

1 13.4.26	2 20.4.26	3 27.4.26	4 4.5.26 4 day week Class trip	5 11.5.26	6 18.5.26
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<p><b>English objectives</b></p> <p><b>Ongoing skills</b></p> <p><b>National curriculum</b></p>	<p><b>Y1</b></p> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>- Sit correctly at a table, holding a pencil comfortably and correctly</li> <li>- Identify which letters belong to 'handwriting families'</li> <li>- Begin to correctly form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>- Form capital letters</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>- Write sentences by saying out loud what they are going to write about</li> <li>- Use the appropriate terminology when discussing their work</li> <li>- Discuss what they have written with the teacher or other pupils</li> <li>- Check their writing makes sense by re-reading what they have written</li> </ul> <p><b>Transcription</b></p> <ul style="list-style-type: none"> <li>- Spell words using set 2 and 3 RWI sounds,</li> <li>- Write from memory sentences dictated by a teacher using the GPC's and common exception words learnt so far.</li> <li>- Spell year 1 common exception words from memory.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Develop pleasure in reading and motivation to read by listening to and discussing a wide range of poems, stories and non-fiction texts.</li> <li>- Make links between what they read or hear read and their own experiences</li> <li>- Explain clearly their understanding of what is read to them and take part in discussions listening to others ideas.</li> <li>- Demonstrate an understanding of texts by using vocabulary learned</li> <li>- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> </ul> <p><b>Y2</b></p> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>- Form lower-case letters of the correct size relative to one another</li> <li>- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>- Use spacing between words that reflects the size of the letters</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>- Develop positive attitudes towards and stamina for writing by: writing for different purposes</li> <li>- Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils</li> <li>- Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about</li> <li>- Read aloud their writing with intonation to make the meaning</li> <li>- Proofread to check for errors in spelling, grammar and punctuation</li> </ul> <p><b>Transcription</b></p> <ul style="list-style-type: none"> <li>- Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>- Spell by: learning to spell common exception word. Contracted forms and homophones.</li> <li>- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>- Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing 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</li> <li>- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves and through group and class discussions.</li> </ul> <p><b>Grammar and punctuation</b></p> <p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing</p>	
<p><b>English Novel</b></p>	<p>Halibut Jackson</p>	<p>Emily Brown and the Thing</p>

Writing type/purpose	Character Description Diary writing Letter writing to decline offer			Invent a narrative		
	<ol style="list-style-type: none"> <li>1. Form letters correctly</li> <li>2. Explore a text</li> <li>3. Draft a character description</li> <li>4. Edit a character description</li> <li>5. Form letters correctly</li> </ol>	<ol style="list-style-type: none"> <li>1. Form letters correctly</li> <li>2. Explore viewpoints</li> <li>3. Plan persuasive phrases</li> <li>4. Draft a letter</li> <li>5. Draft and Edit a letter</li> </ol>	<ol style="list-style-type: none"> <li>1. Form letters correctly</li> <li>2. Plan a diary entry</li> <li>3. Draft a diary</li> <li>4. Edit a diary</li> <li>5. Publish a diary</li> </ol>	<ol style="list-style-type: none"> <li>1. Form letters correctly</li> <li>2. Retell parts of a story</li> <li>3. Create a story map</li> </ol>	<ol style="list-style-type: none"> <li>1. Form letters correctly</li> <li>2. Change a setting</li> <li>3. Join sentences</li> <li>4. Change a story map setting</li> <li>5. Add verbs and adverbs</li> </ol>	<ol style="list-style-type: none"> <li>1. Draft a story</li> <li>2. Draft a story</li> <li>3. Edit a story</li> <li>4. Publish a story</li> <li>5. Form letters correctly</li> </ol>
Spelling	WALT adding suffixes to words	WALT add suffixes to words	WALT change words into plurals using s and es.	WALT spell words with 'o' sound spelt a after w and qu.	WALT spell words ending in tion.	WALT add suffixes ful, less and ly
Mathematics objectives Year 2	<ol style="list-style-type: none"> <li>1. Read quarter past the hour</li> <li>2. Read quarter to the hour</li> <li>3. Draw quarter past and quarter to</li> <li>4. Know 1 hour = 60 minutes</li> </ol>	<ol style="list-style-type: none"> <li>1. Tell the time to 5 minutes to the hour.</li> <li>2. Draw five minutes to the hour</li> <li>3. Order or sequence intervals of time</li> <li>4. Combine £1, £2, £5 and £10 use (£)</li> </ol>	<ol style="list-style-type: none"> <li>1. Find the sum of different amounts of pounds</li> <li>2. Combine 1p, 2p and 5p coins</li> <li>3. Combine 10p, 20p and 50p coins</li> <li>4. Find the sum of different amounts</li> </ol>	BANK HOLIDAY CLASS TRIP <ol style="list-style-type: none"> <li>1. Calculate change from 50p</li> <li>2. Calculate change from £1</li> <li>3. Use mathematical language to describe position.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interpret a pictogram</li> <li>2. Construct a pictogram</li> <li>3. Interpret a pictogram</li> <li>4. Construct a pictogram</li> <li>5. Interpret a block diagram</li> <li>6. Construct a block diagram</li> </ol>	<ol style="list-style-type: none"> <li>1. Practice 2,5 and 10 times tables</li> <li>2. Solve multiplication problems</li> <li>3. Solve division problems</li> <li>4. Solve x and ÷ problems</li> <li>5. Solve x and ÷ problems</li> </ol>

	5. Tell the time to 5 minutes <b>past</b> the hour		5. Find combinations of coins that make the same amounts			
	<b>Year 1: Plants</b>					
<b>Science Year 1</b>	Children will learn to identify and describe the basic structure of plants and trees, understanding their different parts. They will explore how to recognise wild and garden plants and will observe plants in their local area. Additionally, children will learn to distinguish between deciduous trees, which lose their leaves annually, and evergreen trees, which keep their leaves all year round.					
	<b>Year 2 : Plants – Light and Dark</b>					
<b>Science Year 2</b>	Children will explore a wide variety of plants, including flowering plants, fruits, vegetables, and herbs, to understand their different types. They will recall and identify parts of a plant and tree, building on their Year 1 knowledge. Children will investigate what plants need to grow by examining the roles of light, warmth, and water. They will observe seeds to understand the conditions necessary for germination. Additionally, children will plan and conduct experiments to explore how light and dark conditions affect plant growth.					
	<b><u>Great Fire of London: How did London change?</u></b>					
<b>History</b>	Children will explore what London was like before the Great Fire by examining various sources and clues. They will learn about the causes of the fire, including the events at Pudding Lane, and will write an apology letter from Thomas Faryner (the baker) explaining what happened. Children will understand the key events of the fire and how historians know about them. They will also explore why the fire spread so rapidly, the efforts made to extinguish it, and whether more could have been done to prevent its spread. Additionally, children will learn how people managed to survive during this difficult time and discover how London changed after the fire.					
	<b>Digital Music</b>					
<b>Computing</b>	Children will explore how music can evoke different feelings and emotions. They will identify patterns within music to understand how melodies and rhythms are structured. Using computers, children will experiment with sounds and create their own musical patterns. They will also learn to produce music with a specific purpose or intention.					
	<b>Drawing: Telling a Story</b>					
<b>Art</b>	Children will be exploring how artists use tone and texture, and applying these techniques in observational drawings.					

	Pitch: Musical Me
Music	Children will be exploring the song 'Once a Man Fell in a Well', playing it using tuned percussion and reading simple symbols representing pitch.
	What is the Good News Christians believe Jesus brings?
RE	Children will explore the connection between stories from the Bible and the concept of 'Good News,' understanding how these stories convey messages of hope and positivity. They will learn the importance of forgiveness by practicing saying sorry and being forgiven. The lessons will also focus on how to find peace in our lives and how Christians share Jesus' 'Good News' with others. Additionally, children will understand the role of a church building as a special place where Christians can communicate with God.
	Being my Best
PSHE	Children will understand choices they make and how they can make a difference to their health. They will explore how germs can be spread and how we can prevent them spreading. They will also learn about the importance of good dental hygiene and what their body needs to stay healthy.
	Athletics
PE	Children will be learning to run properly, jump with control, and throw accurately. They will also be discovering what healthy eating means. These skills will help them move safely, stay active, and take care of their health.