

Week:	1	2	3	4	5	6	1	2	3	4	5	6	7
Yr1 Phonics	Review Phase 5 GPCs for phonics screening check --> ay play a-e shake ea each e he	ie pie i-e time o go o-e home	ue blue rescue ew chew new u-e rude cute aw claw	ea head ir bird ou cloud oy toy	i tiger a paper ow snow u unicorn	Review	ph phone wh wheel ie shield g giant	Phase 5 graphemes -->	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer	/zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large	/sh/ ti ssi si ci potion mission mansion delicious	/or/ augh our oar ore daughter pour oar more review	Review
Yr2 Spelling	Why does 'c' make the sound /s/ in some words?	How can I spell the sound /zh/?	What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?	What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?	How can I show missing letters in a word?	Review	Why do some longer words have the spelling 'ti' for /sh/?	Why do some longer words have the spelling 'ti' for /sh/?	How do I use the possessive apostrophe (singular possession)?	When do I swap, drop or double? (-ing, -er, -est, -y, -ed)	When do I swap, drop or double? (-ing, -er, -est, -y, -ed)	Review	Review
English	The Night Gardener 1. To narrate: setting narrative (3wks) 2. To recount: diary (3Wks) <ul style="list-style-type: none"> Use of the suffix -ly to turn adjectives into adverbs. Form adjectives using suffixes -ful and -less. Co-ordination (or, and, but, so) Sentence indicates its function as an exclamation or a question. Expanded Noun Phrases for description and specification. Correct choice and consistent use of past and present tense throughout writing. Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Apostrophes to mark where letters are missing in spelling (contractions). Apostrophes to mark singular possession in nouns. Commas to separate items in a list. 						The Bog Baby 1. To narrate: finding narrative (3wks) 2. To instruct: how to build a habitat (3Wks) <ul style="list-style-type: none"> Formation of adjectives using suffixes e.g. -ful, -less. Use of the suffix -ly to turn adjectives into adverbs. Subordination (using when, if, that, because). Co-ordination (or, and, but). Expanded noun phrases for description and specification. How the grammatical patterns in a sentence indicates its function as a question and command. Correct choice and consistent use of past and present tense throughout writing. Use of capital letters, full stops and question marks to demarcate sentences. Commas to separate items in a list. Apostrophes to mark where letters are missing in spelling (contractions). 						
Class Text	Magical stories for 6-Year-Olds by Enid Blyton						Shiny Pippin and the Broken Forest by Harry Heape						
Yr1 Maths	Unit 8 Numbers 0-20			Unit 9 Unitising and coin recognition			Unit 9 Unitising and coin recognition	Unit 10 Position and direction	Unit 11 Time		Consolidation	Consolidation	
Yr2 Maths	Unit 9 Money	Unit 10 Fractions		Unit 11 Time		Unit 12 Position and Direction	Unit 13 Multiplication and division – doubling, halving, quotitive and partitive division		Unit 14 Sense of measure – capacity, volume, mas		Consolidation	Consolidation	
Science	Plants Y1: · Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees · Identify and describe the basic structure of a variety of common flowering plants, including trees Y2: · Observe and describe how seeds and bulbs grow into mature plants · Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy						Plants Y1: · Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees · Identify and describe the basic structure of a variety of common flowering plants, including trees Y2: · Observe and describe how seeds and bulbs grow into mature plants · Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy						
PSHE	Health and Wellbeing (continued from Spring 2) Understanding emotions, setting achievable goals and considering how to overcome difficulties, learning about the importance of activity, a healthy diet and relaxation for our wellbeing, learning how to look after our teeth.						Families and Relationships Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, people show feelings differently and that stereotyping is unfair. Looking at conventions of manners and developing an understanding of self-respect						
PE	Physical: Unit 5 Control Movement Health and Fitness Unit 6 Exercise and the body Athletics						Physical: Unit 5 Control Movement Health and Fitness Unit 6 Exercise and the body Athletics						
Music	Contrasting Dynamics (Theme: Space) <ul style="list-style-type: none"> Use voice to create a variety of sounds. Use dynamics to create an atmosphere. Collaborate with peers to contribute to a group soundscape. Correctly identify changes in dynamics. Show changes in dynamics using bodies and vocals. Compare two pieces of music using musical vocabulary to describe the changes in dynamics. Interpret music in a visual form. Identify and discuss patterns in different pieces of music. Successfully create and play patterns, notating them. Create and play a simple pitch pattern accurately. 						Contrasting Dynamics (Theme: Space) <ul style="list-style-type: none"> Use voice to create a variety of sounds. Use dynamics to create an atmosphere. Collaborate with peers to contribute to a group soundscape. Correctly identify changes in dynamics. Show changes in dynamics using bodies and vocals. Compare two pieces of music using musical vocabulary to describe the changes in dynamics. Interpret music in a visual form. Identify and discuss patterns in different pieces of music. Successfully create and play patterns, notating them. Create and play a simple pitch pattern accurately. 						
Art	Sculpture 3D- Paper Play <ul style="list-style-type: none"> Roll paper tubes and attach them to a base securely. Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other. Shape paper strips in a variety of ways to make 3D drawings. 												

HALF TERM

	<ul style="list-style-type: none"> Create interesting arrangements that include several different techniques for shaping paper. Consider how to add detail by adding pattern or decoration to their paper shapes. 													
RE	Who is a Muslim and how do they live? (Part 2) <ul style="list-style-type: none"> Muslim beliefs about God found in the Shahadah and learn about the 99 names of Allah. Stories about the Prophet and find out about what these teach Muslims today about ways of living. The five pillars of Islam and how these impact upon the lives of believers. The importance of prayer and what it means for Muslims all over the world. 						What makes some places special to believers? <ul style="list-style-type: none"> Places of worship and why they are important to many believers. The key features of churches, mosques and synagogues and how these can vary within different traditions. Similarities between places of worship and how they support their local communities in practical ways. 							
Geography									What is it like to live in Shanghai? <ul style="list-style-type: none"> Give examples of human and physical features. Identify features they see on a walk. Explain the location of features using some directional language. Use an aerial photograph to locate physical and human features. Draw simple pictures or symbols on a sketch map. Draw compass points. Name the continent they live in. Use an atlas to locate the UK and China on a world map. Use an atlas to locate Europe and Asia on a world map. Identify China's physical and human geography. Sort physical and human features using photographs. Identify physical and human features in images of Shanghai. Compare Shanghai to their locality. Identify similarities and differences between human and physical features. 					
History						What is a Monarch? <ul style="list-style-type: none"> Recall that a monarch is a king or queen. Identify some of the monarch's roles. Explain that a king or queen is crowned in a special ceremony called a coronation. Name some of the main steps in the coronation ceremony. 	What is a Monarch? (continued) <ul style="list-style-type: none"> Use sources to explain how William the Conqueror became King of England. Explain how William the Conqueror kept order and conquered England. Explain how castles have changed over time. Identify that the power of monarchs has changed over time. Make comparisons between past and present monarchies. 							
Computing				Computer Science 1.5 Maze Builders 1.4 Lego Builders										
DT													Mechanical Systems: Fairground Rides <ul style="list-style-type: none"> Describe how axles help wheels move a vehicle and design and label a working fairground wheel. 	

