

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 *Grapheme-Phoneme Correspondences • 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: e.g. 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 • 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 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 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: ⇒ checking that the text makes sense to them as they read and correcting inaccurate reading ⇒ drawing on what they already know or on background information and vocabulary provided by the teacher ⇒ discussing the significance of the title and events ⇒ making inferences on the basis of what is being said and done

Writing: • 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 • Join words and join clauses using 'and' • Read aloud their writing clearly enough to be heard by their peers and the teacher • Discuss what they have written with the teacher or other pupils • Leave spaces between words • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far • Sit correctly at a table, holding a pencil comfortably and correctly • Form lower-case letters in the correct direction, starting and finishing in the correct place • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these • Form capital letters • Form digits 0-9

Safeguarding Curriculum

Why do we exercise?

Know positive affects exercise has on body and mind

Global Partnership: Zimbabwe compare and contrast our lives with people living in Zimbabwe

Spelling, Punctuation and Grammar (SPAG): • Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words: e.g. helping, helped, helper, eating, quicker, quickest • Use regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun • Know how words can combine to make sentences • Join words and join clauses using and • Use capital letters, full stops, question marks and exclamation marks to demarcate sentences • Use capital letters for names and for the personal pronoun I • Use subordination (using when, if, that, because) and co-ordination (using or, and, but) • Use expanded noun phrases for description and specification • Know how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

Spoken Language: • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Ask relevant questions to extend their understanding and knowledge

Numbers 50 to 100 and beyond

Count from a given number in 1s, 2s, 5s and 10s; represent, identify and estimate numbers; recognise place value.

Addition and subtraction beyond 20

Applying strategies and structures. Represent and use number bonds; read, write, interpret and solve one-step problems.

Money

Recognise and value coins and notes; solve one-step addition/subtraction problems

R.E

Belonging

Where do people belong? How do we belong? Why is belonging important?

Use religious words and phrases to identify some features of religion and its importance for some people.

To begin to show awareness of similarities in religions.

To retell and suggest meanings for religious stories, actions and symbols.

To identify how religion is expressed in different ways.



Splendid Skies

Computing

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Art

Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. AD 4 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. AD 3 Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

P.E

Athletics/Games

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

History

Learn about the lives of significant individuals in the past who have contributed to national and international achievements.

Design

Use a range of materials creatively to design and make products. Design purposeful, functional, appealing products for themselves and other users based on design criteria.

Geography

Identify seasonal and daily weather patterns in the UK and the location of hot and cold countries of the world in relation to the Equator and the North and South Poles.

Ge HP 2a Use basic geographical vocabulary to refer to key physical features including season and weather.

Ge SF 3 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

Music

Listen with concentration and understanding to a range of high-quality live and recorded music.

Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Mu 4 Experiment with, create, select and combine sounds using the interrelated dimensions of music.



Summer 1 Year 1

Science

Observe changes across the four seasons.

Sc WS 2 Observe closely, using simple equipment.

Sc WS 5 Use their observations and ideas to suggest answers to questions.

Sc WS 6 Gather and record data to help in answering questions.

Sc WS 3 Perform simple tests.

Sc SC 2 Observe and describe weather associated with the seasons and how day length varies.

PSE

The 9 Habits –considerate
Consider how accept and learn to love ourselves so we then learn to love others
Look at our own behaviour and see how this can be a reflection of the value we place on ourselves.

The 9 Habits – Self Control
To consider ways in which we can develop our levels of self-control
To reflect on the relationship between self-control and inner peace and to discover practices to grow this relationship personally

Learning Power – Concentration
The Story of Hetty the Hedgehog

Trips: Wandsworth recycling plant

Visitors: Perform X - streetdance, The Bicycle Society – balance bike training, Shaun Lightman - olympic racewalker, The RLNI, Clare Hardy – african dance