

Key Literacy Texts: Week 1 (3 days) - Seasonal poetry Week 2 - How to catch a star - Oliver Jeffers (Space history) Week 3 - Bear's magic moon - Suzanne Pinner Week 4/5 - Chapatti moon - Pippa Goodheart Week 6 - Florence Nightingale <u>Half term</u> Week 7 - Billywise - Judith Nicholls and Joson Cockcroft Week 8 - The owl and the pussycat - various authors (Day and Night Pixar) https://www.youtube.com/watch?v=dJz_noKP-Bw&safe=active Week 9 - Peace at last - Jill Murphy Week 10/11 - Night monkey Day monkey - Julia Donaldson Week 12 - Non Fiction - Day and Night books		Locality Links: PSHE Central surgery - Barton Upon Humber. PSHE - how to look after yourself Geography - maps of the town with the surgery Who works there? - World of Work Who can you see?		Visits/experiences/hooks Night time adventure in school		Artist of the term Van Gogh - starry night		Author of the term Oliver Jeffers Composer of the term Frederic Chopin		
Writing Outcomes: Week 1 - Write a seasonal poem Week 2 - How would you catch a star? - suffixes (Willow - ed, Ash 1 - ing & ed, Ash 2 - ly) reading comprehension, sequencing and retelling the story (beginning, middle and end). Week 3 - Bear's Magic Moon (Willow and Ash 1) - Setting description (expanded noun phrases), SPAG (Year 1- recognise verbs / Year 2 recognising the verbs, nouns, adjectives and adverbs), Hotseat (questions) Diary entry (Year 2 suffixes(-ness), Year 1 verbs), Read aloud lesson (Year 2 -intonation to make the meaning clear) Week 4- Chapatti moon - Descriptive writing using senses (YR2 - adverbs), How does the chapatti move? (verbs - past and present) What would you eat on a moonlit picnic? Invitation, lists (year 2 - commas) Zigzag book retelling. Week 5 - Chapatti moon - Write a new ending, book review, SPaG (Willow - ing, Ash 1 - ing & ed (Y1) ly (Y2), Ash 2 - sentence types) Food review (vocabulary lesson), letter (to say thank you). Week 6 - Florence Nightingale - Vocabulary lesson, Recount, Reading comprehension, Comparison of hospitals now and then, Create fact book about Mary Seacole. Week 7 - Billywise - Prediction from the cover, What's it like to be in the nest with your brothers and sisters? (Setting description), Plan for retell, Retelling of story (from the perspective of Billywise) SPAG - Y2 suffix(-ful, Y1 suffix (-er) Week 8 - Owl and the pussycat/ Pixar film) - Learn part of the story/poem off by heart, expressing opinions on the poems verses(year 2)/ rhyming (year 1), Comparative writing (how does the setting look in the night and day), debate (day or night). Week 9 - Peace at last - Character description (adjectives, suffixes, expanded noun phrases), Reading comprehension, Alternative option for Mr. Bear, Orally retell, Write a story about his dream. Week 10/11 - Night monkey, Day monkey- Front cover prediction, Comparisons between day and night monkey, reading comprehension, night monkey or day monkey profile (which would you be?), rhyming words, SPAG - Present and past tense (year 2) ed and ing (Year 1), design your own monkey, plan their own story, write their own day/night animal story. Week 12 - Non Fiction - Research a nocturnal animal, Interactive fact finding mission (comprehension), Group flip flap fact sheet - (Non fiction)				Links to the world of work: Jobs in the central surgery - Receptionist, doctor, nurse, pharmacist, cleaner		Key artefacts/resources: Maps Spices Indian foods Moving picture books - levers, flaps, pop up, wheels Torches, reflectors, glow sticks				
Reading	Writing	Maths	Science	History	Geography	RE	DT	Art	ICT	Music

<p>Spring 1</p> <p>TBAT Identify key aspects of a text (retrieval)</p> <p>TBAT sequence events from the texts using pictures and / or words</p> <p>TBAT make predictions and inferences based on picture, word and whole sentence clues.</p> <p>TBAT make inferences based on picture, word and whole sentence clues.</p> <p>TBAT explain word meanings and pick out specific vocabulary that is used to create effect.</p>	<p>Week 1 - Poems All - Tbat write a Winter poem (Link to seasonal science work)</p> <p>Week 2 -How to catch a star Y1 - Tbat sequence sentences to form short narratives Y2 - Tbat write narratives about personal experiences of those and others, real and fiction</p> <p>Y1 - Tbat compose a sentence before writing it Y2 - Tbat consider what they are going to write about (Retell of story - beginning, middle and end)</p> <p>Y1 - Tbat add the suffix ing and ed. Y2 - Tbat add the suffix ly. (How would you catch a star?)</p> <p>Y1 and Y2 - Tbat make inferences on the basis of what is being said and done (reading comprehension)</p>	<p>W1 Y1 - Tbat Read & Write Number Patterns Y2 - Tbat estimate and count to 100.</p> <p>W2 Y1- Tbat Double and find near Double Y2 - Tbat add and subtract using recall and mental strategies.</p> <p>W3 Y1 - Tbat Group and Share Y2- Tbat use partitioning and counting on strategies.</p> <p>W4 Y1 - Tbat recognise $\frac{1}{2}$ and $\frac{1}{4}$. Y2 - Tbat multiply and divide using grouping, sharing and times tables facts.</p> <p>W5 Y1 Tbat measure time, weight, capacity and length. Y2 - Tbat use different units of measurements.</p>	<p>W1 - To observe and describe the weather associated with seasons - collect weather data for the first week of term plus make a comment on rainfall.</p> <p>Make a rain gauge.</p> <p>WS - Observing and using observations to answer questions - changes over time</p> <p>WK 2 - WS - Tbat gather and record data to help answer questions. To know that day length varies with the seasons -</p> <p>Wk 3 - Tbat explore the differences between living/ dead and never lived (Link into our text Bear's magic moon). Tbat ask questions about the different habitats that animals and plants might live in</p> <p>WS - Identifying , classifying and sorting</p> <p>Wk 4 - Tbat identify that most living things live in habitats to which they are suited and describe how the basic needs of the animals and plants are met. Who lives where and why ? (link to the animals in Chapitta Moon)</p> <p>WS identifying and classifying . Asking and answering questions.</p> <p>Wk 5 - Tbat name a variety of habitats including micro habitats - go on a microhabitat hunt in the school grounds (year 2 habitats 3 but focus on habitats rather than just mini beast hunting)</p> <p>WS gathering and recording data to answer questions</p> <p>Wk 6 -TBAT describe the simple physical properties of a variety of everyday materials and compare TBAT compare and group together a variety of everyday materials on the basis of their simple physical properties - Link</p>	<p>W6: Significant person- To know about the life of Florence Nightingale and her importance in history.</p> <p>Tbat know what a timeline is (Year 1) Tbat place areas of study on a timeline (Year 2) (Timeline of her life)</p> <p>W7:Tbat identify similarities and differences between an area of study (Hospital now and then)</p> <p>W8: Significant person - To know about the life of Mary Seacole and her importance in history</p> <p>Tbat begin to identify different representations of history (Picture to find historical evidence)</p> <p>Tbat know what a timeline is (Year 1) Tbat place areas of study on a timeline (Year 2) (timeline of space travel)</p> <p>W9: Significant person - To know about the life of Neil Armstrong and their importance of History (footprint)</p> <p>W10: Tbat identify similarities and differences between an area of study (Space travel then and now Neil Armstrong to Tim Peake)</p> <p>W11: Tbat remember and use a range of names and words specific to areas of study (Labelling the two space shuttles using correct vocabulary)</p> <p>W12: Double Page spread (knowledge organisers)</p>	<p>W1: Tbat devise a simple map and use and construct basic symbols in a key (make a map of the school garden)</p> <p>W2: Tbat use simple fieldwork and observational skills to study the geography of their school and its surrounding environment (walk around Barton).</p> <p>Wk3: Tbat locate hot and cold areas of the world in relation to the equator and the North and South poles (locating India, Antarctica, North and south poles and the equator)</p> <p>W4/W5: Tbat understand similarities and differences through studying the human and physical geography of a small area in the United Kingdom and of a small area in a contrasting non-European country (Learn about Cuttak an Indian life)</p>	<p>Spring 1 LAS Compulsory God - Islam [How is Allah described in the Qur'an? What do Muslims learn about Allah and their faith through the Qur'an?] To explore my ideas about God</p> <p>To know that Muslims believe in the oneness of God (tawhid)</p> <p>To know and recall the Muslim story of Creation from the Qur'an</p> <p>To understand the idea of the straight path in Islam</p> <p>To know the importance of the story of the Night of Power</p>	<p>Tbat Design and make a moving picture for the monkeys to share and bring them together even though they're different</p> <p>Tbat design purposeful and functional products for themselves and other users</p> <p>FPT- Tbat explore and use mechanisms (levers, sliders, wheels) in their products</p> <p>Tbat select from and use a range of tools and equipment to perform practical tasks</p> <p>Tbat explore and evaluate a range of existing products.</p> <p>Tbat evaluate their ideas and products against design criteria</p> <p>PSHE</p> <p>Tk who the emergency services are and how to ring 999</p> <p>To know why people put things in to their bodies that make them feel good or not so good (medicine v lots of sugary food)</p> <p>Tk how to store medicine safely</p> <p>Tk how to get medicine (Drs prescription or pharmacy)</p>	<p>W1- Tbat use painting to develop an share my ideas experiences and imagination (sun and moon painting)</p> <p>W2 - Tbat create new colours by mixing effectively mix paint to create colours to paint a sunset or sunrise</p> <p>W3 -Tbat apply colour using a range of tools use 4 different tools on paper folded into quarters</p> <p>W4-Tbat develop a wide range of art and design techniques in using line and to print with a wide range of objects (polystyrene tiles)</p> <p>make a starry night tile</p> <p>W5-Tbat develop a wide range of art and design techniques in using colour (tones)</p> <p>(sunset silhouettes or beautiful skies)</p>	<p>Use technology purposefully to create- create a day/ night picture on ebook/laptop.</p> <p>Retrieve and organise digital content - facts around day and night - add to image from previous week.</p> <p>Use technology safely and respectfully - good and bad choices online</p> <p>Identify where to go for help and support when they have concerns about content</p> <p>PE Spring 1 Gymnastics - floor Week 1 Y1 - Tbat know and use different methods of travelling Y2 - Tbat use different stepping gymnastic movements Week 2 Y1 - Tbat use different gymnastic movements Y2 - Tbat adapt and perform gymnastic movements Week 3 Y1 - Tbat perform a simple sequence Y2 - Tbat do different roles</p>	<p>Tbat make different sounds with untuned instruments</p> <p>Tbat make different sounds with tuned instruments</p> <p>Tbat make a sequence of sounds (plan in instrument pictures)</p> <p>Tbat listen to different types of music and say whether I like or dislike it</p> <p>Tbat listen to high quality live music and say whether I like it or dislike it</p> <p>Year 1/2 Music express Music scheme Spring 1 - Our school Spring 2 - Pattern</p>
<p>Spring 2</p> <p>TBAT Identify key aspects of a text (retrieval)</p> <p>TBAT sequence events from the texts using pictures and / or words</p> <p>TBAT make predictions and inferences based on picture, word and whole sentence clues.</p> <p>TBAT make inferences based on picture, word and whole sentence clues.</p> <p>TBAT explain word meanings and pick out specific vocabulary that is used to create effect.</p>	<p>Week 3-Bears Magic Moon Y1 - Tbat use adjectives to describe. Y2 -Tbat use expanded noun phrases to describe and specify (setting description)</p> <p>Y1 - Tbat recognise a range of verbs. Y2 - Tbat recognise verbs, nouns, adjectives and adverbs.</p> <p>Y1- beginning to punctuate sentences using a capital letter and a full stop, question mark Y2 -Tbat to answer and ask questions. Tbat punctuate questions correctly (Hotseat)</p> <p>Y1 - Tbat sequence sentences to form short narratives. Tbat say out loud what they are going to write about Y2 -Tbat write narratives about personal experiences of those and others, real and fiction (Diary Entry)</p>	<p>W6 Y1- Tbat add and subtract to 15. Y2 - Tbat know the properties of 2D and 3D shapes</p> <p>W7 Y1 - Tbat count 2's, 5's and 10's and recognise their place value. Y2 - Tbat count in 2's, 3's, 5's and 10's.</p> <p>W8 Y1- Tbat add and subtract beyond 10. Y2 - Tbat add and subtract using mental calculation strategies.</p> <p>W9 Y1- Tbat group and share amounts. Y2- Tbat multiply and divide using grouping, sharing and times tables facts.</p> <p>W10</p>	<p>Wk 5 - Tbat name a variety of habitats including micro habitats - go on a microhabitat hunt in the school grounds (year 2 habitats 3 but focus on habitats rather than just mini beast hunting)</p> <p>WS gathering and recording data to answer questions</p> <p>Wk 6 -TBAT describe the simple physical properties of a variety of everyday materials and compare TBAT compare and group together a variety of everyday materials on the basis of their simple physical properties - Link</p>	<p>W9: Significant person - To know about the life of Neil Armstrong and their importance of History (footprint)</p> <p>W10: Tbat identify similarities and differences between an area of study (Space travel then and now Neil Armstrong to Tim Peake)</p> <p>W11: Tbat remember and use a range of names and words specific to areas of study (Labelling the two space shuttles using correct vocabulary)</p> <p>W12: Double Page spread (knowledge organisers)</p>	<p>W1: Tbat devise a simple map and use and construct basic symbols in a key (make a map of the school garden)</p> <p>W2: Tbat use simple fieldwork and observational skills to study the geography of their school and its surrounding environment (walk around Barton).</p> <p>Wk3: Tbat locate hot and cold areas of the world in relation to the equator and the North and South poles (locating India, Antarctica, North and south poles and the equator)</p> <p>W4/W5: Tbat understand similarities and differences through studying the human and physical geography of a small area in the United Kingdom and of a small area in a contrasting non-European country (Learn about Cuttak an Indian life)</p>	<p>Spring 2 LAS Compulsory Community - Islam [What do Muslims do to express their beliefs? Which celebrations are important to Muslims?]</p> <p>To know that prayer is one of the 5 pillars of Islam</p> <p>To experience a visit to a Mosque</p> <p>Tbat describe the key features of a mosque</p> <p>To explore the festival of Eid-ul-Adha and its importance to Muslims</p>	<p>Tbat Design and make a moving picture for the monkeys to share and bring them together even though they're different</p> <p>Tbat design purposeful and functional products for themselves and other users</p> <p>FPT- Tbat explore and use mechanisms (levers, sliders, wheels) in their products</p> <p>Tbat select from and use a range of tools and equipment to perform practical tasks</p> <p>Tbat explore and evaluate a range of existing products.</p> <p>Tbat evaluate their ideas and products against design criteria</p> <p>PSHE</p> <p>Tk who the emergency services are and how to ring 999</p> <p>To know why people put things in to their bodies that make them feel good or not so good (medicine v lots of sugary food)</p> <p>Tk how to store medicine safely</p> <p>Tk how to get medicine (Drs prescription or pharmacy)</p>	<p>W1- Tbat use painting to develop an share my ideas experiences and imagination (sun and moon painting)</p> <p>W2 - Tbat create new colours by mixing effectively mix paint to create colours to paint a sunset or sunrise</p> <p>W3 -Tbat apply colour using a range of tools use 4 different tools on paper folded into quarters</p> <p>W4-Tbat develop a wide range of art and design techniques in using line and to print with a wide range of objects (polystyrene tiles)</p> <p>make a starry night tile</p> <p>W5-Tbat develop a wide range of art and design techniques in using colour (tones)</p> <p>(sunset silhouettes or beautiful skies)</p>	<p>Use technology purposefully to create- create a day/ night picture on ebook/laptop.</p> <p>Retrieve and organise digital content - facts around day and night - add to image from previous week.</p> <p>Use technology safely and respectfully - good and bad choices online</p> <p>Identify where to go for help and support when they have concerns about content</p> <p>PE Spring 1 Gymnastics - floor Week 1 Y1 - Tbat know and use different methods of travelling Y2 - Tbat use different stepping gymnastic movements Week 2 Y1 - Tbat use different gymnastic movements Y2 - Tbat adapt and perform gymnastic movements Week 3 Y1 - Tbat perform a simple sequence Y2 - Tbat do different roles</p>	<p>Tbat make different sounds with untuned instruments</p> <p>Tbat make different sounds with tuned instruments</p> <p>Tbat make a sequence of sounds (plan in instrument pictures)</p> <p>Tbat listen to different types of music and say whether I like or dislike it</p> <p>Tbat listen to high quality live music and say whether I like it or dislike it</p> <p>Year 1/2 Music express Music scheme Spring 1 - Our school Spring 2 - Pattern</p>

<p>Key objectives: Reading Apply phonic knowledge and skills as a route to decode words (follow RWI programme) Read unfamiliar words, common exception words, words ending in -s, -es, -ing, -ed, -er and -est endings, words of more than one syllable, words with contractions Build up fluency and confidence Develop pleasure in reading, motivation to read and understanding In addition, Y2: Read accurately by blending Read words containing common suffixes Read most words quickly and accurately Read aloud books and re-read to build up fluency and confidence Understand books they have read and those that they listen to</p>	<p>Y1 - Tbat read aloud their writing clearly enough to be heard by their peers and the teacher Y2 - Tbat read aloud what they have written with appropriate intonation to make the meaning clear (reading aloud lesson)</p> <p>Week 4 - Chapatti Moon</p> <p>Y1 - Tbat write simple sentences Y2 - Tbat consider what they are going to write about before beginning (Describe how Mrs Kapoor made the meal - adjectives) (How does the chapatti move? - adverbs y2)</p> <p>Y1 - Tbat compose a sentence before writing it Y2 - Tbat consider what they are going to write about before beginning (Invitation to the picnic- Lists, adjectives)</p> <p>Y1 - Tbat sequence sentences to form short narratives (retelling - beginning, middle, end) Y2 - Tbat write narratives about personal experiences of those and others, real and fiction (Zigzag book - chapatti moon)</p> <p>Week 5 - Chapatti Moon</p> <p>Y1 - Tbat sequence sentences to form short narratives (retelling - beginning, middle, end) Y2 - Tbat write narratives about personal experiences of those and others, real and fiction. (To write an alternative ending)</p> <p>Willow and Ash 1 - Y1 - Tbat add suffixes ing and ed Y2 - Tbat to add the suffix ly. Ash 2 - Y2 - Tbat use sentences with different forms: statement, question, exclamation, command.</p>	<p>Y1 - Tbat to recognise 2D and 3D shapes. Y2 - Tbat find fractions of shape, quantity and sets of objects. Tbat use positional language.</p> <p>W11- Y1- Tbat measure time. Y2- Tbat measure time to the nearest quarter.</p> <p>W12 - Y1- Tbat add and subtract totals to 10 Y2 - Tbat collect and represent data.</p>	<p>to Florence Nightingale (clean a hospital with different</p> <p>Wk 7 - To investigate how some solid shapes can be changed by squashing, bending, stretching and twisting - play dough investigation science bug changing materials year 2) materials can be changed by bending, squeezing, stretching and squashing. - (paper, wood, plastic, playdough, blue tak)</p> <p>WS - performing simple tests and recording findings, asking and answering</p> <p>Wk 8 - Tbat describe the simple physical properties of a variety of everyday materials and compare Q: Which everyday materials would be suitable for a boat?</p> <p>WK 9 - Science Day? TBC</p> <p>Wk 10 - DT no science</p> <p>Wk 11 - DT no science</p> <p>Wk 12 - To understand about simple food chains. (link to Night Monkey and Day Monkey and Fact books about Nocturnal animals) WS: asking questions and knowing they can be answered in different way.</p>			<p>To summarise what I know about God and community for Muslims - poster or summative assessment?</p>	<p>Year 1 - Tk how to ask for help if unsure whether something should go into your body Year 2 - Tk who decides when we should use medicines and what happens when we don't take them correctly</p> <p>French</p> <p>Tbat understand <i>quel age as tu</i> (How old are you?...)</p> <p>Tbat to name red, yellow and blue in french. (rouge bleu et jaune)</p> <p>Tbat to count to 5 in french -</p> <p>0. zéro (zeh-ro) 1. un (uh) 2. deux (duh) 3. trois (twah) 4. quatre (kat-ruh) 5. cinq (sank)</p> <p>YR2 Tbat to count to 10 in french. 6. six (sees) 7. sept (set) 8. huit (weet) 9. neuf (nuhf) 10. dix (dees)</p> <p>Tbat listen to songs and rhymes</p>	<p>W6-Tbat overlay to create effects (black pen or paper to add to previous pictures) W7-Tbat know about the work of an artist (fact file of Van Gogh and a mini portrait) W8-Tbat know about the work of an artist and make links to their own work (own version of starry night - oil pastels, chalk, watercolours and charcoal) W9-Tbat know about the work of an artist and make links to their own work (final version of starry night) W10-Tbat develop a wide range of art and design in using texture and use overlapping and overlaying to create an effect (weaving 2 Van Gogh pictures together)</p>	<p>Week 4 Y1 - Tbat know and use different methods of moving on the ground Y2 - Tbat perform a variety of rolls Week 5 Y1 - Tbat perform specific gymnastic movements Y2 - Tbat create and perform a simple sequence Week 6 Y1 Tbat create a simple sequence using balance and a roll Y2 - Tbat create a complex sequence</p> <p>Spring 1 Year 1 Object control WK1 Tbat explore ways of moving an object WK2 To use both sides of body to move an object WK3 To control an object in a small space WK4 To control an object along a straight line WK5 To control whilst changing direction Week 6 To control object using a stick or a bat</p> <p>Year 2</p>	
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	<p>Y1 - Tbat to listen and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Y2 - Tbat listen, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently (book review)</p> <p>Y1 - Tbat discuss word meanings, linking new meanings to those already known</p> <p>Y2 - Tbat discuss and clarify the meanings of words, linking new meanings to known vocabulary (vocabulary lesson- food review)</p> <p>Y1- Tbat write simple sentences</p> <p>Y2- Tbat write for different purposes. (Thank you letter)</p> <p><u>Week 6 Florence Nightingale</u></p> <p>Y1 - Tbat discuss word meanings, linking new meanings to those already known</p> <p>Y2 - Tbat discuss and clarify the meanings of words, linking new meanings to known vocabulary (vocabulary lesson)</p> <p>Y1 - Tbat sequence sentences to form short narratives (retelling - beginning, middle, end)</p> <p>Y2 - Tbat write narratives about personal experiences of those and others, real and fiction. (To write a recount from the perspective of Florence)</p> <p>Y1 and Y2 - Tbat make inferences on the basis of what is being said and done (reading comprehension)</p> <p>Y1 - Tbat compose a sentence orally before writing it</p> <p>Y2 - Tbat to use present and past tenses correctly and consistently including the progressive form</p>								<p>WK1- To roll and receive with control</p> <p>WK2 -To use equipment to send and receive.</p> <p>WK3 -To control an object whilst moving using body part.</p> <p>WK4 - To use equipment to control an object whilst moving.</p> <p>WK5 - To use equipment to balance an object</p> <p>WK6- To send/ receive and control an object on the move.</p> <p><u>Spring 2 Year 2</u></p> <p><u>Games sending and receiving</u></p> <p>WK1 - To know basic principles of sending and receiving</p> <p>WK2 - To know effective striking technique</p> <p>WK3 - To roll with accuracy</p> <p>WK4 -To apply striking technique</p> <p>WK5 - To bounce a ball accurately to self and catch</p> <p>WK6 - To apply striking skills</p> <p><u>Spring 2 Games - sending and receiving</u></p> <p><u>Year 1</u></p> <p>WK1 To roll an object and stop it.</p>
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	<p>(Comparison of hospitals now and then)</p> <p>Y1 - Tbat use a capital letter for names of people, places and the days of the week. Tbat compose a sentence before writing it. Y2 - Tbat write about real events Tbat proof-read to check for errors in spelling, grammar and punctuation(zigzag book Mary Seacole)</p> <p><u>Week 7 - Billywise</u></p> <p>Y1 - Tbat make inferences on the basis of what is being said and done. Tbat sequence sentences to form short narratives Y2 - Tbat predict what might happen on the basis of what has been read so far. Tbat write a narrative with stamina (Prediction from cover and blurb)</p> <p>Y1 - Tbat sequence sentences to form short narratives. Tbat spell words containing each of the 40+ phonemes already taught Y2 - Tbat use expanded noun phrases to describe and specify. Tbat write for different purposes. - Setting description)</p> <p>Y1 - saying out loud what they are going to write about (picture plan from discussion) Y2- Tbat consider what they are going to write before beginning. (Plan for retell)</p> <p>Y1 - Tbat sequence sentences to form short narratives Y2 - Tbat write narratives about personal experiences of those and others, real and fiction (Retell from the perspective of Billywise)</p> <p>Y1 - Tbat add the suffix -er to words. Y2 - Tbat add the suffixes -ful to words. (SPAG lesson)</p>								<p>Wk 2 To roll with control (self and target) Wk 3 To roll with control. To receive with consistency. Wk 4 To throw with control Wk 5 To throw and control an object Wk 6 To throw and control an object with a partner</p> <p><u>Spring 2</u> <u>Performance</u> <u>Dance</u> <u>Year 1</u> WK1 - To explore moving to music WK2 - To use elements of dance in movement WK3 - To perform a sequence of movements WK4- To create an original sequence WK5 - To perform a sequence of movements. WK6 - To perform in time to music.</p> <p><u>Performance</u> <u>Dance</u> <u>Year 2</u> WK1 - To explore dance moves. WK2 - To learn dance moves. WK3- To perform a sequence of movements WK4 - To create an</p>
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	<p><u>Week 8 - The Owl and the pussycat/pixar film.</u></p> <p>Y1 -Tbat learn to appreciate rhymes and poems, and to recite some by heart Y2 - Tbat build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear (learning part of the poem)</p> <p>Y1 -Tbat recognise and appreciate rhymes (rhyming words) Y2- Tbat discuss and give opinions a wide range of poems. (compare verses)</p> <p>Y1 - Tbat write simple sentences Y2- Tbat write narratives about personal experiences of those and others, real and fiction (Comparative writing, how does the setting look in the night and day - Pixar film)</p> <p>Tbat participate in a debate about day and night. Tbat ask and answer questions to the opposing side. Tbat build on and listen to peers ideas. (day or night debate)</p> <p><u>Week 9 Peace at last</u></p> <p>Y1 - Tbat sequence sentences to form short narratives. Tbat spell words containing each of the 40+ phonemes already taught Y2 - Tbat use expanded noun phrases to describe and specify. Tbat write for different purposes (Character description)</p> <p>Y1 and Y2 - Tbat make inferences on the basis of what is being said and done (reading comprehension)</p> <p>Y1 - Tbat sequence sentences to form short narratives (retelling / sequencing the story) Y2 - Tbat write a narrative with stam na</p>								<p>original sequence WK5- To perform a sequence of movements. WK6 - To perform in time to music</p>	
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	<p>Tbat retell the story in their own words using appropriately selected vocabulary and sentence conjunctions and a range of punctuation (Alternative option for Mr Bear)</p> <p>Y1 - Tbat sequence sentences to form short narratives (retelling / sequencing the story) Y2 - Tbat write a narrative with stamina Tbat retell the story in their own words using appropriately selected vocabulary and sentence conjunctions and a range of punctuation (Write Mr Bears dream)</p> <p>Y1 - Tbat read aloud their writing clearly enough to be heard by their peers and the teacher Y2 - Tbat read aloud what they have written with appropriate intonation to make the meaning clear (reading aloud lesson)</p> <p><u>Week 10 Night Monkey Day Monkey</u></p> <p>Y1 - Tbat make inferences on the basis of what is being said and done. Tbat write simple sentences Y2 - Tbat predict what might happen on the basis of what has been read so far. Tbat write a narrative with stamina (Prediction from cover and blurb)</p> <p>Y1 - Tbat sequence sentences to form short narratives Y2 - Tbat write a narrative with stamina Tbat retell the story in their own words using appropriately selected vocabulary and sentence conjunctions and a range of punctuation (comparison of Night Monkey and Day Monkey)</p> <p>Y1 and Y2 - Tbat make inferences on the basis of what is being said and done (reading comprehension)</p>									
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<p>Y1 - Tbat sequence sentences to form short narratives. Tbat spell words containing each of the 40+ phonemes already taught</p> <p>Y2 - Tbat use expanded noun phrases to describe and specify. Tbat write for different purposes (Monkey profile)</p> <p>Y1 - willow - Tbat recognise rhyming words Y1 - Ash 1 - Tbat add the suffixes ed and ing. Y2 - Tbat use the past and present tense correctly. (SPAG)</p> <p><u>Week 11 Night Monkey Day Monkey</u></p> <p>Y1 - Tbat write simple sentences Tbat spell words containing each of the 40+ phonemes already taught Y2 - Tbat use expanded noun phrases to describe and specify. Tbat write for different purposes (Character description - monkey design)</p> <p>Y1 - saying out loud what they are going to write about (picture plan from discussion) Y2 - Tbat consider what they are going to write before beginning. (Plan their own story)</p> <p>Y1 - Tbat sequence sentences to form short narratives Y2 - Tbat write narratives about personal experiences of those and others, real and fiction Tbat make simple additions, revisions and corrections to their own writing (Write their own day/night animal story - beginning, middle and end)</p> <p><u>Week 12 - Non Fiction</u> Tbat write about real events (Research a nocturnal animal Interactive fact finding mission, nocturnal animals, lift the flap factsheet - Non fiction)</p>										
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	<p>Y1 and Y2 - Tbat make inferences on the basis of what is being said and done (reading comprehension- fact finding mission)</p> <p>Y1 - saying out loud what they are going to write about Tbat re-read what they have written to check that it makes sense</p> <p>Y2- Tbat consider what they are going to write before beginning.</p> <p>Tbat write with stamina for different purposes. (Group flip flap factsheet)</p> <p>Key objectives: Writing - ongoing</p> <p>Y1 - Ongoing - Name letters of alphabet in order Use letter names Form lower-case and upper-case letters correctly Form digits 0-9 Use capital letters, finger spaces and full stops correctly</p> <p>In addition, Y2 ongoing : Letters correct size relative to one another Start using strokes needed to join letters Write capital letters and digits of correct size, orientation and relationship to one another and lower-case letters</p> <p>Key objectives: SPAG Spell words containing 40+ graphemes taught, common exception words and days of the week Use spelling rule for adding -s or -es Use prefix un- Use -ing, -ed, -er and -est Leave spaces between words Join words and clauses using and Use capital letters, full stop, ? and ! Use capital letters for names of people, places, days of week and I . Use correct grammatical terminology</p> <p>In addition, Y2: Spell by segmenting and learning new ways of spelling phonemes Learn to spell common exception words, words with contracted forms, words with possessive apostrophes</p>									
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	<p>Distinguish between homophones and near homophones</p> <p>Add suffixes to spell longer words: -ment, -ness, -ful, -less and -ly</p> <p>Use commas in lists</p> <p>Use apostrophes for contracted forms and the possessive</p> <p>Use sentences with different forms: statements, questions, exclamations and commands</p> <p>Use expanded noun phrases to describe and specify</p> <p>Use past and present tense correctly and consistently</p> <p>Use subordination (if, that, because) and co-ordination (or, and, but)</p>									
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Year Group: Year 1 and 2

Topic Map: Night and Day

Term: Spring