



<b>English</b>	
<ul style="list-style-type: none"> <li><b>Reading</b></li> </ul>	
<p><b>Word reading:</b></p> <ul style="list-style-type: none"> <li>Read accurately by blending the sounds in words that contain the graphemes taught so far and start to recognise alternative sounds for graphemes.</li> <li>Read accurately words of two or more syllables that contain the same graphemes as above.</li> <li>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately.</li> <li>Re-read these books to build up their fluency and confidence in word reading.</li> </ul> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>Answer simple questions about familiar and unfamiliar books.</li> <li>Explain what has happened so far in what they have read.</li> <li>Start to make inferences based on what they have read.</li> <li>Make predictions about characters and storylines.</li> </ul>	
<b>Writing</b>	
<p><b>Unit Title:</b> Desk Diddler (poetry)</p> <ul style="list-style-type: none"> <li>Planning or saying out loud what they are going to write about.</li> <li>Writing down ideas and/or keywords, including new vocabulary.</li> <li>Encapsulating what they want to say, sentence by sentence.</li> </ul>	<p><b>Key Nuggets To Be Revisited:</b></p> <ul style="list-style-type: none"> <li><b>What is poetry?</b></li> <li><b>What features are commonly used when writing poetry?</b></li> </ul>
<p><b>Unit Title:</b> My Christmas Star (narrative)</p> <ul style="list-style-type: none"> <li>Writing for different purposes.</li> <li>Writing narratives about personal experiences and those of others (fictional)</li> <li>Planning or saying out loud what they are going to write about.</li> <li>Writing down ideas or key words including new vocabulary.</li> </ul>	<p><b>Key Nuggets To Be Revisited:</b></p> <ul style="list-style-type: none"> <li><b>What is narrative writing?</b></li> <li><b>How can we use adjectives to make our writing more interesting?</b></li> <li><b>How can we use alliteration to make our writing more interesting?</b></li> </ul>
<b>Grammar, Punctuation &amp; Spelling</b>	
<p><b>Grammar, Punctuation &amp; Spelling: Bug Phonics Scheme</b></p>	<p><b>Key Nuggets To Be Revisited:</b></p>



- Nouns
- Vowels and Consonants
- Forming Nouns using '-ness'
- Punctuating Sentences
  
- Adjectives
- Compound Words
- Adjectives with -er and -est
- Subordination
- Statements and Exclamations.

**Where should capital letters and full stops go?**  
**When should you use a comma, exclamation mark and question mark?**  
**What does an adjective describe?**  
**Where could I use a conjunction?**

**Handwriting**

**Handwriting:**

- Following the Letter- Join Handwriting scheme:
- To introduce children to entry strokes using the letter join scheme, in preparation of the development of joined, cursive writing.
- To encourage children to think about their presentation.
- To encourage children to think about the sizing of their handwriting and the formation of letters.

**Maths**

**Addition and Subtraction**

-solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods  
 -recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100  
 -add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers  
 -show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot  
 -recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

**Geometry (Properties of Shape)**

-identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line  
 -identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces  
 -identify 2-D shapes on the surface of 3-D shapes  
 -compare and sort common 2-D and 3-D shapes and everyday objects.

**Vocabulary:** addition, sum, altogether, all, in all, together, total, total number, add, increase, increased by, more than, subtraction, minus, greater than, take away, fewer than, less than, subtract



decreased by, 2-D shapes, 3-D shapes, sides, symmetry, vertical lines, edges, vertices, faces

### Science

This learning links from: Animals including humans in Year 1 - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - identify and name a variety of common animals that are carnivores, herbivores and omnivores - butterflies/ducks we watched grow in Year 1

This learning links to: Year 3 Animals including humans - identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat - identify that humans and some other animals have skeletons and muscles for support, protection and movement.

**Unit: Animals including humans**

- Life cycle of animals including humans – notice that all have offspring which grow into adults.
- Find out about and describe the basic needs of animals and humans for survival – MRS GREN.
- Describe the importance for humans to exercise, eat the right amounts of foods from different food groups and be hygienic.

**Working Scientifically**

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely
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**Key Nuggets To Be Revisited**

- What are the basic needs of animals and humans?
- Why do humans need to exercise?
- Can you name the different food groups?
- What does hygienic mean?

**Planned Misconceptions**

- That the food group 'fats' is bad for you
- All animals lay eggs
- That all animals have the same life cycle (baby, child, teenager, adult)

**Vocabulary:** Offspring, reproduction, growth, child, young/old stages (e.g. chick, hen, baby, adolescent etc.) exercise, heartbeat, heart rate, breathing, hygiene, germs, disease, food types (bread, rice, pasta, vegetables, fish, meat) diet, change, needs.

Linked Texts: NA

### Religious Education

**Big Question:** Why are signs and symbols important and how are they used in following Jesus?

To know and understand what a sign and a symbol is.  
 To know that they help us in everyday life.  
 To know and understand signs and symbols in Christianity.  
 To know how God uses signs and symbols with us.

**Key Nuggets To Be Revisited**

What is a sign?  
 What is a symbol?  
 How do these help us in our everyday life?  
 How do these help us with our faith?  
 What is Advent?  
 What is Annuciation?

**Advent:**

- Recognise and retell religious stories (The Christmas Story/The Annuciation)
- How we prepare for special events.

**Planned Misconceptions**

- That signs and symbols have to be obvious on a road sign



<p>-Understand why these events are special and how we can show our love for Jesus.</p>	<ul style="list-style-type: none"> <li>• That signs and symbols are only in a church.</li> <li>•</li> </ul>
<p><b>Vocabulary:</b> sign, symbol, oil, garment, cross, light, candle, font, Holy water Mary, Three Wise Men, Joseph, Angel Gabriel, Annunciation, Jesus, Star, Bethlehem, Son of God , Baptism, Oil of Chrism, Pure, Font, Cross, Gown, Holy Water, Priest, Family, Church, Alter.</p>	<p>Linked Texts: NA</p>

PE	<p><b>Unit:</b> Invasion  <b>Key skills:</b>          To understand what being in possession means and support a teammate to do this.          To use a variety of skills to score goals.          To develop stopping goals.          To learn how to gain possession of the ball.          To develop an understanding of marking an opponent.          To learn to apply simple tactics for attacking and defending.</p>	<p><b>Key Nuggets To Be Revisited</b></p> <p>What does 'being in possession' mean?          What is the job of the attackers and defenders?          Can you recall any tactics to attack and defend?          What sports use invasion skills?</p>
	<p><b>Planned Misconceptions</b>          I can pass the ball to anyone.          I need to defend the ball from everyone.          I need to work independently when playing invasion games.</p>	
	<p><b>Vocabulary:</b> dribbling, dodging, kick, throw, catch, send, receive, defend, attack</p>	<p><b>Linked Texts:</b> NA</p>
History	<p><b>Unit:</b> Gymnastics  <b>Key skills:</b>          To perform gymnastic shapes and link them together.          To be able to use shapes to create balances.          To be able to link travelling actions and balances using apparatus.          To demonstrate different shapes, take off and landings when performing jumps.          To develop rolling and sequence building.          To develop sequence work on apparatus.</p>	<p><b>Key Nuggets To Be Revisited</b></p> <ul style="list-style-type: none"> <li>• What is a sequence?</li> <li>• Can you recall different ways of travelling?</li> <li>• Can you recall different gymnastic shapes?</li> </ul>
	<p><b>Planned Misconceptions</b></p> <ul style="list-style-type: none"> <li>• Gymnastics only improves your strength and flexibility</li> <li>• If I develop a sequence, I can change the moves each time.</li> </ul>	
	<p><b>Vocabulary:</b> Straight, barrel, tuck, pike, straddle, sequence, jump, roll, balance, travel</p>	<p><b>Linked Texts:</b> NA</p>
History	<p><b>Unit:</b> WW1  <b>To understand the importance of Remembrance</b>  <b>To know who we remember and why</b>  <b>To study events beyond living memory that are significant nationally or globally</b>  <b>To understand that lives of significant individuals in the past have contributed to national and international achievements - Walter Tull</b></p>	<p><b>Key Nuggets To Be Revisited</b></p> <ul style="list-style-type: none"> <li>• Why are people wearing poppies this week?</li> <li>• Who do we remember on Remembrance Day?</li> <li>• Why do we have Remembrance Day?</li> <li>• Why do we remember?</li> </ul>
	<p><b>Planned Misconceptions</b></p> <ul style="list-style-type: none"> <li>• That there was only one world war</li> </ul>	



	<p><b>To plot on a timeline the events of WW1</b></p>	<ul style="list-style-type: none"> <li>That the war was closer in time than 1914</li> </ul>
<p><b>Computing</b></p>	<p><b>Unit:</b></p> <ul style="list-style-type: none"> <li>To understand what an algorithm is.</li> <li>To create a computer program using an algorithm.</li> <li>To create a program using a given design.</li> <li>To understand the collision detection event.</li> <li>To understand that algorithms follow a sequence.</li> <li>To understand that algorithms follow a timed sequence.</li> <li>To understand that different objects have different properties.</li> <li>To understand what different events do in code.</li> <li>To understand the function of buttons in a program.</li> <li>To understand and debug simple programs.</li> </ul>	<p><b>Key Nuggets To Be Revisited</b></p> <p>What is an algorithm? Why is it useful in coding?          Why is it important to know there are different object types?          If you are good at coding, you don't need to debug. Is this true?</p> <p><b>Planned Misconceptions</b></p> <ul style="list-style-type: none"> <li>I don't need to debug a programme.</li> <li>I don't need to make my instructions precise.</li> </ul>
	<p>Vocabulary: Remembrance, war, trenches, past, present, army, front line, home front, poppy, soldier, Walter Tull</p>	<p>Linked Texts</p>
<p><b>Music</b></p>	<p><b>Unit:</b>          Objectives:          Learn to handle &amp; play tuned &amp; untuned percussion instruments.          Sing different types/styles of songs.</p> <p><b>Key skills:</b></p> <ul style="list-style-type: none"> <li>-Play &amp; control the instruments in a musical way</li> <li>-Understand the difference between beat &amp; rhythm</li> <li>-Recognise different rhythm patterns</li> <li>-Repeat simple rhythmic &amp; melodic phrases</li> <li>-Listen to and identify different instruments</li> <li>-Learn how instruments produce sound</li> <li>-Improvise and compose simple patterns</li> <li>-Reading notation</li> <li>-Following a graphic score</li> <li>-Take part in a performance</li> </ul>	<p><b>Key Nuggets To Be Revisited</b></p> <p>Can you clap the pattern, ant, ant, spider, ant?          Can you name the musical instruments e.g claves?</p> <p><b>Planned Misconceptions</b></p> <ul style="list-style-type: none"> <li>How to hold and play an instrument</li> <li>How many beats are in each musical note</li> </ul>
	<p><b>Vocabulary:</b> Beat; Body Percussion; Call and response; Compose; Dynamics; High; Improvise; Instrument; Low; Melody; Notation; Pitch; Rests; Rhythm; Round; Score; Scrape; Shake; Tap; Tune</p>	<p>Linked Texts</p>
<p><b>Design &amp; Technology</b></p>	<p><b>Unit: Making a Monster</b></p> <ul style="list-style-type: none"> <li>-identify the correct terms for levers, linkages and pivots</li> <li>-analyse popular toys with the correct terminology</li> <li>-create functional linkages that produce the desired input and output motions</li> <li>-design monsters suitable for children which satisfy most of the design criteria</li> <li>-evaluate their two designs against the design criteria</li> <li>-select and assemble materials to create their planned monster features</li> </ul>	<p><b>Key Nuggets To Be Revisited</b></p> <p>What is a lever?          What is a linkage?          What is a pivot?</p>
		<p><b>Planned Misconceptions</b></p> <ul style="list-style-type: none"> <li>You can make a linkage without a lever.</li> <li>All linkages have an input but not an output.</li> <li>A mechanism doesn't have to move.</li> </ul>



	-assemble the monster to their linkages without affecting their functionality		
	<b>Vocabulary:</b> mechanical, mechanism, levers, linkages, pivots, plan, evaluate, analysis, assemble, functionality		Linked Texts N/A
RSHE	<b>Unit: Me, My Body and My Health</b> -learn that our bodies are good and we need to look after them; what constitutes a healthy lifestyle, including physical activity, dental health and healthy eating; the important of sleep, rest and recreation for our health; how to maintain personal hygiene	<b>Key Nuggets To Be Revisited</b> How can we keep ourselves healthy? What foods and drinks are good for our bodies? Why is exercise important? Why is sleep important? Why do we need to make some time for recreation? How do we keep ourselves clean?	
		<b>Planned Misconceptions</b> <ul style="list-style-type: none"> <li>• When we are wet, we are clean.</li> <li>• I only need to eat fruits and vegetables to be healthy.</li> <li>• Exercise only helps my physical body.</li> </ul>	
	<b>Vocabulary:</b> healthy, unhealthy, good choices, bad choices, lifestyle, physical activity, teeth, dental health, healthy eating, sleep, personal hygiene, clean, dirty		