

## 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: Ahlbergs, Oliver Jeffers, Claire Freedman**  
**Library, book corner and newspapers**  
**Guided reading and 1:1 reading**  
**Partner class**  
**Whole class reading**

## 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... (Science link)**  
**Description and Narrative writing: characters, stories and settings.**  
**Non-chronological reports: fact files, recount science trip and events...**  
**Drama: 'Whoosh' story extracts, character building, hot-seating, be the expert and PSHE role-play.**

## English

### Grammar

Use . ! ? , and '  
Use simple conjunctions  
Begin to expand noun phrases  
Use some features of standard English  
**Speaking & Listening**  
Articulate & justify answers  
Initiate & respond to comments  
Use spoken language to develop understanding  
Practise weekly poems, act & role play, conscience alley, hot seating  
**'TEACHER TAKE OVER'**  
**PaG 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  
**Artist studies: Van Gogh, Self portraits**  
**Shadow puppetry**  
**'How do artists use light and dark in their work?'**

## Computing (KS1)

Understand use of algorithms and write & test simple programs  
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 instructions**  
**Scratch Jr to create**  
**Research and report using technology**  
**Computer screen light**  
**'Could you live without technology?'**

## 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  
**Cooking and 'Healthy Plate'**  
**'What makes something useful?'**

## 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:  
**Climate and speed of light**  
**Weather and seasons**  
**'What is our place in the world?'**

## Mathematics

### Number/Calculation

Count to and across 100 forwards and backwards.  
Count in 2s, 5s & 10s  
Find 1 more and 1 less than a number  
Read and write numbers 1 to 20 in numbers and words  
Read, write and use +, -, =  
Represent and use number bonds within 20  
+ and - 1 digit and 2 digit numbers to 20  
**Word problems – linked to topic numerals involving + and -, x and ÷**

### Fractions

Recognise, find and name a half and a quarter of an object, shape or quantity

### Measurement

Measure length – shadows  
Time – time of day, shadows, range of clocks: sand timers, sundials etc  
Geometry – describe position, direction, movement of shadows

## Modern Languages - French

Family  
Colours  
Days of the week  
Months of the year  
Ingredients  
**Learn greetings to communicate with other schools**  
**'Why should we learn different languages?'**

## Music (KS1)

Sing songs  
Play tuned & un-tuned instruments musically  
Listen to & understand live and recorded music  
Make and combine sounds musically  
**Punnybones Song**  
**Moon Song**  
Create music to accompany shadow puppetry  
**'How can music depict light and dark?'**

## Science

### Working Scientifically:

Ask simple questions, observe closely, perform simple tests, identify and classify, use observations to suggest answers and gather data

**Plants:** Conditions for growth

**Seasonal Changes:** Length of the day

**Everyday Materials:** properties – opaque, transparent, translucent, reflective/non-reflective

**'What causes our day to be longer in the summer?'**

## History (KS1)

### Key Concepts:

Changes in living memory (linked to aspects of national life where appropriate)

### Key Individuals:

Lives of significant figures: Our authors, scientists, inventors.  
Significant local people  
**Northwood Cemetery**  
**Northwood House**  
**'Whose 'Big Idea' is most important?'**

## Physical Education (KS1)

Master basic movement: running, jumping, throwing, catching, balance, agility & coordination  
Participate in team games  
**Ballet**  
**Golden Mile: daily**  
**Football**  
**'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, celebration self-esteem and self-confidence activities)  
**New beginnings, Bravery, Kindness British Values, Etiquette**  
Lin Latt  
Light as a Symbol of Faith  
**'What would you do to be kind?'**