

	<p>New Beginnings</p>  <p>We are high standard learners!</p>	<p>Getting on and falling out & Say no to bullying</p>  <p>We are optimistic about life!</p>	<p>Going for Goals</p>  <p>We are Risk-takers!</p>	<p>Good to be me</p>  <p>We have Self-respect and Self-discipline!</p>	<p>Relationships</p>  <p>We have Social skills and are Socially aware!</p>	<p>Changes</p>  <p>We are Spiritually aware!</p>
Literacy	<p>Key text – Something Else</p> <p>Narrative: Stories with familiar settings eg schools Crew workshop – story telling</p> <p>Non - fiction: Instructions Link with DT</p> <p>Grammar: Revision and assessment of year 1 grammar</p> <ul style="list-style-type: none"> • Write simple sentences • Separate words with finger spaces • Punctuate with capital letters and full stops • Capital letter for / • Capital letters for names of people, 	<p>Key text: The Lighthouse Keeper’s Lunch</p> <p>Narrative: Stories by the same author</p> <p>Poetry Poems on a theme</p> <p>Non – Fiction: Recounts letters</p> <p>Grammar:</p> <ul style="list-style-type: none"> • Use suffixes <i>er</i> and <i>est</i> to create adjectives e.g. <i>faster, fastest</i> • Add suffix <i>ly</i> to turn adjectives into adverbs e.g. <i>slowly, gently</i> • Add suffixes <i>ful</i> or <i>less</i> to create adjectives e.g. <i>playful, hopeless</i> 	<p>Key text: Jack and the Beanstalk</p> <p>Narrative: Traditional tales with a twist</p> <p>Non – fiction: Non – chronological report</p> <p>Grammar:</p> <ul style="list-style-type: none"> • Say, write and punctuate compound sentences using <i>and, but, or</i> • Different forms of sentences: statement, question, command, exclamation. • Commas in lists 	<p>Key Text: Happy Families</p> <p>Poetry –Poems with a structure eg riddles</p> <p>Non–fiction: Explanation text</p> <p>Grammar:</p> <ul style="list-style-type: none"> • Use apostrophes for contracted forms e.g don’t, won’t • Use subordination for time.g. <i>when we had finished, we went outside.</i> • Use subordination for a reason e.g. <i>I put my coat on because it was raining.</i> 	<p>Key Text:</p> <p>Narrative: Animal adventure stores</p> <p>Non-Fiction: Persuasive advert or poster</p> <p>Grammar:</p> <ul style="list-style-type: none"> • Select, generate and effectively use verbs • Use past tense for narrative, recount and historical reports. • Use present tense for non-chronological reports and adverts.. 	<p>Key Text The Owl who was afraid of the dark</p> <p>Narrative: Story as a theme</p> <p>Poetry – classic poetry</p> <p>Grammar:</p> <ul style="list-style-type: none"> • Select, generate and effectively use nouns • Add suffixes <i>ness</i> and <i>er</i> to create nouns e.g. <i>happiness, teacher.</i> • Select generate and effectively use adjectives

	<p>places and days fo the week</p> <ul style="list-style-type: none"> Identify and use ? and ! Us simple connectives to link ideas e.g. and Pluralise nouns using 's' and 'es' e.g. dog, dogs; wish, wishes Add suffixes where no spelling change is needed t the root word e.g. helping, helped, helper. Add he prefix <i>un</i> to verbs and adjectives to change meaning. 					
Numeracy	<ul style="list-style-type: none"> <i>Number and place value</i> <i>Length and mass</i> <i>Addition and subtraction</i> <i>2D and 3D shape</i> 	<ul style="list-style-type: none"> Counting, multiplication and sorting Statistics Fractions, capacity and volume Money Time Assessment 	<ul style="list-style-type: none"> Number and place value Mass 2D and 3D shape Counting and money Multiplication Division 	<ul style="list-style-type: none"> Length and Mass Addition and subtraction Fractions Position and direction Time Assessment 	<ul style="list-style-type: none"> Number, place value and statistics Addition and subtraction Capacity, volume and temperature Fractions Position, direction and time 2D and 3D shape 	<ul style="list-style-type: none"> Time Multiplication and division Statistics inc finding the difference Measurement Sorting Assessment
Science <i>Methods, processes and skills</i>	<p>Plants (2 weeks)</p> <ul style="list-style-type: none"> <i>Asking simple questions</i> <i>Identifying and classifying</i> <p>Living things and habitats</p> <ul style="list-style-type: none"> <i>Asking simple questions</i> <i>Identifying and classifying</i> 	<p>Plants (2 weeks)</p> <ul style="list-style-type: none"> Gathering and recording data to help in answering questions <p>Living things and habitats</p> <ul style="list-style-type: none"> <i>Observing closely, using simple equipment.</i> <i>Using their observations and ideas</i> 	<p>Plants (2 weeks)</p> <ul style="list-style-type: none"> <i>Observing closely, using simple equipment</i> <p>Animals including humans</p> <ul style="list-style-type: none"> <i>Asking simple questions</i> <i>Identifying and classifying</i> 	<p>Plants (2 weeks)</p> <ul style="list-style-type: none"> <i>Observing closely, using simple equipment</i> <p>Animals including humans</p> <ul style="list-style-type: none"> <i>Observing closely, using simple equipment.</i> <i>Using their observations and ideas to suggest</i> 	<p>Plants (2 weeks)</p> <ul style="list-style-type: none"> <i>Asking simple questions</i> <i>Performing simple tests</i> <p>Everyday materials and their uses</p> <ul style="list-style-type: none"> <i>Asking simple questions</i> <i>Identifying and classifying</i> 	<p>Plants (2 weeks)</p> <ul style="list-style-type: none"> <i>Using their observations and ideas to suggest answers to questions.</i> <p>Everyday materials and their uses</p> <ul style="list-style-type: none"> <i>Performing simple tests</i> <i>Observing closely,</i>

		<i>to suggest answers to questions.</i>		<i>answers to questions.</i>		<i>using simple equipment</i>
ICT	Programming	Computational thinking	Creativity	Computer Networks	Communication/Collaboration	Productivity
Art		Look at the work of artists and create work influenced by them using a variety of media: Vincent Van Gogh, George Seurat and Pablo Picasso		Look at the work of artists and create work influenced by them using a variety of media: Andy Warhol, Frank Stella and Gustav Klimt		Look at the work of artists and create work influenced by them using a variety of media: Andy Goldsworthy, Roy Lichtenstein, Anthony Gormley
DT	Making a scale model of an island <ul style="list-style-type: none"> • <i>Design</i> • <i>Build</i> • <i>Test</i> • <i>Evaluate</i> 		Cooking a healthy menu <ul style="list-style-type: none"> • <i>Understand where food comes from</i> • <i>Identify healthy and unhealthy foods</i> • <i>Understand the importance of a varied diet</i> • <i>Prepare a healthy snack.</i> 		Making a vehicle <ul style="list-style-type: none"> • <i>Design</i> • <i>Build</i> • <i>Test</i> • <i>Evaluate</i> 	
RE	Signs & symbols	Giving & Receiving at Christmas	Places of worship	Easter/Vaisakhi	Important people	Christianity
Sikh Studies	Our loyalty to our Gurus. Focus on Guru Nanak Dev Ji – Guru Arjan Dev Ji and their contributions to the world.	Our loyalty to our Gurus. Focus on Guru Hargobind Sahib Ji – Guru Granth Sahib Ji and their contributions to the world.	Baba Banda Singh Bahadur Full Biography 1ST Khalsa Raj.	Importance of Kesh Nishan Sahib and Khanda and what they represent.	Story of Mai Bhago. Her role in inspiring those who lost their loyalty to the Guru. Story of the 40 Mukteh	Meaning of the Mool Mantar. The power of Paath (A) Importance of Seva. Concept of Daswand

<p><u>Geography</u></p> <p><u>KS1</u></p>	<p>Geographical skills and fieldwork</p> <p>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</p> <p>Geographical skills and fieldwork</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>		<p>Place knowledge</p> <p>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</p>		<p>Human and physical geography</p> <p>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</p>	
<p><u>History</u></p>		<p>Events beyond living memory that are significant nationally or globally.</p> <p>Great fire of London</p>		<p>The lives of significant others who have contributed to national and international achievements</p> <p>Florence Nightingale Mary Seacole Mahatma Gandhi Nelson Mandela</p>		<p>Changes within living memory –</p> <p>Local history of Southall and Norwood Green</p>
<p><u>PE</u></p> <p><u>KS1</u></p>	<p>master basic movements including running, jumping, throwing and catching, as</p>	<p>participate in team games, developing simple tactics</p>			<p>perform dances using simple movement</p>	

	well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	for attacking and defending			patterns.	
Music KS1	listen with concentration and understanding to a range of high-quality live and recorded music	use their voices expressively and creatively by singing songs and speaking chants and rhymes	play tuned and untuned instruments musically			experiment with, create, select and combine sounds using the interrelated dimensions of music
Punjabi	Recap on previous learning. Re-assess if required. Then begin G T and Q. Explain that apart from Q, the other sounds G T and F do not have exact matching English sounds. Sound these letters out by reading specially written ditties/tongue twisters. Introduce ditties. Children learn to read these ditties by blending sounds.	Quick recap of set 6 sounds. Use flash cards for immediate response. Children learn set 7 sounds: J x V As with set 7 use specially written ditties/ tongue twisters. Focus on extending the number of words that can now be read and written. Use of vowel symbols should be understood to the children by now. Children begin to prepare to learn N M ` Practice reading HFW 51-75	Recap previous 7 sets and vowels. Explain that there are only 5 more letter sounds(used less frequently)left to learn, before learning them we need to learn the special sounds : N M ` Children learn that these symbols produce very subtle sounds and have an important impact on correct pronunciation. Take a symbol at a time and listen to the difference it makes within a word. Allow children to distinguish this difference.	Focus on reading and writing using all set 1-7 sounds. Introduce the next 25 (76-100) HFW-from the HFW list- send spellings for home work. Find /write appropriate materials to challenge children's reading and writing. Allow children to improve fluency in reading and writing. Discuss and appreciate what has been read and written	Focus on speaking and listening: Use my first Punjabi chart- children learn to identify the colours and then the pictures and finally make simple sentences eg .myry kys kwly hn[Assess both speaking and basic understanding of these sentences.	Assess reading and writing using the sentences used in 1st half of summer term. End of K?S1 assessment-speaking listening, reading and writing

