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| **Year** | **Autumn 1** | | **Autumn 2** | | | **Spring 1** | | | **Spring 2** | | **Summer 1** | | | **Summer 2** | |
| English | ***Narrative***  Focus - Character | ***Non-fiction***  Instructions | ***Narrative***  Focus - Setting | | ***Non-fiction***  Non-chronological report | ***Narrative***  Focus - Dialogue | **Poetry** | | ***Narrative***  Focus - Character | ***Non-fiction***  Non-chronological report | ***Narrative***  Focus - Setting | ***Non-fiction***  Persuasion | | ***Narrative***  Focus - Dialogue  Workshop - Dialogue | **Poetry** |
| Guided reading focus | Introduce:  Victor Vocab  Inference Iggy  Rex Retriever  Prediction Pip  Sequencing Suki  Inference Iggy | | Sequencing – summary Inference - questioning  Retrieval – clarifying  Prediction – visualising  Sequencing – summary Inference – questioning | | | Retrieval – clarify Prediction – visualising Sequencing – summary Inference – questioning Retrieval – clarify | | | Prediction – activate prior knowledge Sequencing – summary  Inference – questioning  Retrieval – clarify  Prediction – visualising Poetry | | Sequencing – summary  Inference – questioning  Retrieval – clarify  Prediction – visualising  Sequencing – summary | | | Inference – questioning  Retrieval – clarify  Prediction – activate prior knowledge  Sequencing – summary  Inference – questioning  Newspaper Articles | |
| Grammar | Pupils should be taught to:   * Learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)   Learn how to use:   * sentences with different forms: statement, question, exclamation, command * expanded noun phrases to describe and specify [for example, the blue butterfly] * the present and past tenses correctly and consistently including the progressive form * subordination (using when, if, that, or because) and co-ordination (using or, and, or but) * the grammar for year 2 in English Appendix 2 * some features of written Standard English * use and understand the grammatical terminology in English Appendix 2 in discussing their writing | | | | | | | | | | | | | | |
| Phonics/Spellings | Phase 5 GPCs revision Strategies at the point of writing Homophones  Polysyllabic words | | Pupils should be taught to:  Spell by:   * segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly * learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones * learning to spell common exception words * learning to spell more words with contracted forms * learning the possessive apostrophe (singular) [for example, the girl’s book] * distinguishing between homophones and near-homophones * add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly English – key stages 1 and 2 20 Statutory requirements * apply spelling rules and guidance, as listed in English Appendix 1 * write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far | | | | | | | | | | | | |
| Maths | Number: Place value  Number: Addition and subtraction  Geometry: Shape | | | | | Measurement: Money  Number: Multiplication and division  Measurement: Length and height  Measurement: Mass, capacity and temperature | | | | | Number: Fractions  Measurement: Time  Statistics  Geometry: Position and direction | | | | |
| History |  | | **The lives of significant individuals in Britain's past**    (Significant historical events, people and places in their own locality) | | |  | | | **Changes within living memory**    (Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life) | |  | | | **The lives of significant individuals** **in the past who have contributed to national and international achievements.**    (The lives of significant individuals in the past who have contributed to national and international achievements) | |
| Geography  Physical / human | **Strand: Physical**  Seasonal and daily weather patterns in the United Kingdom | |  | | | **Strand: Physical**    Location of hot and cold areas of the world | | |  | | **Strand: Human and Physical**  Study of UK | | |  | |
| Science | **Strand: Chemistry**  Topic: Uses of everyday materials | | | | | **Strand: Biology**  Topic: Living things and their habitats | | | | | **Strand: Biology**    Topic: Plants | | | **Strand: Biology**    Topic: Animals including humans | |
| RE | **Theme:** What did Jesus teach?  **Religion:**  Christianity | | **Theme:** Christmas – Jesus as gift from God  **Religion:**  Christianity | | | **Theme:**  Prayer at home    **Religion:**  Islam | | | **Theme:**  Easter- Resurrection    **Religion:**  Christianity | | **Theme:** Community and Belonging  **Religion:**  Islam | | | **Theme:** Hajj  **Religion:**  Islam | |
| PSHE | Worry  Anger | | Practice makes perfect  Helping someone in need | | | Tying shoelaces  Leaning out of windows | | | Living in our world  Working in our world | | Brushing teeth  Healthy eating | | | Bullying  Body Language | |
| PE  X2 | Indoor – Dance  Outdoor – Invasion Games | | Indoor – Gymnastics  Outdoor – Invasion Games | | | Indoor – Dance  Outdoor – Invasion Games | | | Indoor – Gymnastics  Outdoor – Net wall | | Indoor – Dance  Outdoor – Striking & fielding games | | | Indoor – Gymnastics  Outdoor – Athletics | |
| MFL |  | |  | | |  | | |  | |  | | |  | |
| ICT | **Strand: Computer Science**  **Computation thinking & Coding**  **Topic:** Do as you’re told.  **Program / App:**  Beebots + Rapid Router  **Cross curricular:**English – Instructions | | **Strand: Word Processing**  **Topic:** Year 2 are typing…  **Program / App:**  Typingclub.com  Dance Mat typing  **Cross Curricular:**  English Grammar and Spelling | | | **Strand: Multi-Media**  **Topic:**Animaniacs  **Program / App:** Toontastic  **Cross curricular:** English (writing)- Storytelling, | | | **Strand: Productivity**  **Topic:**Data tech interpretation  **Program / App:**Microsoft Excel & Word  **Cross curricular:**Maths (Statistics), PE (Sports times) | | **Strand: Collaboration and Communication**  **Topic:** Securing communications.  **Program / App:**Google Chrome, Safari, Microsoft Teams.  **Cross curricular:**  PSHE – Bullying (Cyber) | | | **Strand: Networks and E-safety**  **Topic:** Internet Danger Investigation  **Program / App:**  Google Chrome, Safari, Microsoft Teams  **Cross curricular:**  PSHE – Bullying (Cyber) | |
| Music | Songs  (Rock It) | | Instrumental Ensemble Pieces  (Rock It) | | | Composition Skills  (Rock It) | | | Instrument Exploration  (Rock It) | | Ukuleles  (Rock It) | | | Song & Accompaniment  (Rock It) | |
| Art | Sculpture:  Antonio Gaudi  Modelling materials | | |  | | Textiles: Dreamcatcher | |  | | | Collage: Portraits | |  | | |
| D.T. |  | | | Perfect Pizza | |  | | Vehicles | | |  | | Puppets | | |
| Enrichment/Trips or Visitors |  | | |  | |  | |  | | |  | |  | | |