

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.

Working Scientifically

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

Literacy through Science

Creating newspaper articles relating to science inventions and discoveries
 Instructional writing to explain scientific processes, methods and outcomes.

Music

Experiment with, create, select and combine sounds using the inter-related dimensions of music.
 Use combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures

Computing**Online Safety** - Cyber bullying

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.

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

Evaluate and analyse creative works using the language of art, craft and design

Activity

Design a summer garden / wildlife habitat.
 Pencil marking

Religious Education – Bradford Agreed Syllabus**Precious Things
IDENTITY, BELONGING, SACRED****Deep Question**

How does what believers do show what they believe?
 Talk or write about some key teachings in at least two religious and nonreligious worldviews
 Talk or write about special places, days and objects in the two religions being covered (Christianity and Islam) in relation to the topics studied
 Show understanding of the meaning of stories and symbols relating to the topics covered

English**Reading/ Comprehension****Understand what they read, in books they can read independently, by:**

Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 Asking questions to improve their understanding of a text
 Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 Predicting what might happen from details stated and implied
 Identifying main ideas drawn from more than one paragraph and summarising these
 Identifying how language, structure, and presentation contribute to meaning

Retrieve and record information from non-fiction

Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Writing**Plan their writing by:**

·discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 ·discussing and recording ideas

Draft and write by:

·composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures)
 ·organising paragraphs around a theme
 ·in narratives, creating settings, characters and plot
 ·in non-narrative material, using simple organisational devices (for example, headings and sub-headings)

Evaluate and edit by:

·assessing the effectiveness of their own and others' writing and suggesting improvements
 ·proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

·Proof-read for spelling and punctuation errors

·Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Spelling

Distinguishing between homophones and near – homophones
 Add suffixes to spell longer words including
 ment
 ness
 ful
 less
 ly

Handwriting

Form lower-case letters of the correct size relative to one another
 Use most of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
 Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
 Use spacing between words that reflects the size of the letters.

Grammar and punctuation

Commas in lists
 Apostrophes for missing letters
 Verbs
 Adverbs

Speaking and Listening**Speak audibly and fluently with an increasing command of Standard English****Use spoken language to develop understanding through speculating**

Listening to and discussing a wide range of fiction and identifying themes
 Discussing words and phrases that capture the reader's interest and imagination
 Discussion - develop, agree on, and evaluate rules for effective discussion
 Discussing words and building a varied and rich vocabulary
 Showing understanding through intonation, tone and volume
 Discussing writing in order to learn from its structure and vocabulary
 Composing and rehearsing sentences orally

History and Geography**History**

History of Science and new inventions to support science and technology over the years

Geography

Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
 Human and physical features of the local area and school

Physical education**Football and Cricket**

Participate in team games, developing simple tactics for attacking and defending

Stamina – daily mile walk around the MUGA

Intra school - Benchball

Mathematics

Revision – coverage of NC

Numbers to 100

Addition and Subtraction within 100

Using models – addition and subtraction

Multiplication and Division – Bar modelling

Fractions

Money

Length

Multiplication and Division**Year 1 -**

Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher

Year 2 - recall and use multiplication and division facts for the 2, 5, 10 and 3 multiplication tables

PSHCE / SMSC**Spiritual**

Understand how others see us. This will lead into consideration of stereotyping. The impact of forgiveness. Explore losses and the feelings associated with loss.

Is it always good to forgive?**Moral**

Anti –Bullying / Cyber bullying

Writing from bully / victim's point of view

Instructional writing – how to keep calm

What could be the reasons why someone bullies?

Social – SEAL - Relationships

Community spirit- Why is it vital?

How can working in a team be a good thing?**Cultural**

Writing from different cultures – traditional tales

What do we learn from researching or finding out about different cultures?**British Values****Democracy**

If you could vote for or against SATs, which way would you vote and why?
 Create a persuasive argument.

Rule Of Law

If you could write your own laws, what would you write?

Individual Liberty

Should we be allowed to do as we please?

Mutual Respect

What does every religion have in common?

Tolerance of Different Faiths and Beliefs

Should the Government expect people to sit any Statutory exams in any religious festival?

SATs commence week w/b 20/05/2019