

HARRIS PRIMARY SCHOOL

Character - Leadership - Learning - Inclusion - Ambition

Literacy	<p>Comprehension:</p> <ul style="list-style-type: none"> ●Joining in with stories and rhymes 	<p>Comprehension:</p> <ul style="list-style-type: none"> ●Retelling and sequencing stories; <ul style="list-style-type: none"> –role play -story maps -small world -mark making 	<p>Comprehension:</p> <ul style="list-style-type: none"> ●Recording familiar stories through pictures/mark making ●Discussing work using recently introduced vocabulary 	<p>Comprehension:</p> <ul style="list-style-type: none"> ●Developing own narratives and explanations by connecting ideas or events. 	<p>Comprehension:</p> <ul style="list-style-type: none"> ●Retelling stories using actions ●Explaining main events in stories 	<p>Comprehension:</p> <ul style="list-style-type: none"> ●Accurately anticipating events in a story ●Drawing a character or a setting from a story.
	<p>Word Reading:</p> <ul style="list-style-type: none"> ●What can we hear around us? (Phase 1) ●RWI Set 1 sounds ●Oral blending ●Simple CVC blending 	<p>Word Reading: <i>Differentiated Phonics Groups</i></p> <ul style="list-style-type: none"> ●Oral blending ●Simple CVC blending ●Tricky words 	<p>Word Reading: <i>Differentiated Phonics Groups</i></p> <ul style="list-style-type: none"> ●Oral blending ●CVC/CCVC blending ●Sentence reading ●Tricky words 	<p>Word Reading: <i>Differentiated Phonics Groups</i></p> <ul style="list-style-type: none"> ●CCVC/CVCC blending ●Sentence reading ●Tricky words 	<p>Word Reading: <i>Differentiated Phonics Groups</i></p> <ul style="list-style-type: none"> ●CCVC and CVCC blending ●Sentence reading Tricky words 	<p>Word Reading: <i>Differentiated Phonics Groups</i></p> <ul style="list-style-type: none"> ●Reading simple sentences fluently. ●Reading CVCC and CCVC words
Maths	<p>Writing:</p> <ul style="list-style-type: none"> ●Mark making ●Name writing ●RWI Set 1 sounds ●Letter formation 	<p>Writing:</p> <ul style="list-style-type: none"> ●Mark making ●Name writing ●Letter formation ●Simple CVC words ●Labelling 	<p>Writing:</p> <ul style="list-style-type: none"> ●Mark making ●CVC words ●CCVC words ●Sentence writing including some tricky words 	<p>Writing:</p> <ul style="list-style-type: none"> ●CCVC words ●Sentence writing including some tricky words ●Retelling part of a story 	<p>Writing:</p> <ul style="list-style-type: none"> ●CCVC words ●Sentence writing including some tricky words ●Retelling part of a story 	<p>Writing:</p> <ul style="list-style-type: none"> ●Story writing including some tricky words which are spelt correctly ●Beginning to use full stops and capital letters ●Letter to Year 1 teacher
	<p>Number:</p> <p>1 – 5</p> <p>In depth what does an amount look like?</p>	<p>Number:</p> <p>6 – 10</p> <p>In depth what does an amount look like?</p>	<p>Numerical Pattern:</p> <p>(1 – 5) 1 more/1 less</p> <p>Counting beyond 10.</p>	<p>Numerical Pattern:</p> <p>(6 – 10) 1 more/1 less</p> <p>Comparing and ordering</p>	<p>Number:</p> <p>Reading and writing numbers up to 20.</p>	<p>Number:</p> <p>In depth what does an amount look like?</p>

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	<p>Shape, Space & Measure: 2D Shapes</p>	<p>Shape, Space & Measure: Measuring length</p>	<p>Shape, Space & Measure: Positional language Repeating patterns</p>	<p>Shape, Space & Measure: Money Symmetrical patterns</p>	<p>Numerical Pattern: Counting to 20 and beyond.</p> <p>Shape, Space & Measure: How heavy/light? Comparing mass.</p>	<p>Problem solving.</p> <p>Shape, Space & Measure: Estimating capacity – water and sand.</p>
<p>Understanding the World</p>	<p>Past & Present People around us and their roles in society in the past and present.</p> <p>People, Culture and Communities Looking at our Community.</p>	<p>People, Culture and Communities Religious and cultural communities</p> <p>The Natural World Seasons</p>	<p>The Natural World Exploring the natural world around us</p> <p>Past & Present Animals now & then</p>	<p>The Natural World Plant and animal observations</p> <p>The Natural World Seasons States of Matter</p>	<p>The Natural World Similarities and differences between local environments and other countries</p> <p>People, Culture and Communities Looking at other countries</p>	<p>Past & Present Similarities and differences between past and present environments</p> <p>The Natural World Seasons States of Matter</p>
<p>Expressive Arts & Design</p>	<p>Creating with Materials Exploring materials and tools</p>	<p>Being Imaginative and Expressive Singing nursery rhymes and songs</p> <p>Creating with Materials Sharing creations</p>	<p>Creating with Materials Using props in role play</p> <p>Being Imaginative and Expressive Role playing stories</p>	<p>Being Imaginative and Expressive Creating own narratives</p> <p>Creating with Materials Exploring materials and tools</p>	<p>Creating with Materials Experimenting with new tools – risk assessment</p> <p>Being Imaginative and Expressive Dance – move in time to music</p>	<p>Being Imaginative and Expressive Role playing stories</p> <p>Creating with Materials Experimenting with new tools</p>
<p><i>Child-led Learning – We have mapped out the areas of learning and overarching themes for the year but learning will be directed by the children’s interests and their individual learning journeys.</i></p>						

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