



## The Trinity Curriculum 2023 - 2024

### Class: Paddington Station Class

	Autumn		Spring		Summer	
<u>Topic Title</u>	How were animals significant in wartime? <b>(History focus)</b>	Why does it matter where my food comes from? <b>(Geography focus)</b>	How have schools changed? <b>(History focus)</b>	Why don't penguins need to fly? <b>(Geography focus)</b>	How do we know so much about where Sappho used to live? <b>(History focus)</b>	How does the geography of Kampong Ayer compare with the geography of where I live? <b>(Geography focus)</b>
English	<p><b><u>Transcription</u></b></p> <ul style="list-style-type: none"> <li>• spell: <ul style="list-style-type: none"> <li>○ words containing each of the 40+ phonemes already taught</li> <li>○ common exception words</li> <li>○ words with contracted forms</li> </ul> </li> <li>• add prefixes and suffixes: <ul style="list-style-type: none"> <li>○ using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>○ using the prefix un- , re-</li> <li>○ using -ing, -ed, -er and -est even when changes to root spelling are needed</li> <li>○ using 'ness', 'ful', 'less', 'ly', 'ment'</li> </ul> </li> <li>• apply simple spelling rules and guidance, as listed in English Appendix 1</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul> <p><b><u>Handwriting</u></b></p> <ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• to write letters sitting on the line correctly and of the correct size, orientation and relationship to each other</li> <li>• to begin to join letters</li> </ul> <p><b><u>Composition</u></b></p>					

	<ul style="list-style-type: none"> <li>• write sentences by: <ul style="list-style-type: none"> <li>○ composing a sentence orally before writing it</li> <li>○ sequencing sentences to form short narratives and recounts</li> <li>○ re-reading what they have written to check that it makes sense</li> <li>○ Check for errors in spelling, punctuation and grammar.</li> </ul> </li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>					
<b>Literacy texts</b>	<ul style="list-style-type: none"> <li>• The Tin Forest</li> <li>• How to trap a dragon (Pie Carbett)</li> </ul>	<ul style="list-style-type: none"> <li>• The Elves and the Shoemaker</li> <li>• Meerkat Christmas (non-fiction, letter)</li> <li>• Poetry - If I were in charge of the world by Judith Viorst</li> </ul>	<ul style="list-style-type: none"> <li>• The Day the Crayons Quit (non-fiction)</li> <li>• The True Story of the 3 Little Pigs (fiction)</li> <li>• Poetry - Desk Diddler by Michael Rosen</li> </ul>	<ul style="list-style-type: none"> <li>• Lighthouse Keeper's Lunch</li> </ul>	<ul style="list-style-type: none"> <li>• Non-fiction Recount</li> </ul>	
<b>Letter-Join</b>	<ul style="list-style-type: none"> <li>• Easy Letters &amp; Easy words</li> <li>• Harder letters and harder words</li> <li>• Letter families, high frequency words and dictation exercises</li> </ul> <p>Week 1 - 6</p>	<ul style="list-style-type: none"> <li>• Diagonal joins, high frequency words and dictation exercises</li> <li>• Horizontal joins, HFW and dictation exercises</li> <li>• The letter 'f', k, b, d, w and s', HFW &amp; sequencing sentences &amp; word spacing</li> </ul> <p>Week 7 - 13</p>	<ul style="list-style-type: none"> <li>• The letter 'z', HFW</li> <li>• Dictation exercises</li> <li>• 2x and 5x tables</li> </ul> <p>Week 14 - 19</p>	<ul style="list-style-type: none"> <li>• Dictation exercises &amp; 10x tables</li> <li>• KS1 SATS Spelling, Punctuation and Grammar practice</li> </ul> <p>Week 20 - 25</p>	<ul style="list-style-type: none"> <li>• KS1 SATS Grammar and Punctuation</li> <li>• Dictation exercises and 3x tables</li> <li>• Writing numbers</li> <li>• 4x tables</li> <li>• Place value</li> </ul> <p>Week 26 - 30</p>	<ul style="list-style-type: none"> <li>• Dictation exercises and digraphs</li> <li>• Rhyming words in sentences</li> <li>• Consolidation</li> </ul> <p>Week 31 - 32</p>
<b>Spelling</b>	Sound /o/ Spelling <a>	Sound /i/ Spelling <y>	Sound /er/ Sound /v/	Sound /j/ Sound /g/	Spelling <gh> Sound /m/	Sound /k/ Sound /r/

	Sound /ae/ Sound /d/ Sound /ee/	Sound /oe/ Sound /n/	Sound /oo/ (moon)	Spelling <g> Sound /f/	Sound /or/ Sound /h/	Sound /t/ Sound /z/ Sound /eer/
<b>PAG</b>	<p>Use grammatical terminology for Year 2 learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks.</p> <p>Use grammatical terminology for Year 2 learning how to use commas for lists.</p> <p>Learn how to use sentences with different forms: statement, question, exclamation, command.</p> <p>Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly].</p> <p>Learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.</p>					
<b>PAG</b>	<p>Use capital letters for names of people, places, days of the week and the personal pronoun "I"</p> <p>Consistently use the present tense and past tense correctly.</p>	<p>Use apostrophes to show where letters are missing and to mark singular possession in nouns.</p> <p>Use the progressive forms of verbs in the present and past tense.</p> <p>Use capital letters for names of people, places, days of the week and the personal pronoun "I"</p> <p>Consistently use the present tense and past tense correctly.</p>	<p>Use apostrophes to show where letters are missing and to mark singular possession in nouns.</p> <p>Use the progressive forms of verbs in the present and past tense.</p> <p>Use capital letters for names of people, places, days of the week and the personal pronoun "I"</p> <p>Consistently use the present tense and past tense correctly.</p>	<p>Use apostrophes to show where letters are missing and to mark singular possession in nouns.</p> <p>Use the progressive forms of verbs in the present and past tense.</p> <p>Use capital letters for names of people, places, days of the week and the personal pronoun "I"</p> <p>Consistently use the present tense and past tense correctly.</p>	<p>Use apostrophes to show where letters are missing and to mark singular possession in nouns.</p> <p>Use the progressive forms of verbs in the present and past tense.</p> <p>Use capital letters for names of people, places, days of the week and the personal pronoun "I"</p> <p>Consistently use the present tense and past tense correctly.</p>	<p>Use apostrophes to show where letters are missing and to mark singular possession in nouns.</p> <p>Use the progressive forms of verbs in the present and past tense.</p> <p>Use capital letters for names of people, places, days of the week and the personal pronoun "I"</p> <p>Consistently use the present tense and past tense correctly.</p>
<b>Reading - whole class reading texts</b>	Mrs Armitage on Wheels by Quinten Blake	The Day the Crayons quit by Oliver Jeffers	Flat Stanley by Jeff Brown	Mr Penguin and the Lost treasure by Alex T Smith	The HodgeHeg By Dick King Smith	George's Marvellous Medicine By Roald Dahl

<p><b>Comprehension</b></p>	<p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</li> <li>• read other words of more than one syllable that contain taught GPCs</li> <li>• read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>• re-read these books to build up their fluency and confidence in word reading.</li> </ul> <p><b>Comprehension</b> develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• being encouraged to link what they read or hear read to their own experiences</li> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• recognising and joining in with predictable phrases</li> <li>• learning to appreciate rhymes and poems, and to recite some by heart</li> <li>• discussing word meanings, linking new meanings to those already known</li> </ul> <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• discussing the significance of the title and events</li> <li>• making inferences on the basis of what is being said and done</li> <li>• predicting what might happen on the basis of what has been read so far</li> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> </ul> <p>explain clearly their understanding of what is read to them</p>		
<p><b>Reading</b></p>	<ul style="list-style-type: none"> <li>• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>• Read accurately words of two or more syllables that contain the graphemes taught</li> </ul>	<ul style="list-style-type: none"> <li>• Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>• Re-read books to build up their fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> <li>• <i>Use the context/ grammar of the sentence to decipher new or unfamiliar words.</i></li> </ul>

	<p>so far</p> <ul style="list-style-type: none"> <li>• Read words containing common suffixes.</li> <li>• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• Understand both the books they can already read accurately and fluently, and those they listen to.</li> <li>• Draw on what they already know or on background information and vocabulary, provided by the teacher.</li> <li>• Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</li> <li>• Check that the text makes sense to them as they read and correct inaccurate reading.</li> <li>• <i>Identify and discuss the main events or key points in a text.</i></li> <li>• <i>Retell a story clearly and with appropriate detail.</i></li> <li>• Answer questions.</li> <li>• Ask questions.</li> <li>• <i>Extract information from the text and discuss orally with reference to the text.</i></li> <li>• 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.</li> <li>• Predict what might happen on the basis of what has been read so far and <b>their own experience.</b></li> <li>• Make inferences on the basis of what is being said and done.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the sequence of events in books and how items of information are related.</li> <li>• <i>Understand how to use alphabetically ordered texts to retrieve information.</i></li> <li>• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> <li>• <i>Make simple inferences about characters' thoughts and feelings and reasons for actions.</i></li> <li>• Discuss favourite words and phrases.</li> <li>• <i>Identify how vocabulary choice affects meaning.</i></li> <li>• Read non-fiction books that are structured in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Identify or provide own synonyms for specific words within the text</i></li> <li>• <i>Make comparisons between books, noting similarities, differences and preferences between e.g. layout, features and setting.</i></li> </ul>
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<b>Maths</b>	<b>See White Rose Hub</b>					
<b>NCETM (Axis)</b>						
<b>Science</b>	Living Things and their habitats	Materials	Animals including Humans	Science Week	Plants	Plants extension
<b>Geography</b>		Why does it matter where my food comes from?		Why don't penguins need to fly?		How does the geography of Kampong Ayer compare with the geography of where I live?
<b>History</b>	How were animals significant in wartime?		How have schools changed?		How do we know so much about where Sappho used to live?	
<b>RE (Agreed Wiltshire Syllabus)</b>	<p>Judaism</p> <p>Mitzvot / tzedakah</p> <p>Why is learning to do good deeds so important to Jewish people?</p>	<p>Christianity</p> <p>Baptism / church</p> <p>Why is belonging to God and the church family important to Christians?</p>	<p>Christianity</p> <p>What do Christians believe God is like?</p> <p>Digging deeper</p>	<p>Christianity</p> <p>Resurrection / joy</p> <p>What are the best symbols of Jesus' death &amp; resurrection at Easter?</p>	<p>Christianity</p> <p>Emmanuel / Holy Spirit</p> <p>How does celebrating Pentecost remind Christians that God is with them always?</p>	<p>Judaism</p> <p>Tefillah/ blessings</p> <p>Why do Jewish families say so many prayers and blessings?</p>

<b>Additional RE Taught across 1 whole day</b>		Incarnation - Digging Deeper Why does Christmas matter to Christians?		Salvation - why do christians call the day Jesus died 'Good Friday'?		Creation - Digging Deeper Who made the world?
<b>DT</b>	Structures: Baby Bear's Chair	Mechanisms: Fairground Wheel	Cooking & Nutrition: a balanced diet	Mechanisms: Making a moving monster	Textiles: Pouches	
<b>Art</b>	Painting and mixed media: Life in Colour		Sculpture and 3D: Clay houses		Craft & Design: Map it Out	Drawing: Tell a Story
<b>Music</b>	West African call and response song	Orchestral instruments	Musical me	Dynamics, timbre, tempo and motifs	On this Island - British songs and sounds	Myths and Legends
<b>PSHEE (SCARF)</b>	Our ideal classroom 1  Suggest actions that will contribute positively to the life of the classroom; •Make and undertake pledges based on those actions.	Our ideal classroom 2  The conventions of courtesy and manners.	How are you feeling today?  Use a range of words to describe feelings; •Recognise that people have different ways of expressing their feelings; •Identify helpful ways of responding to other's feelings.	Bullying or teasing?  Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; •Identify situations as to whether they are incidents of teasing or bullying.	Types of bullying  Explain the difference between bullying and isolated unkind behaviour; •Recognise that there are different types of bullying and unkind behaviour; •Understand that bullying and unkind behaviour are both unacceptable ways of behaving.	Being a good friend  Recognise that friendship is a special kind of relationship; •Identify some of the ways that good friends care for each other.
<b>PE</b>	Gymnastics 1 Dance 2	Run, Jump, Throw Unit 1 Attack Defend Shoot 1	Hit, Catch, Run 1 Send and Return 1	Gymnastics 2 Dance 1	Run, Jump, Throw Unit 2 Attack Defend Shoot 2	Hit, Catch, Run 2 Send and Return 2
<b>Computing</b>	Information technology around us	Digital photography	Robot algorithms	Pictograms	Making music	Programming quizzes

