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<b>Literacy Theme</b>	Welcome and Assessment	Gruffalo Narrative	Gruffalo Narrative	Gruffalo Narrative	The Teddy Robber Narrative	The Teddy Robber Narrative	Non- Fiction People who have changed the world.	Non- Fiction People who have changed the world.
<b>Written Outcomes</b>	EXTENDED WRITE Baseline assessment Recap sentence types	Writing questions, commands, exclamations and statements. Character Descriptions.	Character description. Creating our own characters. Writing different sentence types linked to characters.	Story Innovation based on the Gruffalo.	Character description. Creating our own characters. Writing different sentence types linked to characters.	Story Innovation based on the Gruffalo.	Identify Key Features Non-Fiction Create a page applying knowledge of features Fact file/ information sheet about a person who has changed the world.	Fact files/Information book linked to a person who has changed the world. Edit and revise work.
<b>Phonics/SPaG focus Rocket Phonics</b>	Year One and Year Two Common Exception Words Rocket Phonics Baseline Assessment	Rocket Phonics: Focus on: /ai/ as ai, ay /ai/ as a-e, a /ai/ as eigh, ei /ai/ as ea, ey Blending practice Segmenting practice Common exception word practice.	Rocket Phonics: Focus on: /ee/ as ee, e-e /ee/ as ie /ee/ as ea, y /ee/ as ey, e Blending practice Segmenting practice Common exception word practice.	Rocket Phonics: Focus on: /igh/ as igh, i /igh/ as i-e y /igh/ as ie /igh/ as y Blending practice Segmenting practice Common exception word practice.	Rocket Phonics: Focus on: /oa/ as oa /oa/ as o-e /oa/ as ow /oa/ as oe, o Blending practice Segmenting practice Common exception word practice.	Rocket Phonics: Focus on: Homophones Near Homophones Blending practice Segmenting practice Common exception word practice.	Rocket Phonics: Focus on: suffixes adding -s and -es to make plurals suffixes adding -ing, -ed, -er to verbs with no changes to root words suffixes adding -er and -est to adjectives with no changes to root words Blending practice Segmenting practice Common exception word practice.	Rocket Phonics: Focus on: /w/ as w /w/ as wh /f/ as f, ff /f/ as ph Blending practice Segmenting practice Common exception word practice.
<b>Handwriting Focus</b>		Handwriting: the 'c' letters c, a, d, s, g, o	Handwriting: the 'c' letters qu, f the tall ascenders l, t, h	Handwriting: the tall ascenders b, k the half-height, down r, n, m	Handwriting: the half-height, down p, i, j the half-height, bowl u, y	Handwriting: the half-height, bowl v, w the odd ones x, z, e	Handwriting: leading to washing line join o, r, re, v, w, x	Handwriting: the 'c' letters c, a, d, s, g, o
<b>Guided Reading Focus</b>	Individual Reading Reading Assessments	Target Practice Readers: Orange: Orange:	Target Practice Readers: Orange: Jakob and the Ice Giant	Target Practice Readers: Orange: Joe's Barge	Target Practice Readers: Orange: The Chaos Machine	Target Practice Readers: Orange: Clare the Climber	Target Practice Readers: Orange: Tom Thumb saves the day	Target Practice Readers: Orange: Pet Rabbits

Rocket Phonics	Library Books	The Dance Palace						
Ongoing Skills	<p>[EXS] [KEY] Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others.</p> <p>↳ <b>GD objective:</b> Spell by independently segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones and near homophones.</p> <p>↳ <b>GD objective:</b> Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones and near homophones and use them in their work.</p> <p>[EXS] [GDS] [KEY] Spell by learning to spell common exception words.</p> <p>↳ <b>GD objective:</b> Spell most common exception words.</p> <p>Spell by learning to spell some words with contracted forms.</p> <p>↳ <b>GD objective:</b> Spell by learning to spell a range of words with contracted forms.</p> <p>Spell by learning the possessive apostrophe (singular) [for example, the girl's book].</p> <p>↳ <b>GD objective:</b> Spell by independently using the possessive apostrophe (singular) [for example: the girl's book] in their writing in a range of contexts.</p> <p>Add suffix -ment to spell longer words</p> <p>GD objective: Independently apply suffixes to spell longer words, including -ment in a range of contexts.</p> <p>Add suffix -ness, to spell longer words.</p> <p>GD objective: Independently apply suffixes to spell longer words, including -ness in a range of contexts.</p> <p>Add suffix -ful, to spell longer words.</p> <p>GD objective: Independently apply suffixes to spell longer words, including -ful in a range of contexts.</p> <p>Add suffix -less to spell longer words</p> <p>GD objective: Independently apply suffixes to spell longer words, including -less in a range of contexts.</p> <p>Add suffix -ly to spell longer words</p> <p>GD objective: Independently apply suffixes to spell longer words, including -ly in a range of contexts.</p> <p>Apply year 2 spelling rules and guidance.</p> <p>↳ <b>GD objective:</b> Apply year 2 spelling rules and guidance in their writing in a range of contexts.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>↳ <b>GD objective:</b> Write from memory more complex sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>							
Geography	Would you prefer to live in a hot or a cold place?							
	<p>Where are the continents?</p> <p>WALT: name and locate the continents of the world.</p>	<p>Where are the coldest places on Earth?</p> <p>WALT: locate the North and South Poles.</p>	<p>Where is the equator?</p> <p>WALT: locate the equator on a world map.</p>	<p>What is it like to live in a hot place?</p> <p>WALT: compare the UK and Kenya.</p>	<p>Do we live in a hot or cold place?</p> <p>WALT: investigate local weather conditions.</p>	<p>Would you like to live in a hot or a cold place?</p> <p>WALT: identify features of hot and cold places.</p>		

<b>Science</b>	<b>Animals: What do animals need to survive?</b>			<b>Humans: How can humans stay healthy?</b>			
	<p>What do mammals and birds need to survive? How are mammals and birds similar and how are they different? WALT: identify what herbivores, carnivores and omnivores are. identify features of birds. identify what mammals and birds need to survive.</p>	<p>What do fish and amphibians need to survive? WALT: identify what fish and amphibians need to survive. identify features of fish and amphibians.</p>	<p>What do reptiles and humans need to survive? WALT: identify what reptiles and humans need to survive. explain how the needs of humans are similar or different from those of other animals?</p>	<p>What happens to your body when you exercise? WALT: make predictions. identify why exercise is good for your body. Identify why exercise is good for your mind.</p>	<p>Why is food important to humans? WALT: identify what a healthy diet is.</p>	<p>What is hygiene and why is it important? WALT: describe what germs are. investigate why it is important to keep clean.</p>	<p>Why is it important to brush your teeth? WALT: explain why brushing your teeth is important.</p>
<b>Art and DT</b>	<b>How can we make a chair for Baby Bear?</b>						
		<p>How can we make structures more stable? Exploring Stability WALT: explore the concept and features of structures and the stability of different shapes</p>	<p>What makes a structure strong? Strengthening Materials WALT: understand that the shape of the structure affects its strength</p>	<p>How can we make a chair for Baby Bear? Making Baby Bear's Chair WALT: make a structure according to design criteria.</p>	<p>How can we improve our chair? Fixing and Testing bay Bear's Chair WALT: produce a finished structure and evaluate its strength, stiffness and stability.</p>		
<b>Music Call and Response</b>	<b>How can we use timbre and dynamics to create a group musical composition?</b>						
		<p>Can we represent an animal using short sounds with carried dynamics? WALT: create short sounds with varied dynamics that represent an animal.</p>	<p>Can we create a sound pattern safari? WALT: copy a short sound pattern.</p>	<p>What is a call and response song? WALT: explore call and response using instruments.</p>	<p>How can we create sound patterns based on call and response? WALT: create sound patterns based on call and response.</p>	<p>How can we use timbre and dynamics to create a musical composition? WALT: perform different sound patterns with contrasting dynamics.</p>	

R.E.	What is it like to be a part of a Muslim community in Britain?					
	<p>What can we find out from different sources about Muslim communities?</p> <p>WALT: explain what it is like to be part of a Muslim community. identify the role a Muslim community plays in Muslims' lives. understand the role of the community. explain the ways Muslims get involved and how the community helps them.</p>	<p>How does the mosque building show the importance of being part of a Muslim community?</p> <p>WALT: identify how the mosque community supports the Muslim and the local (non-Muslim) community. identify features of a mosque and explain their significance.</p>	<p>What kinds of things do Muslims do at a mosque, and why?</p> <p>WALT: identify the key activities that take place in a mosque. explore what Muslims do at the mosque.</p>	<p>How do Muslims engage with local communities?</p> <p>WALT: identify ways in which Muslims connect with their local communities. study some texts from the Qur'an and Hadith to reflect on how such actions help Muslims to build community and develop akhlaq.</p>	<p>How and why do Muslims engage with the wider community?</p> <p>WALT: use images to highlight ways in which Muslims seek to make a difference to wider communities, finding out what they do. reflect on how being part of a local and global community might make a difference in the lives of Muslims and of pupils themselves</p>	<p>What are the benefits and challenges of being a part of a Muslim community? (Drawing learning together)</p> <p>WALT: identify the benefits of being part of a community. reflect on your own personal worldviews, such as by considering what surprised you most, and what was the same and what was different about your own communities. compare your own ideas and experiences with the Muslim communities.</p>

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<b>Maths</b>	<b>Place Value:</b> -Numbers to 20. -Count in 10s. -Count in 10s and 1s. -Recognise 10s and 1s. -Build a number from 10s and 1s.	<b>Place Value:</b> -Use a place value grid -Partition numbers to 100. - Partition numbers flexibly within 100. -Write numbers to 100 in an expanded form. - 10s on a number line to 100.	<b>Place Value:</b> - 10s and 1s on a number line. - Estimate numbers on a number line. - Compare numbers. - Order numbers.	<b>Place Value:</b> - Count in 2s, 5s and 10s. - Count in 3s. <b>Addition and Subtraction:</b> - Fact Families. - Learn number bonds. -Add and subtract two multiples of 10.	<b>Addition and Subtraction:</b> - Fact Families. - Learn number bonds. - Complements to 100 (tens) - Add and subtract 1s. - Add by making 10. - Add using a number line.	<b>Addition and Subtraction:</b> - Add three 1-digit numbers. - Add to the next ten. - Add across a 10. - Subtract across a 10. - Subtract from a 10. - Subtract a 1-digit number from a 2-digit number - across 10.	<b>Addition and Subtraction:</b> - 10 more and 10 less. - Add and subtract 10s. - Add two 2-digit numbers - add 10s and add 1s. -add two 2-digit numbers - add more 10s then more 1s. - Subtract a 2-digit number from a 2-digit number - not across 10.	<b>Addition and Subtraction:</b> - Subtract a 2-digit number from a 2-digit number - across 10. - How many more? How many fewer? - Subtraction - find the difference. - Compare number sentences. - Missing number problems. - Mixed addition and subtraction. - Two-step problems.
<b>Computing</b>	<b>What is IT, where can we find it and how an we use it safely?</b>							
	<b>What is IT?</b> WALT: identify examples of computers. describe some uses of computers. identify that a computer is a part of IT.	<b>How is IT used in school?</b> WALT: identify examples of IT. sort school IT by what it's used for. identify that some IT can be used in more than one way.	<b>How is IT used in the world around us?</b> WALT: identify examples of IT sort school IT by what it's used for. identify that some IT can be used in more than one way.	<b>What are the benefits of IT?</b> WALT: recognise common types of technology. demonstrate how IT devices work together. explain why we use IT.	<b>How can we use IT safely?</b> WALT: recognise common types of technology. demonstrate how IT devices work together. explain why we use IT.	<b>How can we use IT in different ways?</b> WALT: recognise common types of technology. demonstrate how IT devices work together. explain why we use IT.		

<b>PE Rule</b> <b>Making and Outdoor Adventure/ Team building activities.</b>	<b>How can complex fundamental movements and skills help us succeed in a game situation?</b>							
	<b>How do we throw and receive?</b> WALT: continually develop fundamental skills. take part in competitive activities.	<b>How is playing in a team different to individually?</b> WALT: begin to work as a team. further develop thinking and creativity.	<b>Why are rules important to a game?</b> WALT: create different rules for games. continually develop fundamental skills.	<b>Why are teammates important in games?</b> WALT: take part in competitive activities. begin to work as a team.	<b>How can different rules affect a game?</b> WALT: further develop thinking and creativity. create different rules for games.	<b>Can we combine teamwork, fundamental skills and creativity in a team game?</b> WALT: continually develop fundamental skills. take part in competitive activities. begin to work as a team. further develop thinking and creativity. create different rules for games.	<b>Can we combine teamwork, fundamental skills and creativity in a team game?</b> WALT: continually develop fundamental skills. take part in competitive activities. begin to work as a team. further develop thinking and creativity. create different rules for games.	<b>Can we combine teamwork, fundamental skills and creativity in a team game?</b> WALT: continually develop fundamental skills. take part in competitive activities. begin to work as a team. further develop thinking and creativity. create different rules for games.
<b>PSHE</b> <u>Me and My Relationships</u> Health and wellbeing: Healthy Lifestyles SCARF resources  Link to Trickbox	<b>Me and My Relationships - What are feelings and how can we manage them?</b>							
	<b>What are our classroom pledges?</b> Our ideal classroom WALT: suggest actions that will contribute positively to the life of the classroom and make and undertake pledges based on these actions.	<b>How can you describe a person's feelings?</b> How are you feeling today? WALT: use a range of words to describe feelings and recognise that people have different ways of expressing their feelings.	<b>How can we deal with different feelings and how can we get help if we need it?</b> Let's all be happy! WALT: recognise, name and understand how to deal with feelings and explain where someone could get help if they were being upset by someone else's behaviour.	<b>What is friendship?</b> Being a good friend WALT: recognise that friendship is a special kind of relationship and identify some of the ways that good friends care for each other.	<b>What is the difference between bullying and isolated unkind behaviour?</b> How can we deal with bullying behaviour? Types of bullying Don't Do That! WALT: explain the difference between bullying and isolated unkind behaviour and identify strategies to deal with these behaviours.			