

	Autumn	Spring	Summer
Literacy	<p><b>Writing – A range of both fiction and non-fiction genres including:</b></p> <ul style="list-style-type: none"> <li>• Narratives- including settings and character descriptions</li> <li>• Traditional tales</li> <li>• Letters</li> <li>• Poetry</li> <li>• Instructions</li> <li>• Lists</li> <li>• Recounts</li> <li>• Persuasive writing</li> <li>• Fact files</li> <li>• Non- chronological reports</li> </ul> <p>Pupils are taught to plan their writing by discussing their ideas and then rehearse their sentences aloud before writing. They learn to self and peer assess and re-read what they have written. Pupils are taught the skills to enable them to produce legible, consistent handwriting. Pupils are taught to understand which letters belong to which handwriting 'families' and to practise these.</p> <p><b>Reading- studying a range of texts through whole class reading guided reading and individual reading. Building skills in the areas of:</b></p> <p>Decoding, including:</p> <ul style="list-style-type: none"> <li>• Recognising and reading individual letters and saying their sounds.</li> <li>• Blending sounds in words that contain learnt graphemes.</li> <li>• Read simple phrases made up of words with known letter- sound correspondences.</li> <li>• Reading books to build confidence, fluency and understanding.</li> </ul> <p>Comprehension, particularly focusing on</p> <ul style="list-style-type: none"> <li>• Talking about and giving an opinion on a range of texts.</li> <li>• Making inferences from illustrations, events, characters' actions and speech.</li> <li>• Using prior knowledge, including context and vocabulary to understand texts.</li> <li>• Reading for meaning and re-reading when it does not make sense.</li> <li>• Predicting what might happen based on details read.</li> </ul> <p><b>Spelling, Punctuation and Grammar (SPaG)</b></p> <ul style="list-style-type: none"> <li>• Spelling- We use Bug Club phonics to teach our pupils the phonemes and graphemes they need to spell words. The children will learn to spell common exception words (tricky words that they cannot sound out using their phonics knowledge). Year 1 pupils will have spellings issues weekly.</li> <li>• Punctuation and grammar- We have discrete lessons, alongside writing lessons to teach pupils punctuation rules to use in their writing. This includes sentence structure, finger spaces and basic punctuation (.?!)</li> </ul> <p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>• Listening and responding appropriately to adults and their peers.</li> <li>• Asking relevant questions, building knowledge and vocabulary.</li> <li>• Articulate and justify answers.</li> <li>• Participating in discussions, presentations, performances and role play.</li> <li>• Develop structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li> </ul>		
Maths	<p>Maths learning will follow the national curriculum in these areas:</p> <ul style="list-style-type: none"> <li>• Number (place value, addition and subtraction, multiplication and division).</li> </ul>		

	<ul style="list-style-type: none"> <li>• Measurement (length/height, weight, capacity, money and time).</li> <li>• Geometry (properties of shape, position and direction).</li> <li>• Problem solving</li> <li>• Mathematical language use</li> <li>• Fractions (Y1 only)</li> <li>• Statistics (Y1 only)</li> </ul> <p>These topics will be revisited in a spiral curriculum to ensure that the objectives are covered in a sufficient depth and breadth</p>		
Science (UTW)	<p>Ourselves</p> <p>Seasons</p>	<p>Plants</p> <p>Seasons</p>	<p>Animals and minibeasts</p> <p>Everyday Materials</p>
RE	<p>Why do Christians pray to God and worship him?</p> <p>Why is learning to do good deeds so important to Jewish people?</p>	<p>Why was Jesus given the name 'Saviour'?</p> <p>What are the best symbols of Jesus' resurrection at Easter?</p>	<p>Why do Christians trust Jesus and follow him?</p> <p>Why do Jewish families say so many prayers and blessings?</p>
History (UTW)	History of Communication	Mary Anning/ Dinosaurs	The Seaside then and now.
Geography (UTW)	The Park	The Church	Southwold
Art (EAD)	<p>Drawing: Spirals Molly Haslund</p> <p>Painting: Exploring watercolour Paul Klee. Emma Burleigh</p>	<p>Drawing: Flora and Fauna Eric Carle, Henri Rousseau</p> <p>Playful Making Faith Bebbington, Nicole Dyer</p>	<p>Simple Printmaking</p> <p>Making Birds Andrea Butler</p>
DT (EAD)	N/A (Nativity practise)	Wheels and axles	Preparing fruit and vegetables
Music (EAD)	<p>Rhythm, pulse and clapping games</p> <p>Musical Vocabulary (under the sea)</p>	<p>Pulse and Rhythm (Theme: all about me)</p> <p>Classical music, dynamics and tempo (Theme: Animals)</p>	<p>Timbre and rhythmic patterns (Theme: Fairytales)</p> <p>Vocal and body sounds (Theme: by the sea)</p>
PSHE [Jigsaw]	Being me in my world Celebrating difference	Dreams and goals Healthy me	Relationships Changing me
PE [getset4pe]	<p>Fundamentals (R/1)</p> <p>Fundamentals (1)</p> <p>Fundamentals (R/1)</p> <p>Ball Skills (1)</p>	<p>Gymnastics (R/1)</p> <p>Yoga (1)</p> <p>Dance (R/1)</p> <p>Dance (1)</p>	<p>Ball skills (R/1)</p> <p>Team Building (1)</p> <p>Games (R/1)</p> <p>Sending and receiving (1)</p>
Computing [Purple Mash]	<p>Unit 1.1 E-safety</p> <p>Unit 1.9 Tech outside of school</p>	<p>Unit 1.2 Grouping and Sorting</p> <p>Unit 1.4 Lego Building</p>	<p>Unit 1.6 Animated stories</p> <p>Unit 1.7 Coding</p>

*To ensure that all children receive a holistic and well-rounded education, we may adapt the above planning to consider significant events, celebrations etc. both locally and globally, as relevant and appropriate to the age and interests of the children.*