

Autumn Term	Spring Term	Summer Term
<b>English</b>		
<p><b>Phonics:</b> Phase 5: Wh, ph, ay, a-e, eigh, ey, ei, ea, e-e, ie, ey, y(long e), ie, i-e, y, I (long i), ow, o-e, o/oe, ew, ue, u-e, u/oul, aw, au, al, ir, er, ear, ou, oy</p> <p>Irregular words: Oh, their, people, Mr, Mrs, Ms, looked, called, asked, water, where, who, again, thought, through, work, laughed, because, Thursday, Saturday, thirteen, thirty, different, many, any</p> <p><b>Reading:</b> Question Visualise Clarify Predict and Infer Summarise</p> <p>Ongoing reading and comprehension strategies</p> <p>Poet: Allan Ahlberg Class texts: It's Not Fair, Kipper, Cops and Robbers, Elmer and Wilbur</p>	<p><b>Phonics:</b> Phase 5: Ere, eer, are, ear, c, k, ck, ch, ce, ci, cy, sc, stl, ge, gi, gy, dge, le, mb, kn, gn, wr, tch, sh, ea, (w)a, o</p> <p>Irregular words: Eyes, friends, two, once, great, clothes, it's, I'm, I'll, I've, don't, cant, didn't, first, second, third</p> <p><b>Reading:</b> Application of all reading and comprehension skills</p> <p>Ongoing reading and comprehension strategies</p> <p>Poet: Dr Zeuss Class texts: The Red Tree, Esio Trot, Zog, Whatever Next, Alife</p>	<p><b>Phonics:</b> Consolidate all of phase 5 sounds Consolidate spelling of all high frequency words and irregular words up to phase 5</p> <p><b>Reading:</b> Application of all reading and comprehension skills</p> <p>Ongoing reading and comprehension strategies</p> <p>Poet: Enid Blyton Class texts: One Plastic Bag, James and the Giant Peach</p>
<p><b>Writing:</b> Narrative (including language and structure)</p> <p>Recite nursery rhymes</p>	<p><b>Writing:</b> Retell traditional tales</p> <p>Promotional poster</p> <p>Recite rhyming poems</p>	<p><b>Writing:</b> Retell stories with a familiar setting</p> <p>Informal letter</p> <p>Write rhyming words</p>
<p><b>Grammar:</b> Spacing Capital letters and full stops</p>	<p><b>Grammar:</b> Verbs Adjectives</p>	<p><b>Grammar:</b></p>

Simple sentences Nouns Question marks Exclamation marks	Noun phrases Conjunctions Proper nouns Tense Singular and plural  Application of grammatical features in a range of writing genres	Application of grammatical features in a range of writing genres
<b>Maths</b>		
Number and place value  Addition and subtraction	Multiplication and division  Fractions  Geometry (including position and direction)  Statistics	Geometry (including position and direction)  Statistics  Application of all areas of mathematics through reasoning and problem solving.
<b>Science</b>		
Materials  Scientists: John Dunlop, Charles Macintosh, John McAdam	Seasonal	Animals including humans
<b>PSHE</b>		
Relationships: Families and Friendship Safe relationships Respecting Ourselves and Others	Living in the Wider World: Belonging to a Community Media Literacy and Digital Resilience Money and Work	Health and Wellbeing: Physical and Mental Growing and Changing Keeping Safe
<b>Art and Design</b>		
Drawing: Placement and size of an object  Artist/designer: Winslow Homer and Edward Hopper	Painting: use paint textures and layering and scraping Collage: collage techniques  Artist/designer: Vincent Van Gogh - Mulberry Tree	Sculpture: weaving  Artist/designer: Natalie Stopka
<b>Computing</b>		
Online Safety  The history and future of technology	Coding	Coding More complex program
<b>Design and Technology</b>		

Cooking and nutrition	Structures: bridges	Textiles: weaving and sewing
<b>Geography</b>		
Y1: UK Y2: Continents and oceans	Jamaica	Weather
<b>History</b>		
Toys	The Great Fire of London	Louis Braille (2 weeks)
<b>French</b>		
Y1: Listen to general greeting and days of the week	Y1: Say general greeting	Y1: Say days of the week
<b>Music</b>		
<b>Reggae:</b> Rhythm in the way we walk	<b>Latin:</b> Round and round	<b>General:</b> The friendship song
<b>PE</b>		
<b>Invasion game skills:</b> Throwing and catching	<b>Gymnastics</b> Balance and shapes	<b>Athletics:</b> Running and jumping
<b>RE</b>		
<b>Believing</b> Who is a Muslim and what do they believe?  <b>Christmas</b>	<b>Expressing</b> What makes some places sacred?  <b>Easter Day</b>	<b>Living</b> What does it mean to belong to a faith community?