

## Reading

Develop phonics until decoding secure  
 Read common suffixes  
 Read & re-read phonic-appropriate books  
 Read common 'exception' words  
 Discuss & express views about fiction, non-fiction & poetry  
 Become familiar with & retell stories  
 Ask & answer questions; make predictions  
 Begin to make inferences  
**Authors of the term: Classic authors**  
**Library, book corner and newspapers**  
**Guided reading and 1:1 reading**  
**Buddy class**  
**Whole class reading of our classic stories**

## Writing

Spell by segmenting into phonemes  
 Learn to spell common 'exception' words  
 Spell words containing common suffixes, etc.  
 Use appropriate size letters & spaces  
 Develop positive attitudes & stamina for writing  
 Begin to plan ideas for writing & record sentence-by-sentence  
 Make simple additions and changes after proof-reading  
**Poetry: shape poems, acrostic, kenning, riddle based on outdoor learning.**  
**Instructions: how to build a spider's web (Science link)**  
**Description and Narrative writing: classic characters and settings.**  
**Non-chronological reports: fact files, recount trip and events...**  
 Drama: 'Whoosh' the story extracts, character building and PSHE role-play.

## English

### Grammar

Use . ! ? , and '  
 Use simple conjunctions  
 Begin to expand noun phrases  
 Use some features of standard English  
**Oracy**  
 Articulate & justify answers using appropriate topic vocabulary  
 Initiate & respond to comments  
 Use spoken language to develop understanding  
 Practise weekly poems, act & role play, conscience alley, hot seating  
**TEACHER TAKE OVER'**  
**SP/IG lessons:** look at different authors and their range of sentence structures and punctuation

## Art and Design(KS1)

Use a range of materials  
 Use drawing, painting and sculpture  
 Develop techniques of colour, pattern, texture, line, shape, form and space  
 Learn about range of artists, craftsmen and designers  
**Classic Artist studies: Monet/Van Gogh reproduce our own classics**  
**Spider Web, spiders, Natural sculptures – Andy Goldsworthy**  
**'How do artists use colour in their work?'**

## Computing (KS1)

Understand use of algorithms and write & test simple program  
 Use logical reasoning to make predictions  
 Organise, store, retrieve & manipulate data  
 Communicate online safely and respectfully  
 Recognise uses of IT outside of school  
**Use book applications to write our own stories**  
**Scratch Jr to create settings and characters**  
**Research and report using technology**  
**'Could you live without technology?'**

# What is a classic?

### Geometry & Measures

Know and use standard measures  
 Read scales to nearest whole unit  
 Use symbols for £ and p, + and – simple sums of less than £1 or in £s  
 Tell the time to the nearest 5 minutes  
 Identify and sort 2D and 3D shapes  
 Order and arrange mathematical objects  
**Time: Seasons, timetables and daily routines**  
**Position & direction: Linking to PE**  
**Angles and symmetry – Garden designs**  
**Shapes: Garden designs**

### Mathematics

#### Fractions

Find and write simple fractions  
 Understand and use equivalence of e.g.  $2/4 = 1/2$

#### Data

Interpret simple tables and pictograms linked to favourite farm animals and plants (outdoor learning day)

### Design & Technology (KS1)

Design purposeful, functional & appealing products  
 Generate, model & communicate ideas  
 Use range of tools & materials to complete practical tasks  
 Evaluate existing products & own ideas  
 Build and improve structure & mechanisms  
 Understand where food comes from  
**Portraits using digital camera and computer**  
**Design own farmyards and secret gardens**  
**Cardboard Challenge Day**  
**'Would technology have changed anything in our**

### Geography (Y2)

Name & locate world's continents and oceans  
 Compare local area to a non-European country  
 Use basic vocabulary to describe a less familiar area  
 Use aerial images and other models to create simple plans and maps, using symbols. What would we see?  
 Use simple fieldwork & observational skills to study the immediate environment:  
**Farm studies**  
**Weather and seasons – How these affect farmers and gardeners**  
**'What did the world look like during the time of our classics?'**

### Number/Calculation

Know 2, 5, 10 X tables  
 Begin to use place value (T/U)  
 Count in 2s, 3s, 5s & 10s  
 Identify, represent & estimate numbers  
 Write numbers to 100  
 Know number facts to 20 (+ related to 100)  
 Use X and ÷ symbols  
 Recognise commutative property of multiplication

**Word problems – linked to topic**

### Modern Languages - Spanish

Numbers to 20  
 Family  
 Colours  
 Days of the week  
 Months of the year  
 Classic design such as Barcelona (Gaudi)  
**Learn greetings to communicate with other schools**  
**'Why should we learn different languages?'**

What languages were used in our classics?

### Music (KS1)

Sing songs  
 Play tuned & untuned instruments musically  
 Listen to & understand live and recorded music  
 Make and combine sounds musically

**Classic harvest songs and hymns**  
 Create music to accompany stories  
**'How does music tell a story?'**

### Science

Differentiate living, dead and non-living  
 Growing plants (water, light, warmth)  
 Observe and describe how seeds and bulbs grow into mature plants  
 Basic needs of animals & offspring  
 Simple food chains & habitats  
**Using the mound as an observational study**  
**Compare different plant structure (Hyacinth bulbs)**  
**Food a fact of life – Farm to fork**  
**'Generating, investigating and answering our own scientific questions.'**

### History (KS1)

**Key Concepts:**  
 Changes in living memory (linked to aspects of national life where appropriate)  
**Key Individuals:**  
 Lives of significant figures: classic authors, compare to modern authors.  
 Significant local people  
**Think about lives of people living during our classic stories. Clothes, food, building, education.**  
**History of gardening and farming.**  
**'What was life like during the time of our classics?'**

### Physical Education (KS1)

Master basic movement: running, jumping, throwing, catching, balance, agility & coordination  
 Participate in team games  
**Agility and Balance**  
 Changes in direction, speed and level (Wilbur's Escape)  
**Golden Mile: daily**  
**'How does sport affect our bodies?'**

### Religious Education

Continue to follow locally agreed syllabus for R.E (PSHE- Wellbeing and Cultural Diversity – relationship, differences, community, culture and religion, celebrations, self-esteem and self-confidence activities)  
**New beginnings, Bravery, Kindness British Values, Etiquette**  
 Harvest  
 Classic bible stories  
 Christmas