


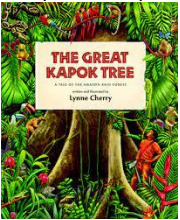



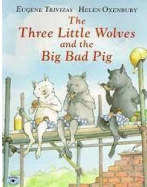
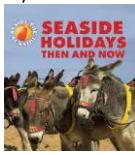
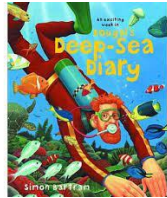

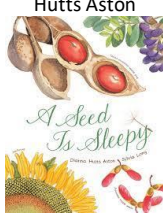




## Yearly overview of skills

Year group: Year 1 and 2 – Class 2 Cycle A – 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Theme	Significant places	Why is my world wonderful?	Fantastic Firsts	Materials	Holidays	Plants
Resources needed						
Visit/Visitor	Durham Cathedral Captain Chemistry		The History Guy – George Stephenson	Captain Chemistry		Captain Chemistry
English Literature – text(s)	<p>The Owl who was afraid of the dark – Jill Tomlinson</p>  <p>Meerkat Mail – Emily Gravett</p> 	<p>Grandad's Island – Benji Davis</p>  <p>The Great Kapok Tree – Lynne Cherry</p> 	<p>Three cheers for inventors – Marcia Williams</p>  <p>Izzy Gizmo - Pip Jones</p> 	<p>The true story of the three little pigs – Jon Scieszka</p>  <p>The Three Little Wolves and the Big Bad Pig – Eugene Trivias</p> 	<p>Seaside holidays (then and now) – Clare Hibbert</p>  <p>Dougal Deep Sea Diary – Simon Bartram</p> 	<p>Jack and the incredibly Mean Stalk – Gemma Cory</p>  <p>A seed is Sleepy – Dianna Hutts Aston</p> 
Writing genres	<p><b>Non-chronological report</b> (Key piece of writing – info sheet about owls)  <b>Retell</b> (Retell one of the chapters)  <b>Description</b> (describe different habitats)  <b>Letter</b> (Write a new postcard)</p>	<p><b>Explanation</b> (key piece of writing - Where in my wonderful world would I like to go?)  <b>Discussion</b> (why is a place so special?)  <b>Description</b> (describe a place)  <b>Poetry</b> (linked to place)</p>	<p><b>Persuasion</b> (Key piece of writing - arguments for/against invention)  <b>Explanation</b> (how it works)  <b>Non-Chronological Report</b> (how it was invented)</p>	<p><b>Retell</b> (Key piece of writing - Alternative story ending)  <b>Character description</b> (pig/wolf)  <b>Instructions</b> (How to build a house)  <b>Persuasion</b> (why the wolf should be freed from prison)</p>	<p><b>Non-chronological report</b> (Key piece of writing - report about different types of holidays)  <b>Discussion</b> (compare different kinds of holidays)  <b>Retell</b> (Alternative story ending)  <b>Poetry</b> (weather/seasons focus)</p>	<p><b>Instructions</b> (Key piece of writing - how to plant a seed)  <b>Retell</b> (Alternative story ending)  <b>Character description</b> (Jack/giant)  <b>Persuasion</b> (Why should Jack take the beans?)</p>

<b>Speaking and listening</b>	listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions					
<b>Reading</b>	<u><b>Year 1 Word reading</b></u> reads simple sentences responds with the correct sounds to known graphemes blends sounds aloud when attempting to read new words re-reads books to develop confidence uses picture clues to help when reading simple texts <u><b>Year 1 Comprehension</b></u> listens to poems, stories and non-fiction making links to own experiences demonstrates understanding when talking with others about what they have read retells key stories, fairy stories and traditional tales through role play answers questions about stories read identifies features of books, e.g. title etc. recognises predictable phrases listens to simple rhymes and poems and joins in with others when reciting them <u><b>Year 2 Word reading</b></u>		<u><b>Year 1 Word Reading</b></u> reads simple sentences with some fluency responds speedily with the correct sound to known graphemes applies phonic knowledge to decode words blends sounds in unfamiliar words containing known GPC, when reading reads known CEW begins to read words containing known GPS and –s, -es, -ing, -ed, -er and –est endings reads words of more than one syllable that contain known GPCs on occasions begins to read words with contractions re-reads books to develop confidence and fluency uses pictures to read and understand the text		<u><b>Year 1 Word Reading</b></u> reads aloud books that are consistent with developing phonic knowledge responds speedily with the correct sound to graphemes for all 40+ phonemes including, where appropriate, alternative sounds for graphemes reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught reads CEW with some fluency and begins to notice unusual correspondences between spelling and sound and where these occur in a word reads words containing known GPS and –s, -es, -ing, -ed, -er and –est endings reads words of more than one syllable that contain known GPCs reads words with contractions begins to take account of punctuation when reading begins to use context clues to help reading for meaning re-reads books to develop confidence, fluency and expression	
<b>Vocabulary, Grammar and Punctuation</b>	<u><b>Year 1</b></u> To understand how to and be able to construct simple sentences Use the personal pronoun / <u><b>Year 2</b></u> Use capital letters and full stops Use capital letters for proper nouns Use co-ordinating conjunctions ( <i>and, or, but, so</i> ) Use adjectives and adverbs for description Write statements, questions, commands and exclamations	<u><b>Year 1</b></u> Use capital letters and full stops Begin to use question marks and exclamation marks <u><b>Year 2</b></u> Use question marks and exclamation marks Use co-ordinating conjunctions ( <i>and, or, but, so</i> ) Use adjectives and adverbs for description Write statements, questions, commands and exclamations	<u><b>Year 1</b></u> Use <i>and</i> to join words <u><b>Year 2</b></u> Use commas for lists Use apostrophes for contraction and for singular possession Use subordinating conjunctions ( <i>when, if, because, as</i> ) Use expanded noun phrases Use adjectives and adverbs for description Write statements, questions, commands and exclamations	<u><b>Year 1</b></u> Use capital letters for people, places and days of the week Use the personal pronoun / <u><b>Year 2</b></u> Use apostrophes for contraction and for singular possession Use subordinating conjunctions ( <i>when, if, because, as</i> ) Write statements, questions, commands and exclamations Use past and present tense correctly, including progressive form	<u><b>Year 1</b></u> Use <i>and</i> to join words and clauses Use capital letters and full stops Begin to use question marks and exclamation marks Use capital letters for people, places and days of the week and the personal pronoun / <u><b>Year 2</b></u> Use capital letters, full stops, question marks, exclamation marks and commas for lists Use apostrophes for contraction and for singular possession	<u><b>Year 1</b></u> Use <i>and</i> to join words and clauses Use capital letters and full stops Begin to use question marks and exclamation marks Use capital letters for people, places and days of the week and the personal pronoun / <u><b>Year 2</b></u> Use capital letters, full stops, question marks, exclamation marks and commas for lists Use apostrophes for contraction and for singular possession

					Use capital letters for proper nouns Use co-ordinating and subordinating conjunctions Use expanded noun phrases Use adjectives and adverbs for description Use past and present tense correctly, including progressive form	Use capital letters for proper nouns Use co-ordinating and subordinating conjunctions Use expanded noun phrases Use adjectives and adverbs for description Use past and present tense correctly, including progressive form
<b>Spelling</b>	<b>Year 1</b> Spells HFW correctly – can self-correct these as needed Understands how to use phonic knowledge to support spelling <b>Year 2</b> Notices mis-spelt words in own writing and self corrects these Uses the Yr. 2 spelling rules for adding suffixes to words and self-correct when misused					
<b>Mathematics</b>	Number and Place Value Addition and Subtraction	Money Number and Place Value Multiplication and division (Y2)	Number and place Value (Y1) Multiplication and division Shape	Statistics (Y2) Fractions Measurement: length and height	Measurement time Multiplication and Division	Position and Direction Number and Place Value
<b>Science</b>	Animals including Humans	Living things and their habitat	Uses of everyday material	Uses of everyday material	Animals including Humans	Plants
	Seasonal change					
<b>RE</b>	Domestic Church: Beginnings Baptism/Confirmation – Belonging: Signs and Symbols Advent/Christmas – Loving: Preparations World Faith: Judaism		Local Church – Community: Books Eucharist – Relating: Thanksgiving Lent/Easter – Giving: Opportunities		Pentecost – Serving: Spread the Word Reconciliation – Inter-relating: Rules Universal Church - World: Treasures World Faith Islam	
<b>History</b>	<b>Why are some places special?</b> <b>NC ref:</b> Significant places in own locality <b>Focus:</b> Thinking about historical significance, using primary sources.		<b>Fantastic Firsts</b> <b>NC ref:</b> events beyond living memory that are significant globally or nationally <b>Focus:</b> Chronology over longer timeframe, comparing events, writing about significance.		<b>All change? Holidays now and then</b> <b>NC ref:</b> Changes within living memory and beyond. Significant places in our own locality. <b>Focus:</b> Identifying and writing about change and its causes. Forming an interpretation, use of primary sources	
<b>Geography</b>		<b>Why is my world wonderful?</b> Simple world Maps and features.		<b>Wherever next?</b> Location and journeys <b>Focus:</b> hot and cold places, continent, oceans, North/South/East/West.		<b>Holidays – where shall we go?</b> Place comparisons – geographical features.

		<b>Focus:</b> continent, oceans, mountains, rivers.				<b>Focus:</b> contrast area of UK and area of non-European country
<b>Computing</b>	<u>Online safety and digital literacy- permission and communication</u> Jessie and Friends-Think you know <u>Information Technology</u> Textease and Microsoft word	<b>Online safety and digital literacy- Asking for help online</b> Chicken clicking (book) Smartie Penguin <u>Information Technology</u> Millies mouse and keyboard, Book Creator	<b>Online safety and digital literacy</b> Safer internet Day Website  <u>Information Technology</u> Powerpoint	<b>Online safety and digital literacy-sharing personal information</b> Common sense media  <u>Computer Science</u> Yr1-Beebots Yr2- Beebots /probots	<b>Online safety and digital literacy- Online Identity</b> Digi Duck -famous friend  <u>Information Technology</u> Publisher	<b>Online safety and digital literacy- Image sharing/bullying</b> Digi Duck -Big decision  <u>Computer Science</u> Yr-Bee bot/ Bluebot Yr2- Scratch Junior
<b>Art</b>		<b>Why is my world wonderful?</b>  <b>Focus:</b> Developing painting and drawing skills, explore colour mixing from primary to secondary colours, adding things to paint to create textured effects, paint with control, neatly without gaps.		<b>Materials</b>  <b>Focus:</b> Developing collage, using textiles to create work which can also include weaving to layer materials for effect. Sculpture in 2D and 3D form developing manipulation skills.	<b>Animals including humans</b>  <b>Focus:</b> Further developing drawing and painting skills. Explore sketching and shading, blending, light and dark, using varied media	
<b>Design and Technology</b>	<b>Significant places</b>  <b>Focus:</b> To plan, design and build a stable structure to a given criteria, evaluating the outcome.		<b>Fantastic Firsts</b>  <b>Focus:</b> To investigate first inventions from the past, how they were made, the materials used, moving parts and how they move. To plan, design, make and evaluate an object with moving parts e.g. wheels			<b>Holidays</b>  <b>Focus:</b> To plan and make a healthy picnic lunch including a bag to carry it. To look at a balanced diet, preparation of food skill, health and hygiene. Simple stitches to make a bag/cloth or decorate it.
<b>Music</b>	<b>Why is my world wonderful?</b> Study of and objectives inspired by Saint Saens' Aquarium, Vivaldi's Four Seasons, Whole World in our hands, George Fenton, BBC Blue Planet		<b>Animals</b> Study of and objectives inspired by Saint Saens' Carnival of the Animals Kadinsky's Flight of the Bumblebee		<b>Where shall we go?</b>  African Drumming and Songs	
<b>PE</b>	<u>Athletics (Locomotion)</u> Jumping 1 <u>Ball skills</u> Feet 1 unit	<u>Gymnastics</u> Linking unit <u>Dance</u> Mr Candy's Sweet Factory unit	<u>Athletics (locomotion)</u> Dodging 1 unit <u>Gymnastics</u> Pathways unit	<u>Dance</u> Water unit <u>Ball Skills</u> Hands 1 unit	<u>Ball Skills</u> Rackets Bats and Balls unit <u>Ball Skills</u> Hands 2 unit	<u>Team building</u> Team building unit <u>Attack v Defence</u> Games for understanding unit
<b>PSHE</b>	Diverse Britain	TEN TEN Module 1 Unit 1 Anti-Bullying Week	TEN TEN Module 1 Unit 2 Safer internet day	TEN TEN Module 1 Unit 3	Money Matters	TEN TEN Module 3 Unit 2 and 2