

**Science****Spoken Language**

- Develop their scientific vocabulary
- Articulate scientific concepts clearly and precisely
- Make their thinking clear, both to themselves and others
- Build secure foundations by using discussion to probe and remedy their misconceptions

**Everyday Materials**

- Distinguish between an object and the material from which it is made
- Identify and name a variety of everyday materials, including wood, plastic, metal, water, and rock
- Describe the simple physical properties of a variety of everyday materials
- Compare and group together a variety of everyday materials on the basis of their simple physical properties

**Activity:**

- \*Sort and group a variety of everyday materials
- \*Investigate how ice melts
- \*Investigate the best material for a specific purpose

**Working scientifically**

- Observing closely, using simple equipment
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions

**Music**

- Play tunes and untuned instruments musically
- Experiment with, create, select and combine sounds using the inter-related dimensions of music

**Activity:**

- \*Create music and sounds related to Superheroes

**Computing****Online safety**

- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

**Media**

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school

**Activity:**

- \*Use Story Creator to add images, text and sound
- \*Use iMovie to create a Superhero film trailer

**Art and Design / Design and Technology****Art and Design**

- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Look at the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

**Activity:**

- \*Explore a range of mark making techniques
- \*Focus artists – Roy Lichtenstein, Keith Haring

**Design Technology**

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria

**Activity:**

- \*Design and make a superhero cape

**Religious Education****Why do Christians celebrate Christmas?**

**IDENTITY**  
**BELONGING**  
**SACRED**

**Deep Question:**

Can you tell what somebody believes by what they look like?

- Identify special books and know some key teachings for the religions studied
- Recount some religious stories and recognise some religious objects
- Ask questions and give opinions about religious and non-religious worldviews

**English****Word reading**

- Apply phonic knowledge and skills as the route to decode words
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- Re-read these books to build up their fluency and confidence in word reading

**Reading/ Comprehension**

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known

**Writing**

Write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher

**Spelling**

-Name the letters of the alphabet:

- \*using letter names to distinguish between alternative spellings of the same sound
- Days of the week
- Common exception words Year 1 and 2
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

**Handwriting**

- Sit correctly at a table, holding a pencil comfortably and correctly
- Begin to form lower case letters in the correct direction, starting and finishing in the right place
- Form capital letters
- Form digits 0-9

**Grammar and punctuation**

- Leaving spaces between words
- Add prefixes and suffixes:
- \*using –ing, –ed, –er and –est where no change is needed in the spelling of root words
- \*apply simple spelling rules and guidance
- Develop their understanding of the concepts by:
- \*joining words and joining clauses using and
- \*beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

**Speaking and Listening**

- Listen and respond appropriately to adults and peers
- Use relevant strategies to build their vocabulary
- Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English

**History and Geography****History**

-The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

**Activity:**

- \*Research real life heroes from the past who have made an impact on the world

**Geography**

- Name, locate and identify the characteristics of the four countries and the capital cities of the United Kingdom and the surrounding seas
- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use basic geographical vocabulary to refer to:
- \*key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- \*key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

**Activity:**

- \*Create a map of the United Kingdom
- \*Create a map with a key

**Physical education**

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns

**Activity:**

- \*Football – apply balls skills to work in a team to play a simple game
- \*Dance – spatial awareness, link a variety of movements together, perform Superhero dance

**Intrahouse competition**

Football

**Mathematics****Spoken language**

- Develop their mathematical vocabulary
- Present a mathematical justification, argument or proof.
- Make their thinking clear to themselves as well as others
- Build secure foundations by using discussion to probe and remedy their misconceptions

**Number and place value - Inspire Book 1B, Unit 6, Unit 7**

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- Given a number, identify one more or less
- Identify and represent numbers using objects and pictorial representations including the numberline, and using the language of: equal to, more than, less than (fewer), most, least
- Read and write numbers from 1 to 20 in numerals and words

**Number – addition and subtraction - Inspire Book 1B, Unit 7**

- Read, write and interpret mathematical statements involving addition, subtraction and equals signs
- Represent and use number bonds and related subtraction facts within 20
- Add and subtract one-digit and two-digit numbers to 20, including zero
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems

**Measurement**

- Recognise and use language relating to dates, including days of the week, weeks, months and years

**Geometry – properties of shapes – Inspire Book 1B, Unit 5**

Recognise and name common 2-D and 3-D shapes

**PSHCE****Health and Wellbeing**

- H2 Understand about healthy lifestyle choices
- H4 Understand feelings and how to manage them
- H13/14/15 Understand about personal safety and asking for help if required

**Relationships**

- R1 Understand own feelings and the feelings of others
- R13/14 Discuss the impact of bullying and how to seek help
- \*9 November – Anti-bullying week

**Living in the Wider World**

- L9 Understand similarities and commonalities between people

**British Values****Democracy**

What activities can we plan to make a successful Superhero day?

**Rule Of Law**

What labels need to be in clothes by law and why are they important?

**Individual Liberty**

How can you show respect for your own culture and beliefs?

**Mutual Respect**

What is a 'real life' superhero and how do they help and support others?

**Tolerance of Different Faiths and Belief**

How can we show respect for important celebrations from religions other than our own?

