial awareness. • Beginning to develop own games with peers. • Understand the importance of rules in games. • Develop simple tactics and use them appropriately. • Beginning to develop an understanding of attacking/ defending	• Can travel in a variety of ways including running and jumping. • Beginning to perform a range of throws. • Receives a ball with basic control • Beginning to develop hand-eye coordination • Participates in simple games <u>Y2</u> • Confident to send the ball to others in a range of ways. • Beginning to apply and combine a variety of skills (to a game situation) • Develop strong spatial awareness. • Beginning to develop own games with peers. • Understand the importance of rules in games. • Develop simple tactics and use them appropriately. • Beginning to develop an understanding of attacking/ defending	• Beginning to develop an understanding of attacking/ defending	<u>Y1</u> • Can run at different speeds. <u>Y2</u> • Can change speed and direction whilst running.	• Beginning to develop an understanding of attacking/ defending	
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