

Critical Pathway: YEAR ½ - Starling Teacher: Mrs Thomas Term: Autumn 1

	1 W.C 31 st August	2 W.C 6 th September	3 W.c 13th September	4 W.C 20th September	5 W.c. 27th September	6 W.C 5th October	7 W.C 12 th October	8 19 th October	
English objectives Ongoing skills National curriculum	<u>Y1</u> Handwriting - Sit correctly at a table, holding a pencil comfortably and correctly - Identify which letters belong to 'handwriting families' - Begin to correctly form lower-case letters in the correct direction, starting and finishing in the right place - Form capital letters Composition - Write sentences by saying out loud what they are going to write about - Use the appropriate terminology when discussing their work - Discuss what they have written with the teacher or other pupils - Check their writing makes sense by re-reading what they have written Transcription - Spell words using set 2 and 3 RWI sounds, - Write from memory sentences dictated by a teacher using the GPC's and common exception words learnt so far. - Spell year 1 common exception words from memory. Reading - Develop pleasure in reading and motivation to read by listening to and discussing a wide range of poems, stories and non-fiction texts. - Make links between what they read or hear read and their own experiences - Explain clearly their understanding of what is read to them and take part in discussions listening to others ideas. - Demonstrate an understanding of texts by using vocabulary learned - 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 <u>Y2</u> Handwriting - Form lower-case letters of the correct size relative to one another - 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 - Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters - Use spacing between words that reflects the size of the letters Composition - Develop positive attitudes towards and stamina for writing by: writing for different purposes - Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils - Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about - Read aloud their writing with intonation to make the meaning - Proofread to check for errors in spelling, grammar and punctuation Transcription - Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly - Spell by: learning to spell common exception word. Contracted forms and homophones. - Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far Reading - Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes - 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 - 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. Grammar and punctuation Use and understand the grammatical terminology in English Appendix 2 in discussing their writing								
English objectives.	Y1 - Leave spaces between words in a sentence. - Begin to punctuate sentences using full stops and capital letters. - Write sentences by saying out loud what they are going to write about - Join words and sentences using 'and' - Use a capital letter for the personal pronoun I		Y1 - Leave spaces between words in a sentence. - Begin to punctuate sentences using full stops and capital letters. - Write sentences by saying out loud what they are going to write about - Join words and sentences using 'and' - Use a capital letter for the personal pronoun I - Demonstrate an understanding of the text by making predictions based on what has been read so far					Write sentences by saying out loud what they are going to write Use appropriate terminology when discussing their work Leave spaces Write simple poems based on a model	

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	- Demonstrate an understanding of the text by making predictions based on what has been read so far - Discuss what they have written with the teacher or other pupils Y2 - Use full stops and capital letters correctly. - Use past tense for recount. - Select, generate and effectively use adjectives - Use expanded noun phrases - Say, write and punctuate simple and compound sentences using the connectives and, but and or - Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about - Edit and improve their own writing in relation to audience and purpose - Proofread to check for errors in spelling, grammar and punctuation		- Discuss what they have written with the teacher or other pupils Y2 - Write about real and fictional events Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils Use sentences with different forms question and exclamation - Use full stops and capital letters correctly. -- Select, generate and effectively use adjectives - Use expanded noun phrases - Say, write and punctuate simple and compound sentences using the connectives and, but and or				Select and use nouns and adjectives.		
English novel	The truth about my Unbelievable Summer 2 weeks		Lost and found	Lost and found		Dear Teacher			
Writing type/purpose	Recount		Description	Story writing		Letter Writing			
	1. Form letters correctly 2. Write a sentence correctly. 3. Form letters correctly	1. Form letters correctly 2: Find verbs 3. use 'and' to join 3. Write statement 5. Form letters correctly	1. Form letters correctly 2. identify adjectives 3. use adjectives 4. write a description 5. Form letters correctly	1. Form letters correctly 2. write a sentence 3. find noun and adjective 4. write noun phrases 5. Form letters correctly	1. Form letters correctly 2. plan a story 3. write a story 4. edit a story 5. Form letters correctly	1. Form letters correctly 2. find features of letter 3. know why we send letters 4. write reasons (because) 5. Form letters correctly .	1. Form letters correctly 2. write clear sentences 3. use words to persuade 4. plan a letter 5. Form letters correctly	1. Form letters correctly 2. write a letter 3. write a letter 4. edit a letter 5. Form letters correctly	
Grammar features	- Use full stops and capital letters correctly. - Conjunction 'and' and because (y2) - Noun phrases and expanded noun phrase (Y2)		- Adjectives - Nouns - Y2 – Expanded noun phrases - Capital letters and full stops	- Coordinating conjunctions - Capital letters and full stops - Adjectives and nouns - Noun phrases		- Capital letters and full stops - Conjunctions – And and because		Adjectives Nouns	
Spelling	Y2 - Revisit Y1 common exception words Y1 – ff and ss sound	Y2 – 'ee' sounds recap Homophones – Sea, see, be, bee Y1 – ll, zz, ck sounds	Y2 – oo, ue and ew Homophones – blue and blew. Y1 – ng and nk	Y2 – igh, ie, i-e Y1 – Ch sound spelt tch	Y2 – ay, a-e, ai Y1 – v sound including ve at end of words.	Y2 – ow, o-e, oa Y1 – ai and oi	Y2 – Common exception words Ai spelt I Y1 – Common exception words Ee spelt e	Y2 – Homophones Y1 CEW	
Maths Yr1	WALT: recap place value WALT: recap place value WALT: recap place value	WALT: count up to 20 objects WALT: represent numbers using numicon WALT: represent numbers using tens frame WALT: Comparing one and two digit numbers (up to 20) WALT: Plot numbers on a number line (to 20)	WALT: Estimate numbers on a number line WALT: Count forwards WALT: Count backwards WALT: Compare numbers (which is more) WALT: Compare numbers (which is less)	WALT: Ordering numbers WALT: Ordering numbers WALT: Find one more WALT: Find one less Introduce problem WALT: Consolidate	WALT: consolidate WALT: consolidate WALT: Know what 2D shapes are WALT: Know and name rectangles WALT: Know and name squares	WALT: Know and name circles and triangles WALT: Compare 2D shapes WALT: . Recap number WALT: Add one WALT: Subtract one	WALT: Write addition problems WALT: Write subtraction problems WALT Partition 5 Times tables WALT: Know addition facts of 5 WALT: Know subtraction facts for 5	WALT: Partition 6 WALT: Know addition facts of 6 WALT: Know subtraction facts for 6 WALT: Consolidate WALT: . Consolidate problem solving application	

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Maths Yr2	WALT: count up to 20 objects WALT: represent number 10 – 20 on a number line WALT: Explore the structure of numbers up to at least 20	WALT: Represent numbers to 20 on a number line WALT: estimate numbers on a number line WALT: count forwards from a given number to another given number WALT: count backwards from a given number to another given number WALT: read numbers 0 - 20 in words and write in numerals	WALT: compare numbers (identify which is more) WALT: compare numbers (identifying which is less) WALT: order numbers WALT: Find one more than a number up to 20 and find one less than a number to 20 WALT: Find one less than a number up to 20	WALT: represent 2-digit numbers WALT: recognise the value of 2-digit numbers WALT: partition 2-digit numbers in different ways WALT: read 2-digit numbers in words and write in numerals WALT: read 2-digit numbers in numerals and write in words	WALT: identify 2-digit numbers of a number line WALT: estimate 2-digit numbers on a number line WALT: compare any 2 2-digit numbers using < > and = WALT: order 2-digit numbers with different tens from smallest to greatest WALT: order 2-digit numbers with the same tens from smallest to greatest	WALT: order 2-digit numbers WALT: find 10 more than a given number WALT: find 10 less than a given number WALT: identify and describe properties of pentagons WALT: identify and describe properties of hexagons	WALT: know properties of octagons WALT: identify vertical lines of symmetry WALT: know properties of 3 D shapes (number of vertices) WALT: know properties of 3 D shapes (number of edges) WALT: know properties of 3 D shapes (number of faces)	WALT: show that addition is commutative WALT: extra problem solving WALT: use addition facts of 10 to derive facts of 100 WALT: add ones using number facts WALT: add ones to 2-digit numbers using bridging
Science: Exercise, Hygiene and Materials								
Science	This half term, children will learn how to keep their bodies healthy by exploring exercise, healthy eating, hygiene and dental care. They will also investigate everyday materials, including wood, paper, cardboard, rock, brick, glass and plastic. Through practical activities, children will develop their scientific skills by observing, comparing and exploring different materials and objects.							
History: How has our school changed?								
History	This half term, children will explore how schools have changed over time. They will investigate what school was like in the past, including classrooms, the school day, and how children were disciplined. They will compare schools from different periods of history and think about how school life has changed. Children will also have opportunities to share their own thoughts and opinions about learning in the past and present.							
Computing: Technology around us								
Computing	This term, children will learn about the technology they use every day. They will identify different types of technology, learn the main parts of a computer, and develop skills using a mouse and keyboard. Children will create digital pictures, practise typing and editing text, and learn how to use technology safely and responsibly. The unit will end with children designing a poster to share their computer safety rules.							
Art: Painting: Colour splash								
Art	This term, children will explore colour through painting and printing. They will learn how to mix primary colours to create secondary colours, experiment with different shades, and apply their skills when creating artwork inspired by an artist. Children will also reflect on and evaluate their artwork, celebrating their progress and creativity.							
PSHE: Me and My Relationships								
PSHE	This term in PSHE, children will explore the importance of rules, good listening and positive relationships. They will learn to recognise their own feelings and the feelings of others, and understand how emotions can influence behaviour. The children will also discuss how words and actions can hurt others and learn about the qualities of a good friend, such as kindness, sharing and respect. Through stories, discussions and role-play, they will develop the skills needed to build positive relationships and be caring members of the school community.							
PE								
PE	This term, children will develop their fundamental movement skills through a range of fun games and activities. They will practise moving in different ways, improve their control when using equipment and balls, and build confidence in sending and receiving objects. Children will also develop teamwork, creativity, decision-making and independence while working collaboratively and taking part in games.							
Music: Pulse and rhythm My Favourite Things								

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Music	This term, children will explore music through singing, clapping and playing instruments. They will learn to keep a steady pulse, play simple rhythms, and listen to and repeat rhythmic patterns. Children will also develop their understanding of the difference between pulse and rhythm while building confidence in making music together.
RE: What do Christians believe God is like?	
RE	This term in RE, children will learn about the parable of the Lost Son and why Jesus used parables to teach people about God. They will retell the story and explore why Christians believe God is loving and forgiving. Through discussion and reflection, children will consider what Christians can learn from the parable and how they put these beliefs into practice through forgiveness and kindness in everyday life. The unit will also encourage children to think about what they can learn from the story and apply its message to their own lives.