

Week:	1	2	3	4	5	6	HALF TERM	1	2	3	4	5			
Yr1 Phonics	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder  New tricky words- any many again	/igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone  New tricky words- who whole where two	/l/ le al apple metal /s/ c ice /v/ ve give  New tricky words- school call different	/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey  New tricky words- thought through friend work	Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e- e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa  Review longer words (in wk 5)			/ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk  New tricky words- once, laugh	/ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*  New tricy words- because, eye	/or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there	/ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor	/c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze			
Yr2 Spelling	Why do some words have the spellings ‘kn’ and ‘gn’ for /n/, and ‘wr’ for /r/?		Why do I drop the ‘e’ when I add the suffixes -ed, -ing, -er, -est and -y?		Why do some words end ‘ge’ or ‘dge’? Why can /j/ be spelled ‘j’ or ‘g’ in different words?			The ‘W special’ How do ‘w’ and ‘qu’ change the sounds that ‘a’, ‘ar’ and ‘or’ make in some words?		Why do I swap the ‘y’ for an ‘i’ when I add the suffix -es?		Why do some words have the spelling ‘ey’ for the sound /ee/?		Why do some words end -le, -al, -il or -el?	
English	<u>Hermelin</u> 1. To narrate: A detective story (3wks) 2. To recount: letters (3Wks) <ul style="list-style-type: none"><li>Reinforce plural noun suffix -s/-es.</li><li>How the prefix un- changes the meaning of verbs and adjectives.</li><li>Adding the suffixes -er and -est to adjectives.</li><li>Combining words to make sentences. Joining words and clauses using ‘and’.</li><li>Sequencing sentences to form short narratives.</li><li>Separation of words with spaces.</li><li>Capital letters and full stops.</li><li>Question mark. Exclamation mark.</li></ul>							<u>A River</u> 1. To inform: circular narrative (3wks) 2. To inform: letter (3Wks) <ul style="list-style-type: none"><li>Use of the Suffixes –er &amp; –est in adjectives.</li><li>Learn how to use -ly in Standard English to turn adjectives into adverbs.</li><li>Develop understanding of regular plural noun suffixes -s or -es.</li><li>Subordination (using when, if, that, because).</li><li>Co-ordination (or, and, but).</li><li>Expanded Noun Phrases for description and specification.</li><li>Learn that the grammatical patterns in a sentence indicate its function as a question or command.</li><li>Correct choice and consistent use of past and present tense throughout writing.</li><li>Use of capital letters, full stops and question marks to demarcate sentences.</li><li>Use apostrophes to mark singular possession in nouns.</li></ul>							
Class Text															
Yr1 Maths	Unit 5 Numbers 0-10			Unit 6 Additive Structures				Unit 6 Additive Structures		Unit 7 Addition and subtraction facts within 10			Consolidation		
Yr2 Maths	Unit 5 Introduction to multiplication				Unit 6 Introduction to division structures			Unit 7 Shape		Unit 8 Addition and subtraction of two-digit numbers					
Science	<u>Animals including humans (living things and their habitats)</u> <ul style="list-style-type: none"><li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li><li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li><li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals</li><li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li></ul>							<u>Animals including humans (living things and their habitats)</u> <ul style="list-style-type: none"><li>explore and compare the differences between things that are living, dead, and things that have never been alive</li><li>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li><li>identify and name a variety of plants and animals in their habitats, including micro-habitats</li><li>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and</li><li>identify and name different sources of food</li></ul>							
PSHE	<u>Safety and the Changing Body</u> Learning how to communicate safely with adults; learning steps to crossing the road safely; considering hazards at home; identifying which substances should or should not go in the body; learning what to do when lost; being aware of some of the risks associated with the internet; learning about appropriate and inappropriate contact							<u>Health and Wellbeing (continued in Summer 1)</u> 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.							
PE	Invasion Games/Forest School <u>Real PE</u> <ul style="list-style-type: none"><li>Observe and Describe (Cognitive)</li><li>Dynamic balance</li><li>Static balance- stance</li></ul>							Forest School <u>Real PE</u> <ul style="list-style-type: none"><li>Observe and Describe (Cognitive)</li><li>Dynamic balance</li><li>Static balance- stance</li></ul>							
Music	Musical Symbols (Theme: Under the Sea) – Glockenspiels unit							Musical Symbols (Theme: Under the Sea) – Glockenspiels unit							
Art	<u>Drawing: Understanding tone and texture</u> Exploring how artists use tone and texture, and applying these techniques in observational drawings.														
RE	Unit 15 Who is a Muslim and how do they live? (Part 1) (Islam)							Unit 16 Why does Easter matter to Christians? (Salvation)							
Geography								<u>Would you prefer to live in a hot or a cold place?</u>  Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Looking at features in the North and South Poles and Kenya. Comparing weather and features in the local area. Learning the four compass points. Learning the names and locating the continents of our world.							

History				<u>How was school different in the past?</u> Understanding that although schools have been in the local area for a long time, they have not always been the same; identifying historical similarities and differences; using a range of sources to recognise continuity between children’s lives past and present.							
Computin g											<b>Making Music</b> To use the sounds within 2Sequence to create a composition To demonstrate your ability to manipulate digital content by editing and amending you composition. To explore differrent sounds to utilise within your tune and functions such as tempo. To create, upload and use your own sounds.
DT											<b>Cooking and Nutrition: Smoothies</b> Cutting and juicing fruits and vegetables to create a smoothie that meets a design brief, this unit gives the children opportunities to develop food preparation skills with an increased focus on taste testing and ingredient choices.