Stillness Infant School –Yearly Overview– Year 2

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Topic	English:	English: Reading	Maths	Science	Computing	History /	Art / DT	RE	SMSC /	PE	Music
	Writing/					Geography			PSHE/		
	Grammar/								Values/		
	Punctuatio								Safe-		
	n								guarding		
	11								guarung		
A	Develop positive		\\/ . 1 *1 -	LIVING	C- \\\/	C	ADT. To use penalls and	Ob-i-ti-	11	C-+ C-+ 4 DE	Hands Foot Hoost
<u>Autumn</u> 1	Develop positive attitudes towards	Summer 2 - Little Wandle Revised Letters and Sounds 1 /ai/ eigh aigh ey ea eight straight, busy beautiful	Week 1 – *1-day Number activities	LIVING THINGS AND	So, What is the Internet	Geography Use simple	ART: To use pencils and oil pastels creatively to	Christia	How can we help?	Get Set 4 PE Target Games	Hands, Feet, Heart (celebrating South
1 day 7	and stamina for	grey break, /n/ kn gn knee gnaw, /m/ pretty hour	and digit focus.	THEIR	Anyway?	compass directions	make an image of a	nity Unit 3-	Group and class	and	African Music)
and weeks	writing by:	mb thumb, /ear/ ere eer here deer	and digit rocus.	HABITATS	/ tily way :	to describe the	bug.	The Life	rules and why	Fundamentals	/ tiricari iviasic)
	Writing narratives about personal	2 /zh/ su si treasure vision, /j/ dge because eye bridge, /i/ y crystal, /j/ ge large	Week 2: **3DAYS	Explore and	Information	location of features and	To use drawing to develop and share their	and	they are		1. Listen and Appraise
It's a	experiences and	3 /or/ a water, Schwa in longer words: No new words	**STARTING	compare the	Technology	routes on a map.	ideas.	Teachin	important;	Target Games	the Hands, Feet, Heart
Bug's	those of others	different, /o/ a want, /air/ ear ere	POINT TASKS	differences	outside of the	Use aerial	To develop techniques in	g of	respecting own	Pupils will	a song that celebrates
Life!	(real and fictional). Writing about real	bear there	2 days - Number	between things	home.	photographs and plan perspective to	using colour, pattern, texture and line.	Jesus-	and others' rights	develop their	South African Music:
7	events.	4 /ur/ ear learn, /r/ wr wrist, /s/ st sc No new words whistle science. Schwa at the end of	and Place Value	that are living,		recognise	To learn about the work	stories	and need; privacy;	aim using both	Hands, Feet, Heart Hands, Feet, Heart
Zoolab	Writing for	words: actor	Week 3: Number	dead and things that have never	The core of	landmarks and	of a range of artists,	about	looking after the environment	underarm and overarm	by Joanna Mangona
Workshop Tues 14 th	different purposes.	5 /c/ ch school, /sh/ ch chef, /z/ /s/ ce No new words	and Place Value	been alive.	The core of computing is	basic human and physical features.	describing the differences and	Jesus that	School Council-	actions. Pupils	The Click Song sung by Miriam Makeba
Sept	Consider what	se ze freeze 6 Assessment week	and ridee value	been dive.	computer	Us simple	similarities between	develop	introduce children	will be given	The Lion Sleeps
236.	they are going to	O Assessment week	Week 4: Number	Identify that most	science, in	fieldwork and	different practices and	Christia	to the idea that	opportunities to	Tonight sung by
Bug Ball	write before beginning by:		and Place Value	living things live in	which pupils are	observational skills	disciplines, and making links to their own work:	n	there is a way to	select and apply	Soweto Gospel Choir •
Theme Day	Planning or saying			habitats to which	taught the	to study the geography of their	Rosalind Monks	values.	make your voice	the appropriate	Bring Him Back by
	out loud what		Week 5: Number	they are suited.	principles of	school and its	Lucy Arnold		heard in our	action for the	Hugh Masekela
Be	they are going to	HFW/Common Exception	and Place Value		information and	grounds and the	Kelly Stanford		country (by voting	target	You Can Call Me Al
7	write about. Writing down	1 door floor		Identify and name	computation,	key human and physical features			for the	considering the	by Paul Simon
7 weeks	ideas and/or key	door, floor	Week 6: Addition	a variety of plants and animals in	how digital systems work	of its surrounding			government you choose) and at	size and distance of the	 Hiokoloza by Arthur Mofokate
	words, including	again, wild	and Subtraction	their habitats	Systems Work	environment.			school you can	challenge. They	William
Macmillan-	new vocabulary. Encapsulate what	3 children	Recall and Use	including	recognise				have your say	will apply their	2. Musical Activities -
wear green	they want to say,	Cilitaten	addition /	microhabitats.	common uses of		Enrichment activity:		through the	skills	learn and/or build on
30th	sentence by	climb	subtraction facts		information		Healthy bug inspired		School council and	individually, in	your knowledge and
	sentence. Make simple	5 because	to 20		technology		crackers- using the basic		by voting form a	pairs and in	understanding about
	additions.	6	Derive and use		beyond school		principles of a healthy diet.		rep. Link to	small groups	the interrelated
	revisions and	most, only	related facts to				diet.		Prevent Strategy.	and begin to	dimensions of music
Black	corrections to their	7 both	100		understand				Black History	organise and	through:
History Month-	own writing by: Evaluate their	5011	Week 7: Addition		what algorithms are; how they				Month- October Assemblies and	self-manage their own	a. Warm-up Games (including vocal warm-
Time for	writing with the		and Subtraction		are now they				home learning.	activities. They	ups)
Change –	teacher and other	Whole Class Booding: Develop - Issues !	ADDITION		implemented as				g.	will understand	b. Flexible Games
Actions	pupils. Re-read to check	Whole Class Reading: Develop pleasure in reading, motivation to read, vocabulary and	OBJECTIVES		programs on				Supporting the	the importance	(optional extension
Not Words	that their writing	understanding by:			digital				charity Macmillan-	of abiding by	work)
	makes sense and	Listening to, discussing and expressing views about a	Week 8: Addition		devices; and				wear green and	rules to keep	c. Learn to Sing the
	that verbs to indicate time are	wide range of contemporary and classic poetry, stories	and Subtraction		that programs				assembly- 29 th	themselves and	Song
	used correctly and	and non-fiction at a level beyond that at which they	ADDITION		execute by				Sept.	others safe.	d. Play Instruments
	consistently,	can read independently.	OBJECTIVES		following precise and				Manners	Fundamentals	with the Song e. Improvise with the
	including verbs in	Discussing the sequence of events in books and how			unambiguous				Trust	Pupils will	Song (and optional
	the continuous form.	items of information are related.			instructions				Trust	explore the	extension activities)
	Proof-read to	Being introduced to non-fiction books that are								fundamental	f. Compose with the
	check for errors in	structured in different ways.								skills of	Song
	spelling, grammar and punctuation	Discussing and clarifying the meanings of words, linking								balancing,	3. Perform the Song -
	[for example, ends	new meanings to known vocabulary.			are responsible,					running,	perform and share your
	of sentences	Discussing their favourite words and phrases.			competent,					changing	learning as you
					confident and					direction,	

District control of the control of t	progress through the Unit of Work.
Per al lact visit. In the real value will they are will be present the real value of the part of the	Unit of Work.
they have writing the appropriate with appropriate with appropriate with a properties of the control of the properties of the control of the properties of t	
with appropriate information and vicabulary provided by the teacher. Information in the many control in an analysis of the string of the stri	
Internation to rose the memoring dear. Check that the text makes sense to them as they read and correcting insecurate reading. Make inferences on the basis of what is being said and constructing insecurate reading. Make inferences on the basis of what is being said and constructing insecurate reading. Answer and task questions. Product what might happen on the basis of what has been are read to them and those thet they can read so first companient or more so to greater these and past laters and other moterals. Some and other moterals is being and other works that are read to them and those that they listen to and those that they read for thermodes, basing truss and isstanting to what characteristic productions. Participate in discussion about books, powers and other works that are read to them and those that they listen to and those that they read for thermodes basing truss and isstanting to what characteristic productions are also the material of the productions and those that they read for thermodes. Some and other moterals, both those that they listen to and those that they read for thermodes basing truss and isstanting to what characteristic productions are also the production as well as in combination. All of this unit taught dualities of Computing Solite All of this unit taught dualities. All of this unit taught dualities of Computing Solite All of this unit taught dualities. All of this unit t	
cover a content of the tent makes serve to them as they read and correcting inaccroter reading. Perchantiation that of death letters full stops, quantum and contention according inaccroter reading. Make inferences on the basis of what is being said and done. Answer and ask questions. Answer and ask questions. Predict what might happen on the basis of what has been read so far. Product senations of many surp, suffices such as and consistent use of product from the product them and flower than a read for themselves, biking turns and listening to what others say. Perclict what might happen on the basis of what has been read so far. Predict what might happen on the basis of what has been read so far. Predict what might happen on the basis of what has been read so far. Predict what might happen on the basis of what has been read so far. Predict what might happen on the basis of what has been read so far. Predict what might happen on the basis of what has been read so far. Predict what might happen on the basis of what has been read so far. Predict what might happen on the basis of what has been read so far. Predict what might happen on the basis of what has been read so far. Predict what might happen on the basis of what has been read so far. Predict what might happen on the basis of what has been read so far. Predict what might happen on the basis of what has been read so far. Predict what might happen on the basis of what has been read so far. Predict what might happen on the basis of what has been read so far. Predict what might happen on the basis of what has been read so far. Predict what might happen on the basis of what has been read so far. Predict what might happen on the basis of what has been read so far. Predict what might happen on the basis of what has been read so far. Predict what might happen on the basis of what has been read so far. Predict what might happen on the basis of what has been read so far. Predict what might happen on the basis of what has been read so far. P	
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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.	
Autumn Develop positive Wee Ongoing Specific HFW/CEW Week 1: Addition Super Scientists- Digital Geography: D.T: Design a Hinduis What is a Get Set 4 PE	Но Но Но
and Subtraction investigating all Photography Name and purposeful, functional, m Unit friend? Team Building	A Christmas Song
Subtraction things science and Word locate the based on distinguishing by a locate the based on	
objectives objective objectives objective objectives objective object	Listen and Appraise
(rorces, right, works 7	

Vhat a	Writing narratives	1	wh,	ph find, mind	Whole		sound and		continents	equipment to weave on.	Symbols	wrong, what to do		 Ho Ho Ho by
onderful	about personal				Class	Week 2: Addition	electricity).	Take a Picture,	and 5 oceans.	Explore and evaluate a	of	about bullying;	Team Building	Joanna
orld	experiences and	D	nase 2,		Class	and Subtraction	electricity).	Change a		range of existing woven	Christm	unsafe secrets;	Pupils develop	Mangona
	those of others		and 4 ch			Subtraction		Picture, Write	Understand	products. Evaluate their			their	_ ~
niman	(real and fictional).		sh),	tcn			Lewis Latimer	about the	geographical	ideas and products	as	inappropriate touch what to do		· ·
	Writing about real					objectives	Nancy Johnson	Picture.	similarities	against design criteria.			communication	Bring Him back
_	events. Writing for	3	У (ee, old cold		Week 3: Addition	Grace Hopper	Picture.	and	Make a woven product, exploring how it can be		if it happens.	and problem-	Home – Hugh
tomime	different purposes.		ng.	""		and Subtraction	Grace Flopper	The children	differences	made stronger and more		Fireworks Cofety	solving skills.	Masekela
torriirric	director parpeses.	4	Suff	ixes gold, hold, told	-			The children		stable.		Fireworks Safety	They work	Suspicious Minds
	Consider what	4		d gold, floid, told		Problem Solving		will take	through				individually, in	 Elvis Presley
ice	they are going to					NAC 1 4		photographs,	studying the			NICEO CO DANITO	pairs and in	Sir Duke – Stevi
kshops	write before	5	Suff		7	Week 4:		edit and	human and			NSPCC PANTS	small groups,	Wonder
	beginning by:		-ing			Measurement:		manipulate	physical			Campaign-	learning to take	 Fly me to the
et kshop-	Planning or saying out loud what					Money		them, then	geography of			teaching children	turns, work	Moon - Frank
Nut	they are going to	6	Suff -s/					display them in	a small area			that their body	collaboratively	Sinatra
ker	write about.		-5/	ets .		Week 5:		Word with text				belongs to them	and lead each	
	Writing down	7	Suff	ixes everyone	-	Measurement:		about their	of the United			and that they	other. They are	Musical Activities
	ideas and/or key			-est		Money		choices.	Kingdom, and			should tell an	given the	 Flexible Games
	words, including								of a small			adult if something	opportunity to	 b. Learn to sing the
	new vocabulary.	Reading	Develop ple	asure in reading, mot	ivation to	Week 6: Number:		use technology	area in a			upsets them.	discuss and	song
	Encapsulate what they want to say,	-		understanding by:		Multiplication &		purposefully to	contrasting				plan their ideas	c. Play Instruments
	sentence by			and expressing views	s about a	Times Tables		create,	non-European			Voluntary Services	to get the most	
	sentence by	-	-	orary and classic poe				organise, store,				Lewisham	successful	Perform the song.
	Make simple	0		rel beyond that at wh	-	Week 7 Assess		manipulate and	country.			Christmas Appeal.	outcome.	, and the second
	additions,				licit triey	and review week		retrieve digital	Use basic					
	revisions and	can read in	ndependently	/.				content	geographical			Responsibility	Ball Skills	Within this unit there
	corrections to their	D: :				Counting to Ten			vocabulary to			Community	pupils will	needs to be time for
	own writing by: Evaluate their	-		e of events in books a	and now	in from continents		This unit will re-	refer to key				explore their	learning and rehearsin
	writing with the	items of in	formation ar	e related.		around the World:		cap logging on,	physical				fundamental	the Christmas concert
	teacher and other							saving, opening,					ball skills such	materials.
	pupils.	Recognisin	g simple reci	urring literary langua	ge in stories	Maori (Australia)		mouse and	features and				as throwing	(Class teachers to
	Re-read to check	and poetry				Arabic (Asia)		keyboard skills.	key human				and catching,	practise songs and
	that their writing					Japanese (Asia)			features.				rolling, hitting a	learn words in class
	makes sense and that verbs to	Discussing	and clarifyir	ng the meanings of w	ords, linking	French (North			Use world				target, dribbling	time)
	indicate time are	new meani	ngs to know	n vocabulary.		America)			maps, atlases				with both	
	used correctly and					German (Europe)			and globes to				hands and feet	
	consistently,	Discussing	their favour	ite words and phrases	S.	Portuguese (South			identify the				and kicking a	
	including verbs in					America)							ball. Pupils will	
	the continuous	Understan	d both the b	ooks that they can al	ready read				United				have the	
	form.	accurately	and fluently	and those that they	listen to by:				Kingdom and				opportunity to	
	Proof-read to check for errors in	,	Ĭ	, and the second	,				its countries,				work	
	spelling, grammar	Draw on w	hat they alr	eady know or on bac	kground:				as well as the				independently,	
	and punctuation		-	ulary provided by the	-				countries,				in pairs and	
	[for example, ends		2.12.10000	y promoded by the					continents				small groups.	
	of sentences	Check that	the text ma	ikes sense to them as	they read								Pupils will be	
	punctuated		ting inaccura						and oceans				able to explore	
	correctly] Read aloud what	and correc	ang maccura	ato rodding.					studied at				their own ideas	
	they have written	Make infor	ences on the	basis of what is bein	ng said and				this key				in response to	
	with appropriate	done.	OFFICES OFFICE	Dusis of What is Dell	ig sala aria				stage.				tasks.	
	intonation to	done.							Use aerial					
	make the meaning	Angueron	d ook awasti	one					photographs					
	clear.	Answer an	d ask questi	UHS.										
		Decellat 1							and plan					
				open on the basis of v	wnat nas				perspectives					
	Punctuation:	been read	so far.						to recognise					
	Use of capital								landmarks					
	letters, full			n about books, poems					and basic					
	stops, question	works that	are read to	them and those that	they can									
	marks and	read for th	emselves, ta	king turns and listeni	ng to what				human and					
	exclamation	others say							physical					
	marks to	I July							features.					

	demarcate	Explain and discuss their understanding of books,									
	sentences	poems and other material, both those that they listen to									
	Word: Formation of nouns using suffixes such as –ness, –er and by compounding	and those that they read for themselves.									
	Text: Correct choice and consistent use of present tense and past tense throughout writing Sentence: Expanded noun phrases for description and specification	One to One Reading: 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.									
Spring 1 Science Museum Trip	Develop positive attitudes towards and stamina for writing by: Writing poetry. Writing poetry. Writing for different purposes. Consider what they are going to write before beginning by: Planning or saying out loud what they are going to write about. Writing down ideas and/or key words, including new vocabulary. Encapsulate what they want to say, sentence by sentence. Make simple additions,	Spring One Ongoing revision Sounds revised HFW/CEW 1 Revision of Sounds revised Phase 2, 3, 4 and 5 Suffixes taught Who, why, what 3 dge, ge for which, when 5 kn beautiful	Week 1: Addition Revisit Week 2: Addition Week 3: Addition Week 4: Subtraction Week 5: Subtraction/In verse Week 6: Measurement Money Week 7 Measurement Money	USES OF EVERYDAY MATERIALS- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials	3D Celebration Card! use technology purposefully to create, organise, store, manipulate and retrieve digital content The children will choose a celebration that is important to their family	History: Changes within 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 astronauts- Tim Peake and Helen Sharman. Yuri Gargarin Valentina Kereshkova	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 stronger, stiffer and more stable. Explore and use mechanisms — wheels and axles- in their products. Enrichment activities:	Sharin g Food – How Christi ans follow the exampl e of Jesus who shared food at the last supper.	What is the same and different about us? Recognise what they are good at; set simple goals; growing; and changing and being more independent; naming body parts correctly (including external genitalia); belonging to different groups E-safety week – starts with KS1	Get Set 4 PE Fitness and Sending and Receiving 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	I Wanna Play in a Band. Listen & Appraise Musical Activities - a new activity is added until Step 4: Games Singing Playing- Recorder Improvisation - option after Step 3 Composition - option after Step 4 Perform/Share Rock music and movement:

revisions and corrections to their	Whole Class Reading: Develop pleasure in	Counting to Ten	can be changed	and design a	Mae Jemison Katherine Johnson	Large scale paintings for book corners using	assembly,	, in pairs and	 We Will Rock
own writing by:	reading, motivation to read, vocabulary and	in from continents	by squashing,	3D card to	Ratherine Somison	textured foam	followed up in	small groups	You by Queen
Evaluate their	understanding by:	around the World:	bending,	celebrate it.	Geography:	techniques.	class.	to complete	 Smoke On The
writing with the	Listening to, discussing and expressing views about a		twisting and		Use aerial	·		challenges in	Water by Deep
teacher and other	wide range of contemporary and classic poetry, stories	Maori (Australia)	stretching.		photographs and	Solar System art work	Supporting the	which they	Purple
pupils.	and non-fiction at a level beyond that at which they	Arabic (Asia)	strotoring.	This unit will	plan perspectives	using colour mixing	Go Orange	will	Rockin' All Over
Re-read to check that their writing	can read independently.	Japanese (Asia)	There Order		to recognise landmarks and	techniques and thinking about the size of the	9		
makes sense and		French (North	Tiera Guinn	recap logging	basic human and	planets.	Day- Muscular	sometimes	The World by
that verbs to	Being introduced to non-fiction books that are	America)	Sarah Seagar	on, saving,	physical features.	pranoto.	Dystrophy	need to	Status Quo
indicate time are	structured in different ways.	German (Europe)	Jeanne L.	opening and	priysical reatures.	Moon Cakes- Use the	Charity- wear	persevere to	 Johnny B.Goode
used correctly and		Portuguese (South	Crews	mouse skills.		basic principles of a	Orange and an	achieve their	by Chuck Berry
consistently,		America)		It will also		healthy diet to prepare	assembly- 7th	personal best.	I Saw Her
including verbs in the continuous				link to the		dishes.	Feb.	pordorial booti	Standing There by
form.	Discussing the sequence of events in books and how			'diverse			1 65.	Sending and	The Beatles
Proof-read to	items of information are related.						Determination	O .	The beatles
check for errors in				community'			Determination	Receiving	
spelling, grammar	Discussing and clarifying the meanings of words, linking			key driver.			Positivity	Pupils will	Additional music
and punctuation	new meanings to known vocabulary.							develop their	based on the space
[for example, ends of sentences	non modifings to known vocabulary.							sending and	theme to be shared
punctuated	Discussing their favourite words and phrases.							receiving skills	during the lessons-
correctly]	2.00000ig their tavourte words and pricases.							including	ie Mars from the
Read aloud what	Continuing to build up a repertoire of poems learnt by							throwing and	PLANET Suite etc.
they have written	heart, appreciating these and reciting some, with								I LAIVE I JUILE ELG.
with appropriate	appropriate intonation to make the meaning clear.							catching,	
intonation to make the meaning	appropriate intonation to make the meaning clear.							rolling,	
clear.	Understand both the books that they can already read							kicking,	
	accurately and fluently and those that they listen to by:							tracking and	
	accurately and indentity and those that they listell to by:							stopping a	
Punctuation	Draw on what they already know or on background							ball. Pupils	
: Commas to	information and vocabulary provided by the teacher.							will be given	
	illiormation and vocabulary provided by the teacher.							opportunities	
separate	Check that the text makes sense to them as they read							1.1	
items in a list.	*							to work with	
	and correcting inaccurate reading.							a range of	
Word:	Make inferences on the basis of what is being said and							different sized	
Formation of	done.							balls. They	
adjectives	done.							will apply	
using suffixes	Answer and ask questions.							their skills	
such as – ful,	Answer and ask questions.							individually,	
- less (A fuller	Predict what might happen on the basis of what has							in pairs and	
,	been read so far.								
list of suffixes	been redu su fai.							in small	
can be found	Participate in discussion about books, poems and other							groups and	
on Year Two	works that are read to them and those that they can							begin to	
spelling lists).	,							organise and	
	read for themselves, taking turns and listening to what							self-manage	
Text: Use of	others say.							their own	
the	Evaluin and discuss their understanding of heals							activities.	
progressive	Explain and discuss their understanding of books,							They will	
	poems and other material, both those that they listen to								
form of verbs	and those that they read for themselves.							understand	
in the present								the	
and past								importance of	
tense to mark								abiding by	
actions in								the rules to	
progress (for								keep	
example, she								themselves	
is drumming,	One to One Reading: continue to apply phonic								
is arunning,	knowledge and skills as the route to decode								

embedded and ri Read accurately that contain the especially recogn graphemes. Read accurately that contain the Above. Read most word without overt so they have been fi Read aloud book improving phonic unfamiliar words without undue hi Re-read these bo confidence in wo Read words conti Read further con unusual corresponders.	by blending the sounds in words graphemes taught so far, nising alternative sounds for words of two or more syllables same graphemes as ds quickly and accurately, unding and blending, when frequently encountered. As closely matched to their coknowledge, sounding out as accurately, automatically and esitation. Books to build up their fluency and reading. Talining common suffixes.								and others safe.	
Spring Two Ongoing revision 1 Phase 2, 3, 4 and 5 Suffixes 3 Whole Class R	Specific Sounds revised Adding-ing, - parents, ed to words ending in y father Adding-er, - should, est to words ending in y could Adding-ies to words ending in y Every ending in y Adding-ly pretty, half Revision eye, head	Week 1: Time Week 2: Geometry: Position and Direction & Properties of Shape Week 3: Geometry: Properties of Shape Week 4: Statistics	Rainforest as a habitat- food chains and dependency. Life cycles of various animals that live in a Rainforest. Significant scientist: Jane Goodall	Data Collection and Display Continents Data and display The children will collect data on which families in the school have links to different continents and use data visualisation	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. The location of hot and cold areas of the world in relation to the	ART: 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	Christi anity Unit 4 The story of Easter and symbol s associa ted with Easter.	How can we be healthy? Things that keep bodies and minds healthy (activity, rest, food); hygiene routines; healthy choices Fairtrade fortnight- 26 th Feb assemblies and cooking activities. Hampton Court Palace Scarecrow	Get Set 4 PE Striking and Fielding and Gymnastics Striking and Fielding Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills	Model Music Curriculum. How does music teach us about our neighbourhood? Listen & Appraise Musical Activities – Focus: Tempo: 114bpm Time Signature: 4 Key Signature: C major Rhythmic patterns using: Minims,
	Read accurately that contain the especially recogn graphemes. Read accurately that contain the Above. Read most work without overt so they have been to Read aloud book improving phonion unfamiliar words without undue how Re-read these beconfidence in work Read words confidence in work Read further corrunusual corresponding and sour word. Spring Two Ongoing Two Ongoing Two Suffixes Suffixes 4 5 Suffixes	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. Spring Ongoing Specific HFW/CEW eding in y father 3, 4 and 5	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. Spring Ongoing Specific HFW/CEW Time Week 1: Time	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. Spring	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. Reread 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. Veek 1:	Read accurately by blending the sounds in words that contain the graphemes taught so far, specially 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.	Read accurately words of two or more syllables that contain the same graphemes as Above. Read amost 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, sustomatically 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. Week 2. Seaf further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Week 2. Geometry. Position and Direction & Properties of Shape Address. Ad	Read accurately by blending the sounds in words that contain the graphems stayl has far, especially recognising alternative sounds for graphemes. Read accurately words quickly and accurately, without over sounding and blending, when they have been frequently encountered. Read allow books closely matched to their improving phonic knowledge, sounding and uniformality and words accurately, automatically and without undue hesistation. Read allow books to build up their fluency and confidence in word reading. Read words containing common suffices. Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Special Properties of Shape Properties o	Read accurately words for two or more syllables that contain the graphenes such so for oor more syllables that contain the same graphenes 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 priorite knowledge, sounding out unfamiliar words accurately, automatically and without undue bestation. Re read these books to build up their fluency and confidence in words reading. Read words containing common suffices. Read forther common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Simple Departs Departs	Read accurately by blinding the sounds in words 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 saunding and blanding, when they have been frequently encountered. Read disult blocks closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, authoritically and without under hesistrion. Re-read these books to build up their fluency and continuous common sorgitine words, noting unusual correspondence settlems and sound and where these occur in the word. Serial brown Serial Serial

TBC	Encapsulate what	Listening to, discussing and expressing views about a		anyona haya	Use basic	Understand where food	Sport Relief 18 th	catchina	Singing
.50	they want to say,	wide range of contemporary and classic poetry, stories	Week 6:	anyone have links to	geographical	comes from.	March-	catching,	Playing- Recorder
	sentence by	and non-fiction at a level beyond that at which they			vocabulary to			stopping a	Improvisation -
	sentence. Make simple	can read independently.	Assess	Antarctica?	refer to key physical features		assemblies and	rolling ball,	option after Step 3
	additions,	carried independently.	Problem Solving		and key human		activities-	retrieving a	Composition -
	revisions and	Discussing the sequence of events in books and how	and Reasoning		features. Use		wearing sports	ball and	option after Step 4
	corrections to their	items of information are related.	Strategies and		world maps,		clothes to	striking a	
	own writing by: Evaluate their		Methods		atlases and globes to identify the		school.	ball. They are	Perform/Share
	writing with the	Being introduced to non-fiction books that are			United Kingdom			given	Musical Ctules visited
	teacher and other	structured in different ways.			and its countries,		Appreciation	opportunities	Musical Styles visited in this session.
	pupils. Re-read to check				as well as the countries,		Curiosity	to play one	111 11113 30331011.
	that their writing	Discussing and clarifying the meanings of words, linking			continents and			against one,	Jazz – Sparkle in the
	makes sense and	new meanings to known vocabulary.			oceans studied at			one against	Sun (2020/21) Joanne
	that verbs to indicate time are	Discussing their favourite words and phrases.			this key stage.			two, and one	Mangona/Chris Taylor.
	used correctly and	Discussing their lavourite words and privases.						against three.	
	consistently,	Understand both the books that they can already read						They learn	20/21st Century
	including verbs in the continuous	accurately and fluently and those that they listen to by:						how to score	Orchestral/VocalFor
	form.							points and	the Beauty of the Earth (1994)
	Proof-read to	Draw on what they already know or on background						how to use	John Rutter.
	check for errors in	information and vocabulary provided by the teacher.						simple tactics.	John Natton
	spelling, grammar and punctuation							They learn	Pop - Listen 2020/21
	[for example, ends	Check that the text makes sense to them as they read						the rules of	Joanna Mangona and
	of sentences	and correcting inaccurate reading.						the games	Pete Readman
	punctuated correctly]	Make inferences on the basis of what is being said and						and use these	
	Read aloud what	done.						to play fairly.	George and Ira
	they have written	done.						They show	Gershwin. Jazz:Swing Fascinating
	with appropriate intonation to	Answer and ask questions.						respect	Rhythm -1924
	make the meaning	· ·						towards	Kilytiiii 1724
	clear.	Predict what might happen on the basis of what has						others when	
	Dunatuatian	been read so far.						playing	The Orchestra Song
	Punctuation							competitively	2020/21
	: Commas to	Participate in discussion about books, poems and other						and develop	Joanna Mangona and
	separate	works that are read to them and those that they can						communicatio	Pete Readman
	items in a list.	read for themselves, taking turns and listening to what others say.						n skills.	
	Word:								
	Formation of	Explain and discuss their understanding of books,						Gymnastics	
	adjectives	poems and other material, both those that they listen to						Pupils learn	
	using suffixes	and those that they read for themselves.						to use space	
	such as – ful,							safely and	
	- less (A fuller							effectively.	
	list of suffixes							They explore	
	can be found							and develop	
	on Year Two							basic	
		One to One Reading: continue to apply phonic						gymnastic	
	spelling lists).	knowledge and skills as the route to decode						actions on the	
	Toyte Hea of	words until automatic decoding has become						floor and	
	Text: Use of the	embedded and reading is fluent.						using low	
		Read accurately by blending the sounds in words						apparatus.	
	progressive	that contain the graphemes taught so far,						Basic skills of	
	form of verbs	especially recognising alternative sounds for						jumping,	
	in the present	graphemes.						rolling,	
	and past	Read accurately words of two or more syllables						balancing and	
	tense to mark							travelling are	
	actions in	that contain the same graphemes as							

	progress (for example, she is drumming, he was shouting). Word: Use of the suffixes – er, - est in adjectives and the use of – ly in standard English to turn adjectives into adverbs.	without of they hav Read alo improvin unfamilia without of Re-read of confidence Read wo Read fur unusual of	overt sour e been fre bud books g phonic k ar words a undue hes these book ce in word ords contai ther commo	itation. It reading. In common common exception dences betwee	ding, when ntered. ed to their unding out omatically and their fluency and suffixes. words, noting								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.	
Summ er 1 Fire Fire! Workshop and Pudding Lane Trip Barbican Trip- LSO	Develop positive attitudes towards and stamina for writing by: Writing poetry. 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,	Summer One 1 2 3 4 5	Ongoing revision Phase 2, 3, 4 and 5 Suffixes	Specific Sounds revised Revision Adding –ing, - ed, -er, -est and –y to words of one syllable ending in a single consonant after a single vowel (pat, hum) The o sound spet with 'a' after w and qu (want, quad) -2h spett 's' (television) Suffixes -ment, -ness, -ful, -less -tion	different friends, found laughed, jumped morning, evening liked, looked	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	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	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 2nd. Geography: Find significant places form GFOL on Hollar 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.	Weddi ngs- Finding out about Hindu and Christi an weddin gs.	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 4 PE Athletics and Dance Athletics pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will	Friendship Song A song about being friends. 1. 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

and an a but				and made and deci			
sentence by sentence.	Whole Class Reading: Develop pleasure in		and hygiene for	and modern-day map.		engage in	Malone
Make simple	reading, motivation to read, vocabulary and	Week 6: SATs	humans.	шар.		performing	 That's What
additions,	understanding by:					skills and	Friends Are For by
revisions and	Listening to, discussing and expressing views about a		Science Week			measuring	Gladys Knight,
corrections to their	wide range of contemporary and classic poetry, stories		Duckling eggs			performance,	Stevie Wonder,
own writing by:	and non-fiction at a level beyond that at which they		visit school-			competing to	Dionne Warwick
Evaluate their writing with the	can read independently.					, ,	
teacher and other			caring for			improve on	with Elton John
pupils.	Discussing the sequence of events in books and how		animals and			their own	You've Got A
Re-read to check	items of information are related.		observing how			score and	Friend In Me by
that their writing			they grow. The			against	Randy Newman
makes sense and	Being introduced to non-fiction books that are		importance of			others. They	
that verbs to indicate time are	structured in different ways.		food, water and			are given	2. Musical Activities
used correctly and			a suitable			opportunities	- learn and/or build
consistently,	Recognising simple recurring literary language in stories		habitat.			to work	on your knowledge
including verbs in	and poetry.		nabitat.				
the continuous						collaborativel	and understanding
form. Proof-read to	Discussing and clarifying the meanings of words, linking					y as well as	about the
check for errors in	new meanings to known vocabulary.					independently	interrelated
spelling, grammar							dimensions of music
and punctuation	Discussing their favourite words and phrases.						through:
[for example, ends	· ·					Dance	a. Warm-up Games
of sentences punctuated	Continuing to build up a repertoire of poems learnt by					Pupils will	(including vocal
correctly]	heart, appreciating these and reciting some, with					explore	warm-ups)
Read aloud what	appropriate intonation to make the meaning clear.					travelling	b. Flexible Games
they have written						0	
with appropriate						actions,	(optional extension
intonation to make the meaning						movement	work)
clear.	Understand both the books that they can already read					skills and	c. Learn to Sing the
	accurately and fluently and those that they listen to by:					balancing.	Song (there are 2
Punctuation						They will	parts in the coda -
: Apostrophes	Draw on what they already know or on background					understand	the end section of
to mark	information and vocabulary provided by the teacher.					why it is	the song, you will
where letters						important to	see it named on the
are missing in	Check that the text makes sense to them as they read					count to	screen) d. Option:
spelling and	and correcting inaccurate reading.					music and use	Play Instruments
						this in their	2
to mark	Make inferences on the basis of what is being said and						with the Song (over
singular	done.					dances. Pupils	the coda section)
possession in						will copy and	e. Option:
nouns (for	Answer and ask questions.					repeat actions	Improvise with the
example, the						linking them	Song (over the coda
girl's name).	Predict what might happen on the basis of what has					together to	section)
	been read so far.					make short	f. Option: Compose
Sentence:						dance	with the Song (over
Subordination	Participate in discussion about books, poems and other					phrases.	the coda section)
(using when,	works that are read to them and those that they can					Pupils will	ino ooda oodion,
if, that,	read for themselves, taking turns and listening to what					work	3. Perform the
	others say.						
because,) and	Evoluin and discuss their understanding of head					individually	Song - perform and
co-ordination	Explain and discuss their understanding of books,					and with a	share your learning
(using or,	poems and other material, both those that they listen to					partner to	as you progress
and, but).	and those that they read for themselves.					create ideas	through the Unit of
						in relation to	Work
Sentence:						the theme.	
How the						Pupils will be	
grammatical						given the	
9						J	

	patterns in a sentence indicate it's function as a statement, question, exclamation or command.	One to One Reading: 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.								opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.	
Summer 2 6 weeks and 3 days Crystal Palaces London Trip Crystal Palace Trip SATs Sports Day Summer Concert	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. 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	Summer Two Ongoing revision Specific Sounds revised W 1	Week 1: SATS analysis and consolidation Week 2: Number Investigations Week 3: Number Investigations Week 4: Place Value – Hundreds, tens and ones Week 5: Addition Revisit for year 3	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.	Programming and debugging using scratch — create a The Crystal Palace is on Fire game understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following	History: 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. Architect Sir David Adadje and Roma Agrawal: comparison with Joseph Paxton designing the Great Exhibition	ART: 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. Artist: Stephen Wiltshire	Hinduism Unit 2 Beliefs and Home The Hindu home and worship in the Temple.	How do we show our feelings? Different kinds of feelings; strategies to manage feelings; change and loss; recognising how others are feeling; sharing feelings Transition to Junior School Communication Creativity	Get Set 4PE: Target Games and Yoga Net and Wall 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 track and hit a ball. They will learn to	Consolidate your learning and perform 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. Musical learning focus: Listen and Appraise

corrections to their	and non-fiction at a level beyond that at which they		precise and	Geography:		play against	Classical
own writing by: Evaluate their	can read independently.	Week 6:	unambiguous	Use aerial photographs and		an opponent	music
writing with the		Subtraction	instructions	plan perspectives		and over a	 Continue to
teacher and other	Discuss the sequence of events in books and how items	Revisit for year	create and	to recognise		net. They will	embed the
pupils.	of information are related.		debug simple	landmarks and		begin to use	
Re-read to check		Week 7	programs	basic human and		rules and	foundations of
that their writing makes sense and	Introduce to non-fiction books that are structured in	Problem	, ,	physical features.			the
that verbs to	different ways.		use logical			simple tactics	interrelated
indicate time are		Solving:	reasoning to			when playing	dimensions of
used correctly and	Discuss and clarify the meanings of words, linking new	Activities and	predict the			against a	music using
consistently, including verbs in	meanings to known vocabulary.	tasks	behaviour of			partner. They	voices and
the continuous	Discussing their favourite words and phrases.	3 days	simple			will be	instruments
form.	Understand both the books that they can already read		programs			encouraged	 Singing
Proof-read to	accurately and fluently and those that they listen to by:					to	
check for errors in spelling, grammar	Drawing on what they already know or on background					demonstrate	Play
and punctuation	information and vocabulary provided by the teacher.					good	instruments
[for example, ends	Checking that the text makes sense to them as they					sportsmanshi	within the
of sentences	read and correcting inaccurate reading.					p and show	song
punctuated correctly]						respect	 Improvisation
Read aloud what	Make inferences on the basis of what is being said and					towards	using voices
they have written	done.					others.	and
with appropriate	A					Others.	
intonation to make the meaning	Answer and ask questions.					V	instruments
clear.	Predict what might happen on the basis of what has					Yoga	 Composition
	been read so far.					Pupils learn	 Share and
Punctuation	Decil Fedu So Fai.					about	perform the
: Apostrophes	Participate in discussion about books, poems and other					mindfulness	learning that
to mark	works that are read to them and those that they can					and body	has taken
where letters	read for themselves, taking turns and listening to what					awareness.	
are missing in	others say.					They begin to	place
spelling and	others say.					learn yoga	
, ,	Explain and discuss their understanding of books,					poses and	
to mark	poems and other material, both those that they listen to					techniques	
singular	and those that they read for themselves.					that will help	
possession in	and those that they read for thomselves.					them to	
nouns (for						connect their	
example, the							
girl's name).						mind and	
						body. The	
Sentence:						unit builds	
Subordination	One to One Reading: continue to apply phonic					strength,	
(using when,	knowledge and skills as the route to decode					flexibility and	
if, that,	words until automatic decoding has become					balance. The	
because,) and	embedded and reading is fluent.					learning	
co-ordination	Read accurately by blending the sounds in words					includes	
(using or,	that contain the graphemes taught so far,					breathing and	
and, but).	especially recognising alternative sounds for					meditation	
and, but).	graphemes.					taught	
Contonoo						through fun	
Sentence:	Read accurately words of two or more syllables					and engaging	
How the	that contain the same graphemes as					activities.	
grammatical	Above.					Pupils will	
patterns in a	Read most words quickly and accurately,					work	
sentence	without overt sounding and blending, when						
indicate it's	they have been frequently encountered.					independently	
function as a						and with	

statement, question, exclamation or command.	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.								others, sharing ideas and creating their own poses in response to a theme.	
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NB: British values: democracy, rule of law, individual liberty, mutual respect, tolerance of those of different faiths