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| **English** | |
| **Sequence of Learning - Reading** | |
| **Shared Reading** | * Shared stories; modelled reading; reading engagement * The teacher reads aloud and shares the text modelling fluency, engagement and enjoyment of the text, initially get an overall sense of meaning ​ * Close discussion of particular themes, vocabulary choices, plot points, i.e. focussing on particular comprehension strategies * It is the reading itself and related discussion that will help the children progress |
| **Vocabulary** | * Vocabulary and unfamiliar words and concepts are discussed * Unfamiliar vocabulary should be discussed as they are encountered |
| **Phonics** | * Grapheme – phoneme correspondence​ * Phonemic awareness e.g. rhyme, alliteration * Fidelity to the school’s phonics program​ |
| **Fluency** | * Fluency is a bridge between word ​ reading (decoding) and becoming a reader.​ * It is the coming together of accuracy ​and automaticity, when children think​ about punctuation as well as the meaning |
| **Prosody** | * The patterns of rhythm and sound used in poetry​ * The patterns of stress and intonation in a language |
| **Extended Reading** | * This develops fluency, word knowledge, background knowledge and stamina through exposure to the text. ​ * The teacher reading to the class and the children following, * Children taking it in turns to read with others following, * Children read silently for bursts and then pause as a class.​ * Reading accompanied with discussion and related questions to allow children to probe their understanding the key points chosen by the teacher). ​ * Written answers may be included in extended reading but the focus is reading not writing.​ |
| **Sequence of Learning - Writing** | |
| **Stage 1** | * Modelling of fine/ gross motor skills – squiggle wiggle, dough disco Discussion of stories – reading as a writer * Orally rehearsing: songs, rhymes phrases, ideas, conversations |
| **Stage 2** | * Modelling giving meaning to mark making * Modelling of name writing * Modelling writing initial sounds * Modelling writing for a purpose throughout the sessions |
| **Stage 3** | * Independently accessing gross motor, fine motor and independent mark making activities through choice. * Completing a range of mark making acuities in response to a story, topic, event. |
| **Stage 4** | * Explore the type of book, its format, context and content * Orally rehearsing e.g. a sentence * Phonics linked to phases through which letter formation is taught * Retelling parts of stories/ information different genres sequence. * Discussion of stories – reading as a writer. |
| **Stage 5** | * Scaffolding the process of writing through adult modelling, paired writing shared ideas |
| **Stage 6** | * Completing a range of independent writing activities in response to a story, topic, event. * Simple cvc words should be written completely independently * For more complex words, children can independently use the visual aids within the classroom. |
| **Stage 7** | * Research vocabulary and facts that we are going to use in our writing. |
| **Stage 8** | * Incremental individual skills * What skills and grammar do we need to practise. * Taught as low risk overtly modelled and collaborative piece. |
| **Stage 9** | * Now, let’s try using those skills together. * Using teacher example I will check writing for errors and improve parts I’m not happy with |
| **Stage 10** | * Planning for the final writing * Story maps, photos, mind maps |
| **Stage 11** | * Independent writing |
| **Stage 12** | * Supported, and then independent, proof reading * Edit and redraft where appropriate |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic** | **Heroes & Villains** | **Natural Phenomena** | **Fairy Tales Grimm** | **Mythical Beasts** | **Life & Living Processes** | **Around the World** |
| **Text Types** | Comic Strips  Non-Fiction | Non-Fiction  Newspapers | Fiction  Poetry | Fiction  Poetry | Non-Fiction  Magazines | Biography  Autobiography |
| **Emerging Book Bank** | * Superhero Baby – Patricia Hegarty * Real Superheroes - Julia Seal * Ten Little Superheroes - Michael Brownlow * Supertato – Sue Hendra   • Funny Bones –Allan Ahlberg and Janet Ahlberg  • Traction Man – Mini Grey   * Supertato | * Rain, Snow or Shine: A Book About the Weather – June and Lucy Kids * National Geographic for Kids Weather * Blown Away – Rob Biddulph * Meet the Weather – Caryl Hart * Stickman –Julia Donaldson * Christmas Poems and Rhymes | * Jack and the Beanstalk * Three Little Pigs * 3 Little Pigs * Jack and the Beanstalk * Red Riding Hood * Hansel and Gretel –Anthony Browne | * The Gruffalo – Julia Donaldson * Fergal is Fuming - Robert Starling * Georgie Grows a Dragon – Emma Lazell * We’re Off to Find a Unicorn – Eloise White * Illustrated Stories of Monsters, Ogres and Giants (and a Troll) (Illustrated Story Collections) by [Sam Baer](https://www.amazon.co.uk/Sam-Baer/e/B0B572273H/ref=dp_byline_cont_book_1) | * Very Hungry Caterpillar - Eric Carle * Where Does my Food * Come From? - Annabel Karmel * Little Red Hen * What the Ladybird Heard – Julia Donaldson * Oliver’s Vegetables – Vivian French * Caterpillar Shoes | * Lost and Found – Oliver Jeffers * My World, Your World – Melanie Walsh * Around the World – James Carter * Dear Earth – Isabel Otter * In Every House on Every Street – Jess Hitchman * Grandad’s Island by Benji Davis |
| **Developing Book Bank** | * Dog Man – Dav Pilkey * The Night Bus Hero by Onjali Q. Raúf * Varjak Paw by SF Said * How To Be A Hero by Cat Weldon 9-11 * Piggy Hero by Pip Jones * Marv and the Mega Robot by Alex Falase-Koya * Instructions – How to make a vehicle * Variety of comic strips and graphic novels | * National Geographic for Kids Weather * Everything Volcanoes and Earthquakes * The Storm Keeper’s Island - Catherine Doyle * Earth Shattering Events – Robin Jacobs * The Rains – Michael Rosen * The Chronicles of Narnia – C.S. Lewis | * 3 Little Pigs, Hansel and Gretel, Red Riding Hood * The Three Little Wolves and the Big Bad Pig – Helen Oxenbury * Inside the Villains – Clotilde Perrin * The Three Billy Goats Gruff - Mac Barnett & Jim Klassen | * Tell Me a Dragon - Jackie Morris * Arthur and the Golden Rope – Joe Todd Stanton * Leo and the Gorgon’s Curse - Joe Todd Stanton * The Book of Mythical beasts and Magical Creatures: Meet your favourite monsters, fairies, heroes, and tricksters from all around the world by DK Stephen Krensky | * Meerkat Mail – Emily Gravett * Hibernation Hotel Friends – Abbie Farwell Brown * The Emotional Menagerie - Feelings A-Z * The Encyclopaedia of Dangerous Animals | * This is our World – Tracey Turner * Dear Earth - Isabel Otter * Through The Water Curtain - Selected by Cornelia Funke * The Boy who Biked the World – Alistair Humphries * Ocean Meets Sky - The Fon Brothers * Variety of tongue twisters and riddles |
| **Writing Activity Options** | * Instructions * Comic Strips * Biography * Character Descriptions * Diary Entries * Extended writing | * Diary Entries * Weather Reports * Fact files * Descriptive writing * Poetry * Extended writing | * Character descriptions * Story Maps * Retelling / Recounting * Poetry * Newspaper Report * Extended writing | * Settings * Descriptive writing * Fact Files (Explanation text) * Diary Entry in character * Persuasive letters * Descriptive writing * Narrative * Kennings Poem | * Letters * Postcards * Instructions * Magazine Article * Poetry * Extended writing | * Diary Entries * Descriptive writing * Riddles * Autobiography * Newspaper article * Extended writing |

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| **Text Types – Key Features** | | | | | |
| **Comic Strips** | Use fact boxes  Bullet point lists  Use lots of topic language  Use the pronouns ‘he’, ‘she’, ‘it’ or ‘they’ | **Informal Letter** | The sender’s address.  The date.  An appropriate greeting.  An introduction  Vocabulary: a chatty, informal style.  The sender’s name or signature | **Instructions** | Bullet point lists  Numbered lists  Subordinate conjunctions  Prepositions  Jargon  simple conclusion |
| **Diary** | The date of entry  The time of entry  Writing in the first person  Use topic vocabulary  Mix of informal and formal language  Writing in past tense for main events.  Events written in chronological order.  Personal emotions and feelings.  Paragraphs to organise | **Myths** | A fictional setting in the distant past  Mortal and immortal characters  A brave hero or heroine  An explanation for how something started  A monster or complex task the hero or heroine has to overcome Dialogue to advance the action  Expanded noun phrases and adverbs to add detail. | **Newspaper Report** | The name of the newspaper  A headline  The reporter’s name  Sub-headings  An introductory paragraph  Facts about the main events  Time conjunctions and adverbials  Facts about the people involved  A paragraph to explain what might happen next  Quotes written as direct speech  A conclusion |
| **Fact Files** | A question as a title.  An introduction  Detailed topic information  Jargon for the topic  Diagrams, illustrations, captions.  Organisational devices  A summary at the end of the text | **Fantasy Stories** | Descriptions of the imaginary setting.  Magical or menacing characters or creatures  A main character going on a quest  Character’s feelings being shown to build tension.  A problem that is resolved by a character. | **Traditional Tales** | Talking animals as some / all characters.  Character names match their personality  A countryside or forest setting A repeated phrase. A moral or lesson  Dialogue to advance the action Noun phrases and adverbs to add detail  A happy ending for the main characters. |
| **Autobiography** | An introduction that summarises the main events of a person’s life. Information about the key events in the person’s life  Chronological narrative  Paragraphs  Specific facts about achievements and influences  Facts about significant people.  Concluding thoughts | | | | |
| **English Key Vocabulary**  Key words and terms in **bold** are part of the Emerging curriculum.All key words and terms are to be part of the Developing curriculum.  Vocabulary is cumulative and will be revisited | account, **achievement**, **ad, address,** affect, advance the action, **adverb**, adverbials, alliteration, **alphabet, answer, audience**, author, autobiography, **blend**, **blend,** **book**, **bullet point, capital letter, captions, character,** chronicles, chronological, dash, classic, **closing**, **comic,** complex, conclusion, conclusion, conjunctions, conjunction, **connectives**, contemporary, dialogue, different, difference, effect, **ending**, **event**, expanded noun phrase, **fairy tale**, fantasy, **finger space,** historical, **identify, main character, main event,** narrative, **opening, paragraph, personality, plot, refrain, repeated phrase, same, segment, setting, contents page, date**, **describe, description**, **descriptive**, **detail**, device, **diagram**, **diary entry, diary**, **digraph**, direct speech, **draw,** **emotions**, **exclamation mark, explain, explanation,** explanation, **fact boxes, fact file, fact,** fantasy, **features,** feelings, **feelings**, **fiction**, first person, fluency, formal, **full stop,** **handwriting**, glossary, grammar/ grammatical, **greeting**, heading, headline, humour, **idea**, illustration / illustrator, index, inference, **influence**, informal, **information**, inspiration, **instructions**, **introduction**, invention, **labels,** language, **letter formation, letter**, **list, main events,** **mark / mark-making,** meaning, metaphor, **mind map,** myth, **newspaper**, non-chronological, **non-fiction, numbers, observation, observe, opinion, order,** organisation, organise, **page,** paragraph, past tense, personal, **phoneme, photo, phrase, picture, poem, poetry, poster,** prologue, **prompt, purpose, question, recap, rehearse, report, rhyme, rhyming words, rhythm, scene,** **segment, senses, sentence**, **sequence**, **predict(ion),** preposition, presentational features), pronoun, **punctuate, punctuation, purpose**, **question phrase,** quotes, **read, reading, recognise, record,** recount, **reporter**, **retell,** retrieve(al), riddle, **segment, sender**, **setting,** **setting**, s**ign off, speech** **marks**, **storytelling, tale,** theme, **tradition(s/al), signature**, significant, simile, **sound, speech bubble, speech, spelling,** stencil, **story, story**, structure, sub-heading, sub-heading, subordinate, summarise, summary, suspense, tension, **text**, third person, **time**, **title**, **trigraph**, **verb** (powerful verb), verse, tension, **text, time, title**, tone**,** viewpoint, **vocabulary, writer, writing** | | | | |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Maths Emerging and Developing (Based on a mixed model from White Rose Maths)**  **Stage not Age: bespoke pathway of adapted learning for each pupil** | **Place Value**  **(3 weeks) Numbers to 200**  Sort, Count, Represent Objects  Count backwards / forwards  Write numbers to 10  Count one more  Count one less  Count and write to 20  Tens and ones  One to one correspondence  Compare objects  Compare groups of objects  Introduce <, > and =  Compare numbers  Order objects  Ordinal numbers  The number line  Place value charts  **Addition & Subtraction Within 100 (4 weeks)**  Part whole model  The Addition symbol  Add together  Finding a part  Subtraction – breaking apart  Fact families- addition  Number bonds within 10  Systematic number bonds  Compare number bonds  Fact families – 8 facts  Find and make number bonds  Related facts  Add more  Add by counting on  Add by making 10  How many left  Subtraction count back, not crossing 10, crossing 10  Find the difference (1)  Compare statements | **Addition & Subtraction Within 100 inc. Money (2 weeks)**  Count money  Select money  Add and subtracts 1s  Check calculations  Bonds to 100 (tens and ones)  Make the same amounts  10 more, 10 less  Add and subtract 10s  Add 2 digits and 1 digit  Add 2 digit numbers  Add three 1 digit numbers  Find the total  Subtract 1 digit from 2 digits  Subtract with 2 digits  Find change  Find the difference (2)  Compare number sentences  Compare money  Two-step problems  **Place Value & Multiplication Within 50 (3 weeks)**  Numbers to 50  Tens and Ones  Represent numbers to 50  One more, one less  Compare objects  Compare numbers  Order numbers  Count in 2s  Count in 5s  Count in 10s  Counting in coins  Making equal groups  Add equal groups  Make arrays  Makings doubles  Counts in 2s, 5s and 10s  Count in 3s  Count money – pence, pounds  Recognise equal groups  Multiplication symbols  Multiplication from pictures  Use arrays  The 2 times-table  The 5 times-table  The 10 times-table  **Measurement Length & Height (2 weeks)**  Measure length  Compare lengths and heights  Measure length in cm  Measure length in m  Order lengths  Four operations with lengths | **Multiplication & Division (3 weeks)**  Count in 2s  Count in 5s  Count in 10s  Counting in coins  Making equal groups  Add equal groups  Make arrays  Makings doubles  Counts in 2s, 5s and 10s  Count in 3s  Count money – pence, pounds  Recognise equal groups  Multiplication symbols  Multiplication from pictures  Use arrays  The 2 times-table  The 5 times-table  The 10 times-table  **Fractions & Consolidation (3 weeks)**  Find half  Find a quarter  Makes equal parts  Recognise a half | **Shape & Consolidation (3 weeks)**  Intro to 3D shapes  Intro to 2D shapes  Sort 3D shapes  Sort 2D shapes  Patterns with 3D and 2D shapes  Recognise 2D and 3D shapes  Count sides on 2D shapes  Count vertices on 2 D shapes  Draw 2D shapes  Lines of symmetry  Count faces on 3D shapes  Count edges on 3D shapes  Count vertices on 3D shapes  Make patterns with 2D shapes  Makes patterns with 3D shapes  **Statistics (3 weeks)**  Pictograms  Bar Charts  Interpret Charts  Comparison, Sum & Difference  Tables  Line Graphs | **Position & Direction (1 week)**  Describe turns  Describe position  Describing turns  Describing movement  Describing movement and turns  Making patterns with shapes  **Problem Solving & Efficient Methods based on Four Operations (4 weeks)**   1. Focus on place value 2. Consolidate topics as per teacher assessment. | **Mass, Volume, Capacity & Temperature (2 weeks)**  Introduce weight and mass  Measure mass  Compare mass  Introduce capacity and volume  Measure capacity  Compare capacity  Measure mass g  Measure mass kg  Compare volume  Millimetres, Litres  Temperature  **Time (2 weeks)**  Before and after  Dates  Times to the hour  Times to the half-hour  Writing time  Comparing time  O’clock and half past  Quarter past and quarter to  Telling time to 5 mins  Hours and days  Find duration of time  Compare durations of time  **Decimals & Money (2 weeks)**  Pounds and pence  Compare decimals  Order decimals  Ordering money  Round decimals  Estimating money  Four operations  Order and compare decimals  Rounding decimals  Adding – same decimal places  Subtracting – same decimal places  Adding / Subtracting different decimal places  Wholes and decimals  Decimals sequences  **Problem Solving & Efficient Methods based on Four Operations (2 weeks)**   1. Focus on four operations 2. Consolidate topics as per teacher assessment. |
| **Key Vocabulary** | Analogue, Anti-Clockwise, Boundary, Circle, Clock, Clockwise, Cone, Cube, Cuboid, Cylinder, Decagon, Difference Between Half, Digit, Equal to, Equals, Face, Figures, Full Turn, Greater than, Half Turn, Half, Quarter, Halve =, Hand, Heptagon, Hexagon, Hour, How many are left/left over?, How many fewer is… than…?, How Much Less Is…?, Hundreds Boundary, Hundreds, Is the same as, Kite, Leave, Less than, Lines of Symmetry, Minus, Minute, Mirror Line, Nonagon, Number, Number Of Curved Sides, Number Of Straight Sides, Numerals, O’clock, Octagon, One Hundred Less, One Less, Ones, Order, Oval, Parallelogram, Past, Pentagon, Place Value, Prism, Pyramid, Quarter Turn, Rectangle, Reflection, Rhombus, Right Angle, Rotate, Semi-Circle, Sign, Sphere, Square, Star, Subtract, Subtraction, Take Away, Ten Less…, Ten Thousand, Tens, Thousands, Time, To, Total Number Of Sides, Trapezium, Triangle, Two Less…, Value | | | | | |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Science** | **The Human Body**   * What senses does the human body have? * Why do animals need teeth? * What are human bodies made of to help them move? * What are organs? * What food does our body need? * What is digestion? | **Forces**   * What is a force? * Does it stretch, twist, bend or squash? * How can we test stretch and strength? * What is friction? * How do magnets work? * How does sound travel? * What are vibrations? * How does sound travel? | **Materials and their properties**   * What material can you see? * What properties does the material have? * Is it absorbent? Waterproof? Tough? * Which material is suitable? * What are the states of matter? * Which changes are reversible? | **Seasons, the Earth and Space**   * What is the weather? * What are seasons? * What objects are in space? * How do objects in space move? * How does the earth move? * What are the phases of the moon? * What is the Solar System? | **Living Things, Habitats and Classification**   * What is an animal? * What is a habitat? * What is a micro habitat? * What do animals eat? * How can living things be grouped? * How do we construct a food chain? * How do we construct a food web? * How do changing habitats affect food chains? | **Plants**   * How can plants and trees be classified? * What are the parts of plants and trees? * What does a plant need to grow? * How do I grow beans and bulbs? * What are the parts of a flower? |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **PHRE** | **Zones of Regulation** and **Emotion Coaching** | | | | | |
| **Health and Wellbeing (Cycle A)**  Learning strategies for looking after their mental and physical health, including: healthy eating, relaxation techniques, sun safety, immunisation facts and the benefits of sleep. | **Economic wellbeing**  Learning how to make decisions when it comes to spending, budgeting and saving money and exploring different career choices. | **Families and Relationships**  Learning how to: form respectful relationships with others, deal with conflict and bullying and the importance of challenging stereotypes. | **Citizenship**  Learning about: human rights and the rights of the child, democracy, diversity and community and protecting the environment. | **Health and Wellbeing (Cycle B)**  Learning strategies for looking after their mental and physical health, including: healthy eating, relaxation techniques, sun safety, immunisation facts and the benefits of sleep. | **Safety and the**  **changing body**  Learning: how to administer first aid in a variety of situations and about safety around medicines, online and road safety and the changes which occur during puberty.  **Y5/Y6 (only) Identity**  Considering what makes us who we are whilst learning about body image. |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Careers Focus** | **Fire Fighter** | **Meteorologist/Musician** | **Construction Worker** | **Armed Forces** | **Veterinarian** | **Pilot/Healthcare Professional** |