

# Stillness Infant School –Yearly Overview– Year 2

Topic	English: Writing/ Grammar/ Punctuation	English: Reading	Maths	Science	Computing	History / Geography	Art / DT	RE	SMSC / PSHE/ Values/ Safe-guarding	PE	Music																														
<p><u>Autumn</u> 1 1 day 7 and weeks</p> <p><b>It's a Bug's Life!</b></p> <p>Zoolab Workshop Tues 14<sup>th</sup> Sept</p> <p>Bug Ball Theme Day</p> <p>Be</p> <p>7 weeks</p> <p>Macmillan-wear green 30th</p> <p>Black History Month- Time for Change – Actions Not Words</p>	<p>Develop positive attitudes towards and stamina for writing by: Writing narratives about personal experiences and those of others (real and fictional). Writing about real events. Writing for different purposes.</p> <p>Consider what they are going to write before beginning by: Planning or saying out loud what they are going to write about. Writing down ideas and/or key words, including new vocabulary. Encapsulate what they want to say, sentence by sentence. Make simple additions, revisions and corrections to their own writing by: Evaluate their writing with the teacher and other pupils. 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Discussing the sequence of events in books and how items of information are related. Being introduced to non-fiction books that are structured in different ways. Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. Discussing their favourite words and phrases.</p>	Summer 2 - Little Wandle Revised Letters and Sounds		1	/ai/ eigh aigh ey ea eight straight, grey break, /n/ kn gn knee gnaw, /m/ mb thumb, /ear/ ere eer here deer	2	/zh/ su si treasure vision, /lj/ dge bridge, /li/ y crystal, /lj/ ge large	3	/or/ a water, Schwa in longer words: different, /a/ a want, /air/ ear ere bear there	4	/ur/ ear learn, /r/ wr wrist, /s/ st sc whistle science, Schwa at the end of words: actor	5	/c/ ch school, /sh/ ch chef, /z/ /s/ ce se ze freeze	6	Assessment week	HFW/Common Exception		1	door, floor	2	again, wild	3	children	4	climb	5	because	6	most, only	7	both	<p>Week 1 – *1-day Number activities and digit focus.</p> <p>Week 2: **3DAYS **STARTING POINT TASKS 2 days - Number and Place Value</p> <p>Week 3: Number and Place Value</p> <p>Week 4: Number and Place Value</p> <p>Week 5: Number and Place Value</p> <p>Week 6: Addition and Subtraction Recall and Use addition / subtraction facts to 20 Derive and use related facts to 100</p> <p>Week 7: Addition and Subtraction ADDITION OBJECTIVES</p> <p>Week 8: Addition and Subtraction ADDITION OBJECTIVES</p>	<p>LIVING THINGS AND THEIR HABITATS Explore and compare the differences between things that are living, dead and things that have never been alive.</p> <p>Identify that most living things live in habitats to which they are suited.</p> <p>Identify and name a variety of plants and animals in their habitats including microhabitats.</p>	<p>So, What is the Internet Anyway?</p> <p>Information Technology outside of the home.</p> <p>The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work</p> <p>recognise common uses of information technology beyond school</p> <p>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>are responsible, competent, confident and</p>	<p>Geography Use simple compass directions to describe the location of features and routes on a map. Use aerial photographs and plan perspective to recognise landmarks and basic human and physical features. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Enrichment activity: Healthy bug inspired crackers- using the basic principles of a healthy diet.</p>	<p>ART: To use pencils and oil pastels creatively to make an image of a bug. To use drawing to develop and share their ideas. To develop techniques in using colour, pattern, texture and line. To learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work: Rosalind Monks Lucy Arnold Kelly Stanford</p>	<p>Christianity Unit 3- The Life and Teaching of Jesus-stories about Jesus that develop Christian values.</p>	<p>How can we help? Group and class rules and why they are important; respecting own <b>and others' rights</b> and need; privacy; looking after the environment School Council-introduce children to the idea that there is a way to make your voice heard in our country (by voting for the government you choose) and at school you can have your say through the School council and by voting form a rep. Link to Prevent Strategy. Black History Month- October Assemblies and home learning.</p> <p>Supporting the charity Macmillan-wear green and assembly- 29<sup>th</sup> Sept.</p> <p><b>Manners Trust</b></p>	<p>Get Set 4 PE Target Games and Fundamentals</p> <p>Target Games 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>Fundamentals Pupils will explore the fundamental skills of balancing, running, changing direction,</p>	<p>Hands, Feet, Heart (celebrating South African Music)</p> <p>1. Listen and Appraise the Hands, Feet, Heart a song that celebrates South African Music: ● Hands, Feet, Heart by Joanna Mangona ● The Click Song sung by Miriam Makeba ● The Lion Sleeps Tonight sung by Soweto Gospel Choir ● Bring Him Back by Hugh Masekela ● You Can Call Me Al by Paul Simon ● Hiokoloza by Arthur Mofokate</p> <p>2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song 3. Perform the Song - perform and share your learning as you</p>
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	<p>punctuated correctly) Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>Punctuation: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Word: Formation of nouns using suffixes such as –ness, –er and by compounding</p> <p>Text: Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Sentence: Expanded noun phrases for description and specification</p>	<p>Understand both the books that they can already read accurately and fluently and those that they listen to by: Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Check that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>Make inferences on the basis of what is being said and done.</p> <p>Answer and ask questions.</p> <p>Predict what might happen on the basis of what has been read so far.</p> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p>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</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Read accurately words of two or more syllables that contain the same graphemes as Above. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Re-read these books to build up their fluency and confidence in word reading.</p>			<p>creative users of information and communication technology.</p> <p>All of this unit taught outside of Computing Suite</p>					<p>jumping, hopping and skipping. They will explore these skills in isolation as well as in combination.</p>	<p>progress through the Unit of Work.</p>				
<p>Autumn 2 7 weeks</p>	<p>Develop positive attitudes towards and stamina for writing by:</p>	<table border="1"> <tr> <td>Week</td> <td>Ongoing revision</td> <td>Specific Sounds revised</td> <td>HFW/CEW</td> </tr> </table>	Week	Ongoing revision	Specific Sounds revised	HFW/CEW	<p>Week 1: Addition and Subtraction Subtraction objectives</p>	<p>Super Scientists- investigating all things science (forces, light,</p>	<p>Digital Photography and Word Processing</p>	<p>Geography: Name and locate the world's 7</p>	<p>D.T: Design a purposeful, functional, appealing products based on design criteria. Select from and use</p>	<p>Hinduism Unit 1 Gods</p>	<p>What is a friend? Hurtful teasing and bullying is</p>	<p>Get Set 4 PE Team Building Ball Skills</p>	<p>Ho Ho Ho A Christmas Song Listen and Appraise</p>
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<p>What a Wonderful World</p> <p>Horniman visit</p> <p>Visit – Pantomime at</p> <p>Dance workshops</p> <p>Ballet Workshop- The Nut Cracker</p>	<p>Writing narratives about personal experiences and those of others (real and fictional). Writing about real events. Writing for different purposes.</p> <p>Consider what they are going to write before beginning by: Planning or saying out loud what they are going to write about. Writing down ideas and/or key words, including new vocabulary. Encapsulate what they want to say, sentence by sentence. Make simple additions, revisions and corrections to their own writing by: Evaluate their writing with the teacher and other pupils. Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. Proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>Punctuation: Use of capital letters, full stops, question marks and exclamation marks to</p>	<table border="1"> <tr> <td>1</td> <td rowspan="7">Phase 2, 3 and 4</td> <td>wh, ph</td> <td>find, mind</td> </tr> <tr> <td>2</td> <td>ch (<i>ci, sh</i>), tch</td> <td>behind, any</td> </tr> <tr> <td>3</td> <td>y (<i>ee, igh</i>)</td> <td>old cold</td> </tr> <tr> <td>4</td> <td>Suffixes -ed</td> <td>gold, hold, told</td> </tr> <tr> <td>5</td> <td>Suffixes -ing and -er</td> <td>Christmas</td> </tr> <tr> <td>6</td> <td>Suffixes -s/-es</td> <td>every, everybody</td> </tr> <tr> <td>7</td> <td>Suffixes -er/-est</td> <td>everyone</td> </tr> </table>	1	Phase 2, 3 and 4	wh, ph	find, mind	2	ch ( <i>ci, sh</i> ), tch	behind, any	3	y ( <i>ee, igh</i> )	old cold	4	Suffixes -ed	gold, hold, told	5	Suffixes -ing and -er	Christmas	6	Suffixes -s/-es	every, everybody	7	Suffixes -er/-est	everyone	<p>Whole Class</p>	<p>Week 2: Addition and Subtraction Subtraction objectives</p> <p>Week 3: Addition and Subtraction Problem Solving</p> <p>Week 4: Measurement: Money</p> <p>Week 5: Measurement: Money</p> <p>Week 6: Number: Multiplication &amp; Times Tables</p> <p>Week 7 Assess and review week</p>	<p>sound and electricity).</p> <p>Lewis Latimer Nancy Johnson Grace Hopper</p> <p>Counting to Ten in from continents around the World:</p> <p>Maori (Australia) Arabic (Asia) Japanese (Asia) French (North America) German (Europe) Portuguese (South America)</p>	<p>Take a Picture, Change a Picture, Write about the Picture.</p> <p>The children will take photographs, edit and manipulate them, then display them in Word with text about their choices.</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>This unit will re-cap logging on, saving, opening, mouse and keyboard skills.</p>	<p>continents and 5 oceans. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Use basic geographical vocabulary to refer to key physical features and key human features. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p>equipment to weave on. Explore and evaluate a range of existing woven products. Evaluate their ideas and products against design criteria. Make a woven product, exploring how it can be made stronger and more stable.</p>	<p>Symbols of Christmas as</p> <p>Fireworks Safety</p> <p>NSPCC PANTS Campaign-teaching children that their body belongs to them and that they should tell an adult if something upsets them.</p> <p>Voluntary Services Lewisham Christmas Appeal.</p> <p>Responsibility Community</p>	<p>wrong, what to do about bullying; unsafe secrets; inappropriate touch what to do if it happens.</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>	<ul style="list-style-type: none"> <li>• Ho Ho Ho by Joanna Mangona</li> <li>• ?</li> <li>• Bring Him back Home – Hugh Masekela</li> <li>• Suspicious Minds – Elvis Presley</li> <li>• Sir Duke – Stevie Wonder</li> <li>• Fly me to the Moon – Frank Sinatra</li> </ul> <p>Musical Activities</p> <ol style="list-style-type: none"> <li>Flexible Games</li> <li>Learn to sing the song</li> <li>Play Instruments</li> </ol> <p>Perform the song.</p> <p>Within this unit there needs to be time for learning and rehearsing the Christmas concert materials. ( Class teachers to practise songs and learn words in class time)</p>
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	<p>demarcate sentences</p> <p>Word: Formation of nouns using suffixes such as –ness, –er and by compounding</p> <p>Text: Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Sentence: Expanded noun phrases for description and specification</p>	<p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p>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</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Read accurately words of two or more syllables that contain the same graphemes as Above. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Re-read these books to build up their fluency and confidence in word reading.</p>										
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<p>Spring 1</p> <p>Science Museum Trip</p>	<p>Develop positive attitudes towards and stamina for writing by: Writing poetry. Writing about real events. Writing for different purposes.</p> <p>Consider what they are going to write before beginning by: Planning or saying out loud what they are going to write about. Writing down ideas and/or key words, including new vocabulary. Encapsulate what they want to say, sentence by sentence. Make simple additions,</p>	<table border="1"> <tr> <th>Spring One</th> <th>Ongoing revision</th> <th>Specific Sounds revised</th> <th>HFV/CEW</th> </tr> <tr> <td>1</td> <td rowspan="6">Phase 2, 3, 4 and 5 Suffixes</td> <td rowspan="2"><i>Revision of suffixes taught</i></td> <td>people, after</td> </tr> <tr> <td>2</td> <td>who, why, what</td> </tr> <tr> <td>3</td> <td>dgs, ge (/)</td> <td>how, where</td> </tr> <tr> <td>4</td> <td>gn</td> <td>which, when</td> </tr> <tr> <td>5</td> <td>kn</td> <td>beautiful</td> </tr> <tr> <td>6</td> <td>wr</td> <td>busy, only</td> </tr> </table>	Spring One	Ongoing revision	Specific Sounds revised	HFV/CEW	1	Phase 2, 3, 4 and 5 Suffixes	<i>Revision of suffixes taught</i>	people, after	2	who, why, what	3	dgs, ge (/)	how, where	4	gn	which, when	5	kn	beautiful	6	wr	busy, only	<p>Week 1: Addition Revisit Week 2: Addition Week 3: Addition Week 4: Subtraction Week 5: Subtraction/Inverse Week 6: Measurement Week 7: Measurement Money</p>	<p>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.</p> <p>Find out how the shapes of solid objects made from some materials</p>	<p>3D 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</p>	<p>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.</p> <p>Yuri Gargarin Valentina Kereskova</p>	<p>DT: Generate, develop, model and communicate their ideas through talking, drawing and mock-ups. Select from and use a range of tools and equipment to cut, join, shape and finish. Select from and use a wide range of materials and construction materials, according to their characteristics. Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria. Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms – wheels and axles- in their products.</p> <p>Enrichment activities:</p>	<p>Sharing Food – How Christians follow the example of Jesus who shared food at the last supper.</p>	<p>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</p> <p>E-safety week – starts with KS1</p>	<p>Get Set 4 PE Fitness and Sending and Receiving</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</p>	<p>I Wanna Play in a Band.</p> <p>Listen &amp; Appraise</p> <p>Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> <li>• Games</li> <li>• Singing</li> <li>• Playing- Recorder</li> <li>• Improvisation - option after Step 3</li> <li>• Composition - option after Step 4</li> </ul> <p>Perform/Share</p> <p>Rock music and movement:</p>
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<p>revisions and corrections to their own writing by: Evaluate their writing with the teacher and other pupils. Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. Proof-read to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>Punctuation : Commas to separate items in a list.</p> <p>Word: Formation of adjectives using suffixes such as – ful, - less (A fuller list of suffixes can be found on Year Two spelling lists).</p> <p>Text: Use of the progressive form of verbs in the present and past tense to mark actions in progress (for example, she is drumming,</p>	<p><b>Whole Class Reading:</b> Develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Being introduced to non-fiction books that are structured in different ways.</p> <p>Discussing the sequence of events in books and how items of information are related.</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Discussing their favourite words and phrases.</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Check that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>Make inferences on the basis of what is being said and done.</p> <p>Answer and ask questions.</p> <p>Predict what might happen on the basis of what has been read so far.</p> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p>One to One Reading: continue to apply phonic knowledge and skills as the route to decode</p>	<p>Counting to Ten in from continents around the World:</p> <p>Maori (Australia) Arabic (Asia) Japanese (Asia) French (North America) German (Europe) Portuguese (South America)</p>	<p>can be changed by squashing, bending, twisting and stretching.</p> <p>Tiera Guinn Sarah Seagar Jeanne L. Crews</p>	<p>and design a 3D card to celebrate it.</p> <p>This unit will recap logging on, saving, opening and mouse skills. It will also link to the 'diverse community' key driver.</p>	<p>Mae Jemison Katherine Johnson</p> <p>Geography: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p>Large scale paintings for book corners using textured foam techniques.</p> <p>Solar System art work using colour mixing techniques and thinking about the size of the planets.</p> <p>Moon Cakes- Use the basic principles of a healthy diet to prepare dishes.</p>			<p>assembly, followed up in class.</p> <p>Supporting the Go Orange Day- Muscular Dystrophy Charity- wear Orange and an assembly- 7th Feb.</p> <p><b>Determination Positivity</b></p>	<p>, in pairs and small groups to complete challenges in which they will sometimes need to persevere to achieve their personal best.</p> <p>Sending and Receiving Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given opportunities to work with a range of different sized balls. 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 the rules to keep themselves</p>	<ul style="list-style-type: none"> <li>● We Will Rock You by Queen</li> <li>● Smoke On The Water by Deep Purple</li> <li>● Rockin' All Over The World by Status Quo</li> <li>● Johnny B.Goode by Chuck Berry</li> <li>● I Saw Her Standing There by The Beatles</li> </ul> <p>Additional music based on the space theme to be shared during the lessons- ie Mars from the PLANET Suite etc.</p>
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<p>TBC</p>	<p>Encapsulate what they want to say, sentence by sentence. Make simple additions, revisions and corrections to their own writing by: Evaluate their writing with the teacher and other pupils. Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. Proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>Punctuation : Commas to separate items in a list.</p> <p>Word: Formation of adjectives using suffixes such as – ful, - less (A fuller list of suffixes can be found on Year Two spelling lists).</p> <p>Text: Use of the progressive form of verbs in the present and past tense to mark actions in</p>	<p>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Discussing the sequence of events in books and how items of information are related.</p> <p>Being introduced to non-fiction books that are structured in different ways.</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Discussing their favourite words and phrases.</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Check that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>Make inferences on the basis of what is being said and done.</p> <p>Answer and ask questions.</p> <p>Predict what might happen on the basis of what has been read so far.</p> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p>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</p>	<p>Week 6: Assess Problem Solving and Reasoning Strategies and Methods</p>		<p>anyone have links to Antarctica?</p>	<p>Use basic geographical vocabulary to refer to key physical features and key human features. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p>	<p>Understand where food comes from.</p>		<p>Sport Relief 18<sup>th</sup> March- assemblies and activities- wearing sports clothes to school.</p> <p>Appreciation Curiosity</p>	<p>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>Gymnastics 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</p>	<ul style="list-style-type: none"> <li>• Singing</li> <li>• Playing- Recorder</li> <li>• Improvisation - option after Step 3</li> <li>• Composition - option after Step 4</li> </ul> <p>Perform/Share</p> <p>Musical Styles visited in this session.</p> <p>Jazz – Sparkle in the Sun (2020/21) Joanne Mangona/Chris Taylor.</p> <p>20/21<sup>st</sup> Century Orchestral/Vocal.-For the Beauty of the Earth ( 1994 ) John Rutter.</p> <p>Pop – Listen 2020/21 Joanna Mangona and Pete Readman</p> <p>George and Ira Gershwin. Jazz:Swing Fascinating Rhythm -1924</p> <p>The Orchestra Song 2020/21 Joanna Mangona and Pete Readman</p>
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	<p>progress (for example, she is drumming, he was shouting).</p> <p>Word: Use of the suffixes – er, - est in adjectives and the use of – ly in standard English to turn adjectives into adverbs.</p>	<p>Above.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p> <p>Read words containing common suffixes.</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>								<p>used individually and in combination to create movement phrases.</p> <p>Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing.</p> <p>Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.</p>
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<p>Summer 1</p> <p>Fire Fire!</p> <p>Workshop and Pudding Lane Trip</p> <p>Barbican Trip-LSO</p>	<p>Develop positive attitudes towards and stamina for writing by:</p> <p>Writing poetry.</p> <p>Writing narratives about personal experiences and those of others (real and fictional).</p> <p>Writing about real events.</p> <p>Writing for different purposes.</p> <p>Consider what they are going to write before beginning by: Planning or saying out loud what they are going to write about.</p> <p>Writing down ideas and/or key words, including new vocabulary.</p> <p>Encapsulate what they want to say,</p>	<table border="1"> <thead> <tr> <th>Summer One</th> <th>Ongoing revision</th> <th>Specific Sounds revised</th> <th>HFV/CEW</th> </tr> </thead> <tbody> <tr> <td>1</td> <td rowspan="6">Phase 2, 3, 4 and 5 Suffixes</td> <td><i>Revision</i></td> <td>different</td> </tr> <tr> <td>2</td> <td>Adding –ing, -ed, -er, -est and –y to words of one syllable ending in a single consonant after a single vowel (pat, hum)</td> <td>friends, found</td> </tr> <tr> <td>3</td> <td>The -o sound <b>spelt with 'ai'</b> after w and qu (want, quad)</td> <td>laughed, jumped</td> </tr> <tr> <td>4</td> <td><b>-zh spelt 's'</b> (television)</td> <td>morning, evening</td> </tr> <tr> <td>5</td> <td>Suffixes -ment, -ness, -ful, -less</td> <td>liked, looked</td> </tr> <tr> <td>6</td> <td>-tion</td> <td>please, really</td> </tr> </tbody> </table>	Summer One	Ongoing revision	Specific Sounds revised	HFV/CEW	1	Phase 2, 3, 4 and 5 Suffixes	<i>Revision</i>	different	2	Adding –ing, -ed, -er, -est and –y to words of one syllable ending in a single consonant after a single vowel (pat, hum)	friends, found	3	The -o sound <b>spelt with 'ai'</b> after w and qu (want, quad)	laughed, jumped	4	<b>-zh spelt 's'</b> (television)	morning, evening	5	Suffixes -ment, -ness, -ful, -less	liked, looked	6	-tion	please, really	<p>Week 1: Measurement: Length, Height and Mass 4 days</p> <p>Week 2: Measurement: Capacity and Temperature</p> <p>Week 3: Class specific Place Value and Number</p> <p>Week 4: Revisiting 4 operations and strategies</p> <p>Week 5: SATs</p>	<p>ANIMALS INCLUDING HUMANS- Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance of exercise, food</p>	<p>PowerPoint – Timeline of the Great Fire</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>History:</p> <p>Events from beyond living memory that are significant nationally: Great Fire of London. Understanding a significant historical event of the past through learning about The Great Fire of London. Discuss its impact on modern day life. (The fire brigade.) St Pauls, Monument, Tower of London, Samuel Pepys, Thomas Farriner and Charles 2<sup>nd</sup>.</p> <p>Geography: Find significant places from GFOL on Hollar Map</p>	<p>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.</p> <p>Enrichment activities: House models from 1666. Tissue paper flames on display.</p>	<p>Weddings-Finding out about Hindu and Christian weddings.</p>	<p>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</p> <p><b>Friendship</b></p>	<p>Get Set 4 PE Athletics and Dance</p> <p>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</p>	<p>Friendship Song</p> <p>A song about being friends.</p> <p>1. Listen and Appraise the Friendship Song and other songs about friendship:</p> <ul style="list-style-type: none"> <li>• Friendship Song by Joanna Mangona and Pete Readman</li> <li>• Count On Me by Bruno Mars</li> <li>• We Go Together (from Grease soundtrack)</li> <li>• You Give A Little Love from Bugsy</li> </ul>
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	patterns in a sentence indicate it's function as a statement, question, exclamation or command.	<p>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.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as Above.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p> <p>Read words containing common suffixes.</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>							opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.																										
<p>Summer 2 6 weeks and 3 days Crystal Palaces</p> <p>London Trip Crystal Palace Trip</p> <p>SATs</p> <p>Sports Day</p> <p>Summer Concert</p>	<p>Develop positive attitudes towards and stamina for writing by: Writing narratives about personal experiences and those of others (real and fictional). Writing about real events. Writing for different purposes.</p> <p>Consider what they are going to write before beginning by: Planning or saying out loud what they are going to write about. Writing down ideas and/or key words, including new vocabulary. Encapsulate what they want to say, sentence by sentence. Make simple additions, revisions and</p>	<table border="1"> <thead> <tr> <th>Summer Two</th> <th>Ongoing revision</th> <th>Specific Sounds revised</th> <th>HFW/CE W</th> </tr> </thead> <tbody> <tr> <td>1</td> <td rowspan="6">Phase 2, 3, 4 and 5 Suffixes</td> <td>Contractions</td> <td>shouted, stopped</td> </tr> <tr> <td>2</td> <td>Possessive Apostrophes</td> <td>suddenly use</td> </tr> <tr> <td>3</td> <td>Homophones</td> <td>couldn't, can't, didn't</td> </tr> <tr> <td>4</td> <td></td> <td>I've, I'll, I'm, we're</td> </tr> <tr> <td>5</td> <td></td> <td>There's, that's</td> </tr> <tr> <td>6</td> <td colspan="3">Revision</td> </tr> </tbody> </table> <p>Whole Class Reading: Develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories</p>	Summer Two	Ongoing revision	Specific Sounds revised	HFW/CE W	1	Phase 2, 3, 4 and 5 Suffixes	Contractions	shouted, stopped	2	Possessive Apostrophes	suddenly use	3	Homophones	couldn't, can't, didn't	4		I've, I'll, I'm, we're	5		There's, that's	6	Revision			<p>Week 1: SATS analysis and consolidation</p> <p>Week 2: Number Investigations</p> <p>Week 3: Number Investigations</p> <p>Week 4: Place Value – Hundreds, tens and ones</p> <p>Week 5: Addition Revisit for year 3</p>	<p>PLANTS- Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Programming and debugging using scratch</p> <p>– create a The Crystal Palace is on Fire game</p> <p>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following</p>	<p>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.</p> <p>Architect Sir David Adjaye and Roma Agrawal: comparison with Joseph Paxton designing the Great Exhibition</p>	<p>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.</p> <p>Artist: Stephen Wiltshire</p>	<p>Hinduism Unit 2 Beliefs and Home The Hindu home and worship in the Temple.</p>	<p>How do we show our feelings? Different kinds of feelings; strategies to manage feelings; change and loss; recognising how others are feeling; sharing feelings</p> <p>Transition to Junior School</p> <p>Communication Creativity</p>	<p>Get Set 4PE: Target Games and Yoga</p> <p>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</p>	<p>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.</p> <p>Musical learning focus:</p> <ul style="list-style-type: none"> <li>Listen and Appraise</li> </ul>
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*NB: British values: democracy, rule of law, individual liberty, mutual respect, tolerance of those of different faiths*