

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	How is land used in my local area?	Why is it important to remember?	How is Kenya different to the UK?	What do explorers find?	How has entertainment changed?	What is wonderful about our world?
English	<p><u>Traditional Tales</u> Cinderella Jack and the Beanstalk Goldilocks and the Three Bears Little Red Riding Hood The Three Billy Goats Gruff Who's afraid of the big bad book?</p> <p>Story writing Description</p>	<p><u>Poetry</u> Where the Poppies Now Grow Rhymes Acrostic Poems</p> <p><u>Non-Fiction - Remembrance Day</u> Diary Entry Letter</p>	<p><u>Fiction</u> Meerkat Mail Letter</p> <p><u>Mama Panya's Pancakes</u> Instructions Description</p>	<p><u>Fiction</u> The Night Pirates Wanted Posters Description Story Writing Newspaper TV report</p>	<p><u>Author Study - Dick King Smith</u></p> <p><u>The Hodgeheg</u> Non-chronological report Road safety advert Book review</p>	<p><u>Non-Fiction - The Story of Grace Darling</u> Diary entry Description Newspaper Report</p> <p><u>Poetry</u> Seaside Poem</p>
SPaG	<p><u>Year 1 Recap –</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>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 and consolidation of the year</p>
Phonics	<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 Unit 18: ew, ue, u_e, u, oul</p>	<p><u>Phase 5</u></p> <p>Unit 19: aw, au al Unit 20: ir, er, ear Unit 21: ou, oy Unit 22: ere, eer, air, ear Unit 23: c, k, ck, ch Unit 24: ci, ce, cy, sc, stl, se Unit 25: gi, ge, gy, dge</p>	<p><u>Phase 5</u></p> <p>Unit 27: ch, sh, ea, w, wa(o) Unit 28: Adding ing Unit 28: Adding ed Unit 28: Adding ing and ed to words ending in 'e'.</p>	<p><u>Phase 6</u></p> <p>Unit 29: Suffix 's' Unit 29: suffix 'es' after x ss Unit 29: suffix 'es' after ch sh tch</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>
Continuous in English: Comprehension, Guided Reading, Handwriting,						

<b>Mathematics</b>	Number and place value  Addition & Subtraction	Addition & Subtraction  Money  Multiplication  Division	Multiplication  Division  Statistics	Shape  Fractions	Length and Height  Position and Direction  Consolidation  (Yr2 SATS will fall in this period)	Time  Mass, Capacity and Temperature
	Continuous: Problem Solving and Reasoning					
<b>Science</b>	<u>What do animals need?</u>	<u>What do humans need?</u>	<u>What can every materials do?</u>		<u>What do plants need?</u>	<u>What do living things need?</u>
<b>RE</b>	<u>God</u>  What do Christians believe God is like?	<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?
<b>Computing</b>	<u>Coding</u>	<u>Online Safety</u>  <u>Spreadsheets</u>	<u>Questioning</u>  <u>Effective Searching</u>	<u>Creating Pictures</u>	<u>Making Music</u>	<u>Presenting Ideas</u>
<b>History</b>		<u>Describe historical events</u> - Remembrance Day <u>Significant people from the past.</u> -Durham DLI		<u>Significant people from the past.</u> -James Cook -Columbus -Drake	<u>How has entertainment changed over time?</u> Changes within living memory, change in national life	
<b>Geography</b>	<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>How is Kenya different to the UK?</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
<b>Art &amp; Design</b>		<u>A Field of Poppies</u>  - Drawing - Painting - Collage	<u>Kente Cloths</u>  - Drawing - Painting - Textiles			<u>What is wonderful about our world?</u> - Drawing

						<ul style="list-style-type: none"> <li>- Painting</li> <li>- Textiles.</li> <li>- Sculpture – Linked to Andy Goldsworthy</li> </ul>
<b>Design &amp; Technology</b>	<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.						
<b>PE</b>	<u>Gymnastics</u>	<u>Fundamental Skills</u>  <u>Fitness</u>	<u>Dance</u>  <u>Fitness</u>	<u>Rugby</u>	<u>Tennis.</u>	<u>Athletics</u>
<b>PSHE</b>	<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>
<b>RSE</b>		<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>	
<b>Music</b>	<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.
<b>Trips / Curriculum Enhancement</b>				Captain Cook Museum		Seaside. – Seaham