

# Twineham Primary School National Curriculum 2014 Planning Overview

## Cycle 1 - Amazing Creatures

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Fiction	Non Fiction	Fiction	Non Fiction	Fiction	Non Fiction	Fiction	Non Fiction	Fiction	Non Fiction	Fiction	Non Fiction
<b>Year 1</b>	<u>Text</u> The Little Red Hen  <u>Genre</u> Traditional tale  <u>Focus</u> Re-telling	<u>Text</u> Recipes  <u>Genre</u> Instructions  <u>Focus</u> How to make bread	<u>Text</u> Gingerbread Man  <u>Genre</u> Journey Story  <u>Focus</u> Retelling/ drama	<u>Text</u> Little Red Riding Hood  <u>Genre</u> Persuasion  <u>Focus</u> Letter writing	<u>Text</u> Billy Goats Gruff  <u>Genre</u> Wishing Tale  <u>Focus</u> Character description - adjectives	<u>Text</u> Dinosaurs - Information  <u>Genre</u> Explanation  <u>Focus</u> Layout features (ICT link)	<u>Text</u> Can't you sleep little bear  <u>Genre</u> Wishing tale  <u>Focus</u> Setting	<u>Text</u> Information books Which is best - Day or night?  <u>Genre</u> Discussion  <u>Focus</u> Sentence and connectives	<u>Text</u> The Wide Mouthed Frog Fine as we are  <u>Genre</u> Traditional tale  <u>Focus</u> Drama	<u>Text</u> Life cycle of a frog  <u>Genre</u> Explanation  <u>Focus</u> Time connectives eg: first, second, next	<u>Text</u> Katie in London  <u>Genre</u> Journey  <u>Focus</u> Descriptive - postcard	<u>Text</u> Leaflets, travel brochures  <u>Genre</u> Persuasion  <u>Focus</u> London poster
<b>Year 2</b>	<u>Text</u> The Enormous Turnip  <u>Genre</u> Traditional Tale  <u>Focus</u> Re-telling/ drama	<u>Text</u> Recipes  <u>Genre</u> Instructions  <u>Focus</u> How to make vegetable soup	<u>Text</u> The three little pigs  <u>Genre</u> Traditional tale  <u>Focus</u> Character description - adjectives	<u>Text</u> The true story of the three little pigs Newspapers  <u>Genre</u> Report  <u>Focus</u> Newspaper	<u>Text</u> Monster Over The hill  <u>Genre</u> Story structure  <u>Focus</u> Setting	<u>Text</u> How to trap a monster (Pie Corbett)  <u>Genre</u> Instructions  <u>Focus</u> How to trap a ...	<u>Text</u> Owl Babies  <u>Genre</u> Wishing Tale  <u>Focus</u> Story writing	<u>Text</u> Information books (Nocturnal animals/Night and Day)  <u>Genre</u> Report writing  <u>Focus</u> Write about an animal.	<u>Text</u> The Hungry Caterpillar  <u>Genre</u> Journey  <u>Focus</u> Sentence and connectives	<u>Text</u> Life cycle of a caterpillar  <u>Genre</u> Explanation  <u>Focus</u> Time connectives eg: first, second, next	<u>Text</u> The Naughty Bus  <u>Genre</u> Journey story  <u>Focus</u> Re-telling, drama (ICT)	<u>Text</u> Leaflets, travel brochures  <u>Genre</u> Persuasion  <u>Focus</u> London leaflet
<b>Theme links</b>	<b>Harvest and Ourselves</b> - Nursery rhymes - Traditional stories - Making bread (Year 1) - Geographical skills and fieldwork (Maps) - Healthy eating, My body - Time line of their life and any events eg: Olympics, Royals. - Observational drawings of fruit and vegetables, different medium - Giuseppe Arcimboldo (ICT) - Autumn poems - A major religion focusing on food, family and celebrations; Hinduism or Sikhism (RE) - New Beginnings (PSHCE) BV- Rule of law		<b>Once upon a time...</b> - Design gingerbread man (Year 1) - Making houses (Year 2) - Properties, (materials for houses, Year 2) - Guy Fawkes (newspapers, poetry) - Christmas/winter poems - Christmas: Angels and messengers. Shepherds view (RE) - Getting On and Falling Out (PSHCE)		<b>Monsters and trolls</b> - Friends, Something Else (book) (PSHCE) - Dance (PE) - Geographical skills and fieldwork (Maps) - Imaginative art (collages) Andy Goldsworthy - Monster and troll sock puppets - Stories about Jesus or stories he told (RE) Jesus as a significant individual from the past - Feelings and Relationships (PSHCE) BV- individual liberty		<b>Night and Day</b> - Seasons (Year 1) - Weather patterns, hot/cold, hibernating, human and physical geography. - Animals/habitats - Seasonal paintings/drawings, leaf printing (clay/paint) - Spring poems - Easter: Palm Sunday New life / signs of spring (RE) - Going for Goals (PSHCE) Florence Nightingale - night time occupations BV-respect and tolerance		<b>Growing Things/Minibeasts</b> - Eric Carle books - Taking care of the environment - Plants and habitats - Henri Matisse (snail pictures) - Junk model mini beast - Mini Beast party: - Design mini beast costume - Mini beasts food - Write invites - Mini beast dance - Mini beast hunt, map of school geographical skills and fieldwork. - Good to Be Me (PSHCE) Awe and wonder, creation, puzzling questions (RE)		<b>Country</b> - British History (Great Fire of London, a Queen/King) - Great Fire of London art. - London sights - Place knowledge/Geographical skills and fieldwork - Compare Twineham to Worthing/Shoreham/Brighton and another contrasting non-European country (not Egypt or Mexico) - Making bread (Year 2) - Summer poems - Performance and drama - A major religion focusing on food, family and celebrations Hinduism or Sikhism (Buddism Summer 15) (RE) - Right and Wrong (PSHCE) BV- Democracy voting	

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ICT	<p>Program robots or toys to visit places or event from a story (A)</p> <p>Create class books, integrating text, images and sounds (T, I, S)</p> <p>Writing captions to go with pictures or adding labels (T, I)</p> <p>Research using CD ROMs and internet to support topic (R)</p> <p>Sorting foods (D)</p>	<p>Program robots or toys to visit places or event from a story (A)</p> <p>Create class books, integrating text, images and sounds (T, I, S)</p> <p>Writing captions to go with pictures or adding labels (T, I)</p> <p>Research using CD ROMs and internet to support topic (R)</p> <p>TV chefs – video recipe (A, M, V)</p> <p>Pictogram of houses (D)</p> <p>Writing letters and emails (C)</p>	<p>Program robots or toys to visit places or event from a story (A)</p> <p>Create class books, integrating text, images and sounds (T, I, S)</p> <p>Writing captions to go with pictures or adding labels (T, I)</p> <p>Research using CD ROMs and internet to support topic (R) using google maps (M)</p> <p>Y2 Purple Mash Chimp activities</p>	<p>Program robots or toys to visit places or event from a story (A)</p> <p>Create class books, integrating text, images and sounds (T, I, S)</p> <p>Writing captions to go with pictures or adding labels (T, I)</p> <p>Research using CD ROMs and internet to support topic (R)</p> <p>Animating seasons (V)</p> <p>Y2 Purple Mash Chimp activities</p>	<p>Program robots or toys to visit places or event from a story (A)</p> <p>Create class books, integrating text, images and sounds (T, I, S)</p> <p>Writing captions to go with pictures or adding labels (T, I)</p> <p>Research using CD ROMs and internet to support topic (R)</p> <p>Sequencing pictures for looking after a plant (A)</p> <p>Mini beast data bases (D)</p>	<p>Program robots or toys to visit places or event from a story (A)</p> <p>Create class books, integrating text, images and sounds (T, I, S)</p> <p>Writing captions to go with pictures or adding labels (T, I)</p> <p>Research using CD ROMs and internet to support topic (R)</p>
	<p>A = Algorithms and programming  T = text and multimedia presentations  I = image and photo manipulation  S = sound and music manipulation  V = video or animation  M = modeling and simulations  D = data  C = communication  R = research</p>					
Music topics	<p>Taking Care of Myself Pack. Banana splits songs. Rhythm and Pulse activities.</p>	<p>The Gingerbread man story pack. Christmas</p>	<p>Little Red Riding Hood and Billy Goats Gruff Song pack Music Express Exploring Pulse and Rhythm.</p>	<p>Music Express 2 What's the score? Exploring Symbols and instruments. Spring and Easter Songs.</p>	<p>Mini beast Pack.</p>	<p>Music Express and 2 'Rain, Rain Go Away' Exploring tembre tempo and dynamics.</p>
Science Year 1	<p><u>Animals including humans</u></p> <p>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p><u>Animals including humans</u></p> <p>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p><u>Uses of everyday materials</u></p> <ul style="list-style-type: none"> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> </ul> <p>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><u>Seasonal changes</u></p> <ul style="list-style-type: none"> <li>observe changes across the four seasons</li> <li>observe and describe weather associated with the seasons and how day length varies.</li> <li>birds and mammals, including pets)</li> </ul>	<p><u>Animals including humans</u></p> <ul style="list-style-type: none"> <li>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, bi</li> </ul>	<p><u>Plants</u></p> <ul style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> </ul> <p>identify and describe the basic structure of a variety of common flowering plants, including trees.</p>

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Science Year 2	<u>Animals including humans</u> <ul style="list-style-type: none"><li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li><li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li></ul>	<u>Uses of everyday materials</u> <ul style="list-style-type: none"><li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li><li>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li></ul>	<u>Uses of everyday materials</u> <ul style="list-style-type: none"><li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li><li>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li></ul>	<u>Living things and their habitats</u> <ul style="list-style-type: none"><li>explore and compare the differences between things that are living, dead, and things that have never been alive</li><li>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li><li>identify and name a variety of plants and animals in their habitats, including micro-habitats</li><li>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li></ul>	<u>Animals including humans</u> <ul style="list-style-type: none"><li>notice that animals, including humans, have offspring which grow into adults</li><li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li></ul>	<u>Plants</u> <ul style="list-style-type: none"><li>observe and describe how seeds and bulbs grow into mature plants</li><li>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li></ul>
DT	<u>Year 1</u> <ul style="list-style-type: none"><li>use the basic principles of a healthy and varied diet to prepare dishes</li><li>understand where food comes from.</li></ul>	<u>Year 1</u> <ul style="list-style-type: none"><li>use the basic principles of a healthy and varied diet to prepare dishes</li><li>understand where food comes from.</li></ul> <u>Year 2</u> <p><b>Design</b></p> <ul style="list-style-type: none"><li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li><li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li></ul> <p><b>Make</b></p> <ul style="list-style-type: none"><li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li><li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li></ul>	<p><b>Design</b></p> <ul style="list-style-type: none"><li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li><li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li></ul> <p><b>Make</b></p> <ul style="list-style-type: none"><li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping,</li></ul>	<ul style="list-style-type: none"><li>use the basic principles of a healthy and varied diet to prepare dishes</li><li>understand where food comes from.</li></ul> <p><b>Design</b></p> <ul style="list-style-type: none"><li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li><li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li></ul> <p><b>Make</b></p> <ul style="list-style-type: none"><li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping,</li></ul>	<u>Year 2</u> <ul style="list-style-type: none"><li>use the basic principles of a healthy and varied diet to prepare dishes</li><li>understand where food comes from.</li></ul>	

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		shaping, joining and finishing] <ul style="list-style-type: none"> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul>	<p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> </ul>		joining and finishing] <ul style="list-style-type: none"> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> </ul>	
History	<ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> </ul>	<ul style="list-style-type: none"> <li>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> <li>events beyond living memory that are significant nationally or globally</li> </ul>				<ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally</li> <li>significant historical events, people and places in their own locality.</li> </ul>
Geography	devise a simple map; and use and construct basic symbols in a key		<ul style="list-style-type: none"> <li>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>devise a simple map; and use and construct basic symbols in a key</li> </ul>	<ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul>	<ul style="list-style-type: none"> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>	<ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul>
Art	<ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>					

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Music	<ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>
PE	<ul style="list-style-type: none"> <li>The school will follow the RCS schemes of work. In the Autumn and Spring terms the children will do games and half a term of gym and dance and in the summer they will do games /athletics and swimming</li> <li>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>participate in team games, developing simple tactics for attacking and defending</li> <li>perform dances using simple movement patterns.</li> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>perform safe self-rescue in different water-based situations.</li> </ul>
ICT	<ul style="list-style-type: none"> <li>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>create and debug simple programs</li> <li>use logical reasoning to predict the behaviour of simple programs</li> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>recognise common uses of information technology beyond school</li> <li>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.</li> </ul>
RE	<p><b>Learning about religion</b></p> <p>1. Pupils should be taught to:</p> <p>explore a range of religious stories and sacred writings and talk about their meanings</p> <p>name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate</p> <p>identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives</p> <p>explore how religious beliefs and ideas can be expressed through the arts and communicate their responses</p> <p>identify and suggest meanings for religious symbols and begin to use a range of religious words.</p> <p><b>Breadth of study</b></p> <p>3. During the key stage, pupils should be taught the knowledge, skills and understanding through the following areas of study:</p> <p><b>Religions and beliefs</b></p> <p>Christianity</p> <p>at least one other principal religion</p> <p>a religious community with a significant local presence, where appropriate</p> <p>a secular world view, where appropriate</p> <p><b>Themes</b></p> <p>believing: what people believe about God, humanity and the natural world</p> <p>story: how and why some stories are sacred and important in religion</p> <p>celebrations: how and why celebrations are important in religion</p> <p>symbols: how and why symbols express religious meaning</p> <p>leaders and teachers: figures who have an influence on others locally, nationally and globally in religion</p> <p>belonging: where and how people belong and why belonging is important</p> <p>myself: who I am and my uniqueness as a person in a family and community</p> <p><b>Experiences and opportunities</b></p> <p>visiting places of worship and focusing on symbols and feelings</p> <p>listening and responding to visitors from local faith communities</p> <p>using their senses and having times of quiet reflection</p> <p>using art and design, music, dance and drama to develop their creative talents and imagination</p> <p>sharing their own beliefs, ideas and values and talking about their feelings and experiences</p> <p>beginning to use ICT to explore religions and beliefs as practised in the local and wider community.</p> <p>BV- Respect and Tolerance</p>

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Cycle 2 - Incredible Journeys												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Fiction	Non Fiction	Fiction	Non Fiction	Fiction	Non Fiction	Fiction	Non Fiction	Fiction	Non Fiction	Fiction	Non Fiction
Year1	<u>Text</u> Rosie's Walk The Farm Yard  <u>Genre</u> Journey  <u>Focus</u> Rhyming, re- telling	<u>Text</u> Our Trip to the Farm  <u>Genre</u> Recount  <u>Focus</u> Visit to the farm	<u>Text</u> Superhero ABC Eliot Jones Midnight Superhero  <u>Genre</u> Narrative  <u>Focus</u> Superhero sentences, connectives	<u>Text</u> Real heroes - People who help us  <u>Genre</u> Instructions  <u>Focus</u> How to be helpful	<u>Text</u> Oi get off my train  <u>Genre</u> Narrative  <u>Focus</u> Setting	<u>Text</u> The Magic Bed  <u>Genre</u> Report  <u>Focus</u> Newspaper	<u>Text</u> Jack and the Flum Flum Tree  <u>Genre</u> Journey story  <u>Focus</u> Character	<u>Text</u>  <u>Genre</u> Persuasion  <u>Focus</u> Letter writing	<u>Text</u> Whatever next Way Back Home  <u>Genre</u> Journey  <u>Focus</u> Setting	<u>Text</u> Space information  <u>Genre</u> Information  <u>Focus</u> Fact poster	<u>Text</u> Captain Flin and the Pirate Dinosaurs  <u>Genre</u> Narrative  <u>Focus</u> Story writing	<u>Text</u> Sea and sea creatures information books, encyclopedia  <u>Genre</u> Information  <u>Focus</u> Encyclopedia
Year2	<u>Text</u> What the Ladybird heard  <u>Genre</u> Journey  <u>Focus</u> Rhyming, re- telling	<u>Text</u> Our Trip to the Farm  <u>Genre</u> Recount  <u>Focus</u> Visit to the farm	<u>Text</u> Charlie's Superhero Underpants Superhero ABC  <u>Genre</u> Narrative  <u>Focus</u> Alliteration, Superhero story writing	<u>Text</u> Real heroes - People who help us  <u>Genre</u> Instructions  <u>Focus</u> How to be helpful	<u>Text</u> The Long Journey Home  <u>Genre</u> Narrative  <u>Focus</u> Setting	<u>Text</u> The Wright Brothers  <u>Genre</u> Report  <u>Focus</u> Write about first flight	<u>Text</u> Magical journey story  <u>Genre</u> Portal story  <u>Focus</u> Character description, setting	<u>Text</u> Christopher Columbus  <u>Genre</u> Persuasion (letter writing)  <u>Focus</u> Letter writing, tenses	<u>Text</u> Beegu  <u>Genre</u> Journey  <u>Focus</u> Re- telling/drama	<u>Text</u> Space information  <u>Genre</u> Information  <u>Focus</u> Fact book	<u>Text</u> The Pirates Next Door  <u>Genre</u> Narrative  <u>Focus</u> Story writing	<u>Text</u> Sea information books, leaflets  <u>Genre</u> Information  <u>Focus</u> Leaflet
Theme links	<u>Harvest/Down on the Farm</u> - Taking care of the environment - Living things - Clay animals/observational drawings - Fruit and vegetable/animal poetry - Human and physical geography - looking at the farm, locality. - Design harvest food (bread/soup) - Autumn poems - Emotional responses - joy, sad, concern and thanks (RE) - New Beginnings (PSHCE) BV individual liberty		<u>Heroes</u> - Compare historical and modern heroes-historical heroes - Locational knowledge- flying around the world - Geographical skills and fieldwork - aerial photos - Materials - superhero cape. - Self-portraits and others - Design superhero logo. - Christmas/winter poems - Nativity story - Christmas: Kings view Innkeepers view (no room) (RE) - Getting On and Falling Out (PSHCE) BV rule of law		<u>Journeys</u> - Quentin Blake - Mrs Armitage - Human and physical geography/locational knowledge around the world - Design own vehicles - The Wright Brothers, first flight. (Year 2) - Christopher Columbus (Year 1) - Art linked to text. - Jesus- people he met, miracles he did (RE) - Feelings and Relationships (PSHCE)		<u>Magical journeys</u> - Pictures from imagination - Christopher Columbus (Year 2) - Locational Knowledge (Year 2) - Geographical skills and fieldwork (Year 2) - Spring poems - Easter: customs- buns, bonnets, parades. New life/ signs of spring (RE) - Going for Goals (PSHCE)		<u>Into Space</u> - Plants - Sock puppet alien. - Neil Armstrong - Design and make spaceships. - Planet and alien art, - Space poetry. - A major religion focusing on food, family and celebration; Judaism or Islam (RE) - Good to Be Me (PSHCE)		<u>Pirates and the sea</u> - Sea creatures - Summer poems - Human and physical geography, coastal areas. - Sea collages - Performance and drama - A major religion focusing on food, family and celebration; Judaism or Islam (RE) - Right and Wrong (PSHCE) BV rule of law	



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ICT	<p>Programme robots or toys to visit places or event from a story (A)</p> <p>Create class books, integrating text, images and sounds (T, I, S)</p> <p>Writing captions to go with pictures or adding labels (T, I)</p> <p>Research using CD ROMs and internet to support topic (R)</p> <p>Sorting living things (D)</p> <p>Sorting fruit(D)</p>	<p>Programme robots or toys to visit places or event from a story (A)</p> <p>Create class books, integrating text, images and sounds (T, I, S)</p> <p>Writing captions to go with pictures or adding labels (T, I)</p> <p>internet to support topic (R)</p> <p>Planning routes around the world (A)</p> <p>Using google earth (M)</p> <p>Creating self-portrait using paint or photo editing (I)</p>	<p>Programme robots or toys to visit places or event from a story (A)</p> <p>Create class books, integrating text, images and sounds (T, I, S)</p> <p>Writing captions to go with pictures or adding labels (T, I)</p> <p>internet to support topic (R)</p> <p>Describing journeys and routes using beebots or onscreen robots (A)</p> <p>Survey of traffic data or holiday destinations (D)</p> <p>Designing 3D vehicles (purplemash) (M)</p> <p>Y2 Purple Mash Chimp activities</p>	<p>Programme robots or toys to visit places or event from a story (A)</p> <p>Create class books, integrating text, images and sounds (T, I, S)</p> <p>Writing captions to go with pictures or adding labels (T, I)</p> <p>internet to support topic (R)</p> <p>Describing journeys and routes using beebots or onscreen robots (A)</p> <p>Survey of traffic data or holiday destinations (D)</p> <p>Simulation of clothes for different weather (M)</p> <p>Talking postcards (S, I)</p> <p>Y2 Purple Mash Chimp activities</p>	<p>Programme robots or toys to visit places or event from a story (A)</p> <p>Create class books, integrating text, images and sounds (T, I, S)</p> <p>Writing captions to go with pictures or adding labels (T, I)</p> <p>internet to support topic (R)</p> <p>Space simulations (M)</p> <p>Letter writing and email (C)</p>	<p>Programme robots or toys to visit places or event from a story (A)</p> <p>Create class books, integrating text, images and sounds (T, I, S)</p> <p>Writing captions to go with pictures or adding labels (T, I)</p> <p>internet to support topic (R)</p> <p>Sequence pictures for looking after plants (A)</p> <p>Growth of a seed animation (V)</p> <p>Seaside data base (D)</p>
	<p>A = Algorithms and programming  T = text and multimedia presentations  I = image and photo manipulation  S = sound and music manipulation  V = video or animation  M = modeling and simulations  D = data  C = communication  R = research</p>					
Music topics	<p>Animal Songs and Music.</p> <p>Music Express Year 2 Duration, The Enormous Turnip</p>	<p>Christmas</p>	<p>Hansel and Gretel Song Pack</p> <p>Music Express Year 2 Exploring Pitch.</p>	<p>Taking Care of Myself Pack</p> <p>Spring and Easter.</p>	<p>Music Express Year 2</p> <p>Exploring Sounds.</p> <p>Making instruments.</p>	<p>Wonderful Water Pack</p>
Science Year 1	<p><u>Animals including humans</u></p> <ul style="list-style-type: none"> <li>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> </ul>	<p><u>Everyday materials</u></p> <ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple</li> </ul>			<p><u>Plants</u></p> <ul style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>	<p><u>Animals including humans</u></p> <ul style="list-style-type: none"> <li>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> </ul>

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		physical properties.				
Science Year 2	<u>Animals including humans</u> <ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> </ul>	<u>Uses of everyday materials</u> <ul style="list-style-type: none"> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>			<u>Plants</u> <ul style="list-style-type: none"> <li>observe and describe how seeds and bulbs grow into mature plants</li> <li>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>	<u>Living things and their habitats</u> <ul style="list-style-type: none"> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>identify and name a variety of plants and animals in their habitats, including micro-habitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul>
DT	<ul style="list-style-type: none"> <li>use the basic principles of a healthy and varied diet to prepare dishes</li> <li>understand where food comes from.</li> </ul>	<b>Design</b> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <b>Make</b> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients,</li> </ul>	<b>Design</b> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <b>Make</b> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients,</li> </ul>		<b>Design</b> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <b>Make</b> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>select from and use a wide range of materials and components, including construction materials,</li> </ul>	



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		<p>according to their characteristics</p> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>	<p>according to their characteristics</p> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>		<p>textiles and ingredients, according to their characteristics</p> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>	
History		<ul style="list-style-type: none"> <li>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> <li>events beyond living memory that are significant nationally or globally</li> </ul>	<ul style="list-style-type: none"> <li>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> <li>events beyond living memory that are significant nationally or globally</li> </ul>	<p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> <li>events beyond living memory that are significant nationally or globally</li> </ul>	<ul style="list-style-type: none"> <li>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> <li>events beyond living memory that are significant nationally or globally</li> </ul>	
Geography	<ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to:                             <ul style="list-style-type: none"> <li>- key physical features, including: river, soil, valley, vegetation, season and weather</li> <li>- key human features, including: city, town, village, factory, farm, house.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> </ul>	<p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> </ul>	<p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> </ul>		<ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to:                             <ul style="list-style-type: none"> <li>- key physical features, including: beach, cliff, coast, sea, ocean,</li> <li>- key human features, including: city, town, village, port, harbour and shop</li> </ul> </li> </ul>
Art	<ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>					

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Music	<ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>
PE	<ul style="list-style-type: none"> <li>The school will follow the RCS schemes of work. In the Autumn and Spring terms the children will do games and half a term of gym and dance in the summer they will do games /athletics and swimming</li> <li></li> <li>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>participate in team games, developing simple tactics for attacking and defending</li> <li>perform dances using simple movement patterns.</li> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>perform safe self-rescue in different water-based situations.</li> </ul>
ICT	<ul style="list-style-type: none"> <li>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>create and debug simple programs</li> <li>use logical reasoning to predict the behaviour of simple programs</li> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>recognise common uses of information technology beyond school</li> <li>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.</li> </ul>
RE	<p><b>Learning about religion</b>  1. Pupils should be taught to:  explore a range of religious stories and sacred writings and talk about their meanings  name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate  identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives  explore how religious beliefs and ideas can be expressed through the arts and communicate their responses  identify and suggest meanings for religious symbols and begin to use a range of religious words.</p> <p><b>Breadth of study</b>  3. During the key stage, pupils should be taught the knowledge, skills and understanding through the following areas of study:</p> <p><b>Religions and beliefs</b>  Christianity  at least one other principal religion  a religious community with a significant local presence, where appropriate  a secular world view, where appropriate</p> <p><b>Themes</b>  believing: what people believe about God, humanity and the natural world  story: how and why some stories are sacred and important in religion  celebrations: how and why celebrations are important in religion  symbols: how and why symbols express religious meaning  leaders and teachers: figures who have an influence on others locally, nationally and globally in religion  belonging: where and how people belong and why belonging is important  myself: who I am and my uniqueness as a person in a family and community</p> <p><b>Experiences and opportunities</b>  visiting places of worship and focusing on symbols and feelings  listening and responding to visitors from local faith communities  using their senses and having times of quiet reflection  using art and design, music, dance and drama to develop their creative talents and imagination  sharing their own beliefs, ideas and values and talking about their feelings and experiences  beginning to use ICT to explore religions and beliefs as practised in the local and wider community.</p> <p><a href="#">BV respect and tolerance</a></p>

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## Maths overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><b><u>Number – Number and place value</u></b></p> <ul style="list-style-type: none"> <li>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> <li>given a number, identify one more and one less</li> <li>identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> <li>read and write numbers from 1 to 20 in numerals and words.</li> </ul> <p><b><u>Number – Addition and subtraction</u></b></p> <ul style="list-style-type: none"> <li>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>represent and use number bonds and related subtraction facts within 20</li> <li>add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \quad - 9</math>.</li> </ul>	<p><b><u>Geometry – Properties of shape</u></b></p> <ul style="list-style-type: none"> <li>recognise and name common 2-D and 3-D shapes, including:</li> <li>2-D shapes [for example, rectangles (including squares), circles and triangles]</li> <li>3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</li> </ul> <p><b><u>Number – Multiplication and division</u></b></p> <p>solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p>	<p><b><u>Measurement</u></b></p> <ul style="list-style-type: none"> <li>compare, describe and solve practical problems for:</li> <li>lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</li> <li>mass/weight [for example, heavy/light, heavier than, lighter than]</li> <li>capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</li> <li>measure and begin to record the following:</li> <li>lengths and heights</li> <li>mass/weight</li> <li>capacity and volume</li> <li>recognise and know the value of different denominations of coins and notes</li> </ul> <p><b><u>Number – Addition and subtraction</u></b></p> <ul style="list-style-type: none"> <li>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>represent and use number bonds and related subtraction facts within 20</li> <li>add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \quad - 9</math>.</li> </ul>	<p><b><u>Geometry – Position and direction</u></b></p> <p>describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p> <p><b><u>Measurement – Time</u></b></p> <ul style="list-style-type: none"> <li>compare, describe and solve practical problems for:</li> <li>time [for example, quicker, slower, earlier, later]</li> <li>measure and begin to record the following:</li> <li>time (hours, minutes, seconds)</li> <li>sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</li> <li>recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> </ul> <p><b><u>Number – Number and place value</u></b></p> <ul style="list-style-type: none"> <li>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> <li>given a number, identify one more and one less</li> <li>identify and represent numbers using objects and pictorial representations</li> </ul>	<p><b><u>Number – Multiplication and division</u></b></p> <p>solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p><b><u>Measurement</u></b></p> <ul style="list-style-type: none"> <li>compare, describe and solve practical problems for:</li> <li>lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</li> <li>mass/weight [for example, heavy/light, heavier than, lighter than]</li> <li>capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</li> <li>measure and begin to record the following:</li> <li>lengths and heights</li> <li>mass/weight</li> <li>capacity and volume</li> <li>recognise and know the value of different denominations of coins and notes</li> </ul>	<p><b><u>Geometry – Properties of shape</u></b></p> <ul style="list-style-type: none"> <li>recognise and name common 2-D and 3-D shapes, including:</li> <li>2-D shapes [for example, rectangles (including squares), circles and triangles]</li> <li>3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</li> </ul> <p><b><u>Geometry – Position and direction</u></b></p> <p>describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p> <p><b><u>Number – Fractions</u></b></p> <ul style="list-style-type: none"> <li>recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> </ul>

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				<p>including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <ul style="list-style-type: none"> <li>read and write numbers from 1 to 20 in numerals and words.</li> </ul>		
Year 2	<p><b><u>Number – Number and place value</u></b></p> <ul style="list-style-type: none"> <li>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> <li>recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>identify, represent and estimate numbers using different representations, including the number line</li> <li>compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>read and write numbers to at least 100 in numerals and in words</li> <li>use place value and number facts to solve problems.</li> </ul> <p><b><u>Number – Addition and subtraction</u></b></p> <ul style="list-style-type: none"> <li>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</li> <li>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones</li> <li>a two-digit number and</li> </ul>	<p><b><u>Geometry – Position and direction</u></b></p> <ul style="list-style-type: none"> <li>order and arrange combinations of mathematical objects in patterns and sequences</li> </ul> <p><b><u>Geometry – Properties of shape</u></b></p> <ul style="list-style-type: none"> <li>identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> <li>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]</li> <li>compare and sort common 2-D and 3-D shapes and everyday objects.</li> </ul> <p><b><u>Number – Multiplication and division</u></b></p> <ul style="list-style-type: none"> <li>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs</li> <li>show that multiplication of two numbers can be done in any order (commutative) and division of one number</li> </ul>	<p><b><u>Measurement</u></b></p> <ul style="list-style-type: none"> <li>choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> <li>compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> <li>recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>find different combinations of coins that equal the same amounts of money</li> <li>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> </ul> <p><b><u>Number – Number and place value</u></b></p> <ul style="list-style-type: none"> <li>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> <li>recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>identify, represent and estimate numbers using different representations, including the number line</li> <li>compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>read and write numbers to</li> </ul>	<p><b><u>Statistics</u></b></p> <ul style="list-style-type: none"> <li>interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> <li>ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> <li>ask and answer questions about totalling and comparing categorical data.</li> </ul> <p><b><u>Number – Addition and subtraction</u></b></p> <ul style="list-style-type: none"> <li>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</li> <li>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones</li> <li>a two-digit number and tens</li> <li>two two-digit numbers adding three one-digit numbers</li> <li>show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>recognise and use the inverse relationship between addition and subtraction and</li> </ul>	<p><b><u>Number – Fractions</u></b></p> <ul style="list-style-type: none"> <li>recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape,</li> <li>set of objects or quantity</li> <li>write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</li> </ul> <p><b><u>Geometry – Position and direction</u></b></p> <ul style="list-style-type: none"> <li>use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</li> </ul> <p><b><u>Measurement – Time</u></b></p> <ul style="list-style-type: none"> <li>compare and sequence intervals of time</li> <li>tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</li> <li>know the number of minutes in an hour and the number of hours in a day.</li> </ul>	<p><b><u>Geometry – Properties of shape</u></b></p> <ul style="list-style-type: none"> <li>identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> <li>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]</li> <li>compare and sort common 2-D and 3-D shapes and everyday objects.</li> </ul> <p><b><u>Measurement</u></b></p> <ul style="list-style-type: none"> <li>choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> <li>compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> <li>recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>find different combinations of coins that equal the same amounts of money</li> <li>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> </ul>

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	<p>tens two two-digit numbers adding three one-digit numbers</p> <ul style="list-style-type: none"> <li>show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul>	<p>by another cannot</p> <ul style="list-style-type: none"> <li>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> </ul>	<p>at least 100 in numerals and in words</p> <ul style="list-style-type: none"> <li>use place value and number facts to solve problems.</li> </ul>	<p>use this to check calculations and solve missing number problems.</p>	<p><b>Number - Multiplication and division</b></p> <ul style="list-style-type: none"> <li>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</li> <li>show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> </ul>	
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	Reading	Writing - Transcription	Writing - Composition	Writing - Vocabulary, grammar and punctuation
Year 1	<p><u>Word reading</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>apply phonic knowledge and skills as the route to decode words</li> <li>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> </ul>	<p><u>Spelling</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>spell: <ul style="list-style-type: none"> <li>words containing each of the 40+ phonemes already taught</li> <li>common exception words</li> <li>the days of the week</li> </ul> </li> <li>name the letters of the alphabet:</li> <li>naming the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>write sentences by:</li> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> <li>discuss what they have written with the teacher or other pupils</li> <li>read aloud their writing clearly</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by: <ul style="list-style-type: none"> <li>leaving spaces between words</li> <li>joining words and joining clauses using and</li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul> </li> </ul>

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<ul style="list-style-type: none"> <li>read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</li> <li>read other words of more than one syllable that contain taught GPCs</li> <li>read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>re-read these books to build up their fluency and confidence in word reading</li> </ul> <p><u>Comprehension</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear read to their own experiences</li> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>recognising and joining in with predictable phrases</li> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> <li>discussing word meanings, linking new meanings to those already known</li> <li>understand both the books they can already read accurately and fluently and those they listen to by:</li> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>discussing the significance of the title and events</li> <li>making inferences on the basis of what is being said and done</li> <li>predicting what might happen on the basis of what has been read so far</li> <li>participate in discussion about what is read to</li> </ul>	<p>the same sound</p> <ul style="list-style-type: none"> <li>add prefixes and suffixes:</li> <li>using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>using the prefix un-</li> <li>using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> <li>apply simple spelling rules and guidance, as listed in <a href="#">English Appendix 1</a></li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul> <p><u>Handwriting</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form capital letters</li> <li>form digits 0-9</li> <li>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>	<p>enough to be heard by their peers and the teacher.</p>	<ul style="list-style-type: none"> <li>learning the grammar for year 1 in English Appendix 2</li> <li>use the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>
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	<p>them, taking turns and listening to what others say</p> <ul style="list-style-type: none"> <li>explain clearly their understanding of what is read to them..</li> </ul>			
Year 2	<p><u>Word reading</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>read accurately words of two or more syllables that contain the same graphemes as above</li> <li>read words containing common suffixes</li> <li>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>re-read these books to build up their fluency and confidence in word reading.</li> </ul> <p><u>Comprehension</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>discussing the sequence of events in books and how items of information are related</li> <li>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>being introduced to non-fiction books that are structured in different ways</li> <li>recognising simple recurring literary language in stories and poetry</li> <li>discussing and clarifying the meanings of words,</li> </ul>	<p><u>Spelling</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>spell by:</li> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>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</li> <li>learning to spell common exception words</li> <li>learning to spell more words with contracted forms</li> <li>learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>distinguishing between homophones and near-homophones</li> <li>add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</li> <li>apply spelling rules and guidance, as listed in <a href="#">English Appendix 1</a></li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul> <p><u>Handwriting</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>form lower-case letters of the correct size relative to one another</li> <li>start using some of the diagonal</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop positive attitudes towards and stamina for writing by:</li> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing poetry</li> <li>writing for different purposes</li> <li>consider what they are going to write before beginning by:</li> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> <li>make simple additions, revisions and corrections to their own writing by:</li> <li>evaluating their writing with the teacher and other pupils</li> <li>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:</li> <li>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> <li>learn how to use:</li> <li>sentences with different forms: statement, question, exclamation, command</li> <li>expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>the present and past tenses correctly and consistently including the progressive form</li> <li>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>the grammar for year 2 in English Appendix 2</li> <li>some features of written Standard English</li> <li>use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>

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	<p>linking new meanings to known vocabulary</p> <ul style="list-style-type: none"> <li>discussing their favourite words and phrases</li> <li>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>understand both the books that they can already read accurately and fluently and those that they listen to by:</li> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>making inferences on the basis of what is being said and done</li> <li>answering and asking questions</li> <li>predicting what might happen on the basis of what has been read so far</li> <li>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>	<p>and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <ul style="list-style-type: none"> <li>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>use spacing between words that reflects the size of the letters.</li> </ul>		
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