

Term 1 – Great Fire of London							
Subjects	Week 1 04/09	Week 2 11/09	Week 3 18/09	Week 4 25/09 CLASS MASS	Week 5 02/10	Week 6 09/10 FOREST SCHOOL	Week 7 16/10
English	Dogs Don't Do Ballet			Storm Whale		Acrostic and List Poems (Animals)	
<p>Writing Skills</p> <p>(Recap Y1 objectives)</p> <p>Daily focus: Days of the week</p>	<p>Link what they read to their own experiences</p> <p>Make inferences on the basis of what is being said and done</p> <p>Use the prefix un- to change the meaning of a word to its opposite</p>	<p>Explain clearly their understanding and feelings about what they have read and what is read to them</p> <p>Write a longer passage, punctuating sentences using a capital letter and a full stop</p> <p>Use the spelling rule for adding –s or –es as the plural marker for nouns (letter)</p>	<p>Write questions and punctuate these using a capital letter and a question mark.</p> <p>Ask relevant questions to extend the understanding of a story and answer questions in role</p> <p>Write a short narrative in the first person, composing each sentence orally before writing it.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Discuss the significance of the title and events.</p> <p>Make inferences on the basis of what is being said and done</p> <p>Build vocabulary by collecting new words from what they read and listen to.</p> <p>Compose a sentence orally before writing it.</p> <p>Identify sentences with different forms: statement, question, exclamation, command.</p>	<p>Punctuate sentences using a capital letter. full stop, question or exclamation mark</p> <p>Use the suffix -ed where there is no change to the root word</p> <p>Use expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>Write a short narrative in the first person, composing each sentence orally before writing it</p> <p>Explain my understanding of what is read to me</p>	<p>Understand what an acrostic poem is</p> <p>Research the topic of my poem</p> <p>Punctuate sentences with capital letters and full stops</p> <p>Use adjectives to describe</p> <p>Use the conjunction 'and' to join words and clauses</p>	<p>Write an acrostic poem</p> <p>Understand what a list poem is</p> <p>List rhyming words</p> <p>Write a list poem</p> <p>Read aloud clearly enough to be heard by my peers</p>
<p>Phonics/ Spelling</p> <p>Phase 5 Mastery</p>	<p>Choosing from alternative graphemes with the same sound: oi/oy, ow/ou, ur/er/ir, or/aw/au, ai/ay/a-e</p>	<p>Choosing from alternative graphemes with the same sound: ee/ea/e-e/ey, igh/ie/i-e, oa/oe/o-e, oo/ew/ue/u-e (oo), ew/ue/u-e (you)</p>	<p>Revisit alternative pronunciations of known graphemes for reading: a (as in acorn), a (as in fast), a (as in was), e (as in he), i (as in mind)</p>	<p>Revisit alternative pronunciations of known graphemes for reading: o (as in no), u (as in unit), u (as in put), ow (as in snow), ie (as in chief)</p>	<p>Revisit alternative pronunciations of known graphemes for reading: ea (as in head), ou (as in you), ou (as in could), ou (as in mould), y (as in by), y (as in gym),</p>	<p>Revisit alternative pronunciations of known graphemes for reading: y (as in very), ch (as in school), ch (as in chef), c (as in cell), g (as in gent), ey (as in they)</p>	<p>Assessments</p>

	Revise reading all common exception words	Revise reading all common exception words	Revisit reading the common exception words water, where, who, again	Revisit reading the common exception words thought, through, mouse, work	y (as in very), ch (as in school), ch (as in chef) Revisit reading the common exception words different, any, eyes	Revisit reading the common exception words friends, once, please Revisit reading all common exception words	
Reading Vocabulary	Stage 1 - Materials	Stage 1 - Pirates	Stage 1 – Nature	Stage 2 - The Great Fire of London	Stage 2 - Materials	Stage 2 - Fairytales	Stage 2 - Recycling
Maths Numbers 10-100 Calculations within 20	Pupils explain that one ten is equivalent to ten ones Pupils represent multiples of ten using their numerals Pupils represent multiples of ten using their numerals and names	Pupils represent multiples of ten in an expression or an equation Pupils estimate the position of multiples of ten on a 0-100 number line Pupils explain what happens when you add and subtract multiples of ten Pupils use knowledge of facts and uniting to add, subtract multiples of ten	Pupils add and subtract multiples of ten Pupils explore the counting sequence for counting to 100 and beyond Pupils count a large group of objects by counting groups of tens and the extra ones Pupils count a large group of objects by using knowledge of unitising by counting tens and ones	Pupils represent a number from 20-99 in different ways Pupils explain and mark the position of numbers 20-99 on a number line Pupils explain the numbers 20-99 can be represented as a length	Pupils compare two, two digit numbers Pupils partition a two-digit number into tens and ones Pupils add two, two digit numbers by partitioning into tens and ones	Pupils add three addends Pupils use a 'first, then, now' story to add three addends Pupils explain that addends can be added in any order Pupils add 3 addends efficiently	Pupils add 3 addends efficiently by finding two addends that total 10 Pupils add two numbers that bridge through 10 Pupils subtract two numbers that bridge through 10
RE The Chosen People	Saint Francis of Assisi God's Gifts	CST – Stewardship Mission Statement	God Loves Me	Our Five Senses CLASS MASS	Abraham BTK Mary Day	Moses	CST – Dignity of the Human Person
Science Everyday Materials	Identifying uses of everyday materials	Identify and group the uses of everyday materials	Compare the suitability of different everyday materials	Explain how the shapes of objects made from some materials can be changed	Explain the process of recycling (Link to CST Stewardship)	Find out about John McAdam, who developed new materials	Visit the Fire Station and do a piece of writing based on the visit TBC

		Record my observations					
History Great Fire of London	What we know now, what we want to know...	London - past and present (how it looked)	London - past and present (how they lived)	Learn about fire safety	Know and order the events of The Great Fire of London	Explain how we know about The Great Fire of London (artwork)	Visit the Fire Station and do a piece of writing based on the visit TBC
PSHE Being Me in My World	Hopes and fears for the year	Rights and responsibilities	Rewards and consequences	Rewards and consequences	Our Learning Charter	Owning our Learning Charter	Explore our class charity – The Grand Appeal CST link to Dignity of the Human Person
Art Fabricate	Paper Weaving	Adding Decoration	Paper Bag Weaving	Designing a Batik	Creating a Batik	Dyeing a Batik	
PE – PE Hub Gymnastics (Signature) Hit Catch Run	IN SERVICE DAY	Hit a ball and score points by running to cones	Defend a target by kicking	Bowl underarm with control	Hit a ball using different bats and techniques	Throw accurately to a base	Hit a ball into space, away from fielders
Music Tony Chestnut – Sing Up	Get to know the song – learn the melody and add actions on the beat	Get to know the song – improving phrasing and tuning. Track the shape of the melody with gesture	PRACTISE SONGS FOR CLASS MASS	Progression snapshot 1. Make a video recording of children singing	Play the songs melody on a tuned percussion instrument	Improvise rhythms along to a backing track	Compose call-and-reponse music
Computing Computing systems and networks – IT around us	IN SERVICE DAY	What is IT?	IT in school	IT in the world	The benefits of IT	Using IT safely	Using IT in different ways
CST Stewardship Dignity of the Human Person		CST - Stewardship					CST – Dignity of the Human Person

Building the Kingdom		Mission Statement			Our Lady of the Rosary feast day – BTK Mary Day		Explore our class charity – The Grand Appeal BTK/CST link to Dignity of the Human Person
Mission Statement							
Mary Day							