

**Science****Spoken Language**

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

**Activity:**

- \*Explore properties of everyday materials
- \*Find suitable materials for a specific purpose according to their properties

**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

**Working Scientifically**

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Performing simple tests
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions

**Music**

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes

**Activity:**

Sing pirate sea shanties

**Computing****Computer Science**

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Recognise common uses of information technology beyond school

**Activity:**

Use and create algorithms and debug simple programmes, experiment with programmable toys

**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:**

Create maps using a range of mark making equipment  
Compare work of different artists

**Design and 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
- Build structures, exploring how they can be made stronger, stiffer and more stable
- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products

**Activity:**

Explore simple joining techniques  
Design and create treasure chests

**Religious Education****How do religions welcome new members?**

- \*Discuss similarities how religions welcome new members
- \*Reflect on their own religion and beliefs and think about how they have been welcomed

**Deep Question:**

How does what believers do show what they believe?

- Identify special places, days and objects related to the questions studied / aspects covered
- 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
- Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)

**Reading/ Comprehension**

Understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far

**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

- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
- 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

Add prefixes and suffixes:

- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- apply simple spelling rules and guidance
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words
- apply simple spelling rules and guidance

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**

Year 1

- Begin to form lower case letters in the correct direction, starting and finishing in the right place
- Understand which letters belong to which handwriting 'families' (i.e. Letters that are formed in similar ways) and to practise these

Year 2 (NC)

- Form lower-case letters of the correct size relative to one another
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined

**Grammar and punctuation**

- Leaving spaces between words
- Joining words and joining clauses using and
- Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

**Speaking and Listening**

- Ask relevant questions to extend their understanding and knowledge
- Articulate and justify answers, arguments and opinions
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Consider and evaluate different viewpoints, attending to and building on the contributions of others

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

- Events beyond living memory that are significant nationally and globally
- 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 history of pirates and famous pirates
- Significant individuals from the past – Queen Elizabeth 1, Christopher Columbus

**Geography**

- Name and locate the world's seven continents and five oceans
- 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 simple compass directions (North, South, East and West) and locational and directional language (for example, near and far, left and right), to describe the location of features and routes on a map
- 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 pirate treasure map, including compass points  
Program a BeeBot to travel around an island, using directional vocabulary

**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

**Activity:**

- \*Multiskills – spatial awareness, movement, direction, balance
- \*Ball skills – large ball skills, such as dribbling, passing and aiming at a target, small ball skills, such as throwing and catching
- \*Skipping – basic jumping and skipping skills, building up stamina

**Mathematics****Number and place value**

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- 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

**Number – addition and subtraction**

- 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

**Number - fractions**

- Recognise, find and name a half as one of two equal parts of an object, shape or quantity
- Recognise, find and name a quarter as one of four equal of an object, shape or quantity

**Measurement Inspire Book 1D, Unit 18/19**

- Recognise and know the value of different denominations of coins and notes
- Recognise and use language relating to dates, including days of the week, weeks, months and years

**Geometry**

- Recognise and name common 2-D and 3-D shapes
- Describe position, direction and movement, including whole, half, quarter and three-quarter turns

**PSHE****Health and Wellbeing**

- H26 Understand about growing and changing from young to old and how people's needs change
- H27 Identify ways of preparing to move to a new class

**Relationships**

- R7 Understand how to recognise when they or someone else feels lonely and what to do

**Living in the Wider World**

- L10. Understand what money is
- L11. Understand that people make different choices about how to save and spend money
- L12. Understand about the difference between needs and wants; that sometimes people may not always be able to have the things they want
- L13. Understand that money needs to be looked after

**British Values****Democracy**

How can we share in the decision making for planning a pirate day?

**Rule Of Law**

Why are the sea borders around the United Kingdom protected?

**Individual Liberty**

How can we prepare for the changes that happen in Year 2?

**Mutual Respect for and tolerance of those with different faiths and beliefs and for those without faith**

What can we do to share the special days of other religions?