Reading

WORD READING FOCUS

Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word Months of the year. Time words. Question words. reading.

COMPREHENSION FOCUS

Explain and discuss his/her understanding of books. poems and other material, both those that he/she listens to and those that he/she reads for himself/herself.

Participate in discussion about books, poems and other Make the correct choice and make consistent use of words that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others sav.

Understand both the books that he/she can read accurately and fluently and those that he/she listens to by predicting what might happen on the basis of what has been read so far.

Compare and sequence intervals of

clock face to show these times.

number of hours in a day.

Tell and write the time to five minutes, including

quarter past/to the hour and draw the hands on a

Remember the number of minutes in an hour and the

English

Writing: Genre - Short Stories

SPELLING

Homophones and near homophones. Conjunctions. Spag terms. Common exception words. Spell by distinguishing between homophones and nearhomophones.

Apply spelling rules and guidance, as listed in English

PUNCTUATION & GRAMMAR

present tense and past tense throughout writing.

Use the progressive form of verbs in the present and past tense to mark actions in progress, e.g. she is drumming, he was shouting.

COMPOSITION

Write narratives about personal experiences and those of others (real and

Consider what he/she is going to y before beginning by writing down ideas and/or key words, including n vocabulary.

Make simple additions, revisions ar corrections to his/her own writing by proofreading to check for errors in spelling, punctuation and grammar.

HANDWRITING

Start using some of the diagonal and rokes needed to join letters which letters, when another, are best left acent to on

Art & Design

TOPIC CONTEXT: Observational drawing of plants and flowers.

Use a variety of techniques including carbon printing, relief, press and fabric printin

Experiment with tones using pencils, chalk or charcoal.

Know that different artistic works are made by craftspeople from different cultures

Give reasons for his/her preferences when looking at art/craft or design work.

Computing

COMPUTING SKILLS FOCUS

Use technology purposefully to create digital content comparing the benefits of

Understand that programs execute by following precise

and unambiguous instructions

Design & Technology

NOT TAUGHT THIS HALF-TERM.

Knowing things about yourself that will and will not change in the future.

Make choices about changes that I can make happen.

Mathematics

VOLUME & CAPACITY

Choose and use appropriate standard units to estimate and measure capacity (litres/ml), to the nearest appropriate unit, using measuring vessels.

Compare and order volume/capacity and record the results using <, > and =.

KEY SKILLS

Recall multiplication facts for x2, x3, x5,

Recall number bonds to 10 and 100. Recall halves and doubles up to 20. Tell the time to the nearest 15 minutes. Consolidate methods for addition, subtraction, multiplication and division.

Physical Education

TOPIC CONTEXT: Athletics

PHYSICAL EDUCATION SKILLS FOCUS

lump for distance controlling the landing.

Jump for height with a controlled landing.

Music

Listen with concentration and understanding to a range of high quality live and recorded music.

Understand that timbre describes the character of quality and sound.

Build and understanding of the pulse and internalise it when listening to a piece

Science

TIME

CONTEXT: Plants

Gather and record data to help in answering questions including from

Use simple equipment to observe closely including changes over time.

Perform simple comparative tests.

Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns.

Observe and describe how seeds and bulbs grow into mature plants.

Describe how plants need water, light and a suitable temperature to grow and stay healthy, and describe the impact of changing these.

LINK TO WRITING: Explain the life cycle of a plant.

Geography

Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to and the North and South Poles.

Use simple fieldwork and observational skills to geography of their school and its grounds and the key human and physical features of its surrounding

Use simple compass directions (NSEW) and locational and directional language, e.g. near and far to describe the location of features and routes on a map.

LINK TO WRITING: Write directions.

Modern Foreign Languages

NOT TAUGHT IN KS1.

Religious Education

Recognise key people in the local, national and global Church.

Describe different roles of some people in the local, national and

Use religious words and phrases. Say what they wonder about.

Ask wondering questions and recognise that some questions are difficult

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