

Stillness Infant School –Yearly Overview– Year 1

Topic	English: Writing/ Grammar/ Punctuation	English: Reading	Maths	Science	Computing	History / Geography	Art / DT	RE	SMSC / PSHE/safe guarding	PE	Music																
<p>Autumn 1: Super Senses!</p> <p>7 weeks</p> <p>Macmillan-wear green 30th September</p> <p>October 13th WHO Sight Day</p> <p>Black History Month- Time for Change – Actions Not Words</p>	<p>Sentence: How words can combine to make sentences.</p> <p>Punctuation: Separation of words with spaces.</p> <p>Punctuation: Introduction to capital letters and full stops to demarcate sentences.</p> <p>Teach children to spell: Words containing each of the 40+ phonemes already taught. Common exception words. Naming the letters of the alphabet in order. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>Handwriting Teach children to: Sit correctly at a 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.</p> <p>Teach children to 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. 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.</p>	<table border="1"> <thead> <tr> <th colspan="2">Autumn 1 - Little Wandle Revised Letters and Sounds</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Settling</td> </tr> <tr> <td>2</td> <td>review Phase 3 GPCs: ai ee igh oa oo ar or ur oo ow ol ear</td> </tr> <tr> <td>3</td> <td>air er /z/ s –es, words with two or more digraphs e.g. queen thicker</td> </tr> <tr> <td>4</td> <td>Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels</td> </tr> <tr> <td>5</td> <td>Phase 5: /ai/ ay play, /ow/ ou cloud, /oi/ oy toy, /ee/ ea each</td> </tr> <tr> <td>6</td> <td>review longer words</td> </tr> <tr> <td>7</td> <td>Assessment week</td> </tr> </tbody> </table> <p>Tricky Words: Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today</p> <p>One to One Reading Teach children to: 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. 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.</p> <p>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.</p> <p>Whole Class Reading 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.</p> <p>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 background information and vocabulary provided by the teacher. Checking that 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 is being said and done. Predicting what might happen on the basis of what has been read so far. Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.</p>	Autumn 1 - Little Wandle Revised Letters and Sounds		1	Settling	2	review Phase 3 GPCs: ai ee igh oa oo ar or ur oo ow ol ear	3	air er /z/ s –es, words with two or more digraphs e.g. queen thicker	4	Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels	5	Phase 5: /ai/ ay play, /ow/ ou cloud, /oi/ oy toy, /ee/ ea each	6	review longer words	7	Assessment week	<p>Week 1 Number. Counting on and back assessment.</p> <p>Week 2: Count, identify and represent numbers</p> <p>Week 3: Number and place value (10) Numerals and names to 10.</p> <p>Week 4: Number and Place Value (10) One more.</p> <p>Week 5: Number and Place Value (10) One less.</p> <p>Week 6: Number and Place Value (10) Comparing.</p> <p>Week 7: Number and Place Value (10) Ordering objects, numbers</p> <p>Week 8 Number and Place Value (10) Identifying and representing numbers – use of the number line</p>	<p>Animals, including humans- Identifying parts of the human body and say which part of the body is associated with each sense. Exploring the senses through carrying out simple tests and making observations from first hand experiences.</p> <p>Patricia Bath scientist- laser eye surgery.</p> <p>Nature Explorers session: introduction to the seasons- Observe changes across the four seasons.</p>	<p>So, What is a Computer 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>All of this unit taught outside of Computing Suite</p>	<p>History: Lives of significant individuals in the past who have contributed to international/ national achievements. Use them to compare aspects of life in different periods.</p> <p>Mary Seacole/ Florence Nightingale/ Jenny Worth/ now- pandemic.</p> <p>Geography: Identify seasonal and daily weather patterns in the United Kingdom.</p>	<p>ART: To use drawing and painting to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, Line and shape.</p> <p>To learn about the work of Kandinsky, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Artists: Kandinsky Jack Coulter Melissa McCracken Henry Fraser</p>	<p>The Natural World Unit Investigating patterns, rhythms in nature, change, growth and the cycle of life.</p> <p>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 International Day</p> <p>Supporting the charity Macmillan-wear green and assembly- 24th Sept.</p> <p>Values: Manners Trust</p>	<p>How do we decide how to behave? Class rules; respecting others' needs; behaviour; listening; feelings and bodies can be hurt</p> <p>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 International Day</p> <p>Supporting the charity Macmillan-wear green and assembly- 24th Sept.</p> <p>Values: Manners Trust</p>	<p>Get Set 4 PE Target Games and Fundamentals</p> <p><u>Target Games</u> Pupils will develop their aim using both underarm and overarm actions. Pupils will be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.</p> <p><u>Fundamentals</u> Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination.</p> <p>Values: Manners Trust</p>	<p>Hey You!</p> <p>1. Listen and Appraise the song Hey You! and other Hip Hop songs: ● Hey You! by Joanna Mangona ● Me, Myself And I by De La Soul ● Fresh Prince Of Bel Air by Will Smith ● Rapper's Delight by The Sugarhill Gang ● U Can't Touch This by MC Hammer ● It's Like That by Run DMC</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</p>
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<p>Autumn 2: Go Wild!</p>	<p>Sentence: How words can combine to make sentences.</p> <p>Punctuation: Separation of words with spaces.</p>		<p>Week 1: Addition and Fact Families (10)</p>	<p>Animals including humans- Identifying, comparing and classifying animals by their</p>	<p>Photography: Take a Picture, Change a Picture</p>	<p>History: Events from beyond living memory that are significant nationally or</p>	<p>DT: Wild Puppets! Design purposeful, functional,</p>	<p>Christianity Unit 1 – The Bible</p>	<p>What makes us special? L8&9, R8&9</p>	<p>Get Set 4 PE Team Building Ball Skills</p>	<p>Rhythm In The Way We Walk/The Banana Rap</p>																

<p>7 weeks</p> <p>London Zoo 24/11</p> <p>Christmas Concert</p> <p>Panto: Jack and the Beanstalk</p> <p>Ballet Workshop- The Nut Cracker</p>	<p>Punctuation: Introduction to capital letters and full stops to demarcate sentences.</p> <p>Teach children to spell: Words containing each of the 40+ phonemes already taught. Common exception words. Name the letters of the alphabet. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>Handwriting Teach children to: Sit correctly at a 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.</p> <p>Teach children to write sentences by: Saying out loud what they are going to write about. 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Naming, identifying, comparing and classifying animals by what they eat: carnivores, herbivores & omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets.)</p> <p>Scientists: Jane Goodall, David Attenborough, Steve Irwin & Roger Arliner Young.</p> <p>Seasonal Changes: Autumn –Observe and describe weather associated with the seasons and how day length varies.</p> <p>Nature Explorers: hibernation of hedgehogs and trip to Ladywell Fields to make observations about Autumn.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>The children will explore the art of photography and then edit and manipulate their pictures.</p> <p>This unit will support logging on, saving, opening and mouse skills.</p>	<p>globally- Significance of Remembrance Day as part of a whole school study.</p> <p>Geography: Name and locate the world's 7 continents and 5 seas. Identify seasonal and daily weather patterns in the United Kingdom and 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 it's countries as well as the countries, continents and oceans studied at this key stage.</p>	<p>appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking and drawing.</p> <p>Select from and use a range of tools and equipment for cutting, shaping, joining and finishing. Select from and use a wide range of materials and components- construction materials- according to their characteristics. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.</p> <p>Build a puppet, exploring how it can be made stronger, stiffer and more stable. Explore and use mechanisms to make the puppet move.</p>	<p>and Christmas Jesus as God's Son, the bible as a special book, the Christian celebration of Christmas.</p>	<p>Respecting similarities and differences between people: special people: that everyone is unique; but that everyone has similarities</p> <p>Fireworks Safety</p> <p>Anti-bullying week Taught through what a good friend is and does.</p> <p>Link to the Values of equality, friendship, responsibility and individuality- helping children to stand up to negative peer pressure.</p> <p>Voluntary Services Lewisham Christmas Appeal Values: Responsibility Community</p>	<p>Team Building Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are given the opportunity to discuss and plan their ideas to get the most successful outcome.</p> <p>Ball Skills pupils will explore 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. Pupils will be able to explore their own ideas in response to tasks.</p>	<p>Steps 1-3 Listen and Appraise</p> <ul style="list-style-type: none"> Rhythm In The Way We Walk by Joanna Mangona The Planets, Mars by Gustav Holst Tubular Bells by Mike Oldfield <p>Steps 4-6 Learn the Banana Rap an action song/rap about the dimensions of music but focussing on pitch:</p> <p>Listen and Appraise.</p> <ul style="list-style-type: none"> The Banana Rap by Jane Sebba Happy by Pharrell Williams When I'm 64 by The Beatles <p>2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p> <ol style="list-style-type: none"> Flexible Games (see Activity Manual) Learn to Sing the Song: Vocal warm-ups and singing Perform the Song - perform and share your learning as you progress through the Unit of Work.
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<p>Spring 1: 1960s</p> <p>4 days, 5 weeks</p> <p>Tate Modern Visit</p>	<p>Sentence: Joining words and joining clauses using and. Punctuation: names and for the personal pronoun I. Word: 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. Text: Sequencing sentences to form short narratives.</p> <p>Teach children to spell: Words containing each of the 40+ phonemes already taught. Common exception words. The days of the week.</p>	<table border="1"> <tr> <th colspan="3">Spring 1 - Little Wandle Revised Letters and Sounds</th> </tr> <tr> <td>1</td> <td>/ee/ y funny, /e/ ea head, /w/ wh wheel, /oa/ oe ou toe shoulder</td> <td>any many again</td> </tr> <tr> <td>2</td> <td>/igh/ y fly, /oa/ ow snow, /j/ g giant, /f/ ph phone</td> <td>who whole where two school call different</td> </tr> <tr> <td>3</td> <td>/i/ ie ai apple metal, /s/ c ice, /v/ ve give</td> <td></td> </tr> <tr> <td>4</td> <td>/u/ o-e o ou some mother young, /z/ se cheese, /s/ se ce mouse fence, /ee/ ey donkey</td> <td>thought through friend work</td> </tr> <tr> <td>5</td> <td>Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup, /ee/ ea e e-e ie ey y ee, /s/ c se ce ss, /z/ se s zz, /oa/ ow oe ou o-e o oa</td> <td>No new words</td> </tr> <tr> <td>6</td> <td colspan="2">Assessment week</td> </tr> </table>	Spring 1 - Little Wandle Revised Letters and Sounds			1	/ee/ y funny, /e/ ea head, /w/ wh wheel, /oa/ oe ou toe shoulder	any many again	2	/igh/ y fly, /oa/ ow snow, /j/ g giant, /f/ ph phone	who whole where two school call different	3	/i/ ie ai apple metal, /s/ c ice, /v/ ve give		4	/u/ o-e o ou some mother young, /z/ se cheese, /s/ se ce mouse fence, /ee/ ey donkey	thought through friend work	5	Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup, /ee/ ea e e-e ie ey y ee, /s/ c se ce ss, /z/ se s zz, /oa/ ow oe ou o-e o oa	No new words	6	Assessment week		<p>Week 1 - 3: Number and Place Value (20)</p> <p>Week 4 – 6 Addition and Subtraction (20)</p>	<p>Seasonal Changes: Winter- Observe and describe weather associated with the seasons and how day length varies.</p> <p>Nature Explorers- making nests for birds and trip to Ladywell</p>	<p>Celebration Card!</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>The children will choose a celebration that is important to their family and</p>	<p>History: Changes within living memory - changes in national life- surveys filled out by grandparents, talking about what life was like for them in 60s, looking at schools, food and leisure time specifically.</p> <p>Lives of significant individuals in the past</p>	<p>DT: Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>The children will look at</p>	<p>Islam Unit 1 - Prophet Muhammad (pbuh) Messenger of Allah Who is Allah? Living as a Muslim and the Qu'ran.</p>	<p>E-safety week – starts with KS1 assembly, followed up in class.</p> <p>How do we keep safe? Keeping safe in familiar and unfamiliar situations;</p>	<p>Get Set 4 PE Invasion and Ball Skills</p> <p>Fitness pupils develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They will work independently, in pairs and small groups to complete</p>	<p>Charanga</p> <p>In the Groove</p> <p>Listen & Appraise</p> <p>Musical Activities</p> <ul style="list-style-type: none"> Singing Playing - percussion Improvisation – <p>Perform/Share</p>			
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Spring 2: Unique UK 6 weeks	<p>•Sentence: Joining words and joining clauses using and. •Punctuation: names and for the personal pronoun I. •Word: 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. •Text: Sequencing sentences to form short narratives.</p>	<table border="1"> <thead> <tr> <th colspan="3">Spring 2 - Little Wandle Revised Letters and Sounds</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>/ur/ or word, /oo/ u oul awful would, /air/ are share, /or/ au aur oor al, author dinosaur floor walk</td> <td>once laugh</td> </tr> <tr> <td>2</td> <td>/ch/ tch match, /ch/ ture adventure, /ar/ al half, /ar/ a father</td> <td>because eye</td> </tr> <tr> <td>3</td> <td>/or/ a water, Schwa in longer words: different, /o/ a want, /air/ ear ere bear there</td> <td>No new words</td> </tr> <tr> <td>4</td> <td>/ur/ ear learn, /r/ wr wrist, /s/ st sc whistle science, Schwa at the end of words: actor</td> <td>No new words</td> </tr> </tbody> </table>	Spring 2 - Little Wandle Revised Letters and Sounds			1	/ur/ or word, /oo/ u oul awful would, /air/ are share, /or/ au aur oor al, author dinosaur floor walk	once laugh	2	/ch/ tch match, /ch/ ture adventure, /ar/ al half, /ar/ a father	because eye	3	/or/ a water, Schwa in longer words: different, /o/ a want, /air/ ear ere bear there	No new words	4	/ur/ ear learn, /r/ wr wrist, /s/ st sc whistle science, Schwa at the end of words: actor	No new words	<p>Week 1: Number and Place value (50)</p> <p>Week 2: Number and Place value (50)</p>	<p>Science Week- Ducklings visit-learning about how ducklings grow.</p> <p>Seasonal Changes: Spring-gathering data about the</p>	Word Processing use technology purposefully to create, organise, store, manipulate and retrieve digital content	Geography: Name, locate and identify characteristic of the four countries and capital cities of the United Kingdom and its surrounding seas.	ART: Dragon's Eyes Use clay creatively to design and make a Dragon's Eye. Use sculpture to develop and share	Belonging – Who am I? Understand ing of what it means to belong and relate to how children are	Fair Trade and Sport Relief. 26th Feb assemblies and cooking activities. About people who look after them, their family	Get Set 4 PE Sending and Receiving Striking and Fielding <u>Striking and Fielding</u> Pupils develop their basic understanding of striking and fielding games such as	New Model Curriculum How does music help us to understand our neighbours? Listen & Appraise) Musical Activities
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<p>London Landmark Walk</p> <p>Fairtrade Fortnight 21st Feb- 6th March</p> <p>Comic Relief – Friday 18th March</p> <p>World Book Day 2nd March</p>	<p>Teach children to spell: Words containing each of the 40+ phonemes already taught. Common exception words. The days of the week. Use letter names to distinguish between alternative spellings of the same sound</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>Handwriting Teach children to: Sit correctly at a 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.</p> <p>Teach children to write sentences by: Saying out loud what they are going to write about. 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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 routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p>their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, shape, form and space. 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.</p> <p>DT: Harvest Soup- Understand where food comes from.</p>	<p>given a sense of belonging in Christianity, Hinduism and Islam. Investigate how children are welcome in these religions, how people show they belong and what is special for them about belonging.</p>	<p>networks, who to go to if they are worried and how to attract their attention</p> <p>About the ways that pupils can help the people who look after them to more easily protect them</p> <p>The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p> <p>Pupils earn how to ask for help if they are worried about something About the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid Values: Appreciation Curiosity</p>	<p>Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills.</p> <p><u>Gymnastics</u> Pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.</p>	<p>Tempo: 98 bpp Time Signature: 4/4 Key Signature: A minor Rhythmic Patterns using: Minims, crotchets and quavers. Melodic Patterns: A, E.</p> <p>Through- ● Games ● Singing ● Playing - Percussion ● Improvisation - option after Step 3 ● Composition - option after Step 4</p> <p>Perform/Share</p> <p>Musical Styles: Jazz/Swing - Days of the week Pop – Name Song Waltz – Cuckoo Waltz – Upside Down Lullaby- Hush Little Baby Pop – Who took the cookie. 20th Century Orchestral. Mars – The Planet Holst.</p>									
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<p>Summer 1: Nature Detectives</p>	<p>•Punctuation: Revision of capital letters and full stops and introducing question marks and exclamation marks to demarcate sentences</p> <p>•Word: Suffixes that can be added to verbs where no change is needed in the spelling of root words (eg: helping, helped, helper)</p> <p>•How the prefix un- changes the meaning of verbs and adjectives (negation, for example, unkind or undoing, untie the boat)</p>	<table border="1"> <tr> <td colspan="3">Summer 1 - Little Wandle Revised Letters and Sounds (No new tricky words)</td> </tr> <tr> <td>1</td> <td>ay play, a-e shake, ea each, e he</td> <td></td> </tr> <tr> <td>2</td> <td>ie pie, i-e time, o go, o-e home</td> <td></td> </tr> <tr> <td>3</td> <td>ue blue rescue, ew chew new, u-e rude cute, aw claw</td> <td></td> </tr> <tr> <td>4</td> <td>ea head, ir bird, ou cloud, oy toy</td> <td></td> </tr> </table>	Summer 1 - Little Wandle Revised Letters and Sounds (No new tricky words)			1	ay play, a-e shake, ea each, e he		2	ie pie, i-e time, o go, o-e home		3	ue blue rescue, ew chew new, u-e rude cute, aw claw		4	ea head, ir bird, ou cloud, oy toy		<p>Week 1: 4 days Number and Place Value (100)</p>	<p>Plants- Identify and name a variety of common wild and garden plants including deciduous and evergreen trees.</p>	<p>PowerPoint – Blythe Hill Trees!</p> <p>Use technology purposefully to create, organise, store,</p>	<p>Geography: Identify seasonal and daily weather patterns in the United Kingdom. Devise a simple Map and use and construct basic symbols in a key.</p>	<p>ART: Use printing techniques creatively to design and make products.</p>	<p>Christianity Unit 2- Church Visit</p> <p>Church buildings as</p>	<p>•about good and not so good feelings, a vocabulary to describe their feelings to others and to develop</p>	<p>Get Set 4 PE Fitness and Athletics</p> <p><u>Athletics</u> pupils will develop skills required in athletic</p>	<p>Your Imagination</p> <p>1. Listen and Appraise the song Your Imagination and other songs about using your imagination:</p>
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<p>4 days and 5 weeks</p> <p>Horniman Gardens Visit</p>	<p>Teach children to spell: Words containing each of the 40+ phonemes already taught. Common exception words. Use letter names to distinguish between alternative spellings of the same sound</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>Handwriting Teach children to: Sit correctly at a 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.</p> <p>Teach children to 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. 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Assessment week	<p>Week 2: Number and Place Value (100)</p> <p>Week 3: Multiplication and Division Revisit counting in 2's, 5's Count in 10's</p> <p>Week 4: Number: Multiplication and Division</p> <p>Week 5: Number: Multiplication and Division</p> <p>Week 6: Fractions</p>	<p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Scientists: Wangari Maathai, Jeanne Baret</p> <p>Janaki Ammal (sugar cane)</p> <p>Outdoor learning sessions-planting seeds and trip to Ladywell Fields to make observations about spring.</p>	<p>manipulate and retrieve digital content</p> <p>The children will use PowerPoint to record and reflect on everything they've learnt at Blythe Hill this school year.</p> <p>Strong links to Science</p>	<p>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>Use drawing and printing to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, line and shape. Learn about the work of William Morris and Georgia O'Keefe, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>places where Christians worship together and how Christians try to follow the example of Jesus.</p>	<p>simple strategies for managing feelings •about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p> <p>Pupils learn: •about different kinds of feelings •simple strategies to manage feelings •about how it feels when there is change or loss</p> <p>Values: Friendship</p>	<p>activities such as running at different speeds, changing direction, 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.</p> <p><u>Dance</u> Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.</p>	<ul style="list-style-type: none"> • Your Imagination by Joanna Mangona and Pete Readman • Supercalifragilisticexpialidocious from Mary Poppins • Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack • Daydream Believer by The Monkees • Rainbow Connection from The Muppet Movie • A Whole New World from Aladdin. <p>Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> • Games • Singing • Playing - Percussion • Improvisation - option after Step 3 • Composition - option after Step 4 <p>Performance Sing Play Instruments</p> <p>Include compositions</p>
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<p>Summer 2: Turrets and Tiaras</p> <p>6 weeks and 3 days</p> <p>Tower of London</p>	<p>•Punctuation: Revision of capital letters and full stops and introducing question marks and exclamation marks to demarcate sentences •Word: Suffixes that can be added to verbs where no change is needed in the spelling of root words (eg: helping, helped, helper) •How the prefix un- changes the meaning of verbs and adjectives (negation, for example, unkind or undoing, untie the boat)</p> <p>Teach children to spell: Words containing each of the 40+ phonemes already taught. Common exception words. Use letter names to distinguish between alternative spellings of the same sound.</p>		<p>Week 1: Fractions</p> <p>Week 2: Geometry: Position and Direction</p> <p>Week 3: Time</p> <p>Week 4: Time</p> <p>Week 5: Measurement: Money</p>	<p>Everyday Materials-</p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p>	<p>Data Collection and Display – School's favourite sandwich!</p> <p>Links to DT, the children will collect data about sandwich fillings and use data visualisation to display what they found out.</p> <p>Computing has deep links with</p>	<p>History: Local History- significant historical events, people and places in their own locality- Buckingham Palace, Houses of Parliament, Tower Bridge, Tower of London, The Globe. Queen Elizabeth 1st and 2nd, Queen Victoria, Guy Fawkes, Shakespeare.</p>	<p>DT: Sandwich fit for a Queen Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas</p>	<p>Islam Unit 2 – Five Pillars of Islam Worship of Allah, The Muslim Home, The Place of Worship- mosque.</p>	<p>What can we do with money? Where money comes from; spending; saving; keeping money safe.</p> <p>Values: Communication Creativity</p>	<p>Get Set 4 PE Net and Wall Target Games</p> <p><u>Net and Wall</u> Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to</p>	<p>Reflect - Rewind and Replay.</p> <p>Consolidate. This unit of work consolidates the learning that has occurred through the year. All the learning is focussed around revisiting songs and musical activities, a context for the history of</p>						

<p>Visit</p> <p>Sports Day</p> <p>Summer Concert</p>	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>Handwriting Teach children to: Sit correctly at a 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.</p> <p>Teach children to 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. Discuss what they have written with the teacher or other pupils. 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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. 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 (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.</p> <p>Whole Class Reading 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.</p> <p>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 background information and vocabulary provided by the teacher. Checking that 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 is being said and done. Predicting what might happen on the basis of what has been read so far.</p>	1	Summer 2 - Little Wandle Revised Letters and Sounds /ai/ eigh aigh ey ea eight straight, grey break, /n/ kn gn knee gnaw, /m/ mb thumb, /ear/ ere eer here deer	busy beautiful pretty hour	2	/zh/ su si treasure vision, /j/ dge bridge, /i/ y crystal, /j/ ge large	because eye	3	/or/ a water, Schwa in longer words: different, /a/ a want, /air/ ear ere bear there	No new words	4	/ur/ ear learn, /r/ wr wrist, /s/ st sc whistle science, Schwa at the end of words: actor	No new words	5	/c/ ch school, /sh/ ch chef, /z/ /s/ ce se ze freeze	No new words	6	Assessment week		<p>Week 6: Assess and review week</p> <p>3 days</p> <p>Week 7: Problem Solving and Reasoning Activities</p>	<p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Seasonal Changes: Summer-gathering data about the weather, temperature and day length. Reflecting on how seasons change over the course of a year.</p> <p>Outdoor learning session- trip to Ladywell Fields to make observations about summer.</p>	<p>mathematics, science, and design and technology, and provides insights into both natural and artificial systems</p>	<p>Local History- significant historical events, people and places in their own locality- COMPARE CORONATION OF QVIC, QEII AND KING CHARLES II</p> <p>Geography: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features- aerial map of London walk.</p>	<p>through talking and drawing.</p> <p>Select from and use a range of tools and equipment for making a sandwich. 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. Use the principles of a healthy and varied diet to prepare dishes.</p> <p>Make a sandwich, exploring how it can be made to hold its form.</p>		<p>track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.</p> <p>Yoga 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>	<p>Music and the beginnings of the Language of Music.</p> <p><u>Musical Learning Focus</u></p> <p>Listen and appraise Classical Music</p> <p>Continue to embed the foundations of interrelated dimensions of music using voices and instruments.</p> <p>Singing.</p> <p>Play Instruments with song.</p> <p>Improvisation using voices and instruments.</p> <p>Composition</p> <p>Share and perform the learning that has taken place.</p>
1	Summer 2 - Little Wandle Revised Letters and Sounds /ai/ eigh aigh ey ea eight straight, grey break, /n/ kn gn knee gnaw, /m/ mb thumb, /ear/ ere eer here deer	busy beautiful pretty hour																										
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6	Assessment week																											

		Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.										
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NB: British values: democracy, rule of law, individual liberty, mutual respect, tolerance of those of different faiths