



# The Horsell Village School

## Curriculum, Teaching and Learning Policy

*"If you teach a person what to learn, you are preparing that person for the past. If you teach a person how to learn, you are preparing for the future"*

Cyril Houle

School Name: The Horsell Village School

Date: Autumn 2022

Review Date: Autumn 2023

Date shared with LGC: Autumn 2022

Date shared with Staff: Autumn 2022

## **Curriculum, Teaching and Learning Policy**

### **Policy Aims**

This policy is designed to:

- Set out guidelines for the agreed principles and approaches which underpin our curriculum design and teaching and learning in our school.
- Promote consistency of approach and expectations, continuity and progression in order to improve the quality of teaching and learning.
- Recognise, acknowledge and implement the most effective classroom practices in order to further children's learning intellectually, socially, emotionally and physically.

This policy takes account of:

- The nature of our school community and the context in which teaching and learning takes place.
- The collective experience and expertise of both teaching and support staff.
- Educational research and knowledge and understanding about children and education.
- Reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programs of study which we have chosen to follow.
- Reflects the requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of practice 2014 and the Equality Act 2010.
- Reflects and acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation stage statutory framework.

### **Roles and Responsibilities**

#### The Local Governors Committee

The LGC will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The LGC will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- The school complies with its funding agreement and teaching a 'broad and balanced curriculum' - which includes English, Maths, Science and RE (Subject to proving the right to withdraw) and that enough time is provided for pupils to cover the requirements of the funding agreement.
- Provision is made for all pupils with different needs, including children with Special Educational needs.
- The school implements the relevant statutory assessment arrangements.

#### The Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met

- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

### The Staff

All staff will ensure that the school curriculum is implemented in accordance to this policy. In addition, for the academic year 2022 to 2023- subject leader's areas of responsibility are as follows:  
2022 to 2023

Subject	Lead	STG Responsibility
English- Phonics, Reading and Writing	Laura Sharkey & Liz Emslie	Jane Reeve
Maths	Tara Shaw	Laura Sharkey
Science	Kat Morrow & Kate Knight	Laura Sharkey
Art	Kay Child	Jo Richardson
Geography	Kate Knight	Laura Sharkey
History	Kay Child	Jane Reeve
Computing	Harriet Code	Jane Reeve
PE	Rebecca Burtenshaw	Jane Reeve
RE	Jo Richardson	Jane Reeve
PSHE	Jo Richardson	Harriet Code
DT	Adibah Bashir / Lucy Razey	Laura Sharkey
Music	Alex Aughterson	Jo Richardson

Laura Sharkey	Jo Richardson	Harriet Code	Rachel Wright
Kindness to yourself	Kindness to others	Kindness to the World	Inclusion Lead
Year 1 Leader	Year 2 Leader	Reception Leader	SENDco

Subject leaders have a variety of roles.

These include:

- Taking the lead in policy development to ensure progression and continuity in their subject throughout the school.
- Supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities.
- Monitoring progress in their subjects and advising the Headteacher on action needed.
- Taking responsibility for the purchase and organisation of central resources for their subjects.
- Using release time to support colleagues.
- Keeping up to date through reading and attending relevant courses.

## **Guiding Principles**

At The Horsell Village School we believe:

### **Children learn best when they:**

Can actively participate	Are stimulated, interested, challenged, engaged (in flow)	Take responsibility for their learning.	Are willing to and have the opportunities take risks	Have time and opportunity to observe, reflect, analyse and question
Can use appropriate and readily available resources	Opportunity to talk and share ideas	Have a growth mindset and rise to a challenge	Bring what they know to a new situation	Get recognition, feedback, affirmation and praise
Apply their learning in real life situations	Are actively engaged in the planning process	Understand the context in which they are learning	Are in an atmosphere of low threat and high challenge	Are having fun

### **When parents:**

Take an active interest	Support learning	Are informed and guided on their child's development	Have a relationship with the teacher based on mutual trust	Help their child to be organised and prepared for the school day.
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### **Teachers teach most effectively when they:**

Feel valued with in the school community.	Develop excellent relationships with the individuals within their class.	Ensure the teaching style matches the learning style.	Work part of a mutually supportive team. ( whole school and within year groups)	Work collaboratively with colleagues, planning and evaluating together.
Feel supported to take risks	Have access to high quality professional and joint professional development.	Have good support from additional adults and other agencies	Have clear aims, objectives and next steps to support learners.	Have clear, consistent expectations.
Have excellent subject knowledge	Motivate, enthuse and engage learners	Develop effective relationships with parents	Establish and maintain a positive, purposeful, relaxed working environment.	Model and scaffolds the learning
Understand the child's thinking as it happens	Select from and use an effective range of styles, strategies and skills appropriate to the learning.	Provide constructive feedback with the children about their learning	Have an open mind set	Provide opportunities for challenge
Make the most of the time available, being flexible	Share their love of learning.	Evaluate their own learning and identifies particular needs and take the opportunity to meet those needs through INSET, observing colleagues, support from advisory staff and visits to other schools.	Are a learner, using the classroom as an action research resource, reading professional literature and discussing ideas and outcomes with colleagues.	Involve the children in dialogue about their meta cognition.

## **Whole school intent**

Our primary aim is delivering a high-quality education to all children that:

- Develops each child so that they leave here secure in their understanding of themselves as learners and as confident individuals.
- Develops a growth mindset in all aspects of life.
- Develops a sense of belonging for each child in their community, developing strong relationships, celebrating diversity and encouraging respect.
- Develops aspirational ambitions for themselves.
- Takes risks in their learning and respond positively to challenge.
- Develops skills for lifelong learning.
- Supports in the development for children to be emotionally resilient, robust learners in a world that is constantly changing and to be able to survive in that world.
- Provides children with a wide range of first-hand experiences supporting children to make meaningful links in their learning.
- Has Arts, Enquiry and Investigation as the starting point for all learning. Building on what the children already know and what they would like to find out.

## **In addition, our Curriculum is designed to:**

- Provide a broad and balanced curriculum for all children that is coherently planned, focusing on the development the acquisition of knowledge and skills that are progressive and sequential in nature.
- Provide equal access to learning for all children, with high expectations for every child, providing appropriate levels of challenge and support.

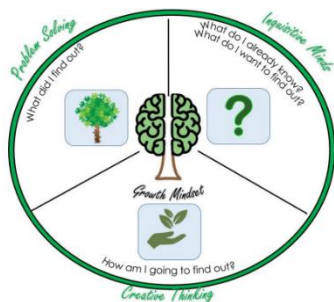
At The Horsell Village School learning is defined as:

*"The process of acquiring the essential knowledge, skills, understanding and behaviours required for deep understanding"*

## **Implementation**

There are three elements to our Teaching and Learning Approach that are entwined to form one holistic approach, all of which promote positive learning behaviours and are underpinned by Enquiry and Investigation based learning.

This is then supported by an increased focus on outside learning and the development of oracy and vocabulary skills through the Word Aware approach and the use of quality key texts throughout the curriculum.



**The Learning Cycle**



**Effective Learners**

*Kindness to yourself*

*Kindness to others*

*Kindness to the World*

**School Motto**



**Outdoor Learning**



**Key Texts**



**Vocabulary exploration**

### **Enquiry and Investigation based learning**

Our curriculum is underpinned by theory relating to the enquiry-based learning approach. The Enquiry-Based Learning Approach enables children to:

- Develop their thinking, questioning, research and communication skills.
- Collaborate.
- Solve problems, create solutions and tackle real-life questions and issues.
- Make connections through exploration and high-level questioning.
- Engage in experimental learning.
- Develop a deeper understanding of the content.
- Take ownership of their own learning and a sense of reward, not just from the final product, but from the process itself.
- Develop skills for life.

Developing the whole child is a key driver in our curriculum design. Our Enquiry and Investigation Approach enables all children to develop not only knowledge and skills in subject areas but also essential life skills.

Our provision is designed to advance understanding gradually through each year group. Lessons are not an event in themselves, they are part of the process of learning. We define progress as the widening and deepening of essential knowledge, skills, understanding and

behaviour. This means that throughout their time at school children will revisit the same content, each time in a richer, more challenging context, thus deepening their understanding.

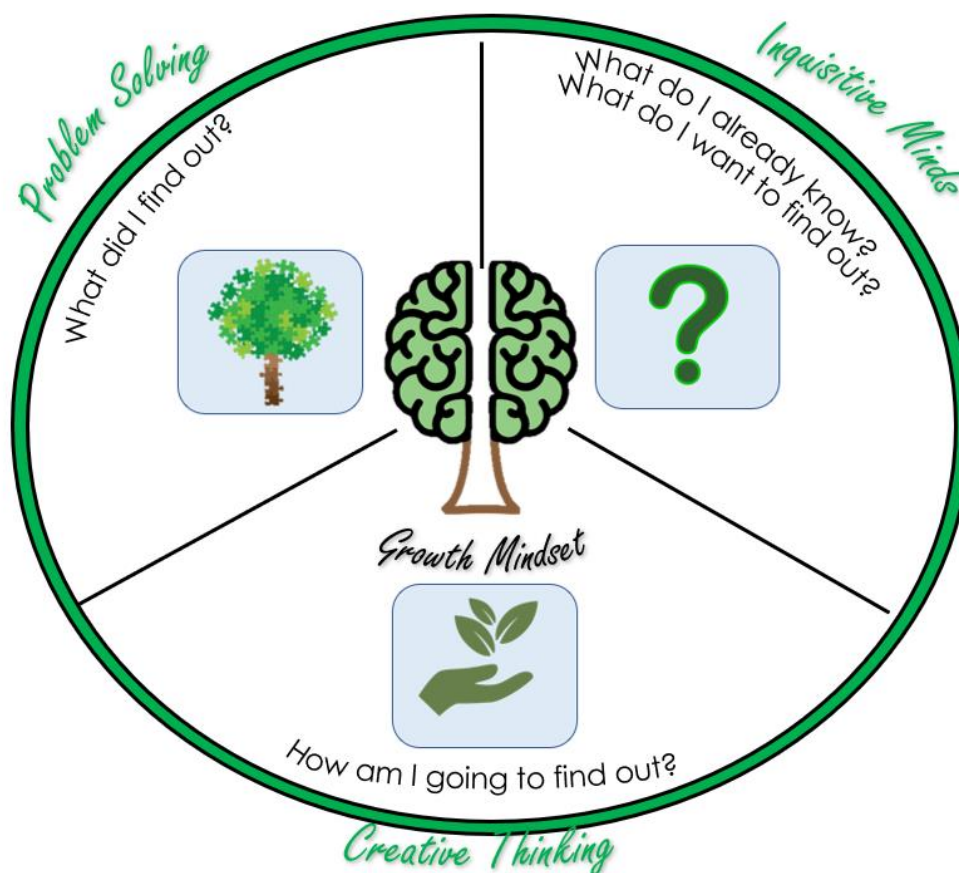
Our topics are cross curricular, encompassing all subjects within the curriculum, focusing on key texts throughout the topic.

Our long-term plans and progression documents are carefully mapped in line with the National Curriculum.

### [Appendix 1- Long Term Plan](#)

#### **The Learning Cycle**

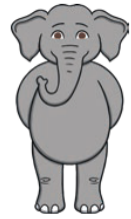
Lessons start with a learning question. This is layered with multiple opportunities to develop and apply a range of skills which may be specific to groups or individuals. They enable children to explore new learning as well as consolidate previous learning within a new context.



Each lesson has the structure- 'What do I already know? What do I want to find out? How am I going to find out? and What did I find out?'

Children are actively encouraged to take ownership of their own learning and line of enquiry.

## The Characteristics of Effective Learners



### Exploring Elephant

I explore and plan my ideas.



### Persevering Parrot

I keep trying.



### Concentrating Crocodile

I join in with activities and routines.



### I Know Rhino

I use things I have learnt before.



### Choosing Chimp

I try different ideas to reach my goals.



### Creative Chameleon

I have my own ideas.



### Slinky Linky Snake

I can make links between ideas.



### Proud Peacock

I achieve my goals.



### Go For It Gorilla

I try new activities.

Characteristics of effective teaching and learning focus on the process of learning, the thinking that is applied and attitudes displayed to be an active learner. During each lesson one or several characteristics become a foci. The type of behaviour needed to be an active learner is modelled and guided by the adults in the classroom

## The School Motto

The school motto is reflected in all aspect of life at The Horsell Village School.

*Kindness to yourself*

This reflects being ready to learn through being in the correct mindset.

*Kindness to others*

This reflects how we treat others, through our actions and through our words.

*Kindness to the World*

This reflects how we look after our environment and our school and local community.

The school motto is underpinned by our values:

- Respect
- Responsibility
- Honesty
- Co-operation
- Appreciation



### **Spiritual, Moral, Social and Cultural**

We support the children's SMSC development through all areas of the curriculum.

- Spiritual development is promoted through RE, collective worship, school trips or inviting people into the school that inspire awe and wonder;
- Moral development is promoted through PSHE- 'Mindfulness approach to PSHE', class discussion and the 'Bigger picture' questions. It is embedded through our clear behaviour policy which is promoted consistently through all aspects of school: reflections, The Learning Tree, Kindness Ambassador and Horsell Hero awards, E-safety lessons and classroom contracts. Adults model British Values - fairness, integrity and respect for all pupils; and children learn the importance of
- recognising and respecting different cultures represented by pupils and staff in our school and community.
- Social development is promoted through our curriculum approach of Enquiry based learning, our inside/outside teaching approach as well as through a wide range of collaborative learning experiences, community events and pupil voice groups such as the school council.
- Cultural development is promoted through positive sharing and celebrating of the attitudes, values and traditions of diverse cultures through the curriculum. Through assemblies, school social events, visitors to the school and cultural days that reflect the diverse culture of the school community. Participating in local and community events, recognising and celebrating national events such as Remembrance Day and by sharing a wide variety of texts.



### **Outdoor Learning**

Outdoor learning underpins a large proportion of our curriculum delivery. We believe that every child should experience the world beyond the classroom as an essential part of learning and personal development. In addition to play and lunch break times, The Horsell Village School Curriculum is designed to offer all children time

outside to support all curriculum areas.

Learning outside the classroom has many benefits including:

- Improved communication skills
- Greater independence
- Improved health and sleep
- Greater physical competence and agility
- Improved focus and concentration
- A greater understanding of nature and the environment
- Improved social skills

Being physical supports their emotional, physical, social and mental wellbeing and at the same time can support their academic achievements.

The outdoor environment at The Horsell Village School offers motivating, exciting, and easily accessible activities from Early Years through to Year 2. Our outdoor learning experiences are delivered through a combination of school-based outdoor learning, visits and local walks.

Learning outdoors is enjoyable, creative, challenging and adventurous and helps children learn by experience and grow as confident and responsible citizens who value and appreciate the natural environment.



### **Word Aware**

Word Aware is a practical way to help embed vocabulary in both spoken and written ways with children. It is a whole school approach to promote the learning of vocabulary. In each lesson key vocabulary is identified and specifically taught to the children through a range of different strategies.

A specific focus on vocabulary allows children to:

- Develop a deeper understanding of words and be able to use them orally and in their writing.
- Develop an understanding of how to use words in the correct context
- Make connections between the meaning of different words.
- Express how they feel and manage social situations
- Orally express understanding of topic and key concepts

### **Questioning**

The use of open and closed questioning is vital to teaching and learning. Questions are used to assess children's starting points, to deepen understanding and to check children's progress.

A range of question types should be used from literal to higher order. We teach children how to raise their own questions and how to use a range of techniques to find the answers to questions that have been posed.

### **Organisation and Planning**

At The Horsell Village School, we are committed to following the programmes of study as required by the National Curriculum 2014. Our long-term plans and progression documents are carefully mapped and balanced in order to provide our children with a broad curriculum experience that is progressive and sequential in its nature.

We follow a cross curricular approach to learning where some subjects are taught through a topic and some are covered as discrete subjects. Staff meetings and professional development days are used to discuss various aspects of the curriculum and ensure consistency of approach and standards. Teachers ensure breadth and balance to the

curriculum and endeavour to make use of cross curricular opportunities to enhance learning and to ensure children have an opportunity to a wider, progressive curriculum.

In line with the current school priority of clarifying the content, design and sequencing of the curriculum, all planning should consider the purpose of the lesson and where it fits into a clear sequence of learning.

A medium-term overview is essential to the planning of any unit. Class teachers and subject coordinators will need to have an understanding of the medium-term planning for all units for their year group as well as across the whole school.

Teachers are required to produce short-term (weekly) plans for each week. These can be produced as a year group but should be amended for the needs of their own class. Class teachers must plan for any children with SEND in their class, using the guidance provided by the SENDco. It is the class teacher's responsibility to plan for these children, although a TA may support in the delivery of the planning. All plans will provide scaffolding and differentiation to ensure inclusivity for all.

Plans will be looked at by the SLT and subject leads as part of monitoring cycles and in particular as part of learning conversations.

Opportunities will be made for:

- Whole class teaching.
- Group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship, etc);
- One to one teaching.
- Collaborative learning in pairs or groups.
- Independent learning.

### **Inclusion**

Teachers set high expectations for every child. The curriculum is designed to provide access and opportunity for all children.

### **Differentiation**

So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will differentiate the curriculum according to individual needs by:

- Differentiating tasks, detailed in weekly planning.
- Scaffolding the learning to ensure access and achievement for all.
- Providing learning questions will be specified for all differentiated teaching
- Referring to Individual Support Plans where appropriate on weekly plans.

### **Focus weeks/days**

Throughout the year we hold a series of focus days or weeks; these range from specific curriculum areas e.g. World Book Day, Arts Week or science/maths investigation day, cultural days to health or community-based events. The aim of this approach is to raise the profile and enthusiasm for an area and to provide children with the opportunity to practise their skills and develop new interests.

### **Monitoring**

Here at The Horsell Village School we monitor Teaching and Learning in our school to make sure that all our pupils make the best possible progress from their starting points.

## The Early Years Foundation Stage



The Early Years Foundation Stage is the statutory curriculum, which is followed by all Reception classes.

Children joining our school have already learnt a great deal: many have been to one of the range of settings that exist in our community and so the Early Years education we offer our children builds on what they already know and can do. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

### **The EYFS is based upon four principles:**

- A unique child – developing resilient, capable, confident and self-assured individuals. We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement as well as celebration and rewards to encourage and develop a positive attitude to learning.
- Positive relationships – supporting the children in becoming strong and independent. We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.
- Enabling environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child. We recognise that the environment plays a key role in supporting and extending the children's development. Through observations we assess the children's interests, stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.

- Learning and developing – An acknowledgement that children learn in different ways and at different rates.

The Early Years classrooms at The Horsell Village School are organised to allow children to explore and learn securely and safely. There are areas where the children can be active and also be quiet and rest. The classrooms are set up in a way that children are able to find and locate equipment and resources independently.

The curriculum is divided into prime and specific areas for learning and development. Which are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are the prime areas:

- Communication and Language
- Physical Development
- Personal, social and emotional development

Specific areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed. There is a balance of learning in all areas of learning as children grow in confidence and ability within the three prime areas.

Each area of learning and development is implemented through a mix of adult-led and child-initiated activities. Play and active learning are essential parts of children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own learning, and by taking part in active learning which is guided by adults.

Planning for children's activities will cater for the different ways that children learn and reflect these in their practice. We believe pupil's voice plays a significant role in the design of the curriculum at The Horsell Village School. Learning is based on an overarching theme and activities are planned for in response to the children's ideas.

At The Horsell Village School we support children in using the three characteristics of effective teaching and learning.

These are;

- Playing and exploring - children investigate and experience things, and 'have a go';
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and

- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. (Taken from Development Matters 2020).

## Key Stage 1 – Year 1 & Year 2

### Culture & Ethos

To create a positive, engaging and active learning environment through:

- Positive recognition, affirmation, praise and meaningful feedback.
- Collaboration, problem solving & team building opportunities.
- Creating a culture of independence.
- High challenge, low threat, enabling children to take risks and take ownership of their learning.
- All children and adults being recognised, respected and celebrated for their individual talents, strengths and effort.
- Fostering a sense of community, ownership and belonging.
- Ensuring parity within the year group.
- Developing positive relationships with all parents.

### Teaching & Learning

Environment:

- To provide a safe, calm organised working environment;
- To provide high quality resources, clearly labelled and accessible to all.
- To consist of a book corner, role play area (Year 1), carpet area, E&I investigation table, art resource area & a well organised working space.
- Displays to reflect personal progress and achievement. This should include a working wall where children's learning can be added as the topic develops.
- To display The Learning Cycle, The Learning Tree and the characteristics of learning.
- To have weekly phonics sounds.
- To have weekly words of the week- Word Aware.
- To have numbers display to 20 (Year 1).
- To have the school motto displayed around the classroom.
- To display the school's values poster.
- To use a self-registration system.
- To have the British Values display poster as a reference.
- To use a visual timetable and visual cue cards.
- To display the school prayer.
- To display the class Jigsaw character and The Jigsaw Charter.

### Outdoor learning

- To provide regular outside learning opportunities recognising what it provides for the children's learning states.
- To provide a combination of targeted/differentiated learning tasks.
- To use and look after a variety of whole school outdoor resources.
- To use and refer to The Learning Cycle and characteristics of learning outside.

### Ability groupings & Provision.

All children will be supported through:

- Early identification and monitoring of additional needs following the assess, plan, do, review cycle.
- Targeted small group support within class, working on specific targets and areas of need.
- Running targeted intervention groups as needed.
- Differentiation and scaffolding in planning to enable access for all.
- Enrichment through independent problem solving and investigation opportunities.
- Extension through the use of high-level questioning,

### Timetables

#### Daily

- Phonics (During this lesson there will be dictation)
- Spelling (Year 2)
- Handwriting
- Singing/ voices
- Mental maths
- Reading opportunities
- Guided Reading
- Key skills practice
- Outside learning
- Horsell Hero
- Word Aware

#### Weekly

- Key word focus/Word wall
- PE/Dance
- PSHE & Values
- Reading
- PPA
- Music
- Opportunities to respond to next steps
- Whole school Celebration Reflections
- Kindness ambassador

#### Monthly

- Assessment tasks (First Day Of the Month)

### Behaviour

As behaviour policy – The Learning Tree

In addition, each class has a marble jar, to which children contribute a marble when awarded by an adult for positive behaviour or work, this culminates with a full jar and a marble party, which can include activities of the children's choice.

Each class awards a Horsell Hero each day and nominates a Kindness Ambassador each week.

## Feedback & Assessment

- All adults working in the class will follow the feedback policy, using symbols and comments where appropriate.
- Reading/writing/maths trackers updated termly.
- Reading groups monitored and assessed half termly.
- Learning questions and success criteria checklist on each piece of work in Maths and topic books.
- Outside learning and dialogue captured regularly- photographs and stickers.
- Next steps to be spelling and number formation focus initially and then developing as per policy.
- First of the month books marked and agreement trialled termly.
- Regular phonics screening checks throughout the year.
- Phonics screening test in Summer term.
- On-going teacher assessments begin in Autumn term; phonics, reading, English and Maths.

## CPD

- Performance management cycle for all staff
- Peer observation/team teaching opportunities
- Coaching opportunities during year group meetings & PPA
- SWAN Trust training, school visits & network meetings
- INSET and Wednesday meetings
- Agreement trialling opportunities during PPA
- Action Research
- Professional reading opportunities
- Access to The National College

## Communication

- Year 1 home page to be up-dated monthly, outlining areas of study, upcoming events & any additional parent information e.g. 'To do at home'.
  - To publish topic webs half termly.
  - Work to be sent home once every half term.
  - Year group page updated on monthly newsletter.
- Complete and update behaviour log.

## All Year Groups

### Non-Negotiables in practice for all year groups

- The Learning Cycle is used as the teaching structure of each lesson.
- Children's questions are displayed on The Learning Cycle and used throughout the topic.
- Differentiation and lesson structure is appropriately planned to enable all children to succeed. This may alter on a daily basis depending on AfL.
- Range of teaching methods used to fit learning purposes.
- Variety of learning tasks planned.
- Pre-teaching is used effectively to prepare children for the learning ahead.
- Learning Questions are identified and shared.

- Learning Questions are broken down into Success Criteria allowing all children the opportunity to challenge themselves (progressive in nature leading to self-selection of success criteria in Year Two).
- All learning is modelled to pupils with clarity.
- Context for learning allows scope to ensure all learning is achieved through a meaningful context and purpose.
- School agreed planning proformas are used.
- Progression of knowledge and skills underpins our curriculum design.
- Time is given to revisit the learning through the lesson.
- Children are actively involved in assessment against success criteria individually, with peers and with adults.
- Throughout the week all children will be taught in focus groups by the class teacher.
- All adults are actively involved in learning, including carpet sessions.
- Daily learning opportunities outside, provided by either the teacher and teaching assistant.
- Handwriting daily sessions take place and adults model correct letter formation.
- Every child is read with each week. (Individual or group read).
- Feedback is up to date and in line with the school feedback policy.
- Next steps are used in sequential planning.
- Ready to look, ready to listen, ready to learn is used at the beginning of each session.
- Effective modelling of the learning.
- IEP to link with learning including checklist (if appropriate).
- Follow the display policy.
- Visual timetable is used daily.

## Feedback

		Reception	Year 1	Year 2
Check list	Autumn	Not applicable	Introduced with symbols	Self-evaluation. Empty box- self-selected next step or teacher selected next step Peer evaluation introduced
	Spring	Not applicable	Self-evaluation with child box	Class & pupil selected success criteria  Peer evaluation embedded.
	Summer	Not applicable	Empty box- self-selected next step or teacher selected next step.	

		Reception	Year 1	Year 2
Feedback	Autumn	Feedback codes are used verbally and written when appropriate to the needs of the child.	Ticks, smiley face and next steps Next steps: 3X focus on high frequency words and letter formation	Follow aspects of the feedback policy
	Spring		All symbols used	
	Summer	Next steps are included in observations.	Next Steps:- challenge and ch to respond to it using purple pen.	

## Appendix: Reception Long Term Plan

### Reception LTP The Horsell Village School

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	We're not scared to walk with Dinosaurs!	Anyone can be a hero!	Are we nearly there yet?	Old Macdonald had a what?	Habitat Hunting in the Woods!	World Explorers
Special Occasions & Trips	Pares Woodland Garden – take masks and dinosaur stomping	Fireman / or visit station ?Panto – whole school?  Anti-Bullying Week Diwali	Alphabus  Book Week – Visit Library	Godstone Farm Ducklings Waitrose Visit	Pares woodland garden Painshill Park	Simon Airey – animals from around the world
Texts	<p>Harry and the Dinosaurs go to School The Dinosaur Department Store T-Rex Drip - rhyming The Worrysaurus Mad About Dinosaurs Captain Flinn &amp; The Dear Dinosaur Dinosaur Rap - <a href="https://www.youtube.com/watch?v=yhQkUowpNNo">https://www.youtube.com/watch?v=yhQkUowpNNo</a></p> <p><i>Ten terrible dinosaurs</i> <i>Dinosaur bones,</i> <i>If I had a dinosaur</i> <i>Stomp dinosaur stomp</i> <i>The dinosaur's diary</i> <i>How big were dinosaurs?</i></p> <p>Autumn Day: Tree: Seasons come, seasons go</p>	<p>Super Duper You! Marvellous Me Only One You I'm afraid your teddy is in trouble today Three Little Firefighters Supertato Think Big Stick Man Jolly Christmas Postman</p> <p>The Boy and the Giant – anti bullying week</p>	<p>The Naughty Bus - (Christopher Nevinson) Mr Gumpy's Motor Car Emma Jane's aeroplane The train Ride Oi! Get off the train Duck in the truck You can't take an elephant on a bus</p> <p>Barefoot Books – We all Go travelling By Up, Up, Up</p>	<p>Farmyard Hullabaloo The Enormous Turnip Oliver's Vegetables The enormous Potato Three Little Pigs Jack and The Beanstalk A squash and A squeeze What the Ladybird Heard</p> <p>Barefoot Books - Driving My Tractor</p>	<p>We're Going on a Bear Hunt Gruffalo Goldilocks Little Red Riding Hood Super worm Aaagh Spider Yucky Worms The Big Book of Bugs Eric Carle Books Leaf What do you see when you look at a tree?</p> <p>Alternative Fairy tales – Goldilocks and just the one bear, The Great Fairy tale Disaster The Wolf is the hero of this story</p>	<p>Handa's Surprise My World Your World Last Stop On Market Street All Aboard for the Bobo Road Stories from the Billabong Wombat Stew My Granny Went to Market</p>

Phonics	Recap Phase 1 Introduce Phase 2	Continue Phase 2 Start Phase 3	Recap Phase 2 Continue Phase 3 Start Phase 4	Recap Phase 2/3 Continue Phase 4	Recap Phase 2/3/4 Introduce Phase 5	Recap Phase 2/3/4 Continue Phase 5
	<p><b>Aspect 1</b> - Environmental Sounds</p> <p><b>Aspect 2</b> - Instrumental Sounds</p> <p><b>Aspect 3</b> - Body Percussion</p> <p><b>Aspect 4</b> - Rhythm and rhyme</p> <p><i>To increase awareness of words that rhyme and to develop knowledge about rhyme</i></p> <p><b>Aspect 5</b> - Alliteration</p> <p><i>To listen to sounds at the beginning of words and hear the differences between them</i></p> <p><b>Aspect 6</b> - Voice sounds</p> <p><i>To explore speech sounds</i></p> <p><b>Aspect 7</b> - Oral Blending &amp; Segmenting</p> <p><b>Phase 2</b></p> <p><b>Set 1</b> s a t p <b>Set 2</b> i n m d <b>Set 3</b> g o c k <b>Set 4</b> c k e u r</p> <p><b>Tricky words</b> l, is, the</p>	<p><b>Set 5</b> h b f/ff l/l ss</p> <p>Assessment Week</p> <p><b>Set 6</b> j v w x <b>Set 7</b> y z/zz,qu <b>Set 8</b> ch sh th ng</p> <p>Tricky words (2) put, pull, full, as , and, has, his, her, she, push, he, of, we, me, be</p>	<p><b>Week 1</b> ai ee igh oa <b>Week 2</b> oo oo ar or <b>Week 3</b> ur ow oi ear <b>Week 4</b> air ure er</p> <p>Assessment – Recap Phase 2/3</p> <p><b>Week 5</b> CVCC words, CCVC words, CCVCC/CCVCVC/CCVCVC words</p> <p><b>Tricky words (3)</b> Was you they my by all are sure pure</p>	<p><b>Tricky words (4)</b> Said, have, like, so, do, some, come, were, there, little, one, when, out, what</p> <p>Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words Week 4 root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ Week 5 root word ending in: –er, –est longer word</p>	<p>Week 2 wh ph Week 3 Alternate 'ai' Week 4 Alternate 'ee' Week 5 Alternate 'igh'</p>	<p>Week 2 Alternate 'oa' Week 3 Alternate 'oo' Week 4 Alternate 'or' Week 5 Alternate 'ur'</p>
<b>English</b>	<p>Throughout the year we will read a variety of texts, including fiction, non-fiction and poems.</p> <p>Through Word Aware we will focus on developing our vocabulary and learning a variety of words to develop our understanding and exploration of our different topics.</p> <p>We will also spend time discussing stories, retelling them and using them in our role play.</p>					
	Hearing/writing initial sounds	Forming recognisable letters.	Spell words, identifying sounds in them and	Spell words, identifying sounds in them and representing them using	Begin to write simple phrases and sentences	Write simple phrases and sentences which can be read by others.

	Hearing rhyming words  Orally segmenting/blending words  Giving meaning to marks  Name writing	Say a sound for each letter of the alphabet  Segment and write simple words (CVC words).  Begin to create labels for drawings and own work  Anticipate key events in stories.	representing them using letters.  Say a sound for each letter of the alphabet. Say and recognise 10 digraphs.  Use story language, first, now, next, to retell and create stories	correct sounds and letters.  Read with increasing fluency and speed.	which can be read by others.  Begin to use full stops and capital letters.  Reads known words without blending.	Begins to use questions marks  Reads known and unknown words, by blending, with increasing fluency and speed.
Maths	Early Mathematical Experiences Pattern and Early Number Numbers within 4	Numbers within 5 Composition within 5 <i>Shape and Sorting – 2D shapes</i>	Numbers within 10 – counting forwards and backwards Composition within 10	<i>Measures – estimating, order and compare (full, empty, heavy, light, short, tall)</i> Composition within 10	Doubling and halving with 10 <i>Grouping and Sharing (counting in 2s, sharing equally)</i> Number patterns within 20	Securing composition facts <i>Exploration of patterns within number</i>
Mastering Number	<u>Subitising</u> – perceptual within 3, own patterns for numbers within 4, represent with fingers <u>Counting, ordinality, cardinality</u> – relate counting to cardinality, develop 1:1 correspondence <u>Composition</u> – that all numbers can be made of 1s, compose collections within 4 <u>Comparison</u> – more than, few than, compare by 'just looking'	<u>Subitising</u> - within perceptually and conceptually <u>Counting, ordinality, cardinality</u> – develop counting skills, link 5 to fingers and dice pattern, recognise numerals and relate to quantities (up to 5) <u>Composition</u> – explore wholes and parts, composition of numbers within 5 <u>Comparison</u> – compare by looking, subitising and matching, introduce 'equal'	<u>Subitising</u> – explore patterns within 5, explore a range of patterns of numbers greater than 5, experience patterns of a small group 'and 1 more', match arrangements to finger patterns. <u>Counting, ordinality, cardinality</u> – verbal counting to 20 and beyond, develop counting skills for accuracy, use fingers to represent quantities between 5 and 10, order numbers, linking cardinal and ordinal representations <u>Composition</u> – recall 'missing/hidden' parts for 5, composition of 6 and link to patterns, see "five	<u>Subitising</u> – explore symmetrical patterns and link to doubles <u>Counting, ordinality, cardinality</u> – consolidate cardinality with numbers within 10 <u>Composition</u> – odd and even composition looking at the 'shape' of these, link even numbers to doubles, explore composition of numbers within 10 <u>Comparison</u> – compare numbers, reasoning about which is more, using an understanding of the 'how manyness' of a number	<u>Subitising</u> – practise increasingly familiar subitising arrangements including '1 more' 'doubles patterns', identify when patterns are the same number in a different arrangement, subitise structured and unstructured patterns, identify when it is appropriate to count and when groups can be subitised <u>Counting, ordinality, cardinality</u> – verbal counting to 20 and beyond, including counting from different starting numbers, continue to develop confidence and accuracy	*Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. * Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different

			and a bit" in numbers up to 10 <u>Comparison</u> – continue to compare by matching, explore ways of making unequal sets equal		<u>Composition</u> – explore composition of 10 <u>Comparison</u> – order sets of objects linking this to understanding of the ordinal number system	contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
UTW <i>Science</i> <i>History</i> <i>Geography</i>	Know some similarities and differences between things in the past and now  Explore the natural world around them – making observations and drawing pictures of animals and plants  <i>Animal Classification – herbivores, carnivores</i>  <i>Chronology – when the dinosaurs lived</i>	Talk about the lives of the people around them and their roles in in society - focusing on teachers and adults in school  Know some similarities and difference between different religious and cultural communities in this country  (Remembrance Day - Symbol of poppy Bonfire Night)  Heroic figures from around the world  Where do we live?	Know some similarities and differences between things in the past and now  <i>Machines – rolling</i> <i>Different types of energy – stream, horse, petrol</i>  <i>How transport has changed</i> <i>GPS Inventor - Gladys West</i> <i>Garret Morgan - invented the traffic light system.</i>  <i>Simple maps.</i>  <i>Local area.</i>	Understand some important processes and changes in the natural world around them  <i>Habitats - farm</i> <i>Life Cycles – how things grow</i>  <i>Farms around the UK</i>  <i>Looking at where farm animals live, who lives and works on a farm, how and where food grows</i>	Explore the natural world around them – making observations and drawing pictures of animals and plants  Know some similarities and differences between the natural world around them and contrasting environments  <i>Habitats - woodland</i>  <i>Making maps of the woods</i> <i>Simple maps</i>	Know some similarities and differences between the natural world around them and contrasting environments  Explain some similarities and differences between life in this country and life in other countries – maps  <i>Habitats - animals from around the world</i>  <i>Ask how and why questions about their experiences</i> <i>Recognise some similarities and differences between life in this country and life in other countries</i>  <i>Draw information from a simple map</i>  <i>Ask and answer questions about places</i>  <i>World weather, hot and cold places</i>
Enquiry &	Mirrors – same & different	Different textures	Ice Materials	Animals and babies	Magnifying glasses and minibeasts	<i>Clothes for different weather</i>

Investigation Table	Stories from different cultures Cellophane & sensory blocks Cornflour swamp <i>Explore the natural world around them</i> <i>Ask and answer questions about their own experiences</i> <i>Recognise some similarities and differences between life in this country and life in other countries</i>	Bulbs, digging, planting & watering Materials, natural & manmade <i>Describe what they see hear and feel while outside</i> <i>Understand the effect the changing seasons have on the natural world around them</i>	Magnets Daffodils Healthy Lunchbox Herbs <i>Explore the natural world around them</i> <i>Make observations and draw pictures of plants</i>	Cressheads/bulbs growing How does food grow? Vegetable tasting Life cycle of a duck Floating and sinking <i>Make observations and draw pictures of animals</i> <i>Make observations and draw pictures of plants</i> <i>Understand some important processes and changes in the natural world</i>	Minibeast habitats  <i>Explore the natural world around them</i> <i>Make observations and draw pictures of animals</i> <i>Describe what they see hear and feel whilst outside</i>	<i>Match fruit/veg to their plants</i> <i>Fruit tasting, find where it grows</i> <i>Explore the effect of changing seasons on the natural world around them</i> <i>Recognise some similarities and differences between life in this country and life in other countries</i> <i>Recognise some environments that are different to the one in which they live</i>
Outside PE (Physical Development)	Real Core PE Unit 1 coordination and balance	Real Core PE unit 4 Ball skills and counter balance	Team Games	Team Games	Real Core PE Unit 5 sending and receiving Reaction and response	Games – sports day games
Inside PE	Gymnastics unit 1	Real Core PE Unit 2 balance static and dynamic and jumping and landing	Real Core PE unit 3 Balance	Dance unit 1	Gymnastics unit 2	Real PE unit 6
PSHE	<b>Being Me in My World</b> Pantasauros- NSPCC Value- Respect	<b>Celebrating Difference</b> Values- appreciation Anti-Bullying Week	<b>Dreams and Goals</b> Safer internet day Children's Mental Health week Value- Honesty	<b>Healthy Me</b> Road Safety Values- Responsibilities	<b>Relationships</b> Speak out stay safe NSPCC Values - Cooperation	<b>Changing Me</b>
RE <i>God, Community &amp; Identity</i>	Who am I and where do I belong? (Belonging)  <i>Introduce School Prayer Harvest</i>	What makes a place special? (specialness/belonging) <i>Diwali – celebrations and beliefs</i> <i>Christmas</i>	What makes something special (specialness/belonging)	Why do we have celebrations? (Celebration) <i>Easter</i>	What can we learn from stories (specialness)	What makes our world wonderful?
EAD <i>Art DT Music</i>	Take part in simple pretend play, using an object to represent something else even though they are not similar.	Draw with increasing complexity and detail, such as representing a face with a circle and including details	Explore, use and refine a variety of artistic effects to express their ideas and feelings.  <i>Creating with materials</i>	Develop storylines in their pretend play  <i>Creating with materials</i>	Watch and talk about dance and performance art, expressing their feelings and responses.	Explore and engage in music making and dance, performing solo or in groups.  <i>Creating with materials</i>

	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Creating with materials</p> <p>Explore a variety of tools/materials/techniques.</p> <p>Inside Music – Voices With a focus of Songs, Rhymes, Listening Song and Listening Track Body Percussion Instruments: Egg shakers, drum, tambour, finger bell, claves</p>	<p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Creating with materials</p> <p>Explore a variety of tools/materials/techniques.</p> <p>Inside Music – Voices With a focus of Songs, Rhymes, Listening Song and Listening Track Body Percussion Instruments: Egg shakers, drum, tambour, finger bell, claves</p>	<p>Explore a variety of tools/materials/techniques.</p> <p>Investigate different joining techniques.</p> <p>Inside Music – Voices With a focus of Songs, Rhymes, Listening Song and Listening Track Body Percussion Instruments: Egg shakers, drum, tambour, finger bell, claves</p>	<p>Design a different house for the pigs – looking at different materials.</p> <p>Inside Music – Voices With a focus of Songs, Rhymes, Listening Song and Listening Track Body Percussion Instruments: Egg shakers, drum, tambour, finger bell, claves</p>	<p>Creating with materials</p> <p>Design/make/evaluate.</p> <p>Inside Music – Voices With a focus of Songs, Rhymes, Listening Song and Listening Track Body Percussion Instruments: Egg shakers, drum, tambour, finger bell, claves</p>	<p>Investigate different joining techniques.</p> <p>Inside Music – Voices With a focus of Songs, Rhymes, Listening Song and Listening Track Body Percussion Instruments: Egg shakers, drum, tambour, finger bell, claves</p>
Computing	<p>Class contract and setting rules and expectations <i>I understand why I need to follow the school's e-safety rules</i> <i>I can follow the school's e-safety rules</i></p>	<p>Reading stories and discussion, ongoing and for online safety day</p> <p><i>Know and talk about the different factors that support their overall health and wellbeing eg sensible amounts of screen time</i></p>	<p><i>Make and use vehicles with moving parts</i> <i>Explore, use and refine a variety of artistic effects</i></p>	<p>Using purple mash to create a farm picture <i>Know and talk about the different factors that support their overall health and wellbeing eg sensible amounts of screen time</i></p>	<p><i>I can speak to an adult about what I have seen online</i></p>	<p><i>I understand why I need to follow the school's e-safety rules</i></p>

## Appendix: Year 1 Long Term Plan

### Year 1 LTP

#### The Horsell Village School

Year 1	Under Water Adventure	Carnival of the Animals	Destination: Outer Space	Fill up Fuel up	Secret Garden	Knights and Castles
Special occasions & trips	Local walk- Library visit	Marwell	VR Space Reality experience	Walk to Boz's fruit and veg	Pares Woodland Garden	Windsor Castle
Texts	Storm Whale Dougal deep sea diary The fish who could wish Non-fiction Big Book of Blue	Supermarket zoo Why the elephant has a trunk Great pet Sale All afloat on Noah's boat My perfect pet The journey y home Non-fiction texts Greedy Zebra	Qpootle 5 The man on the moon (series) Begu Loon on the Moon	Burger Boy Pumpkin Soup Jaspers Beanstalk The enormous Turnip  Fruits – A Caribbean counting poem Daisy – Eat your Peas Oliver's Vegetables Ketchup on your Cornflakes Lima's red hot chilli	The Forest Eddie's garden The tiny seed Titch Curious garden Anna's hibiscus Katie and the sunflowers Big book of blooms Tilly plants a seed Sam plants a sunflower	The paper bag princess The small Knight George
English	Days of the week spelling Postcards Rhyming Fact files Capital letters, full stops, sentence structure Adjectives	Animal fact files Adjectives / conjunctions Shopping lists Persuasive letters – 'save the animals' Capital letters, full stops, sentence structure	<b>Book Week</b> Retell a story- make a change Invitation writing Character description Non- fiction- news report- man on moon- Neil Capital letters, full stops, sentence structure	Fiction – sentence structure Sequencing Instructional Writing (pizza) Days of week spelling Food poems Story writing- own version Capital letters, full stops, sentence structure	Capital letters, full stops, sentence structure Non-fiction Descriptive writing Persuasive	Non-fiction Letter writing Descriptive writing Sequencing sentences- conjunctions using the prefix 'un'
Maths See Scheme of work for week by week focus	Numbers and the number system	Number -number and place value Geometry - shape	Number – addition and subtraction Number -number and place value	Number -number and place value Measurement	Number – multiplication and division Number - fractions	Measurement - money, time Number -number and place value

	Calculating: Addition and subtraction 1				Geometry – position and direction	
WRM	Place Value (within 10) – weeks 1-4 Addition and Subtraction (within 10) – weeks 5-9 Shape – week 10 Place value (within 20) – week 11-12		Consolidation – week 1 Addition and subtraction (within 20) weeks 2-4 Place Value (within 50) – weeks 5-7 Length and height – week 8-9 Weight and volume – week 10-11 Consolidation – week 12		Consolidation – week 1 Multiplication and Division - weeks 2-4 Fractions – week 5-6 Position and direction – week 7 Place Value (within 100) – week 8-9 Money – week 10 Time – week 11-12	
Mastering Number	<ul style="list-style-type: none"> <li>• subitise within 5, including when using a rekenrek, and re-cap the composition of 5</li> <li>• develop their understanding of the numbers 6 to 9 using the '5 and a bit' structure</li> <li>• compare numbers within 10 and use precise mathematical language when doing so</li> <li>• re-cap the order of numbers within 10 and connect this to '1 more' and '1 less' than a given number</li> <li>• explore the structure of even numbers (including that even numbers can be composed by doubling any number, and can be composed of 2s)</li> <li>• explore the structure of the odd numbers as being composed of 2s and 1 more</li> <li>• explore the composition of each of the numbers 6, 8, and 10</li> <li>• explore number tracks and number lines and identify the differences between them</li> </ul>		<ul style="list-style-type: none"> <li>• explore the composition of each of the numbers 7 and 9</li> <li>• explore the composition of odd and even numbers, seeing that even numbers can be made of two odd or</li> <li>two even parts, and that odd numbers can be composed of one odd part and one even part</li> <li>• identify the number that is two more or two less than a given odd or even number, identifying that two more/ less than an odd number is the next/previous odd number, and two more/less than an even number is the next/previous even number</li> <li>• explore the aggregation and partitioning structures of addition and subtraction through systematically partitioning and re-combining numbers within 10 and connecting this to the part-part-whole diagram, including using the language of parts and wholes</li> <li>• explore the augmentation and reduction structures of addition and reduction using number stories, including introducing the 'first, then, now' language structure</li> </ul>		<ul style="list-style-type: none"> <li>• explore the composition of the numbers 11 to 19 as '10 and a bit' and compare numbers within 20</li> <li>• connect the composition of the numbers 11 to 19 to their position in the linear number system, including identifying the midpoints of 5, 10 and 15</li> <li>• compare numbers within 20</li> <li>• understand how addition and subtraction equations can represent previously explored structures of addition and subtraction (aggregation/partitioning/augmentation/reduction)</li> <li>• practise retrieving previously taught facts and reason about these</li> </ul>	
Science	Working scientifically Animals (amphibians & common animals- reptiles / fish. Group, identify and classify	Working scientifically Animals- carnivores, herbivores and omnivores. Group, identify and classify	Working scientifically Seasonal changes Winter Day-Plants Observe, compare and contrast, identify and group, seasonal changes	Science Week Working scientifically Humans- name and identify senses to compare. Name basic parts of the body Spring Day- Plants	Working scientifically Plants Identify and name common , wild and garden plants including trees. Basic structure of plants and trees Observe, compare and contrast,	Working scientifically Everyday materials Distinguish between objects and the materials in which it is made.

	Use observations to compare and contrast	Use observations to compare and contrast Autumn Day – Plants Observe, compare and contrast, identify and group, seasonal changes		Observe, compare and contrast, identify and group, seasonal changes	identify and group, seasonal changes	Identify, describe the properties and name a variety of everyday materials Compare and group materials Summer Day- Plants Observe, compare and contrast, identify and group, seasonal changes
History  Animal Caretakers	How can we use pictures and artefacts to find out about people and events from the past?  Significant Individuals Jaques Cousteau Charles Darwin  Pictures/artefacts Asking questions	How can we use pictures and artefacts to find out about people and events from the past? How can find out about the past? How can I create a timeline?  David Attenborough Jane Goodall Remembrance Famous animal caretakers Timelines Vocabulary	How can we use pictures and artefacts to find out about people and events from the past? How can find out about the past? What is a reliable source? How can I create a timeline?  Neil Armstrong / Helen Sharman First man/person/animal on the moon Apollo 11 Timelines Vocabulary	How can we use pictures and artefacts to find out about people and events from the past? How can find out about the past? What is a reliable source? How can I create a timeline?  Use of pictures artefacts to learn about the past (kitchens/cooking utensils). Then/now  Pictures/artefacts Asking questions	How can we use pictures and artefacts to find out about people and events from the past? How can find out about the past? What is a reliable source? How can I create a timeline?  Significant Individuals Famous gardeners – Capability Brown Gertrude Jekyll  History Week – Coronation of Charles III Timelines Use of pictures – asking questions	How can we use pictures and artefacts to find out about people and events from the past? How can find out about the past? What is a reliable source? How can I create a timeline?  Royal Family / types of castles Fire at Windsor Castle Development of castles – change over time  Remember key events Know key vocabulary Timelines

Geography	<p>Ask simple geographical questions and discuss responses.</p> <p>Identify landmarks and use basic geographical vocabulary to describe human and physical features of our local area ( Woking)</p> <p>Use simple observation skills to look at the school and the grounds</p> <p>Name and locate 5 oceans</p> <p>To know physical features of places- see specific vocabulary.</p>	<p>Ask simple geographical questions and discuss responses.</p> <p>Autumn Day- Identify different seasons and how weather changes on a daily basis</p> <p>Compare and contrast locality- uk &amp; non-Europe (Africa)</p> <p>Name and locate 7 continents and 5 oceans</p> <p>To use basic geographical vocabulary to refer to key human and physical features.</p>	<p>Ask simple geographical questions and discuss responses.</p> <p>Winter Day- Identify different seasons and how weather changes on a daily basis</p> <p>Hot and cold areas in the world – weather patterns, equator, earth</p> <p>Ariel photographs to identify significant places</p> <p>Simple maps and plans</p> <p>Use world maps to identify continents and oceans</p>	<p>Ask simple geographical questions and discuss responses.</p> <p>Spring Day - Identify different seasons and how weather changes on a daily basis</p> <p>Compare and contrast locality- uk &amp; non-Europe</p> <p>Use directional language to describe the location of features and simple routes on a map.</p>	<p>Ask simple geographical questions and discuss responses.</p> <p>Ariel photographs to identify significant places</p> <p>Birds eye view- maps,</p> <p>Location and directional language</p>	<p>Ask simple geographical questions and discuss responses.</p> <p>Summer Day- Identify different seasons and how weather changes on a daily basis</p> <p>Name and locate four countries and capital cities of the UK- identify features of a capital city.</p> <p>Use world map, atlas and globes to identify the uk and its countries</p> <p>Simple maps and plans</p> <p>To know key human features of places,</p> <p>To use basic geographical vocabulary to refer to key human and physical features.</p>
Art & Design	<p>Artist: Carla Sondheim - aquarelles</p> <p>Drawing</p> <p>Paper folding – boat sail</p> <p>WASPP</p>	<p>Artist: Brian Wildsmith</p> <p>Catherine Rayner</p> <p>Drawing</p> <p>Collage</p> <p>Autumn – artwork using pastels/ paint</p> <p>Christmas cards – collage</p>	<p>Artist: Nasa Gallery</p> <p>Emily Golden – the Loon on the Moon</p> <p>Joe Van Wetering</p> <p>Drawing</p> <p>Chalk / charcoal</p> <p>Painting - colour mixing</p> <p>Aquarelles</p> <p>Sculpture: clay</p>	<p>Artist: Arcimboldo</p> <p>Drawing</p> <p>Painting &amp; printing &amp; sculpture</p>	<p>Artist: Giacometti</p> <p>Sculpture: Wire / tape</p> <p>Observational</p> <p>Drawing /rubblings</p> <p>Monet</p>	<p>Artist: Jackie Morris (Tell me a Dragon)</p> <p>Annie Leibovitz</p> <p>Disney</p> <p>Portraits</p> <p>Drawing</p> <p>Painting</p>

PE	Real PE Unit 1 Agility Balance Co-ordination	Real PE Unit 2 Agility Balance Co-ordination	Real PE Unit 3 Agility Balance Co-ordination	Gym Unit 1	Real PE Unit 5 Agility Balance Co-ordination	Real PE Unit 6 Agility Balance Co-ordination
Outside PE	Dance Unit 1	Real PE Unit 4 Agility Balance Co-ordination	Team Games	Team games	Gym Unit 2	Team Games
PSHE	Being Me in My World Pantasaurs- NSPCC Value- Respect Children's Mental Health week	Celebrating Difference Values- appreciation	Dreams and Goals Safer internet day Value- Honest	Healthy Me Road Safety Values- Responsibilities	Relationships Values- Cooperation Speak out stay safe NSPCC	Changing Me
Music	Voices Unit 1 -2	Voices 3-5	Voices 6-8	Voices 9-11	Voices 12-13	Voices 14-16
Instruments	Revise YrR instruments Egg shakers, drum, tambour, finger bell, claves	Revise YrR instruments Egg shakers, drum, tambour, finger bell, claves	shaker, maracas, finger bells/zils, tambourine, triangle, castanets, wood block.	shaker, maracas, finger bells/zils, tambourine, triangle, castanets, wood block.	shaker, maracas, finger bells/zils, tambourine, triangle, castanets, wood block.	shaker, maracas, finger bells/zils, tambourine, triangle, castanets, wood block.
RE	Why should we look after our world? (comparative) Why is harvest a worldwide celebration? (Comparative) Harvest-	Why is church important to Christians? (Christianity) Why is Christmas important to Christians? (Christianity) Diwali – cultural diversity	Why do Jewish families celebrate Shabbat? (Judaism)	What is the Torah and why is it important to Jews? (Judaism) What do eggs have to do with Easter? (Christianity)	Who is Jesus? (Christianity)	Why did Jesus tell parables? (Christianity)
Computing	Unit 1.1 – online safety & exploring purple mash Unit 1.2 – grouping and sorting	1.3 – pictograms 1.4 – Lego builders	1.5 – maze explorers 1.9 – technology outside	1.6 Animated story books	1.7 – coding	1.8 - spreadsheets
DT	Follow Design, Make, Evaluate process	Follow Design, Make, Evaluate process	Follow Design, Make, Evaluate process	Follow the Design, Make, Evaluate process:	Follow the Design, Make, Evaluate process:	Follow Design, Make, Evaluate process

	Boats	Structures - Freestanding structures Animal enclosures	Mechanisms - Sliders and Levers Mars Rover	Food – preparing fruit and vegetables Pizza making and designing Where does food come from? Nets – pizza boxes	Garden Sculptures Miniature Gardens	Structures - Freestanding structures Castles towers, connecting walls, draw bridge
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## Appendix: Year Two Long Term Plan

### Year 2 LTP The Horsell Village School

	Master Makers	Buses and Bikes	The Living Rainforest	Magic Library	Let's all go to London	Sailing on.... (Pirates)
Special occasions & Trips	Woking Sculpture walk	Brooklands Museum Diwali Day Bonfire Night Autumn Day Hanukkah		Lightbox- the Art of storytelling workshop	Great Fire of London Workshop in school	Pirate Adventure - Painshill End of year celebration.
Texts	Owl babies / The Owl who was afraid of the dark The Tin Forest The Iron Man Hephaestus	Mrs Armitage on wheels The 100-decker bus Pedal Power Non fiction – recount of Brooklands visit Nativity story	Slowly, slowly said the sloth The great green forest The Great Kapok Tree	The bear in the cave The magic paintbrush The journey The egg Pet Dragon The Reluctant Dragon by Kenneth Grahame	Toby and The Great fire of London Katie in London The Queens Hat Vlad and the Fire of London Paddington.	The Green ship The Night Pirates The Pirates are coming Pirates Next Door The Secret of the Black Rock The Pirate Tree
English	Poetry Speech bubbles Text structure- headings Story sequences Asking questions Statement, commands Capital letters for names and places Past & present tense Adjectives / nouns / verbs	Past and present Co-ordination Question marks Statements Persuasive writing – including headings / titles Narrative Poetry Expanded noun phrases	<b>Book Week</b> Poetry writing Contractions / expanded noun phrases Persuasion writing Commas, adjectives Questions, statements, commands Linked to directional language Story writing Letter writing	Story writing Settings Contractions Commas Descriptions Instruction writing Past tense Suffixes	Suffixes Prefixes Homophones Subordination Apostrophe	Adjectives proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] sentences with different forms: statement, question, exclamation, command Story Writing Rules – imperative

						Non – chronological report
Maths: See Scheme of work for week by week focus	Number – Number and place value Number – Addition and Subtraction	Number – Addition and Subtraction Geometry – properties of shape	Measurement - money Number – Multiplication and division	Number – Multiplication and division Measurement – length/height Measurement – mass/capacity	Number - fractions Measurement - time	Geometry – position and direction Statistics
	Place Value – 4 weeks Addition and subtraction – 3 weeks	Addition and Subtraction – 3 weeks Shape – 3 weeks	Money – 2 weeks Multiplication and division – 4 weeks	Multiplication and division – 1 week Length and height – 2 weeks Mass, capacity and temperature – 3 weeks	Fractions - 3 weeks Time – 3 weeks	Position and direction - 2 weeks Statistics
	<p>Texts: How Many Legs by Kes Gray</p> <p>365 Penguins by Jean-Luc Fromental</p>	<p>Texts: Shaping up Summer by Lizann Flatt</p> <p>Shape Trilogy by Mac Barnett</p>	<p>Texts: Spinderella by Julia Donaldson</p> <p>One is a Snail Ten is a Crab by April Pulley Sayre</p> <p>The Lion's Share by Matthew McElligot Centipede's 100 Shoes by Tony Ross</p>	<p>Texts: Just a Second by Steve Jenkins</p> <p>How Much Does a Ladybird Weigh by Alison Limentani Equal Shmequal by Virginia Kroll</p>	<p>Texts: If by David J Smith</p>	
Mastering Number	<ul style="list-style-type: none"> <li>review the composition of the numbers 6 to 9 as '5 and a bit'</li> <li>compare numbers using the language of comparison and use the symbols <math>&lt;</math> <math>&gt;</math> <math>=</math></li> <li>review the structure of even numbers (including exploring how even numbers can be composed of two odd parts or two even parts) and the composition of each of 6, 8 and 10</li> <li>review the structure of odd numbers (including exploring how odd numbers can be composed of one odd part and one even part) and the composition of each of 7 and 9</li> <li>consolidate their understanding of the numbers 10 and 20 as '10 and a bit'</li> </ul>		<ul style="list-style-type: none"> <li>explore how the numbers 6 to 9 can be doubled using the '5 and a bit' and '10 and a bit' structure</li> <li>use doubles to calculate near doubles</li> <li>use bonds of 10 to reason about bonds of 20, in which the given addend is greater than 10</li> <li>use known number bonds within 10 to calculate within 20, working within the 10-boundary</li> <li>use their knowledge of bonds of 10 to find three addends that sum to 10</li> </ul>		<ul style="list-style-type: none"> <li>continue to explore a range of strategies to subtract across the 10-boundary</li> <li>review bonds of 20 in which the given addend is greater than 10, and reason about bonds of 20, in which the given addend is less than 10</li> <li>practise previously explored strategies to support their reasoning about inequalities and equations</li> <li>review doubles and near doubles and transform additions in which two addends are adjacent odd/ even numbers into doubles</li> </ul>	

	<ul style="list-style-type: none"> <li>consolidate their understanding of the linear number system to 20 and reason about midpoints</li> </ul>		<ul style="list-style-type: none"> <li>use their knowledge of the composition of numbers within 20 to add and subtract across the 10-boundary</li> <li>use their understanding of the linear number system to 10 to position multiples of 10 on a 0 - 100 number line and reason about midpoints</li> </ul>		<ul style="list-style-type: none"> <li>consolidate previously taught facts and strategies through continued, varied practice</li> </ul>	
Science	<p><b>Working scientifically</b> Living things and their habitats - Owls Animals- including humans</p> <p>Everyday materials &amp; properties-identify and classify compare the suitability of materials for particular uses. Explore properties of objects and how they can be changed.</p>	<p><b>Working scientifically</b> Animals including humans Staying Healthy – food/exercise Everyday materials <b>Autumn day- Plants – describe, observe and growing conditions.</b> Texts: <i>The big book of beasts</i> By Yuval Zommer</p> <p><i>The big book of birds</i> By Yuval Zommer</p>	<p><b>Working scientifically</b> Living things and their habitats – including humans - what is needed for survival Plants – describe, observe and growing conditions. Animals <b>Winter day- Plants – describe, observe and growing conditions.</b> Text: <i>Under the canopy : trees around the world</i> By Cynthia Alonso <i>One day on our blue planet ..... in the rainforest</i> By Ella Bailey <i>Over and uder the rainforest</i> By Kate Messner</p>	<p><b>Science Week</b> <b>Working scientifically</b> <b>Spring day- Plants – describe, observe and growing conditions.</b> Text: <i>The big book of blooms</i> By Yuval Zommer</p> <p><i>Ten Seeds</i> By Ruth Brown</p> <p><i>It starts with a seed</i> By Laura Knowles</p>	<p><b>Working scientifically</b> Everyday materials – properties and changing states</p>	<p><b>Working scientifically</b> Living things and their habitats- what is needed for survival. <b>Summer day- Plants – describe, observe and growing conditions.</b></p> <p>Healthy me- importance of diet and exercise Texts: <i>Oliver's Vegetables &amp; Oliver's Fruit Salad</i> By Vivien French</p>
History	<p>To understand and use the words past and present Use a time line to place important events. To ask questions about the past.</p>	<p>Significant people- know why people did things and what happened as a result.</p> <p>Knowledge and understanding of events, people</p>	<p>To know why people did things and what happened as a result. Look at evidence to give and explain reasons why people in the past may have acted in</p>	<p>Composers Significant authors History of Books To understand and use the words past and present Use a time line to place important events To ask questions about the past.</p>	<p><b>Significant event</b> <b>The fire of London</b> To know the differences between ways of live at different times. Knowledge and understanding of events, people</p>	<p>Knowledge and understanding of events, people and changed in the past Chronology Historical interpretation Historical Enquiry <b>HMS Victory</b></p>

	<p>Use a wide range of information to answer questions. To answer questions about the past. Isambard Kingdom Brunel Leonardo da Vinci Sculpture walks</p> <p>Text: Brunel the Great Engineer</p>	<p>and changed in the past Chronology Historical interpretation Historical Enquiry</p> <p>Development of bikes and buses over time. Significant Individual : Chris Hoy HG Wells</p> <p>Remembrance Bonfire Night</p>	<p>the way they did. To be able to sequence photographs, Look at and use a range of sources e.g. books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past Jane Goodall Wangari Maathai</p>	<p>Use a wide range of information to answer questions. To answer questions about the past..</p>	<p>and changed in the past Chronology Historical interpretation Historical Enquiry Royal Family – Buckingham Palace Text: The Great Fire: Why do we remember it? This is London Who was Samuel Pepys?</p>	Mary Rose
Geography	<p>Environments linked to Owl habitats. local environments- Woking Compare and contrast locality- uk &amp; non-Europe (Equator) – Human &amp; Physical – Give reasons why we don't have things. key Vocab Field work and observational skills- study human and physical features of the school and surrounding environment. Ask geographical questions and discuss responses Know and describe key features of places continents and oceans</p>	<p>Autumn day- focus on seasonal and daily weather patterns in the uk.</p> <p>Oceans and continents</p>	<p>Recall and plot the 7 continents and 5 oceans of the world. Using maps, atlas and globes Compare and contrast locality- uk &amp; non-Europe (Equator)- Human &amp; Physical- Key Vocab Hot and cold areas in the world Maps and keys Know and describe key features of places Winter day- focus on seasonal and daily weather patterns in the uk. Text: Mama Miti : Wangari Maathai and the trees of Kenya</p>	<p>Keys on maps compass directions Spring day- focus on seasonal and daily weather patterns in the uk. Name and locate capital cities &amp; seas of the UK</p>	<p>Name and locate capital cities &amp; seas of the UK and their characteristics Plans, perspectives to recognise land marks Birds eye view / Ariel photographs Maps and keys- identify uk Know and describe key features of places Use locational and directional language of features and routes on map.</p>	<p>Maps and keys Compass directions Know and describe key features of places Use locational and directional language of features and routes on map. Name and locate capital cities &amp; seas of the UK and their characteristics Summer day- focus on seasonal and daily weather patterns in the uk.</p>

Art & Design	Owl Art-Artist: Roy Henry Vickers Owls – sketching skills – feathers Paper Sculpture Painting/colour mixing skills linked to aspirations and the Tin forest. Revisiting aquarelle skills and WASPP Local sculptures.	Artist: Quentin Blake Shelly Davis Ricardo Guasco Drawing bikes, portraits Illustrations  Christmas cards	Artist: Camilla Perkins Printing, press print Collage	Artist: Nazar Tuvakov Drawing- Pastels, chalk and charcoal - backgrounds Clay sculpture – linked to dragons. Dragon eggs – possible reiku firing.	Artist: Paul Catherall Drawing London landmarks Printing weeks Arts Week	Naïve art - painting Art House Meath College Portraits Illustrations/maps <b>Alfred Wallis</b>
PE Inside	Real PE Gymnastics Unit 1	Real core PE Unit 2 balance static and dynamic, jumping and landing Staying healthy –	Real Core PE Unit 3 Balance	Dance Unit 1	Gymnastics Unit 2 Dance	Real PE unit 6/Gymnastics Unit 2
PE outside	Real PE Unit 1 co-ordination and balance	Real Core PE Unit 4 Ball skills and counter balance	Games – using original sports planning	Games – using original sports planning	Real Core PE Unit 5 sending and receiving reaction and response.	Games – using original sports planning
PSHE & RSE	Being Me in My World <b>Pantasaurus- NSPCC</b> <b>Value- Respect</b> <b>Shine</b> Generic texts: The Last Wolf By Mini Grey All the wild wonders (link geography) Various poets: Wendy Cooling (editor) Tidy by Emily Gravett Leaf by Sandra Dieckmann One plastic bag by Miranda Paul Textiles – felt Worry Monster	Celebrating Difference <b>Values- Appreciation</b>  Textiles – felt Worry Monster	Dreams and Goals <b>Safer internet day</b> <b>Children's Mental Health week</b> <b>Value- Honest</b>  Textiles – felt Worry Monster	Healthy Me <b>Road Safety</b> <b>Values- Responsibilities</b>  Textiles – felt Worry Monster	Relationships & RSE <b>Values- Cooperation</b> <b>Speak out stay safe NSPCC</b> Textiles – felt Worry Monster	Changing Me & RSE Textiles – felt Worry Monster
Music	Singing Voices 17 – 19	Singing Voices 20-22 Learning and performing Christmas songs as part of retelling The	Singing Voices 23 – 25 Using Instruments to create Soundscapes.	Singing Voices 26 – 27 Begin learning and playing Recorders. Easter	Singing Voices 28 – 29	Singing Voices 30 Performing recorders at Leavers concert.

		Nativity Story. Percussion accompanying songs.	Composing sounds in response to Rainforest learning.	Service celebration songs.		Sharing songs with parents.
Instruments	Revise Year One Instruments shaker, maracas, finger bells/zils, tambourine, triangle, castanets, wood block.	Revise Year One Instruments shaker, maracas, finger bells/zils, tambourine, triangle, castanets, wood block.	Scraper - Drum- Djembe/Bongo Guiro/multi Shakers – Caxixi Afuche Cabasa Woodblock wooden agogo Xylophone Glockenspiel	Scraper - Drum- Djembe/Bongo Guiro/multi Shakers – Caxixi Afuche Cabasa Woodblock wooden agogo Xylophone Glockenspiel	Scraper - Drum- Djembe/Bongo Guiro/multi Shakers – Caxixi Afuche Cabasa Woodblock wooden agogo Xylophone Glockenspiel	Scraper - Drum- Djembe/Bongo Guiro/multi Shakers – Caxixi Afuche Cabasa Woodblock wooden agogo Xylophone Glockenspiel
RE	Is prayer important to everyone? (Comparative) What do Christians believe God is like? (Christianity) Texts: How can I pray? By Steph Williams Harvest Festival	Why is the bible an important book for Christians? (Christianity) What does the Christmas story tell Christians about Jesus? (Christianity) 3 weeks Texts: Two by two: Noah's story and rhyme By Leanne kilpatrick Noah's Ark and other bible stories By Marcia Williams Diwali Day Hannukah	What is important for Muslim? (Islam) Who is Allah and how do Muslims worship him? (Islam) Text: Islamic Prophet Stories By TWR books 5 pillars of Islam by TWR books	Who is Allah and how do Muslims worship him? (Islam) 3 weeks Why is Easter important to Christians? (Christianity)	Why do Christians call Jesus Saviour? (Christianity)	ASU Is the world a fair place? (comparative)
Computing	2.1 – coding 2.2 – online safety	2.2 – online safety 2.3 – spreadsheets Ada Lovelace	2.4 – questioning	2.5 – effective searching	2.6 – creating pictures	2.7 – making music 2.8 – presenting ideas
DT	Follow the Design, Make, Evaluate process: FlapsPaper Sculptures Generic Texts: The Building Boy by Ross Montgomery	Follow the Design, Make, Evaluate process: Technical knowledge Mechanisms - Wheels/Axles	Follow the Design, Make, Evaluate process:  Food and nutrition – Preparing fruit and vegetables	Follow the Design, Make, Evaluate process: String puppets – joining materials	Follow the Design, Make, Evaluate process:  Printing on bags	Follow the Design, Make, Evaluate process: Technical knowledge Mechanisms - Levers/slider

	<p>What We'll Build by            Oliver Jeffers            Extra Yarn by Mac            Barnett</p>	<p>Structures –            stronger, stiffer and            more stable</p>				<p>Textiles – templates            and            joining techniques            (ongoing all year –            Worry Monsters in            PSHE) Demonstrate            how to cut, shape            and join fabric to            make a simple            product. Use basic            sewing techniques</p>
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