



- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

#### **Reading - comprehension**

- develop pleasure in reading, motivation to read, vocabulary and understanding
- understand the books that they can already read accurately and fluently and those that they listen to
- participate in discussions 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
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

#### **Spelling**

spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- 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
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly

-Apply spelling rules and guidance

-Write from memory simple sentences dictated by the teacher that include words using the GPC's, common exception words and punctuation taught so far

#### **Handwriting**

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

#### **Writing - composition**

- develop positive attitudes towards and stamina for writing

	<ul style="list-style-type: none"> <li>- consider what they are going to write before beginning</li> <li>- make simple additions, revisions and corrections to their own writing</li> <li>- read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul> <p><b><u>Writing - vocabulary, grammar and punctuation</u></b></p> <ul style="list-style-type: none"> <li>- learning how to use both familiar and new punctuation correctly, 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: <ul style="list-style-type: none"> <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</li> <li>- some features of written Standard English</li> <li>- use and understand the grammatical terminology in discussing their writing</li> </ul> </li> </ul>	
	<p><b><u>Recounts, GAPS</u></b></p> <p>Elicitation Task - set targets. Text style familiarisation.</p> <p>Simple sentence structure</p> <p>Re-visiting basic skills. Handwriting</p> <p>Capital letters, full stops, question marks and Exclamation marks</p> <p>Recognising common nouns and proper nouns. Recognising sentences using conjunctions and using these within a sentence.</p> <p>Big write</p>	<p>Elicitation Task</p>
<p><b>Computing</b></p>	<p>E-safety . Keeping safe on the internet, THINK U KNOW weblinks.</p> <p>Hectors World</p> <p>Smartie the Penguin - Kidsmart</p> <p><b>Rising Stars -</b></p> <ul style="list-style-type: none"> <li>- use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>- recognise common uses of information technology beyond school</li> </ul>	

	<ul style="list-style-type: none"> <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>
<b>IPC</b>	<p><b>Hooray - Lets go on holiday!</b> Holidays are special days when we take a rest from school and work. Our holidays in the past were very different from holidays today. Now that we can travel to all parts of the world and even space, who knows where we will go for our holidays in the future.</p>
<b>History</b>	<p>Children will be finding out:</p> <ul style="list-style-type: none"> <li>- About the holidays that we have had in our own past.</li> <li>- About the holidays that our families and other people have had in the past.</li> <li>- What is the same and what is different between holidays in the past and today.</li> <li>- About some of the wonders of the world.</li> </ul>
<b>Geography</b>	<p>Children will be finding out:</p> <ul style="list-style-type: none"> <li>- About the places people go to on holiday.</li> <li>- How they get to their holiday destination.</li> <li>- Some of the things people do on holiday.</li> <li>- What people wear on holiday.</li> <li>- How tourism can spoil holiday places.</li> </ul>
<b>Art</b>	<p>Children will be finding out:</p> <ul style="list-style-type: none"> <li>- How to create a sand art sculpture.</li> <li>- About some of the pictures that are used to record holidays.</li> <li>- How we can record our holidays.</li> <li>- About the designs of some holiday souvenirs.</li> </ul>
<b>Computing</b>	<p>Children will be finding out:</p> <ul style="list-style-type: none"> <li>- How to use mapping software.</li> </ul>
<b>Society</b>	<p>In Society, we'll be finding out:</p> <ul style="list-style-type: none"> <li>- How to stay safe on holiday.</li> <li>- What a pilgrimage is?</li> </ul>

<b>International</b>	<p>Children will be finding out:</p> <ul style="list-style-type: none"> <li>- What is the same and what is different between the lives and home countries of the different children in our class.</li> <li>- How to greet people in different languages.</li> <li>- About future holidays in space</li> </ul>					
<b>PE</b>	<p>We will follow the Devon PEDPASS scheme of work.  PE sessions will happen twice a week.  Indoor PE will focus on Gymnastics for this term. This will include: repeat and link combinations of gymnastic actions, using our body for shapes and balances with control and precision, creating sequences, knowledge and understanding of fitness and health, using equipment safely and evaluating and improving their performance</p> <p>Outdoor PE will focus on Games. We will begin to show an awareness of opponents and team mates, perform basic skills of rolling, striking and kicking and apply these in a variety of different games using a variety of tactics.</p>					
<b>Languages</b>	<p>Although languages are not compulsory at KS1, we will try each week to cover some French words and phrases.</p>					
<b>PSHE/Citizenship/SEAL</b>	'We are all stars' Can I think of class rules?	'We are all stars' Can I find out about my friends?	'We are all stars' Can I understand how to solve problems?	'We are all stars' Can I think of ways to look after myself and my friends?	'We are all stars' Can I understand what makes a happy playtime?	'We are all stars' Can I make sensible choices?
<b>RE Devon agreed syllabus</b>	<p><b>Re planning is taken from the Understanding Christianity Resource currently being rolled out by Exeter Diocese and the New Devon Re Syllabus 2010.</b></p> <p style="text-align: center;"><b>Can I describe how Christians understand God?</b></p> <p>Children will be exploring the story of Jonah and the Whale. This will in turn help them to understand how Christians understand God, with a view to understanding why they worship Him.</p>					
<b>Environmental Work</b>	<p>Maintaining the allotted area of the school grounds. Using the outdoor school environment where possible to enhance lessons and lesson objectives. Each class also has an eco councillor who meets weekly with the school eco council team to discuss environmental issues in school.</p>					