



		Aut 1		Aut 2	Spr 1	Spr 2	Sum 1	Sum 2					
English (RWI / QTBA)	Texts	Driver Texts	<ul style="list-style-type: none">The Bear & the Piano (David Litchfield)Beegu (Alexis Deacon)	<ul style="list-style-type: none">Dogger (Shirley Hughes)Traction Man (Minnie Grey)	<ul style="list-style-type: none">We’re all Wonders (RJ Palacio)The Lion Inside (Rachel Bright)	<ul style="list-style-type: none">I Want My Hat Back Jon Klassen)Major Glad, Major Dizzy (Jan Oke)	<ul style="list-style-type: none">Room on the Broom (Julia Donaldson)Hansel and Gretel (traditional version)	<ul style="list-style-type: none">Claude at the Beach (Alex T Smith)Lucy and Tom at the Seaside (Shirley Hughes)					
		Poetry	<u>Patterns and Rhyme</u> <ul style="list-style-type: none">Tanka Tanka Skunk (S Webb)We’re Going on a Bear Hunt (M Rosen)Traditional Rhymes (e.g. Pat a Cake, Pat a Cake & Old Mother Hubbard)		<u>Using the Senses</u> <ul style="list-style-type: none">First Dog on the Moon (D Orme)Five Haiku about the Senses (D Bateman)A Sense-Less Poem (C Blyton) From: Sensational Book of Poems (selected by R McGough)		<u>Poems on a Theme</u> A selection of poems chosen from: <ul style="list-style-type: none">A First Book of the Sea (N Davies)Out and About: First Book of Poems (S Hughes)Seaside Pomes (J Bennett)						
		Non-Fiction	<ul style="list-style-type: none">Oxford Very First Dictionary (C Kirtley)	<ul style="list-style-type: none">Terrific Toys in the Past (W Anthony)	<ul style="list-style-type: none">Our Special World: The Seasons (L Lennon)	<ul style="list-style-type: none">Look I’m a Cook (DK)	<ul style="list-style-type: none">Seaside Towns (C Hibbert)	<ul style="list-style-type: none">Seaside Holidays Then and Now (C Hibbert)					
	Writing	Fiction	Character Descriptions	Story Sequencing	Narrative – noticing dialogue		Recount		Traditional Tale – Using Story Language	Story with Familiar Setting			
		Non-Fiction	Writing definitions (linked to dictionary skills)	Labels and Captions	Information		Instructions		Recount	Simple non-chronological report			
	GPS		<p>Throughout the year NC requirements from Year 1 PoS, including:</p> <table><tr><td>Word<ul style="list-style-type: none">Regular plural noun suffixes -s or -es including the effects of these suffixes on the meaning of the nounSuffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)How the prefix un- changes the meaning of verbs and adjectives</td><td>Sentence<ul style="list-style-type: none">How words can combine to make sentencesJoining words and joining clauses using <i>and</i>.</td><td>Text<ul style="list-style-type: none">Sequencing sentences to form short narratives</td><td>Punctuation<ul style="list-style-type: none">Separation of words with spacesIntroduction to capital letters, full stops, question marks and exclamation marks to demarcate sentencesCapital letters for names and for the personal pronoun I</td></tr></table> <p>Terminology: letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>							Word <ul style="list-style-type: none">Regular plural noun suffixes -s or -es including the effects of these suffixes on the meaning of the nounSuffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)How the prefix un- changes the meaning of verbs and adjectives	Sentence <ul style="list-style-type: none">How words can combine to make sentencesJoining words and joining clauses using <i>and</i>.	Text <ul style="list-style-type: none">Sequencing sentences to form short narratives	Punctuation <ul style="list-style-type: none">Separation of words with spacesIntroduction to capital letters, full stops, question marks and exclamation marks to demarcate sentencesCapital letters for names and for the personal pronoun I
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RWI & Spelling		<p>Throughout the year the children will work through RWI and NC requirements for the Year 1 PoS, including:</p> <table><tr><td>Spell words containing each of the 40+ phonemes already taught.<ul style="list-style-type: none">Consolidation of Set 1 sounds: m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x, sh, th, ch, qu, ng, nkSet 2 sounds: ay, ee, igh, ow (as in snow), oo (as in zoo), oo (as in book), ar, or air, ir, ou, oySet 3 sounds: ea (as in tea), oi, a-e, i-e, o-e, u-e, aw, are (as in care), ur, er, ow (as in cow), ai, oa, ew, ire, ear, ureSet 3 additional sounds: ue, ie, au, e-e, kn, ck, wh, ph</td><td><ul style="list-style-type: none">Additional sounds: f, l, a, z and k spelt ff, ll, ss, zz and ckThe n sound spelt n before k – bank, sunkDivision of words in to syllables-tch-ve at the end of wordsNew consonant spellings ph and whUsing k for the k soundCompound wordsCommon exception wordsDays of the week</td><td>Prefixes & Word Endings<ul style="list-style-type: none">The spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker in verbsUsing the prefix un-Using –ing, -ed, -er, and –est to verbs where no change is needed in the spelling of root wordsAdding er and est to adjectives where no change is needed to the root wordWords ending in -y</td></tr></table>							Spell words containing each of the 40+ phonemes already taught. <ul style="list-style-type: none">Consolidation of Set 1 sounds: m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x, sh, th, ch, qu, ng, nkSet 2 sounds: ay, ee, igh, ow (as in snow), oo (as in zoo), oo (as in book), ar, or air, ir, ou, oySet 3 sounds: ea (as in tea), oi, a-e, i-e, o-e, u-e, aw, are (as in care), ur, er, ow (as in cow), ai, oa, ew, ire, ear, ureSet 3 additional sounds: ue, ie, au, e-e, kn, ck, wh, ph	<ul style="list-style-type: none">Additional sounds: f, l, a, z and k spelt ff, ll, ss, zz and ckThe n sound spelt n before k – bank, sunkDivision of words in to syllables-tch-ve at the end of wordsNew consonant spellings ph and whUsing k for the k soundCompound wordsCommon exception wordsDays of the week	Prefixes & Word Endings <ul style="list-style-type: none">The spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker in verbsUsing the prefix un-Using –ing, -ed, -er, and –est to verbs where no change is needed in the spelling of root wordsAdding er and est to adjectives where no change is needed to the root wordWords ending in -y		
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Speaking and Listening		<p>All 12 statutory statements will be covered at the appropriate level, including:</p> <ul style="list-style-type: none">Able to concentrate on the person talking and to ignore background noise and movement which is not relevant to the situationUse language consistently to express likes and dislikesRemember their words and speak clearly in presentations, performances, and role play											



The Core Curriculum

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Maths (Maths No Problem)	<p>Number and Place Value: Numbers to 10 (Number Bonds)</p> <p>Calculations: Addition within 10</p>	<p>Calculations: Subtraction within 10</p> <p>Geometry: Position and Direction: Positions</p> <p>Number and Place Value: Numbers to 20</p>	<p>Calculations: Addition & Subtraction within 20</p> <p>Geometry: Property of Shape: Shapes & Patterns</p>	<p>Measurement: Length and Height</p> <p>Number and Place Value: Numbers to 40</p> <p>Addition & Subtraction Word Problems</p>	<p>Calculation: Multiplication</p> <p>Calculation: Division</p> <p>Fractions</p> <p>Number and Place Value: Numbers to 100</p>	<p>Measurement: Time</p> <p>Measurement: Money</p> <p>Measurement: Volume & Capacity</p> <p>Measurement: Mass</p> <p>Position and Direction: Space</p>
Science	<p>Seasonal Changes (+ Throughout the year)</p>	<p>Everyday Materials</p>	<p>Plants (Bulbs to be planted ready for Spring 2)</p>	<p>Plants</p>	<p>Animals, including Humans</p>	

The Foundation Curriculum



	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Computing	Technology Around Us		Digital Art and Ebooks		Simple Algorithms	
	E-Safety					
Music	Body Percussion		Finlandia		Carnival of the Animals	
Geography	Fieldwork: Home and School Grounds		Seasonal Changes focus on the UK		Seaside Holidays: New Brighton contrasted with the local area	
History		Toys <i>NC: Changes within living memory revealing aspects of change in national life</i>		Houses and Homes <i>NC: Change over time beginning with own locality Significant people and locality</i>		Holidays in the Past
PE	Invasion Games	Invasion Games	Athletics	HRF/Fitness	Fundamental Games	Fundamental Games
	Dance	Gymnastics	Dance	Gymnastics	Athletics	Sports Day Activities
RE	How and why do we celebrate special and sacred times?		Spr 1- Who is a Muslim and what do they believe? Spr 2- Who is a Christian and what do they believe?		How should we care for others and the world, and why does it matter?	
MFL (Spanish)	Self, family & friends	School life	The world around us	Animals and home environment	Outdoor toys	The Seaside



DT		Sliders and levers: Moving Pictures		Cooking and Nutrition: Sensational Salads		Textiles: Puppets – Sewing
Art	Drawing (including self- portrait) <i>Mark-making: begin to explore the use of line, shape and colour using a variety of implements</i>		Painting: Wassily Kandinsky (Focus on primary and secondary colours)		Textiles: Weaving Gunta Stolz (This technique will aid fine motor skills to be able to introduce sewing technique in DT)	
PSHE (Jigsaw)	Being in my world	Celebrating differences	Dreams and Goals	Healthy me	Relationships	Changing me