
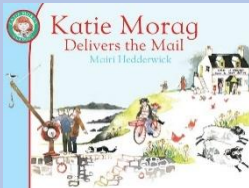
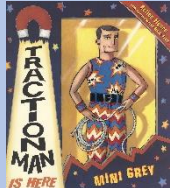




	Autumn	Spring	Summer
Theme	Fire! 	Healthy Living 	Superheroes Today and in the Past 
Hook	Let's be Detectives	Have a healthy day in school!	Dress as a superhero for the day!
Enrichment	Fire Engine Visit	Visit from a fitness coach	Fire Museum
Showcase	Nativity Performance KS1 Christmas Sing-a-long	iMovie – Animals Including Humans	Learning showcase – The Great Fire of London

	Autumn		Spring		Summer	
Reading		Author of the Term: Julia Donaldson		Author of the Term: Mairi Hedderwick		Author of the Term: Mini Grey
	The Enormous Crocodile Pumpkin Soup The Magic Box		Katie Morag Delivers the Mail Poetry – Midnight Feast Dave and the Tooth Fairy		Traction Man Cress Diary Shape Poems Vlad and The Great Fire of London	



Reading objectives taught throughout the year		
	<p>Word Reading Pupils will be taught to:</p> <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word <ul style="list-style-type: none"> 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 re-read these books to build up their fluency and confidence in word reading. 	<p>Comprehension Pupils will be taught to:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary <ul style="list-style-type: none"> discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> making inferences on the basis of what is being said and done <ul style="list-style-type: none"> 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.



Writing	<p>Sentence writing Sequencing 'Wanted' poster Instruction Writing Question writing Diary entry Story writing Write a repetitive poem with adjectives</p>	<p>Children will start to learn joined up handwriting Fact file Sentence writing Information book Question writing Letter writing Story writing Character profile Rhyming poem</p>	<p>Recount Newspaper report Question writing Story writing Making links between two books Book review Diary writing Instruction writing Shape poem</p>
Grammar and Punctuation	<ul style="list-style-type: none"> • Use capital letters, full stops, exclamation and question marks to demarcate sentences • Identify nouns • Expanded noun phrases (adjectives) • Write sentences using 'and' or 'but' • Use 'because' to link clauses in sentences • Use 'when' to link clauses in sentences • Use 'or' and 'if' to join sentences • Identify past and present tense verbs • Use the past and present progressive verbs • Recognise and write statement or command sentences 	<ul style="list-style-type: none"> • Use and maintain the past or present tense • Use commas in a list • Use the suffixes -er, -est for comparative adjectives • Write sentences using co-ordinating conjunctions (and, or, but) • Write sentences using subordinating conjunctions (when, if, that, because) • Use full stops, capital letters, exclamation and question marks to punctuate sentences 	<ul style="list-style-type: none"> • Use apostrophes in contractions (I'll) • Use possessive apostrophes to mark singular possession (Emily's) • Use the suffix '-ly' to form adverbs • Form adjectives using suffixes -ment, -ness, -ful, -less. • Select and consistently use past or present tense • Identify and use apostrophes for contractions or possession



Spelling	Included within the spellings each week is a selection of words containing the new spelling rule for that week accompanied by common exception words which consolidate those from Year One or new Year Two words		
	Revisit of Year One spelling rules which include: <ul style="list-style-type: none"> Add s or es to change to a plural (dogs, foxes) Add ing to change to present tense (playing) Add ed to change to the past tense (walked) Add er to change into a comparative adjective (small – smaller) Add est to change into a superlative (small – smallest) Add the prefix un (unkind) Compound words (sandpit) 	Year Two Spelling Rules <ul style="list-style-type: none"> Add ed when ending in a y (play – played) Change the y for an i, add ed (carry – carried) Change the y for an i, add er to change to a comparative adjective (silly – sillier) Change the y for an i, add est to change to a superlative (cheeky – cheekiest) Drop the e and add ed to change to a verb (bake – baked) Drop the e and add ing to change to present tense (care – caring) Drop the e and add y to change to ad adjective (slime – slimy) Drop the e and add er to change to a comparative adjective (cute – cuter) Drop the e and add est to change to a superlative (brave – bravest) Double the consonant and add ed to change to present tense (chop – chopped) Double the consonant and add ing to change to present tense (skip – skipping) Double the consonant and add y to change to an adjective (star – starry) 	Year Two Spelling Rules <ul style="list-style-type: none"> Double the consonant and add er (plan – planner) Double the consonant and add est (saddest) Add the suffixes -less, (homeless), -ness (kindness), -ment (payment), -ful (playful), -ly (quickly) Choose to use le, el, al, il (table, label, medal, pencil) Choose to use dge/ge, or/aw/au/ore/al,ar, zh (badge, fort, hawk, haunt, sore, ball, warm, treasure) -tion (fiction) Contractions (I'll) Possessive apostrophes (Emily's) Homophones (see/sea)
	Introduction of Year 2 Spelling Rules Add es to make it plural, change y to an i (lady – ladies)		
Maths	Number and Place Value (4 weeks) Addition and Subtraction (5 weeks) Shape (2 weeks)	Money (2 weeks) Multiplication and Division (4 weeks) Length and Height (1 week) Mass, Capacity and Temperature (2 weeks)	Fractions (3 weeks) Time (3 weeks) Statistics (2 weeks) Position and Direction (2 weeks) Consolidation of Learning (2 weeks)



RE	<p>Unit 2.1 - The Bible Why is the Bible such a special book?</p> <p>Do people of all world faiths have holy books? Islam</p>	<p>Unit 2.2 - Christmas Why was the birth of Jesus such good news?</p>	<p>Unit 2.3 - Jesus is a friend to everyone Why did Jesus welcome everyone?</p>	<p>Unit 2.4 - Easter How do symbols help us to understand the story of Easter?</p>	<p>Unit 2.5 – The Church Why is the church a special place for Christians?</p> <p>Why are holy buildings important to people of all faith? Judaism</p>	<p>Unit 2.6 - Ascension and Pentecost What happened at the Ascension and Pentecost?</p>
Christian Value	Friendship	Love	Generosity	Courage	Perseverance	Truthfulness
Science	Uses of Everyday Materials		Animals Inc Humans		Plants (Cress Diary)	Living Things and their Habitats
	<p>Working Scientifically Taught Throughout the Year</p> <p>Asking simple questions and recognising they can be answered in different ways</p> <p>Observing closely, using special equipment</p> <p>Performing simple tests</p> <p>Identify and classifying</p> <p>Using their observation and ideas to suggest answers to questions</p> <p>Gathering and recording data to help in answering questions.</p>					



Computing	What is a computer?		Algorithms and Debugging		Online Safety	
History	Great Fire of London Events beyond living memory that are significant nationally or globally		Our Town - Ashton-in-Makerfield Significant historical events, people and places in their own locality		Our Town - Ashton-in-Makerfield Significant historical events, people and places in their own locality Revisit – Great Fire of London Events beyond living memory	
Geography	Human and Physical features – Local Area Study Compare a small part of the UK to a non-European location – London and Nairobi		Compare a small part of the UK to a non-European location – London and Nairobi Fieldwork and map skills		Fieldwork and map skills Compare a different non-European location to our locality - Amazon Rainforest	
Art	Drawing Beth Krommes	Painting Wassily Kandinsky	Printmaking William Morris	Textiles and Collage Katie Vernon	3D Block John Kindness	Creative Response
DT	Understanding Materials Arthur Wellesey		Food and Nutrition Tortilla Quiche		Structures Dame Zaha Mohammad Hadid	



PE	Dance	Gymnastics	Mindfulness	Fitness	Athletics	Team Building
	Target Games	Ball Skills	Sending and Receiving	Invasion Games	Striking and Fielding Games	Net and Wall Games
Music	Tony Chestnut Carnival of Animals Nativity Practice		Grandma Rap Trains		Charlie Chaplin Swing-a-long with Shostakovich Tanczymy labada	
PSHE	Me and My Relationships Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Valuing Difference Being kind and helping others Celebrating difference People who help us Listening Skills	Keeping Safe Safe and unsafe secrets Appropriate touch Medicine safety	Rights and Respect Cooperation Self-regulation Online safety Looking after money – saving and spending	Being my Best Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Growing and Changing Life cycles Dealing with loss Being supportive Growing and changing Privacy