

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	How is land used in my local area?	Remembrance Day	Should you wear snow boots in Kenya?	Pirates Ahoy!	How has Entertainment changed?	Our Wonderful World
English	<p><u>Traditional Tales</u></p> <p><u>Cinderella / Rapunzel / Who's afraid of the big bad book?</u></p> <p>-Story writing -Descriptions</p>	<p><u>Remembrance Day</u></p> <p><u>Non-fiction</u> -Diary Entry - Letters</p> <p><u>Poetry – Where the Poppies Now Grow.</u> -Rhymes -Haiku Poems -Acrostic Poems -Shape Poems.</p>	<p><u>Kenya</u></p> <p><u>Meerkat Mail</u> -Letters</p> <p><u>Mama Panya's Pancakes.</u> -Instructions -Description</p>	<p><u>Pirates</u></p> <p><u>The Night Pirates</u> -Wanted Posters / description -Story Writing -Newspaper/ TV report.</p> <p><u>Salty Dogs The Man whose mother thought she was a pirate. Pirate school: Just a bit of wind</u></p>	<p><u>Author Study – Dick King Smith.</u></p> <p><u>The Hodgeheg</u> -non – chronological reports. -road safety adverts / writing for a purpose -book reviews.</p>	<p><u>At the Seaside</u></p> <p><u>The story of Grace Darling</u> -Diary entries -Descriptions -Newspaper Reports.</p> <p><u>Seaside Poems.</u></p> <p><u>Postcards.</u></p>
SPaG						
Phonics	<p><u>Year 1 Recap – Punctuation and Grammar.</u></p> <p>- Capital Letters and full stops. -Personal Pronouns. -Proper Nouns -Question and Exclamation Marks.</p>	<p><u>Grammar</u></p> <p>-Adjectives / Nouns/ Verbs -Expanded Noun Phrases. -Sentence Types – Questions, Exclamations, Commands, Statements.</p>	<p><u>Grammar</u></p> <p>Sentence Structure Conjunctions Tenses Progressive forms of verbs in present and past tense</p>	<p><u>Punctuation</u></p> <p>-Revision -Commas in list - Apostrophes for contraction Apostrophes for possession.</p>	<p><u>Revision</u></p> <p><u>SATs Tests</u></p>	<p><u>Grammar</u></p> <p>-Adverbs -Overall Revision of the year.</p>
	<p><u>Phase 5</u></p> <p>Unit 13: wh, ph, s Unit 14: ay, a_e, eigh, ey, ei Unit 15: ea, e_e ie, ey, y Unit 16: ie, i_e, i, y Unit 17: ow, o, oe, o_e</p>	<p><u>Phase 5</u></p> <p>Unit 18: ew, ue, u_e, u, oul Unit 19: aw, au al Unit 20: ir, er, ear Unit 21: ou, oy Unit 22: ere, eer, air, ear</p>	<p><u>Phase 5</u></p> <p>Unit 23: c, k, ck, ch Unit 24: ci, ce, cy, sc, stl, se Unit 25: gi, ge, gy, dge Unit 27: ch, sh, ea, w, wa(o)</p>	<p><u>Phase 6</u></p> <p>Unit 28: Adding ing Unit 28: Adding ed Unit 28: Adding ing and ed to words ending in 'e'. Unit 29: Suffix 's'</p>	<p><u>Phase 6</u></p> <p>Unit 30: Prefix 're' Unit 30: Prefix 'un' Unit 30: Prefix, root, suffix. Revision.</p>	<p><u>Phase 6</u></p> <p>Revision.</p>

				Unit 29: suffix 'es' after x ss Unit 29: suffix 'es' after ch sh tch		
Continuous in English: Comprehension, Guided Reading, Handwriting,						
Mathematics	Number and place value Addition Subtraction	Multiplication Division Shape Measurement: All Areas.	Number and place value Addition Subtraction Measurement: Time	Multiplication Division Fractions Statistics Geometry: Position and Direction.	Measurement: Money Place Value Addition Subtraction (Yr2 SATS will fall in this period).	Multiplication Division Fractions Shape Measurement: All areas Statistics.
Continuous: Problem Solving and Reasoning						
Science	<u>What do I know about animals and humans?</u>	<u>What do I know about humans?</u>	<u>What can I find out about everyday materials?</u>		<u>What do plants need?</u>	<u>What do living things need?</u>
RE	<u>What do Christians believe God is like?</u>	<u>Christmas</u> Why does Christmas matter to Christians?	<u>Gospel</u> What is the good news Jesus brings?	<u>Easter/ Salvation</u> Why does Easter matter to Christians?	<u>Islam</u> Who is Muslim and what do they believe?	<u>Caring for the world</u> How should we care for the world and for others? Why does this matter?
Computing	<u>Publish</u> -practising of typing. -create and manipulate pictures and text.	<u>To collect</u> - use simple databases to record information in areas across the curriculum.	<u>Digital literacy</u> - safety -effective use of technology	<u>To code</u> - Motion, Control, Events	<u>To code</u> - pictures and Animation <u>To code</u> - sound/ video	<u>Present</u> -PowerPoint
History		<u>Describe historical events</u> - Remembrance Day		<u>Significant people from the past.</u> -James Cook -Columbus	<u>How has entertainment changed over time?</u>	

		<u>Significant people from the past.</u> -Durham DLI		-Drake	Changes within living memory, change in national life.	
Geography	<u>How is land used in my local area?</u> Human and physical geography of our own locality. Use aerial photographs and plan perspectives; devise simple map; use symbols in a key.		<u>Should we wear snow boots in Kenya?</u> Place knowledge, human and physical geography of a non – European country.			<u>Our Wonderful Word</u> Geographical skills, human and physical geography, continents and oceans.
Art & Design		<u>A Field of Poppies</u> Drawing Painting Collage	<u>Kente Cloths</u> Drawing Painting Textiles			<u>Why is my World Wonderful?</u> Drawing Painting Textiles. Sculpture – Linked to Andy Goldsworthy.
Design & Technology	<u>Cooking and Nutrition</u> Healthy Eating. How can we keep our bodies healthy?			<u>Construction</u> How can we travel the world?	<u>Textiles</u> Who are Punch and Judy?	
Continuous: Design, make, evaluate, and improve.						
PE	<u>Fundamental Skills</u> <u>Tennis.</u>	<u>Gymnastics</u> <u>Fitness</u>	<u>Dance</u> <u>Fitness</u>	<u>Disability Sports</u> (SSP Coach in school.)		<u>Athletics</u>
PSHE	<u>1.Rights and Responsibilities</u> <u>1. Healthy Lifestyles + Mental Well-being</u> <u>2.Growing and Changing</u> <u>3.Being Safe</u>		<u>1. Feelings and emotions</u> <u>2.Healthy Relationships</u> <u>3.Valuing difference</u>		<u>1.Environment</u> <u>2. Money</u>	

RSE		<u>Growth</u> <u>How do our bodies change and why?</u>		<u>Developing Relationships</u> <u>What makes a good relationship?</u>		<u>Reproduction</u> <u>How do living things grow and change?</u>
Music	<u>Hands, Feet, Heart</u> South African Styles. -Historical context of musical styles.	<u>Ho Ho Ho</u> Christmas, Big Band, Motown, Elvis, Freedom Songs. -Christmas Vocabulary - Historical context of musical styles.	<u>I Wanna Play in a Band.</u> Rock Style -Teamwork, working together. - The Beatles. ---- Historical context of musical styles.	<u>Zootime</u> Reggae Style - Animals, poetry and the historical context of musical styles.	<u>Friendship Song</u>	<u>Reflect, Rewind and Replay</u> Western Classical Music. - Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. - Consolidate the foundations of the language of music.
Trips / Curriculum Enhancement				Captain Cook Museum		Seaside. – Seaham.