

ART / DT

Children will be taught to:

Talk about a range of artists including Georgia O'Keeffe and Vincent Van Gogh and discuss the techniques they have used expressing likes and dislikes.
Use close observational drawing skills.
Use techniques for working with pastels.
Plan, make and evaluate vegetable soup.

RE

Children taught about:

CHRISTIANITY

To find out what The Bible is, what is inside it, and why it is important to Christians.
The Christian story of creation.

PE

Children to be taught to:

Ball skills

To pass and receive a ball in different ways with increasing control
To kick and control a ball in different ways
To follow rules of a variety of simple team games
To hit a ball with a bat or racquet

GEOGRAPHY

Children to be taught to:

use a compass in practical outdoor activities.

Years 1 and 2 Summer Topic

(1st half term) -

The Summer

SCIENCE

Children be taught to:

Identify and describe the basic structure of a variety of common flowering plants.
Know about which parts of plants we eat.
To identify common, wild and garden plants.
To ask simple questions and find the answers.
Select appropriate equipment to test out ideas.
To set up experiments with growing plants.
Know what plants need to grow well.

PSHE

Children to be taught to:

My Emotions

Describe how they are feeling, including how strong that feeling is.
Recognise feelings in others.
Have developed some strategies to deal with their emotions.
Know what it feels and looks like to be assertive.

COMPUTING

Children to be taught to:

Use control when taking photos with tablets or cameras.
Use a basic range of tools within graphic editing software.
Take and edit photographs.

MUSIC

Children to be taught to:

Use their voices expressively and creatively
Listen with concentration and understanding to a range of music
Play tuned and untuned musical instruments

MATHEMATICS

Year1

Over the year the children will be taught to:

Number and place value:

Count to and across 100, forwards and backwards from any given number.

Read and write numbers to 100 in numerals.

Count in multiples of twos, fives and tens.

Given a number to identify one more and one less.

To identify and represent numbers using objects and pictorial representations.

Use the language of equal to, more than, less than, most and least.

To read and write numbers from 1-20 in numerals and words.

Addition and Subtraction

Read and 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 and two digit numbers to 20 (including zero).

Solve one and two step problems that involve addition and subtraction, using concrete objects and pictorial representations

To find missing numbers

Multiplication and division

Solve one and two step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays.

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.

MATHEMATICS

Year 1

Over the year the children will be taught to:

Compare, describe and solve practical problems for:

Lengths, heights, (for example longer/ shorter, double/half)

Mass / weight (lighter than, heavier than)

Capacity and volume

(for example, full /empty, more than, less than, half, half full, quarter)

Time:

(for example, quicker, slower, earlier, later)

Measure

Begin to record the following:

Length and height

Mass and weight

Capacity and volume

Time (hours, minutes, seconds)

Recognise and know the different denominations of coins and notes

Sequence events in chronological order (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 hands on the clock face to show these times

Recognise and name common 2D and 3D shapes including squares, rectangles, circles, cubes, cuboids, pyramids and spheres

Describe the position, direction and movement, including whole, half, quarter and three quarter turns

ENGLISH
Year 1 - Page 1

Over the year the children will be taught to:

Reading - word reading

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.

Reading common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

Read the 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 aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.

Re-read these books to build up their fluency and confidence in word reading.

ENGLISH
Year 1 - Page 2

Over the year the children will be taught to:

Reading - comprehension

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 to their own experiences.

Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.

Recognising and joining in with predictable phrases.

Learning to appreciate rhymes and poems and 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 the background information and vocabulary provided by the teacher
- checking the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what has been read so far

Participate in discussion about what is read to them, taking in turns and listening to what others say.

Explain clearly their understanding of what is read to them.

Writing - transcription (spelling)

Over the year the children will be taught to:

Spell:

- Words containing each of the 40+ phonemes already taught
- Common exception words
The days of week

Name the letters of the alphabet.

Naming the letters of the alphabet in order.

Using the letter names to distinguish between alternative spellings of the same sound.

Add prefixes and suffixes:

- using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un
- using -ing, -ed, -er and -est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest)

Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Writing transcription (handwriting)

Pupils should be taught to:

Sit correctly at the table, holding a pencil comfortably and correctly

Begin to form lower case letters in the correct direction, starting and finishing in the right place

Form capital letters

Form digits 0 - 9

Understand which letters belong to which handwriting families (i.e. letters that are formed in similar ways) and to practise these.

Writing composition

Over the year the children will be taught:

Write sentences by:

- Saying out loud what they are writing about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Re-reading what they have written to check it makes sense

Discuss what they have written with the teacher or other pupils.

Read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing - vocabulary, grammar and punctuation

Pupils will be taught to:

Leave spaces between words.

Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.

Use a capital letter for names of people, places, days of the week and the personal pronoun 'I'.

MATHEMATICS
Year 2 - page 1

Over the year the children will be taught to:

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 a number line.

Compare and order numbers from 0 up to 100 using $<$ $>$ 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 quantities and measures.

Applying their increasing knowledge of mental and written methods.

Recall 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 2 digit number and ones
- a 2 digit number and tens
- two 2 digit numbers
- adding three one-digit numbers

Show that addition of numbers can be done in any order (communicative) 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.

MATHEMATICS
Year 2 - page 2

Over the year the children will be taught to:

Multiplication and division

Recall and use multiplication division facts for the 2, 5 and 10 multiplication tables.

Recognise 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 can be done in any order and division cannot.

Solve problems involving multiplication and division using materials, arrays, repeated addition, mental methods, and multiplication facts, including problems in contexts.

Fractions

Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.

Write simple fractions for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

Measurement

Choose and use standard units to estimate and measure length/height in any direction (m / cm); mass (kg / g); temperature (degrees celsius); 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 $=$ signs.

Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.

Find different combinations of money that make the same amounts of money.

Solve simple problems in practical context involving addition and subtraction of money of the same unit, including giving change.

Compare and sequence intervals of time.

Tell and write the time to five minutes, including quarter past / to the hour and draw hands on the clock face to show these times.

Know the number of minutes in an hour and the number of hours in a day.

MATHEMATICS

Year 2 - page 3

Over the year the children will be taught to:

Geometry - properties of shapes

Identify and describe the properties of 2D shapes, including the number of sides and lines of symmetry in a vertical line.

Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.

Identify 2D shapes on the surface of 3D shapes, (for example, a circle on a cylinder and a triangle on a pyramid).

Compare and sort common 2D and 3D shapes and everyday objects

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 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.

Reading - word reading

Pupils will be taught to:

Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.

Read words 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.

Re-read these books to build up their fluency and confidence in word reading.

Reading - comprehension

Pupils will be taught to:

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
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Understand that 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.

Writing - transcription (spelling)

Pupils will be taught to:

Spell by:

-segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly

- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones

- learning to spell common exception words

- learning to spell more words with contracted forms

- learning the possessive apostrophe (singular) [for example, the girl's book]

- distinguishing between homophones and near homophones

Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly

Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Writing - transcription (handwriting)

Pupils will be taught to:

-Form lower -case letters of the correct size relative to one another

Start using some diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, 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

Writing composition

Pupils will be taught to:

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

- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences

Writing - Vocabulary, Grammar and Punctuation

Pupils will be taught to:

Learn how to use familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

Learn how to use sentences with different forms: statement, question, exclamation, command - expanded noun phrases to describe and specify [for example, the blue butterfly] - the present and past tenses correctly and consistently including the progressive form - subordination (using when, if, that, or because) and coordination (using or, and, or but)