

Exploring, thinking, explaining, presenting, reflecting, practising, assessing

| | Autumn 1 (7 weeks) | Autumn 2 (7 weeks) | Spring 1 (6 weeks) | Spring 2 (6 weeks) | Summer 1 (6 weeks) | Summer 2 (8 weeks) |
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| Whole school | Rosh Hashanah 10.9.18 Mathematics in the Environment Week 24/9/18 Harvest festival PTA event | Christmas Diwali 7.11.18 World Books Remembrance day 11.11.18 100yrs end of WW1 | Chinese New Yr. 5.02.19 St Piran's Day 5.3.19 Shrove Tuesday 5.03.19 | Mother's Day 31.03.19 St. George's Day 23.04.19 Easter 21.04.19 | Ramadan Begins 06.05.19 | Father's Day 16.06.19 PTA Summer fair Flower festival July 19 Feast sports |
| PHSE | Knowing Me Friendship | Staying Healthy Making good choices or sound judgements (Sensibility) | Being with other people Respect & consideration for others (kindness) | Living in a Community Equality, empathy and understanding of others (fairness) | Citizenship Responsibility | Excellence Inspiration & celebration |
| | Magic- The magic of stories | | Wonder! | | Adventure! | |
| CLASS 4 Year 1/2 Reasoning | Under the Sea | Christmas | Space | Get Growing! | Dinosaur Adventure | Fantasy! |
| English Reading | Poetry using the senses, pattern and rhyme. Stories in familiar settings <i>Explain clearly their understanding of what is read to them.</i> <i>Discussions about books they have read.</i> <i>Predict what will happen next.</i> | Dictionary work Counting poems Information books – transport Familiar stories Stories by the same author <i>Relate reading to own experience.</i> <i>Re-reads if reading does not make sense.</i> <i>Discuss significance of titles and events.</i> | Rhymes/ repetitive language. Non-fiction texts about plants. Non-fiction texts about the United Kingdom. <i>Make predictions on basis of what has been read.</i> <i>Make inferences on basis of what is being said and done.</i> <i>Know the difference between fiction and non-fiction.</i> | Poetry on a theme (Cornwall). Explore different stories by the same author. <i>Learning to appreciate rhymes and poems, and to recite some by heart.</i> <i>Identify past and present tense and why the writer has used a particular tense.</i> | Traditional and fairy tales Comparisons between two stories. <i>Read with pace and expression.</i> <i>Ask and answer questions about books I have read and heard.</i> <i>Identify simple recurring literacy language in stories and poetry.</i> | Traditional and fairy tales Dictionary work Story telling Drama/ role play <i>Retell and explain features of well-known stories.</i> <i>Secure with year group phonics.</i> <i>Discuss word meanings.</i> <i>Infer meanings from what characters say and do.</i> |
| Writing <i>Following the National Curriculum requirements for Years 1 and 2.</i> | Lists, labels and captions Recounts Instructions | Fact writing – animals Character/ setting descriptions Letter writing Story sequencing- nativity | Instructions Recipes Diaries linked to Science Recounts (Christmas holidays) | Fact writing Poems Non- chronological reports | Narrative- adventure Diary/ diary entries Book reviews | Narrative- fantasy Character/ setting descriptions Information posters |
| SPAG/RWI Year 1 Year 2 | RWI Weekly spelling. Pencil grip. Writing name (correct upper and lower case letters). Handwriting Order letters of the alphabet Introducing sentences and | RWI Weekly spelling. Begin to punctuate sentences using a capital letter and full stop. Introducing question marks. Joining words and clauses using 'and'. | RWI Weekly spelling. Sequencing sentences. Using 'and' to join words and phrases. Exclamation marks. Capital letters for names and places. | RWI Weekly spelling. Introduce singular and plural. Spelling rules. Use capital letters for the names of people, places and the days of the week. | RWI Weekly spelling. Prefixes and suffixes. Regular plural nouns. Write a sequence of sentences to form a short narrative (as introduction to paragraphs). | RWI- phonics screening check. Weekly spellings. Regular past tense verbs. Combining words to make sentences. Sequencing sentences to make a narrative. Recap all SPAG taught. |

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| | <p>sentence structure. Write, leaving spaces between words. Begin to punctuate sentences using a capital letter and full stop. Adjectives. Full stops and capital letters. Capital letters for people and places. Question marks. Exclamation marks. Commands. Commas in a list. Adjectives, nouns and verbs. Handwriting- use spacing between words that reflects the size of the letters.</p> | <p>Handwriting- use correct formation of lower and upper case letters. Regular plural nouns. Commas in lists. Apostrophes for contraction. Prefix 'un'. Sentence forms. Handwriting- correctly sizing letters.</p> | <p>Regular past tense verbs. Past tense (spelling changes). Suffix 'ful'. Adjectives (expanded noun phrases). Apostrophes for possession. Handwriting- correctly sizing letters.</p> | <p>The personal pronoun 'I'. Recognising and using verbs. Progressive tense. Auxiliary verbs (helping verbs). Irregular past tense verbs. Adverbs (suffix 'ly'). Conjunctions 'and' and 'but'. Handwriting- Introducing entry strokes.</p> | <p>Conjunction 'because'. Suffix 'less'. Conjunctions 'when', 'if' and 'that'. Conjunction 'or'. Comparative and superlative adjectives. Use of paragraphs to organise writing. SATs preparation. Handwriting- Introducing entry strokes.</p> | <p>Handwriting- Introducing entry strokes. Irregular plural nouns. Suffix 'er'. Parts of speech (word class). Compound words. Irregular comparative and superlative adjectives. Handwriting- Begin to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> |
| Maths (Rising Stars) | <p>Number, place value and rounding Measurement Addition and Subtraction Statistics</p> | <p>Geometry: properties of shapes Geometry: Position and Direction Number and Place Value Addition and Subtraction Statistics</p> | <p>Number and Place Value Measurement Multiplication and Division Statistics</p> | <p>Number and Place Value Measurement Addition and Subtraction Geometry: Properties of shapes Statistics Geometry: Position and Direction</p> | <p>Number and Place Value Measurement Addition and Subtraction Statistics</p> | <p>Number and Place Value Measurement Fractions Multiplication and Division Geometry: Properties of shapes Geometry: Position and Direction</p> |
| Science | <p>Everyday Materials</p> | <p>Animals, including Humans</p> | <p>Plants</p> | <p>Seasonal Changes</p> | <p>Seasonal Changes</p> | <p>Everyday Materials</p> |
| Computing | <p>To recognise common uses of information beyond school.</p> | <p>To use technology safely and respectfully, keeping personal information private and know where to go if they need help.</p> | <p>To 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>To use technology purposefully to create, organise and manipulate digital content.</p> | <p>To 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>To use technology purposefully to create, organise and manipulate digital content.</p> |
| History | <p>Changes within living memory.</p> | <p>Events beyond living memory – the first aeroplane flight. Key events- Bonfire night.</p> | <p>Significant historical places in their own locality.</p> | <p>Significant historical people in their own locality.</p> | <p>Significant individuals in the past who have contributed to national and international achievements.</p> | <p>Events of local importance.</p> |
| Geography | <p>Use simple fieldwork and observational skills to study the immediate environment.</p> | <p>Use aerial images and other models to create simple plans and maps, using symbols.</p> | <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding area.</p> | <p>Compare local area to a Non-European country.</p> | <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world.</p> | <p>Name and Locate the world's seven continents and five oceans.</p> |
| DT | <p>Design purposeful products. Select from and use a range of tools and equipment to make their product. Evaluate their ideas and products.</p> | <p>Design purposeful products. Select from and use a range of tools and equipment to make their product. Evaluate their ideas and products.</p> | <p>Understand where food comes from. Use the basic principles of a healthy and varied diet to prepare dishes. Cooking and nutrition</p> | <p>Understand where food comes from. Use the basic principles of a healthy and varied diet to prepare dishes. Cooking and nutrition</p> | <p><i>Generate, develop, model and communicate ideas through talking, drawing, templates, mock ups and, where, appropriate, information and communication technology.</i> Textiles</p> | <p>Construction/ materials. <i>Explore and evaluate a range of existing products.</i></p> |
| Art and design (Scottish Borders) | <p>Drawing <i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</i></p> | <p>Painting <i>To use painting to develop and share their ideas, experiences and imagination.</i></p> | <p>Printing <i>Explore the work of a famous artist.</i></p> | <p>Collage <i>Explore the work of a famous artist making links to their own work.</i></p> | <p>Fabric <i>To use a range of materials creatively to design and make products.</i></p> | <p>3D <i>Materials and sculpture – the work of craft makers and designers.</i></p> |

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| Music | Play tuned and untuned instruments musically. | Use our voices expressively and creatively by singing songs and speaking chants and rhymes. | Listen with concentration and understanding to a range of high-quality live and recorded music. | Experiment with, create, select and combine sounds using the inter-related dimensions of music. | Play tuned and untuned instruments musically. | Use our voices expressively and creatively by singing songs and speaking chants and rhymes. |
| RE Year B –KS1 | | | | | | |
| PE Sport Health Fitness | Multi-Skills Body parts and their functions Boot camp | Story Time Dance Healthy minds, emotions and goals Mighty movers | Groovy gymnastics Hygiene, medicine and exercise Skip to the beat | Brilliant Ball Skills Body protectors and body changes Gymfit Circuits | Throwing and Catching Relationships with others, and opinions Cool core (strength) | Active Athletics Diet and Vitamins Fitness frenzy |
| Visits | Aquarium visit to school | Christmas visit | | | | |