

YEAR 1/2 - Year A

	Autumn	Spring	Summer
	Superheroes	Turrets and Tiaras	And we're off.....
Possible English Texts	Supertato, Traction Man, Spiderman comics, Non-fiction – around historical characters Power of reading: Traction Man is here!	Castles Text / text type The princess and the white bear king Traditional tales, twisted tales (Power of Reading). Jack and the Beanstalk Information text: leaflet about castles	Topic: Another Country Text/Text type: Letter Brochure Recipe Menu Power of Reading - Lucia the Luchadora Newspaper reports (recount) Review
English Objectives	<p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>*Saying out loud what they are going to write</li> <li>*Composing a sentence orally before writing</li> <li>*Sequencing sentences to form short narratives</li> <li>*Re reading what they have written</li> <li>*Checking work makes sense</li> <li>*Talk about what they have written</li> <li>*Read writing out loud</li> <li>*Finger spaces between words, joining words and clauses using 'and'.</li> <li>*Punctuating sentences with capital letter, full stop.</li> </ul> <p>Handwriting across whole year:</p>	<p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>*Saying out loud what they are going to write</li> <li>*Composing a sentence orally before writing</li> <li>*Sequencing sentences to form short narratives</li> <li>*Re reading what they have written</li> <li>*Checking work makes sense</li> <li>*Talk about what they have written</li> <li>*Read writing out loud</li> <li>*Finger spaces between words, joining words and clauses using 'and'.</li> <li>*Punctuating sentences with capital letter, full stop.</li> <li>*Using capital letter for names of people, places, days of the</li> </ul>	<p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>*Punctuating sentences with question marks and exclamation marks.</li> <li>*Saying out loud what they are going to write</li> <li>*Composing a sentence orally before writing</li> <li>*Sequencing sentences to form short narratives</li> <li>*Re reading what they have written</li> <li>*Checking work makes sense</li> <li>*Talk about what they have written</li> </ul> <p>Read writing out loud</p> <ul style="list-style-type: none"> <li>*Finger spaces between words, joining words and clauses using 'and'.</li> <li>*Punctuating sentences with capital letter, full stop.</li> </ul>

	<p>*sit correctly at the table, holding pencil correctly and comfortably          *begin to form lower case letters in the correct direction          *form capital letters          *form digits 0-9          *Understand which letters belong in which handwriting families</p> <p><u>Year 2</u>          Capital letters, full stops.          Suffixes (er and est)          Conjunctions - co-ordinating and subordinating          Sentence types,          Compound words          Tenses,          Noun phrases/expanded noun phrases          Word classes - adjectives, verbs, nouns          Sentence openers</p> <p>Onomatopoeia, Apostrophes for omission,          Sentence types - exclamation, question, statement.</p> <p>Retell,          Plan ideas          Rehearse my writing          Edit work</p>	<p>week, and 'I'.</p> <p><u>Year 2</u>          Suffixes          Tense Apostrophes          Conjunctions - subordinating and co-ordinating          Expanded noun phrases</p> <p>Sentence openers, Sentence types          Word classes - adjectives          Editing and improving.</p> <p>GFOL on server -          Planning          Peer critique          Proof reading  <i>Mapping</i>          Drafting and redrafting</p> <p>Handwriting - starts joins</p> <p>Spelling focus - every starter in English flits between spelling and handwriting (if needed).</p>	<p>*Using capital letter for names of people, places, days of the week and 'I'</p> <p><u>Year 2</u>          Past/present tense          Conjunctions          Stamina          Editing          Punctuation          Commas in lists</p> <p>Handwriting - joins continue</p> <p>Spelling focus - refining common exception and suffixes daily - each English lesson.</p>
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	<p>Presenting work.</p> <p>Spelling and handwriting focus (letter formation) - Monday and Friday in Phonics, wed, thurs, fri for morning work.</p> <p>Spelling focus - phonics, exception list.</p>		
Maths	<p>Year 1</p> <p>Number Place Value (within 10)</p> <p>Number Addition and Subtraction (within 10)</p> <p>Geometry Shape</p> <p>Number Place Value (within 20)</p> <p>Consolidation</p> <p>Year 2</p> <p>Number Place Value</p> <p>Number Addition and Subtraction</p> <p>Measurement Money</p> <p>Number Multiplication and Division</p>	<p>Year 1</p> <p>Number Place Value (within 50) (multiples of 2,5,and 10 to be included)</p> <p>Measurement Length and Height</p> <p>Measurement Weight and Volume</p> <p>Consolidation</p> <p>Year 2</p> <p>Number Multiplication and Division</p> <p>Statistics</p> <p>Geometry Properties of Shape</p> <p>Number Fractions</p> <p>Measurement Length and Height</p> <p>Consolidation</p>	<p>Year 1</p> <p>Number Multiplication and Division (reinforce multiples of 2, 5 and 10 to be included)</p> <p>Number Fractions</p> <p>Geometry Position and Direction</p> <p>Number Place Value (within 100)</p> <p>Measurement Money</p> <p>Time</p> <p>Consolidation</p> <p>Year 2</p> <p>Position and Direction</p> <p>Problem solving and efficient methods</p> <p>Measurement Time</p> <p>Measurement Mass, Capacity and Temperature</p> <p>Investigations</p>
Science	<p>Animals including humans</p> <p>Friction investigating a superhero transport method</p>	<p>Uses of everyday materials</p> <p>Animals, including humans Y2</p>	<p>Plants</p> <p>Animals, including humans</p>

<p>Geography</p>		<ul style="list-style-type: none"> <li>● Name and locate 4 UK countries and its major capitals</li> <li>● Using globes/ maps/ atlases to identify UK countries (look at castles in Wales and England for example. Local castles too.</li> <li>● Make simple map (of a castle) (see fieldwork skills term 1)</li> </ul>	<p><b><u>Why does it matter where our food comes from?</u></b></p> <p><b><u>How does my chosen destination compare with where I live?</u></b></p> <ul style="list-style-type: none"> <li>● Locate world's 7 continents</li> <li>● Locate 4 UK countries, capitals and surrounding seas</li> <li>● Location of world's hot and cold areas in relation to equator and poles</li> <li>● Using maps, atlases and globes to identify UK and its countries</li> <li>● Identify basic compass directions and locational and directional language (near/ far/ left / right) to describe location and routes on a map</li> <li>● Use aerial photos and plans to recognise landmarks</li> <li>● Devise a simple map and construct a simple key (see fieldwork skills term 1)</li> </ul>
<p>History</p>	<p><b><u>Who is the greatest history maker?</u></b></p> <ul style="list-style-type: none"> <li>● Common words around passing of time.</li> <li>● Identify similarities and differences between ways of life</li> <li>● Place people events within a chronological framework (not just chronological order)</li> <li>● Ask and answer questions about the past.</li> <li>● Understand some of the ways we find out about the past and</li> </ul>	<p><b><u>Why is the history of my locality important?</u></b></p> <ul style="list-style-type: none"> <li>● Common words around passing of time.</li> <li>● Identify similarities and differences between ways of life</li> <li>● Place people events within a chronological framework (not just chronological order)</li> <li>● Ask and answer questions about</li> </ul>	

	<p>how it can be represented (books, pictures, plays etc.) • Significant people and events beyond living memory –lives of significant individuals who have contributed to national and international achievements. • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality.</p>	<p>the past • Understand some of the ways we find out about the past and how it can be represented (books, pictures, plays etc.) • Local History topic - Framlingham Castle</p>	
Art	Pop Art, Pointillism,	Textiles	Print
DT	<p>Creat capes/outfit for superheroes, superhero puppets Moving pictures – comic style</p>	Freestanding structures	Preparing fruit and vegetables
Music	<p>Perform and sing expressively, Theme tunes – films, music of John Williams</p>	<p>Focus on playing instruments musically. Learning the similarities and differences</p>	<p>Listen with concentration and understanding to World Music. Performing in Percussion Ensemble.</p>

		between tuned and untuned percussion.	
Computing	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Year 1: General Online Safety Year 2: Using the internet safely and effectively. Animation	Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Year 1: Basic computer skills Year 2: Presentation skills	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Year 1: Programming people/ toys and Scratch Jr Year 2: Turtle Logo/ Scratch
RE	Judaism: How important is it for Jewish people to do what God asks them to do?  Christianity: Why did God give Jesus to the world?	Christianity: Is it possible to be kind to everyone all of the time?  Christianity: Is it true Jesus came back to life again?	Islam: Does going to a Mosque give Muslims a sense of belonging?  Islam: Does completing a Hajj make a person a better Muslim?
PE			
PSHE	<u>New routines/settling in</u>	<u>Money</u> Jobs- earning and spending money.  <u>Careers and related learning</u> What do I do at school and in my free time?	<u>Friendships</u> Managing friendships  <u>Changing and growing up</u> Body parts and looking after yourself- sleep, eating etc.





