

Reading:

Year 1

- Apply phonic knowledge and skills as the route to decode words
- Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- Reread these books to build up their fluency and confidence in word reading
- Participate in discussion about what is read to them, taking turns and listening to what others say

Year 2

- 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
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Reread these books to build up their fluency and confidence in word reading
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Science:

Seasonal changes

- Observe changes across the four seasons
- Observe and describe weather associated with the seasons and how day length varies.

Music:

Fire Music

- To know about pulse in music and improvise sounds to match an emotion.
- To sing with dynamics.
- To describe music accurately.



History:

How do we know so much about what happened in the Great Fire of London?

- To know and order events surrounding the Fire of London.
- To know vocabulary to describe the passing of time.
- To know how the Fire of London has impacted on modern life.
- To know which sources are reliable.

RE:

What does it mean to belong to a faith community?

Make sense of belief:

- Recognise that loving others is important in lots of communities
- Say simply what Jesus and one other religious leader taught about loving other people_

Understand the impact:

- Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean
- Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)

PE:

Attack, defend, shoot

Maths:

- Number and place value
- Addition
- Subtraction

Writing: Writing for Pleasure:

Information and me

Year 1

- Begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Write sentences by: saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Leaving spaces between words
- Joining words and joining clauses using ‘and’

Year 2

- Develop positive attitudes towards and stamina for writing
- Writing about real events
- Learn how to use: subordination (using when, if, that, or because) and co-ordination (using or, and or but)

RSHE:

Me and my relationships

- To discuss actions which contribute positively to the life of the classroom
- To use a range of words to describe feelings
- To recognise, name and understand how to deal with feelings

DT:

Building structures

- To know that structures can be made by joining simple objects.
- To know the names of different tools.
- To know that materials need to be planned and measured to create accurate structures.
- To know that designs are needed to create accurate final products.

Computing:

Programming Beetbots

- To create clear instructions to give directions.
- To explore commands through digital Bee-Bots.
- To program a digital robot using instructions.