

# Stillness Infant School –Yearly Overview– Year 2

Topic	English: Writing/ Grammar/ Punctuation	English: Reading				Maths	Science	Computing	History / Geography	Art / DT	RE	SMSC / PSHE/ Values/ Safe-guarding	PE	Music																											
<p><b>Autumn 1</b> 1 day 7 and weeks</p> <p><b>It's a Bug's Life!</b></p> <p>Zoolab Workshop Tues 14<sup>th</sup> Sept</p> <p>Bug Ball Theme Day</p> <p>Macmillan - wear green 24<sup>th</sup> September</p> <p>Black History Month- Proud to Be</p>	<p>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 for different purposes.</p> <p>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. Encapsulate what they want to say, sentence by sentence. Make simple additions, revisions and corrections to their own writing by: Evaluate their writing with the teacher and other pupils. Re-read 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-read to check for errors in spelling, grammar and punctuation [for example, ends</p>	<table border="1"> <tr> <td>Autumn One</td> <td>Ongoing revision</td> <td>Specific Sounds revise</td> <td>HFV/CEW</td> </tr> <tr> <td>1</td> <td rowspan="8">Phase 2, 3 and 4 Days of the week and months of the year</td> <td colspan="2"><i>Baseline assessment of phonic knowledge</i></td> </tr> <tr> <td>2</td> <td>ay, a_e</td> <td>door, floor</td> </tr> <tr> <td>3</td> <td>ea, ey, e_e</td> <td>again, wild</td> </tr> <tr> <td>4</td> <td>ie, i_e</td> <td>children</td> </tr> <tr> <td>5</td> <td>oe, o_e</td> <td>climb</td> </tr> <tr> <td>6</td> <td>ue, ew, u_e</td> <td>because</td> </tr> <tr> <td>7</td> <td>oi, ou, ir</td> <td>most, only</td> </tr> <tr> <td>8</td> <td>aw, au</td> <td>both</td> </tr> </table>	Autumn One	Ongoing revision	Specific Sounds revise	HFV/CEW	1	Phase 2, 3 and 4 Days of the week and months of the year	<i>Baseline assessment of phonic knowledge</i>		2	ay, a_e	door, floor	3	ea, ey, e_e	again, wild	4	ie, i_e	children	5	oe, o_e	climb	6	ue, ew, u_e	because	7	oi, ou, ir	most, only	8	aw, au	both	<p><b>Whole Class Reading:</b> 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. Being introduced to non-fiction books that are structured in different ways. 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:</p>	<p>Week 1 – *1-day Number activities and digit focus.</p> <p>Week 2: **3DAYS **STARTING POINT TASKS 2 days - Number and Place Value</p> <p>Week 3: Number and Place Value</p> <p>Week 4: Number and Place Value</p> <p>Week 5: Number and Place Value</p> <p>Week 6: Addition and Subtraction Recall and Use addition / subtraction facts to 20 Derive and use related facts to 100</p> <p>Week 7: Addition and Subtraction ADDITION OBJECTIVES</p> <p>Week 8: Addition and Subtraction ADDITION OBJECTIVES</p>	<p><b>LIVING THINGS AND THEIR HABITATS</b> Explore and compare the differences between things that are living, dead and things that have never been alive.</p> <p>Identify that most living things live in habitats to which they are suited.</p> <p>Identify and name a variety of plants and animals in their habitats including microhabitats.</p>	<p>So, What is the Internet Anyway?</p> <p>Information Technology outside of the home.</p> <p>The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work</p> <p>recognise common uses of information technology beyond school</p> <p>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>are responsible, competent,</p>	<p><b>Geography</b> Use simple compass directions to describe the location of features and routes on a map. Use aerial photographs and plan perspective to recognise landmarks and basic human and physical features. 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.</p> <p>Enrichment activity: Healthy bug inspired crackers- using the basic principles of a healthy diet.</p>	<p>ART: To use pencils and oil pastels creatively to make an image of a bug. To use drawing to develop and share their ideas. To develop techniques in using colour, pattern, texture and line. To learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work: Rosalind Monks Lucy Arnold Kelly Stanford</p> <p>Enrichment activity: Healthy bug inspired crackers- using the basic principles of a healthy diet.</p>	<p>Christianity Unit 3- The Life and Teaching of Jesus that develop Christian values.</p>	<p><b>How can we help?</b> Group and class rules and why they are important; respecting own and others' rights and need; privacy; looking after the environment School Council- introduce children to the idea that there is a way to make your voice heard in our country (by voting for the government you choose) and at school you can have your say through the School council and by voting form a rep. Link to Prevent Strategy. Black History Month- October Assemblies and home learning.</p> <p>Supporting the charity Macmillan- wear green and assembly- 29<sup>th</sup> Sept.</p> <p><b>Manners Trust</b></p>	<p>Get Set 4PE: Invasion and Football</p> <p><u>Invasion</u> Pupils develop their understanding of invasion games and the principles of defending and attacking. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules.</p> <p><u>Football</u> Pupils will be encouraged to persevere when developing competencies in key skills</p>	<p>Hands, Feet, Heart (celebrating South African Music)</p> <p>1. Listen and Appraise the Hands, Feet, Heart a song that celebrates South African Music: ● Hands, Feet, Heart by Joanna Mangona ● The Click Song sung by Miriam Makeba ● The Lion Sleeps Tonight sung by Soweto Gospel Choir ● Bring Him Back by Hugh Masekela ● You Can Call Me Al by Paul Simon ● Hiokolozla by Arthur Mofokate</p> <p>2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song</p> <p>3. Perform the Song - perform and share your learning as you progress through the Unit of Work.</p>
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	<p>of sentences punctuated correctly] Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p><b>Punctuation:</b> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p><b>Word:</b> Formation of nouns using suffixes such as -ness, -er and by compounding</p> <p><b>Text:</b> Correct choice and consistent use of present tense and past tense throughout writing</p> <p><b>Sentence:</b> Expanded noun phrases for description and specification</p>	<p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Check that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>Make inferences on the basis of what is being said and done.</p> <p>Answer and ask questions.</p> <p>Predict what might happen on the basis of what has been read so far.</p> <p>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.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p><b>One to One Reading:</b> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as Above.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>			<p>confident and creative users of information and communication technology.</p> <p>All of this unit taught outside of Computing Suite</p>					<p>and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.</p>	
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<p><b>Autumn 2</b> 7 weeks <b>What a Wonderful World</b></p> <p>Horniman visit</p> <p>Visit – Pantomime at</p> <p>Dance workshops</p>	<p>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 for different purposes.</p> <p>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. Encapsulate what they want to say, sentence by sentence. Make simple additions, revisions and corrections to their own writing by: Evaluate their writing with the teacher and other pupils. Re-read 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-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p><b>Punctuation:</b> Use of capital</p>	<table border="1"> <thead> <tr> <th>Week</th> <th>Ongoing revision</th> <th>Specific Sounds revised</th> <th>HFW/CEW</th> </tr> </thead> <tbody> <tr> <td>1</td> <td rowspan="7">Phase 2, 3 and 4</td> <td>wh, ph</td> <td>find, mind</td> </tr> <tr> <td>2</td> <td>ch (<i>ch, sh</i>), tch</td> <td>behind, any</td> </tr> <tr> <td>3</td> <td>y (<i>ee, igh</i>)</td> <td>old cold</td> </tr> <tr> <td>4</td> <td>Suffixes -ed</td> <td>gold, hold, told</td> </tr> <tr> <td>5</td> <td>Suffixes -ing and -er</td> <td>Christmas</td> </tr> <tr> <td>6</td> <td>Suffixes -s/-es</td> <td>every, everybody</td> </tr> <tr> <td>7</td> <td>Suffixes -er/-est</td> <td>everyone</td> </tr> </tbody> </table> <p><b>Whole Class Reading:</b> 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.</p> <p>Discussing the sequence of events in books and how items of information are related.</p> <p>Recognising simple recurring literary language in stories and poetry.</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Discussing their favourite words and phrases.</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Check that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>Make inferences on the basis of what is being said and done.</p> <p>Answer and ask questions.</p> <p>Predict what might happen on the basis of what has been read so far.</p>	Week	Ongoing revision	Specific Sounds revised	HFW/CEW	1	Phase 2, 3 and 4	wh, ph	find, mind	2	ch ( <i>ch, sh</i> ), tch	behind, any	3	y ( <i>ee, igh</i> )	old cold	4	Suffixes -ed	gold, hold, told	5	Suffixes -ing and -er	Christmas	6	Suffixes -s/-es	every, everybody	7	Suffixes -er/-est	everyone	<p>Week 1: Addition and Subtraction Subtraction objectives</p> <p>Week 2: Addition and Subtraction Subtraction objectives</p> <p>Week 3: Addition and Subtraction Problem Solving</p> <p>Week 4: Measurement: Money</p> <p>Week 5: Measurement: Money</p> <p>Week 6: Number: Multiplication &amp; Times Tables</p> <p>Week 7 Assess and review week</p>	<p>Super Scientists- investigating all things science (forces, light, sound and electricity).</p> <p>Lewis Latimer Nancy Johnson Grace Hopper</p> <p>Counting to Ten in from continents around the World:</p> <p>Maori (Australia) Arabic (Asia) Japanese (Asia) French (North America) German (Europe) Portuguese (South America)</p>	<p>Digital Photography and Word Processing</p> <p>Take a Picture, Change a Picture, Write about the Picture.</p> <p>The children will take photographs, edit and manipulate them, then display them in Word with text about their choices.</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>This unit will re-cap logging on, saving, opening, mouse and keyboard skills.</p>	<p>Geography: Name and locate the world's 7 continents and 5 oceans. 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 basic geographical vocabulary to refer to key physical features and key human features. 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 compass directions to describe the location of features and</p>	<p>D.T: Design a purposeful, functional, appealing products based on design criteria. Select from and use equipment to weave on. Explore and evaluate a range of existing woven products. Evaluate their ideas and products against design criteria. Make a woven product, exploring how it can be made stronger and more stable.</p>	<p>Hinduism Unit 1 Gods</p> <p>Symbols of Christmas as</p>	<p><b>What is a friend?</b> Hurtful teasing and bullying is wrong, what to do about bullying; unsafe secrets; inappropriate touch what to do if it happens.</p> <p>Fireworks Safety</p> <p>NSPCC PANTS Campaign- teaching children that their body belongs to them and that they should tell an adult if something upsets them.</p> <p>Voluntary Services Lewisham Christmas Appeal.</p> <p><b>Responsibility Community</b></p>	<p>Get Set 4PE: Net and Wall + Tennis</p> <p><u>Net and Wall</u> Pupils will develop the basic skills involved in net and wall games. They will develop their understanding of the principles of net and wall games such as using the ready position to defend their space and sending the ball away from an opponent to maximise their chances of scoring. They will learn to play games honestly, abiding by the rules and showing respect towards their opponents and teammates.</p> <p><u>Tennis</u> In this unit pupils develop the key skills required for tennis such as the ready position, racket control and hitting a ball. They learn how to score points and how to use skills, simple strategies</p>	<p>Ho Ho Ho A Christmas Song</p> <p>Listen and Appraise</p> <ul style="list-style-type: none"> <li>Ho Ho Ho by Joanna Mangona</li> <li>?</li> <li>Bring Him back Home – Hugh Masekela</li> <li>Suspicious Minds – Elvis Presley</li> <li>Sir Duke – Stevie Wonder</li> <li>Fly me to the Moon – Frank Sinatra</li> </ul> <p>Musical Activities</p> <ol style="list-style-type: none"> <li>Flexible Games</li> <li>Learn to sing the song</li> <li>Play Instruments</li> </ol> <p>Perform the song.</p> <p>Within this unit there needs to be time for learning and rehearsing the Christmas concert materials. ( Class teachers to practise songs and learn words in class time)</p>
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	<p>letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p><b>Word:</b> Formation of nouns using suffixes such as -ness, -er and by compounding</p> <p><b>Text:</b> Correct choice and consistent use of present tense and past tense throughout writing</p> <p><b>Sentence:</b> Expanded noun phrases for description and specification</p>	<p>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.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p><b>One to One Reading:</b> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>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 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>				<p>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.</p>				<p>and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p>	
<p><b>Spring 1</b></p> <p><b>3 days and 5 weeks</b></p> <p><b>Moon Week: 24.1.22</b></p> <p><b>Space Race</b></p>	<p>Develop positive attitudes towards and stamina for writing by: Writing poetry. Writing about real events. Writing for different purposes.</p> <p>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</p>		<p>Week 1: Number: Multiplication 3 days</p> <p>Week 2: Number: Division</p> <p>Week 3: Number: Division</p> <p>Week 4: Fractions</p>	<p><b>USES OF EVERYDAY MATERIALS-</b> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p>	<p>3D Celebration Card!</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p><b>History:</b> Events from beyond living memory that are significant nationally or globally- Space Race and moon landing. The lives of significant individuals in the past who have contributed to national and international achievements (Neil Armstrong, Tim Peake). Comparison with modern day</p>	<p>DT: Generate, develop, model and communicate their ideas through talking, drawing and mock-ups. Select from and use a range of tools and equipment to cut, join, shape and finish. Select from and use a wide range of materials and construction materials, according to their characteristics. Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria. Build structures, exploring how they can be made</p>	<p>Sharing Food – How Christians follow the example of Jesus who shared food at the last supper.</p>	<p><b>What is the same and different about us?</b> Recognise what they are good at; set simple goals; growing; and changing and being more independent; naming body parts correctly (including external genitalia);</p>	<p>Get Set 4PE: Dance and Yoga</p> <p><u>Dance</u> Pupils will explore space and how their body can move to express and idea, mood, character or feeling.</p>	<p>I Wanna Play in a Band.</p> <p>Listen &amp; Appraise</p> <p>Musical Activities - a new activity is added until Step 4: ● Games ● Singing ● Playing- Recorder ● Improvisation - option after Step 3 ● Composition - option after Step 4</p>

<p>Science Museum Trip</p> <p>words, including new vocabulary. Encapsulate what they want to say, sentence by sentence. Make simple additions, revisions and corrections to their own writing by: Evaluate their writing with the teacher and other pupils. Re-read 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-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p><b>Punctuation:</b> Commas to separate items in a list.</p> <p><b>Word:</b> Formation of adjectives using suffixes such as – ful, - less (A fuller list of suffixes can be found on Year Two spelling lists).</p> <p><b>Text:</b> Use of the progressive form of verbs in the present</p>	<table border="1"> <tr> <td>Spring One</td> <td>Ongoing revision</td> <td>Specific Sounds revised</td> <td>HPW/CEW</td> </tr> <tr> <td>1</td> <td rowspan="6">Phase 2, 3, 4 and 5 Suffixes</td> <td rowspan="2"><b>Revision of suffixes taught</b></td> <td>people, after</td> </tr> <tr> <td>2</td> <td>who, why, what</td> </tr> <tr> <td>3</td> <td>dge, ge (/)</td> <td>how, where</td> </tr> <tr> <td>4</td> <td>gn</td> <td>which, when</td> </tr> <tr> <td>5</td> <td>kn</td> <td>beautiful</td> </tr> <tr> <td>6</td> <td>wr</td> <td>busy, only</td> </tr> </table> <p><b>Whole Class Reading:</b> 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.</p> <p>Being introduced to non-fiction books that are structured in different ways.</p> <p>Discussing the sequence of events in books and how items of information are related.</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Discussing their favourite words and phrases.</p> <p>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> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Check that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>Make inferences on the basis of what is being said and done.</p>	Spring One	Ongoing revision	Specific Sounds revised	HPW/CEW	1	Phase 2, 3, 4 and 5 Suffixes	<b>Revision of suffixes taught</b>	people, after	2	who, why, what	3	dge, ge (/)	how, where	4	gn	which, when	5	kn	beautiful	6	wr	busy, only	<p>Week 5: Fractions</p> <p>Week 6: Time</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Tiera Guinn Sarah Seagar Jeanne L. Crews</p>	<p>The children will choose a celebration that is important to their family and design a 3D card to celebrate it.</p> <p>This unit will recap logging on, saving, opening and mouse skills. It will also link to the 'diverse community' key driver.</p>	<p>astronauts- Tim Peake and Helen Sharman.</p> <p>Yuri Gargarin Valentina Kereschkova Mae Jemison Katherine Johnson</p> <p><b>Geography:</b> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p>stronger, stiffer and more stable. Explore and use mechanisms – wheels and axles- in their products.</p> <p>Enrichment activities: Large scale paintings for book corners using textured foam techniques.</p> <p>Solar System art work using colour mixing techniques and thinking about the size of the planets.</p> <p>Moon Cakes- techniques for baking and choosing healthy options for a filling.</p>	<p>belonging to different groups</p> <p>E-safety week – starts with KS1 assembly, followed up in class.</p> <p>Supporting the Go Orange Day- Muscular Dystrophy Charity- wear Orange and an assembly- 7th Feb.</p> <p><b>Determination Positivity</b></p>	<p>They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.</p> <p><u>Yoga</u></p>	<p>Perform/Share</p> <p>Rock music and movement:</p> <ul style="list-style-type: none"> <li>● We Will Rock You by Queen</li> <li>● Smoke On The Water by Deep Purple</li> <li>● Rockin' All Over The World by Status Quo</li> <li>● Johnny B.Goode by Chuck Berry</li> <li>● I Saw Her Standing There by The Beatles</li> </ul> <p>Additional music based on the space theme to be shared during the lessons- ie Mars from the PLANET Suite etc.</p>
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	<p>and past tense to mark actions in progress (for example, she is drumming, he was shouting).</p> <p><b>Word:</b> Use of the suffixes – er, - est in adjectives and the use of – ly in standard English to turn adjectives into adverbs.</p>	<p>Answer and ask questions.</p> <p>Predict what might happen on the basis of what has been read so far.</p> <p>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.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p><b>One to One Reading:</b> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as Above.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p> <p>Read words containing common suffixes.</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>								<p>Pupils learn about mindfulness and body awareness. They begin to learn yoga poses and techniques that will help them to connect their mind and body. The unit builds strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others, sharing ideas and creating their own poses in response to a theme.</p>	
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<p><b>Spring 2</b> <b>6 weeks</b> <b>The Rainforest</b></p> <p>Chessington Zoo trip</p> <p>World Book Day Thursday 3<sup>rd</sup> March</p> <p>Hatching duck eggs.</p> <p>Fair trade fortnight 21<sup>st</sup> February</p> <p>Sport Relief 7<sup>th</sup>- 11<sup>th</sup> March TBC</p>	<p>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 for different purposes.</p> <p>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. Encapsulate what they want to say, sentence by sentence. Make simple additions, revisions and corrections to their own writing by: Evaluate their writing with the teacher and other pupils. Re-read 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-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p><b>Punctuation:</b> Commas to</p>	<table border="1"> <thead> <tr> <th>Spring Two</th> <th>Ongoing revision</th> <th>Specific Sounds revised</th> <th>HFV/CEW</th> </tr> </thead> <tbody> <tr> <td>1</td> <td rowspan="2">Phase 2, 3, 4 and 5</td> <td>Adding -ing, -ed to words ending in y</td> <td>parents, mother, father</td> </tr> <tr> <td>2</td> <td>Adding -er, -est to words ending in y</td> <td>should, would, could</td> </tr> <tr> <td>3</td> <td rowspan="2">Suffixes</td> <td>Adding -ies to words ending in y</td> <td>half, whole</td> </tr> <tr> <td>4</td> <td>Adding -ly</td> <td>pretty, half</td> </tr> <tr> <td>5</td> <td></td> <td>le, el</td> <td>sure, great</td> </tr> <tr> <td>6</td> <td></td> <td><b>Revision</b></td> <td>eye, head</td> </tr> </tbody> </table> <p><b>Whole Class Reading:</b> 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.</p> <p>Discussing the sequence of events in books and how items of information are related.</p> <p>Being introduced to non-fiction books that are structured in different ways.</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Discussing their favourite words and phrases.</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Check that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>Make inferences on the basis of what is being said and done.</p> <p>Answer and ask questions.</p> <p>Predict what might happen on the basis of what has been read so far.</p>	Spring Two	Ongoing revision	Specific Sounds revised	HFV/CEW	1	Phase 2, 3, 4 and 5	Adding -ing, -ed to words ending in y	parents, mother, father	2	Adding -er, -est to words ending in y	should, would, could	3	Suffixes	Adding -ies to words ending in y	half, whole	4	Adding -ly	pretty, half	5		le, el	sure, great	6		<b>Revision</b>	eye, head		<p><b>Week 1:</b> Time</p> <p><b>Week 2:</b> Geometry: Position and Direction &amp; Properties of Shape</p> <p><b>Week 3:</b> Geometry: Properties of Shape</p> <p><b>Week 4:</b> Statistics</p> <p><b>Week 5:</b> Statistics</p> <p><b>Week 6:</b> Assess Problem Solving and Reasoning Strategies and Methods</p>	<p>Rainforest as a habitat- food chains and dependency. Life cycles of various animals that live in a Rainforest.</p> <p>Significant scientist: Jane Goodall</p>	<p>Data Collection and Display</p> <p>Continents Data and display</p> <p>The children will collect data on which families in the school have links to different continents and use data visualisation to display the results. Will anyone have links to Antarctica?</p>	<p><b>Geography:</b> Name and locate the world's 7 continents and 5 oceans. 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. The location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to key physical features and key human features. 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.</p>	<p><b>ART:</b> To use pencil, paint and pen creatively to design and make a painting. To use drawing and painting to develop and share their ideas and imagination. To develop a wide range of art and design techniques in using colour, pattern, line and shape. To learn about the work of an Amazonian artist, describing the differences and similarities between different practices and disciplines, and making links to their own work. Artist: Nixiwaka</p>	<p>Christianity Unit 4</p> <p>The story of Easter and symbols associated with Easter.</p>	<p><b>How can we be healthy?</b> Things that keep bodies and minds healthy (activity, rest, food); hygiene routines; healthy choices Fairtrade fortnight- 26<sup>th</sup> Feb assemblies and cooking activities.</p> <p>Hampton Court Palace Scarecrow Competition.</p> <p>Sport Relief 18<sup>th</sup> March- assemblies and activities- wearing sports clothes to school.</p> <p><b>Appreciation Curiosity</b></p>	<p>Get Set 4PE Ball Skills and Basketball</p> <p><u>Ball Skills</u> pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups.</p> <p><u>Basketball</u> Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling.</p>	<p>Zootime.</p> <p>Reggae Music.</p> <p><b>Listen &amp; Appraise</b></p> <p><b>Musical Activities</b> - a new activity is added until Step 4: ● Games ● Singing ● Playing- Recorder ● Improvisation - option after Step 3 ● Composition - option after Step 4</p> <p>Perform/Share</p> <p>Rock music and movement: ● We Will Rock You by Queen ● Smoke On The Water by Deep Purple ● Rockin' All Over The World by Status Quo ● Johnny B.Goode by Chuck Berry ● I Saw Her Standing There by The Beatles</p>
Spring Two	Ongoing revision	Specific Sounds revised	HFV/CEW																																			
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	<p>separate items in a list.</p> <p><b>Word:</b> Formation of adjectives using suffixes such as – ful, - less (A fuller list of suffixes can be found on Year Two spelling lists).</p> <p><b>Text:</b> Use of the progressive form of verbs in the present and past tense to mark actions in progress (for example, she is drumming, he was shouting).</p> <p><b>Word:</b> Use of the suffixes – er, - est in adjectives and the use of – ly in standard English to turn adjectives into adverbs.</p>	<p>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.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p><b>One to One Reading:</b> 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 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. Read words containing common suffixes. Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>								<p>Pupils will learn to use attacking skills to maintain possession of the ball. They will start by playing uneven and then move onto even sided games. Pupils will understand the importance of playing fairly and to the rules. They will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition as well as learn how to evaluate their own and others' performances.</p>	
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**Summer 1**  
**4 days and 5 weeks Fire!**  
 Workshop.

Develop positive attitudes towards and stamina for writing by:  
 Writing poetry.  
 Writing narratives about personal experiences and those of others (real and fictional).  
 Writing about real events.  
 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.  
 Encapsulate what they want to say, sentence by sentence.  
 Make simple additions, revisions and corrections to their own writing by:  
 Evaluate their writing with the teacher and other pupils.  
 Re-read 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-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]  
 Read aloud what they have written with appropriate intonation to make the meaning clear.

**Punctuation:**  
 Apostrophes

Summer One	Ongoing revision	Specific Sounds revised	HFW/CEW
1		<b>Revision</b>	different
2	Phase 2, 3, 4 and 5 Suffixes	Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant after a single vowel (pat, hum)	friends, found
3		The -o sound spelt with 'a' after w and qu (want, quad)	laughed, jumped
4		-zh spelt 's' (television)	morning, evening
5		Suffixes -ment, -ness, -ful, -less	liked, looked
6		-tion	please, really

**Whole Class Reading:** 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.

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.

**Week 1:**  
 Measurement: Length, Height and Mass  
**4 days**

**Week 2:**  
 Measurement: Capacity and Temperature

**Week 3:**  
 Class specific Place Value and Number

**Week 4:**  
 Revisiting 4 operations and strategies

**Week 5:** SATs

**Week 6:** SATs

**ANIMALS INCLUDING HUMANS-**  
 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 of exercise, food and hygiene for humans.

Science Week  
 Duckling eggs visit school- caring for animals and observing how they grow. The importance of food, water and a suitable habitat.

**PowerPoint – Timeline of the Great Fire**

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

**History:**  
 Events from beyond living memory that are significant nationally: Great Fire of London. Understanding a significant historical event of the past through learning about The Great Fire of London. Discuss its impact on modern day life. (The fire brigade.) St Pauls, Monument, Tower of London, Samuel Pepys, Thomas Farriner and Charles 2<sup>nd</sup>.

**Geography:**  
 Find significant places from GFOL on Hollar Map and modern-day map.

**DT:** Design purposeful, functional, appealing products based on design criteria. Generate, develop, model and communicate their ideas through talking and drawing. Select from and use a range of tools and equipment to create a loaf of bread commemorating the Great Fire of London. Select from and use a wide range of ingredients, according to their characteristics. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.

Enrichment activities:  
 House models from 1666. Tissue paper flames on display.

**Weddings-Finding out about Hindu and Christian weddings.**

**How can we keep safe in different places?**  
 Rules for keeping safe in different places; including online; people who work in the community; asking for help; including in an emergency

**Friendship**

**Get Set 4PE:**  
 Striking and Fielding + Cricket

Striking and Fielding pupils develop their understanding of the principles of striking and fielding games. They develop the skills of throwing and catching, tracking and retrieving a ball and striking a ball. They begin to self-manage small sided games. Pupils learn how to score points and play to the rules. Pupils will begin to think about how to use skills, strategies and tactics to outwit the opposition appropriate to the situation.

Friendship Song

A song about being friends.

- Listen and Appraise the Friendship Song and other songs about friendship:
  - Friendship Song by Joanna Mangona and Pete Readman
  - Count On Me by Bruno Mars
  - We Go Together (from Grease soundtrack)
  - You Give A Little Love from Bugsy Malone
  - That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John
  - You've Got A Friend In Me by Randy Newman
- Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:
  - Warm-up Games (including vocal warm-ups)
  - Flexible Games (optional extension work)
  - Learn to Sing the Song (there are 2 parts in the coda - the end section of the song, you will see it named on the

	<p>to mark where letters are missing in spelling and to mark singular possession in nouns (for example, the girl's name).</p> <p><b>Sentence:</b> Subordination (using when, if, that, because,) and co-ordination (using or, and, but).</p> <p><b>Sentence:</b> How the grammatical patterns in a sentence indicate it's function as a statement, question, exclamation or command.</p>	<p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Check that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>Make inferences on the basis of what is being said and done.</p> <p>Answer and ask questions.</p> <p>Predict what might happen on the basis of what has been read so far.</p> <p>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.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p><b>One to One Reading:</b> 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 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>								<p><u>Cricket</u> Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understand</p>	<p>screen) d. Option: Play Instruments with the Song (over the coda section) e. Option: Improvise with the Song (over the coda section) f. Option: Compose with the Song (over the coda section)</p> <p>3. Perform the Song - perform and share your learning as you progress through the Unit of Work</p>
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		Read words containing common suffixes. Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.								ing of the rules, as well as being respectful of the people they play with and against.																								
<p><b>Summer 2</b> <b>6 weeks and 3 days</b> <b>Crystal Palaces</b></p> <p><b>London Trip</b> <b>Crystal Palace Trip</b> <b>SATS</b></p>	<p>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 for different purposes.</p> <p>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. Encapsulate what they want to say, sentence by sentence. Make simple additions, revisions and corrections to their own writing by: Evaluate their writing with the teacher and other pupils. Re-read 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-read to check for errors in spelling, grammar</p>	<table border="1"> <thead> <tr> <th>Summer Two</th> <th>Ongoing revision</th> <th>Specific Sounds revised</th> <th>HF/W/CE W</th> </tr> </thead> <tbody> <tr> <td>1</td> <td rowspan="2">Phase 2, 3, 4 and 5</td> <td>Contractions</td> <td>shouted stopped</td> </tr> <tr> <td>2</td> <td>Possessive Apostrophes</td> <td>suddenl y use</td> </tr> <tr> <td>3</td> <td rowspan="3">Suffixes</td> <td rowspan="3">Homophones</td> <td>couldn't , can't, didn't</td> </tr> <tr> <td>4</td> <td>I've, I'll, I'm, we're</td> </tr> <tr> <td>5</td> <td>There's, that's</td> </tr> <tr> <td>6</td> <td colspan="3" style="text-align: center;"><i>Revision</i></td> </tr> </tbody> </table> <p><b>Whole Class Reading:</b> 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.</p> <p>Discuss the sequence of events in books and how items of information are related.</p> <p>Introduce to non-fiction books that are structured in different ways.</p> <p>Discuss and clarify 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:</p>	Summer Two	Ongoing revision	Specific Sounds revised	HF/W/CE W	1	Phase 2, 3, 4 and 5	Contractions	shouted stopped	2	Possessive Apostrophes	suddenl y use	3	Suffixes	Homophones	couldn't , can't, didn't	4	I've, I'll, I'm, we're	5	There's, that's	6	<i>Revision</i>			<p><b>Week 1:</b> SATS analysis and consolidation</p> <p><b>Week 2:</b> Number Investigations</p> <p><b>Week 3:</b> Number Investigations</p> <p><b>Week 4:</b> Place Value – Hundreds, tens and ones</p> <p><b>Week 5:</b> Addition Revisit for year 3</p> <p><b>Week 6:</b> Subtraction Revisit for year 3</p> <p><b>Week 7:</b> Problem Solving: Activities and tasks <b>3 days</b></p>	<p>PLANTS- 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.</p>	<p>Programming and debugging using scratch</p> <p>– create a The Crystal Palace is on Fire game</p> <p>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</p>	<p><b>History:</b> Events from beyond living memory that are significant locally: Chronological awareness/ ordering of events. Crystal Palace Park – The Great Exhibition was housed there 1854. Comparative element between 'Crystal Palaces' today and in the past. The Shard, The Sky Garden and The Crystal Palace.</p> <p>Architect Sir David Adjaye and Roma Agrawal: comparison with Joseph Paxton designing the Great Exhibition</p> <p>Geography: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p><b>ART:</b> To use a range of materials creatively to design and make a print of a London skyline. To use drawing and printing to share their experiences. To develop a wide range of art and design techniques in using pattern, line, shape and form. 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. Observational drawings of London Landmarks. Learning about architects of London landmarks. Using printing techniques to create a London skyline.</p> <p>Artist: Stephen Wiltshire</p>	<p>Hinduism Unit 2 Beliefs and Home The Hindu home and worship in the Temple.</p>	<p><b>How do we show our feelings?</b> Different kinds of feelings; strategies to manage feelings; change and loss; recognising how others are feeling; sharing feelings</p> <p>Transition to Junior School</p> <p><b>Communication Creativity</b></p>	<p>Get Set 4PE: Target Games and Athletics</p> <p><u>Target Games</u> Pupils develop their understanding of the principles of target games. Pupils learn how to score points and play to the rules. They develop the skills of throwing, rolling, kicking and striking to targets. They begin to self-manage their own games selecting and applying the skills they have learnt appropriate</p>	<p><b>Consolidate your learning and perform</b> This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p> <p><b>Musical learning focus:</b></p> <ul style="list-style-type: none"> <li>Listen and Appraise Classical music</li> <li>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</li> <li>Singing</li> <li>Play instruments within the song</li> </ul>
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	<p>and punctuation [for example, ends of sentences punctuated correctly] Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p><b>Punctuation:</b> Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (for example, the girl's name).</p> <p><b>Sentence:</b> Subordination (using when, if, that, because,) and co-ordination (using or, and, but).</p> <p><b>Sentence:</b> How the grammatical patterns in a sentence indicate it's function as a statement, question, exclamation or command.</p>	<p>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.</p> <p>Make inferences on the basis of what is being said and done.</p> <p>Answer and ask questions.</p> <p>Predict what might happen on the basis of what has been read so far.</p> <p>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.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p><b>One to One Reading:</b> 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 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. Read words containing common suffixes. Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>							<p>to the situation.</p> <p><u>Athletics</u> pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.</p>	<ul style="list-style-type: none"> <li>● Improvisation using voices and instruments</li> <li>● Composition</li> <li>● Share and perform the learning that has taken place</li> </ul>
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*NB: British values: democracy, rule of law, individual liberty, mutual respect, tolerance of those of different faiths*