

English

National Curriculum Links

Pupils should be taught to:

Word Reading

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Read accurately words of two or more syllables.
- Read further common exception words.

Reading Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Discussing the sequence of events in books and how items of information are related.
- Being introduced to non-fiction books that are structured in different ways.
- Recognising simple recurring literary language in stories.
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.

Understand both the books that they can already read accurately and fluently and those that 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.
- Answering and asking questions.

Participate in discussions about books, taking turns and listening to what others say.

Spelling

- Segment spoken words into phonemes and represent these by graphemes.
- Learn new ways of spelling phonemes for which one or more spellings are already known.
- Learn to spell common exception words.
- Write from memory simple sentences dictated by the teacher.

Handwriting

- Form lower-case letters of the correct size relative to one another.
- Write capital letters and digits of the correct size and orientation.
- Use spacing between words.

Writing

Develop positive attitudes towards and stamina for writing by:

- Writing narratives.
- Consider what they are going to write before beginning by:
 - Saying out loud what they are going to write about.
 - Writing down key words, including new vocabulary.
 - Encapsulating what they want to say, sentence by sentence.

Vocabulary, Grammar & Punctuation

- Use familiar and new punctuation correctly (full stops, capital letters and question marks).

Learn how to use:

- Sentences with different forms [statements & questions].
- Expanded noun phrases to describe & specify.

Use and understand grammatical terminology [nouns & adjectives].

Maths

National Curriculum Links

Number: Place Value

- Read and write numbers to at least 100 in numerals and in words.
- Recognise the place value of each digit in a two-digit number (tens, ones).
- Identify, represent and estimate numbers using different representations including the number line.
- Compare and order numbers from 0 up to 100; use > and = signs.
- Use place value and number facts to solve problems.
- Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.

Number: Addition & Subtraction (continued into Autumn 2)

- Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.
- Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
- Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.
- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Small Steps Overview

Place Value

Numbers to 20

Count objects to 100

Recognise 10s and 1s

Use a place value chart

Partition numbers to 100

Write numbers to 100 in words

Partition numbers in different ways

Write numbers in expanded form

Label numbers on a number line

Estimate numbers on a number line

Compare objects & numbers

Order objects & numbers

Count in 2s, 5s & 10s

Count in 3s



Addition & Subtraction (into A2)

Bonds to 10

Fact families within 20

Related facts

Bonds to 100 (tens)

Add & subtract 1s

Add by making 10

Add three 1-digit numbers

Add to the next 10

Add across 10

Subtract across 10

Subtract from a 10

Subtract a 1-digit number from a

2-digit number (across a 10)

10 more, 10 less

Add & subtract 10s

Add two 2-digit numbers

Subtract two 2-digit numbers

Mixed addition & subtraction

Compare number sentences

Missing number problems

Possible Stories

My Mum is a Supermum, Superhero Dad, Awesome Man, Superpigs, Traction Man is Here, Traction Man meets Turbo Dog, Traction Man and the Beach Odyssey, Superhero Origin series, Supertato, Eliot Jones Midnight Superhero

History

Wonder Women: What makes Grace Darling a hero?

National Curriculum Links

- To develop an awareness of the past through finding out about changes beyond living memory that are significant nationally or globally.
- To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements.
- To find out about significant historical events, people and places in their own locality.

Learning Outcomes

Children will:

- Talk about people they consider to be a real-life hero and give reasons why.
- Learn when Grace Darling was born and some features of day to day life at this time.
- Learn about the chain of events that led to Grace Darling saving the lives of many who were on board the Forfarshire.
- The events that followed the rescue that made Grace Darling famous.
- Discuss 'What makes Grace Darling a hero?'
- Use various sources to find out about present day heroes.
- Use various sources to research the life of Grace Darling.
- Visit the Grace Darling Museum to find out more about the life of Grace Darling.

Computing

Superhero Secret Identities and Superhero Cinema

National Curriculum Links

Pupils should be taught to:

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

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.

Learning Outcomes:

Children will:

- Learn to log on and off independently (Chromebooks).
- Learn about the importance of keeping personal information private and what to do if they have a concern (SID's Top Tips).
- Discuss why many people use avatars and nicknames online (superhero secret identities).
- Help to plan and write a whole-class superhero film trailer with support.
- Use iPads to record video using a camera app.
- Learn how to zoom as they record videos.
- Use tools to add effects to a video (Y2).
- Begin to use green screen with support (Y2).
- Work with an adult to combine videos using iMovie (Y2).

Design & Technology

(Super)hero Vehicle

National Curriculum Links

Pupils should be taught to:

Design

- 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.

Make

- Select from and use a range of tools and equipment to perform practical tasks (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.

Evaluate

- Explore and evaluate a range of existing products.
- Evaluate their ideas and products against design criteria.

Learning Outcomes

Children will:

- Use books, comics and the Internet to research vehicles used by superheroes and real-life heroes.
- Experiment with different ways of combining wheels, axles and chassis.
- Generate ideas for their own vehicle for a superhero or real-life hero.
- Develop their chosen design through discussion and drawing.
- Explore which materials and tools are most suited to their designs.
- Mark out, measure, cut and score materials with some accuracy.
- Use tools safely.
- Follow advice to improve their vehicle.
- Evaluate after the making process by talking about strengths and weaknesses, likes and dislikes.

RE

Northumberland Agreed Syllabus

Theme: Creation Story

Religion: Christianity

Key Question: How does God want Christians to look after the World?

Learning Outcomes

Children will:

- Discuss how it feels to make something.
- Discuss how they feel their creations should be treated.
- Look at natural objects and phenomenon then ask and answer questions about where they think these things have come from.
- Listen to stories about the creation of the world from The Bible and other cultures.
- Express opinions about the Christian belief about Creation.
- Look at positive and negative aspects in the world then consider how God would feel about how humans are looking after the world and what we can do to make the world a better place.

Science

Plants

National Curriculum Links

Plants

Pupils should be taught to:

- Observe and describe how seeds and bulbs grow into mature plants
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Learning Outcomes

Children will:

- Identify and name some common wild and garden plants.
- Compare and contrast seeds and bulbs.
- Observe how different plants grow in the school environment (over the course of the year).
- Record the growth of plants as they change over time.
- Investigate the requirements for germination.
- Investigate what plants need to grow and stay healthy.
- Be introduced to the process of reproduction in plants.

Physical Education

Fundamental Movements

Multi-Skills (NUF)

National Curriculum Links

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.

Learning Outcomes

Children will:

- Hold a balance on 1, 2, 3 and 4 points.
- Move in a variety of ways (hopping, walking, skipping, sprint running, leaping etc)
- Learn and practise different throwing and catching techniques with large and small equipment (underarm, overarm, chest pass, bounce and catch, two-hand catch, one-hand catch etc)
- Apply these movements in a range of games and activities.

Newcastle Foundation will lead PE sessions focussing on developing movement, thinking, communication and teamwork. Children will be being to apply these skills in a variety of games.

PSHE

Being Me in My World (Jigsaw)

Real Life Heroes

Pupils should be taught:

Their rights and responsibilities as a member of their class.

To respect the views of others and know their views are valued.

To recognise the choices they make and the consequences of their decisions.

Learning Outcomes

Children will:

- Talk about and agree upon rules for the classroom and playground.
- Talk about the 5 Golden Rules and have routines established.
- Begin to feel respected as a member of the class and school community.
- Begin to recognise how they are feeling and how to communicate this.
- Begin to realise the effects of their actions on others.
 - Discuss who helps us when we are hurt, in danger or in need.
 - Learn about real life heroes who help us, e.g. emergency services, crossing patrol personnel, buddies etc.
- Discuss how to keep safe in different situations, e.g. crossing the road, using the Internet etc **Computing Links – e-safety.*

Music

Hey You! (Charanga)

National Curriculum Links

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Learning Outcomes

- Sing Hey You! and other old school Hip-Hop songs, identifying, through listening, clapping back, movement and voice, the pulse, rhythm and pitch.
- Learn to make different types of sounds with their voices and create rhythm with words.
- Play the glockenspiel accompaniment to Hey You! using up to three notes C, D and E –Y2 children may begin to create these notes on the musical stave.
- Based on Hey You! create simple melodies using one, two or three notes (C,D,E) – Y2 may use four or five (C,D, E, F, G) notes.



Mastering English

Opportunities for children to develop deep learning:

- Applying new topic vocabulary when writing across the curriculum.
- Using appropriate features when writing in different styles across topic areas.
- Using their speech and language skills to question, discuss and explain their thinking.
- Applying learnt grammar and punctuation conventions when writing across the curriculum.

For example:

- *Writing scripts for films (Computing)*
- *Using statements, exclamations and questions in their comic strips (Art)*
- *Questioning and reasoning about predictions (Science)*

Mastering Maths

Opportunities for children to develop deep learning:

DT:

- Naming and describing shapes when constructing superhero vehicles.
- Selecting suitable shapes according to their properties and explaining their reasoning.
- Measure and use comparative language when drawing and making their superhero vehicles.

History:

- Placing historical events (Grace Darling) on a timeline.

Science:

- Measuring height whilst testing growing plants (ongoing).

Investigation Possibilities

Science

- Why do flowers have different colours?
- What do plants need to grow?
- Do plants need soil to grow?
- Do seeds need sunlight to grow?
- Do plants move?
- Can plants grow in different environments?
- Which plants grow the quickest?
- Do all plants need the same amount of water?

Philosophy for Children Opportunities

Science

- Should we pick wild flowers?
- Does anyone own something that is wild?

PSHE

- Should we have rules?
- What makes someone a hero?

Opportunities for Outdoor Learning

PSHE

- Developing a deeper understanding of the role of the police through a visit to the local police station.

English

- Taking Traction Man on adventures around the school – use as stimulus for 'Mini Grey' style writing.

Science

- Planting seeds and bulbs.
- Caring for plants.

Computing

- Creating scenery in the outdoor environment for superhero films.