

## Blyton Class Overview 2022-23

Year 1/2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Resources needed	Autumnal natural resources – conkers, pinecones, leaves	Flat Stanley - class set  Everyday material/ natural and man-made materials - plastic, wool, fabric, wood, paper, stone, metal  Tractor Pieces / Compass / Season wheel	Rapunzel book / fairy tale books	Variety of seeds/bulbs Plant pots, measuring cylinders  Maps / safari animals for CP / paper plates / compass/	stopwatches/metre rulers/paper clips/ scissors/cardboard boxes & tubes / magnifying glasses / torches / mirrors	World map
Provocations	Fireworks – parent?	Farm trip	Nature reserve trip Nurse visitor	Zoo Trip	Sea life centre / beach trip	Pizzeria or Tesco Pizza Counter
English literature - texts	Hibernation Hotel – John Kelly	Flat Stanley – Jeff Brown	Rapunzel by igloo books	Handas surprise by Eileen Brown	The pirates next door by Jonny Duddle	The storm whale by Benji Davis  The incredible book eating boy by Oliver Jeffers
Reading	Reading VIPERS	Reading VIPERS	Reading VIPERS	Reading VIPERS	Reading VIPERS	Reading VIPERS
Writing	Narratives Recounts Non-chronological reports.	Letters Postcards Expanded noun phrases	Narrative – traditional fairy tales. Story sequencing Description – setting	Descriptive writing – language Retell Explanation texts	Narratives – stories with familiar settings	Narratives – first person

	<p>Poetry</p> <p>Create a simple non-chronological report focusing on adjectives and nouns.</p> <p>Write a simple first person recount linked to topic or personal experience maintaining past tense and consistent use of first person.</p> <p>Transform for GDS Make the three events contrast by using adjectives and careful choice of expanded noun phrases.</p> <p>Write same recount as a third person recount.</p>	<p>To make predictions based on what we have read.</p> <p>To understand how information text is organised.</p> <p>Punctuation - Learning to use apostrophes.</p> <p>To plan and write a letter in response as Stanley.</p> <p>Reading through the text with focus on expanded noun phrases.</p> <p>To create an information page for The Famous Museum of Art (in story) – use of drafting and redrafting.</p> <p>Transform for GDS Revise adjectives and nouns covered in Autumn 1 e.g. purpose and highlighting in text.</p>	<p>Instruction writing</p> <p>Plan and tell a 3 part story based on own experience with a focus on expanded noun phrases to provide detail and specification.</p> <p>Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negative commands.</p> <p>Transform for GDS Revise the way the nouns are expanded e.g. adjectives after the noun, before the noun</p>	<p>Plan and tell a story in four parts with clear use of subordination and coordination.</p> <p>Write a narrative recount in role.</p> <p>Write about a real experience.</p> <p>Transform for GDS Expand on the main event with a focus on use of verbs and adverbs.</p> <p>Change the form of the recount e.g. postcard, diary or letter considering how language and vocabulary choices may change.</p>	<p>Description – character Third person</p> <p>To plan and write your own four part story showing the use of a range of sentence types and language to add detail.</p> <p>Use the language and structural features in a specific form e.g. leaflet.</p> <p>Transform for GDS Expand on the language by introducing simple figurative language and more adventurous vocabulary.</p> <p>Change the form of the report from a leaflet to a page in a non-fiction</p>	<p>Retell – first person information text Explanation texts Poetry</p> <p>Formal and informal letters newspaper reports</p> <p>To plan and write a familiar story with a range of sentence types – applying the skills of Y2.</p> <p>Write a simple persuasive piece based on research, a topic of interest or a fictional book.</p>
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Vocabulary, Grammar and Punctuation	<p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>- leaving spaces between words.</li> <li>- Punctuating sentence.</li> </ul> <p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>-Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>-Commas to separate items in a list.</li> </ul>	<p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>- Punctuating sentence</li> <li>-Using capital letters</li> <li>-Using full stops.</li> </ul> <p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>- Expanded noun phrases for description and specification.</li> <li>-Apostrophes</li> <li>-Identify statements, exclamations, questions and commands.</li> </ul>	<p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>-Conjunctions</li> <li>-Exclamations</li> </ul> <p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>-Correct choice and consistent use of present tense and past tense throughout writing.</li> </ul>	<p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>- Capital letters - revision</li> </ul> <p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>- Formation of nouns using suffixes.</li> <li>- Use of the suffixes –er, –est in adjectives and the use of –ly</li> </ul>	<p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>-Questions</li> <li>-Singular and plural</li> </ul> <p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>-Subordination and coordination.</li> <li>-Apostrophes for omission and singular possession.</li> </ul>	<p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>-Prefixes</li> <li>-Suffixes</li> <li>-Sequencing sentences.</li> </ul> <p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>-Use of the progressive form of verbs in the present and past tense to mark actions in progress.</li> </ul>
Spellings	<p><u>Year 1</u></p> <p>Words ending in – f, l s, z, k.</p> <p>Nk sound found at the end of a word and usually after a Vowel.</p> <p>Ph/ wh phoneme.</p> <p>Ee diagraphs</p> <p>Long oo diagraph</p> <p>Short oo diagraph</p> <p><u>Year 2</u></p>	<p><u>Year 1</u></p> <p>The /k/ sound is spelt as k rather than as c before e, i and y</p> <p>Adding s/es to words to make plurals.</p> <p>Compound words</p> <p><u>Year 2</u></p> <p>-The /r/ sound spelled 'wr' at the beginning of words.</p> <p>-The /l/ or /ul/ sound spelled '-le' at the end of words.</p>	<p><u>Year 1</u></p> <p>Adding ing/ ed to words.</p> <p>Spelling ay/ oy</p> <p>Adding er/ est to words.</p> <p>Ar diagraph</p> <p>Igh diagraph</p> <p><u>Year 2</u></p> <p>-The long vowel 'i' spelled with a y at the end of words.</p> <p>-Adding '-es' to nouns and verbs ending in 'y.'</p>	<p><u>Year 1</u></p> <p>Split diagraph a-e.</p> <p>Split diagraph e-e.</p> <p>Split diagraph l-e.</p> <p>Split diagraph o-e.</p> <p>Split diagraph u-e.</p> <p>The ai and oi diagraphs</p> <p><u>Year 2</u></p> <p>-Adding 'er' to words ending in 'e' with a consonant before it.</p> <p>-Adding '-ing' to words of one syllable.</p> <p>-Adding '-ed' to words of one syllable.</p> <p>- 'r' sound spelled 'a' before ll and ll</p>	<p><u>Year 1</u></p> <p>Long ea diagraph</p> <p>Short ea diagraph.</p> <p>Oa diagraph</p> <p>Ow diagraph (blow/ cow)</p> <p>Ou diagraph (you)</p> <p>Aw/ au diagraph</p> <p><u>Year 2</u></p> <p>-The /ee/ sound spelled '-ey'</p> <p>-Words with the spelling 'a' after w and qu.</p>	<p><u>Year 1</u></p> <p>Er diagraph.</p> <p>Ir diagraph</p> <p>Ur diagraph</p> <p>Ue/ ew diagraph.</p> <p>le diagraph</p> <p>Or and trigraph</p> <p>"ore"</p> <p>Air/ ear</p> <p><u>Year 2</u></p> <p>-The suffixes '-ful' and '-less' If a suffix starts with a consonant letter.</p>

	<ul style="list-style-type: none"> <li>-The /j/ sound spelled -dge at the end of words.</li> <li>-The /j/ sound spelled -ge at the end of words.</li> <li>-The /j/ sound spelled with a g.</li> <li>-The /s/ sound spelled c before e, i and y.</li> <li>-The /n/ sound spelled kn and gn at the beginning of words.</li> </ul>	<ul style="list-style-type: none"> <li>-The /l/ or /ul/ sound spelled '-el' at the end of words.</li> <li>-The /l/ or /ul/ sound spelled '-al' at the end of words.</li> <li>-Words ending in '-il.'</li> </ul>	<ul style="list-style-type: none"> <li>-Adding '-ed' to words ending in y. The y is changed to a i.</li> <li>-Adding '-er' to words ending in y. The y is changed to a i.</li> <li>-Adding 'ing' to words ending in 'e' with a consonant before it.</li> </ul>	<ul style="list-style-type: none"> <li>-The short vowel sound 'o.'</li> </ul>	<ul style="list-style-type: none"> <li>-The /er/ and /or/ sound spelled with or or ar.</li> <li>-The /z/ sound spelled s.</li> <li>-The suffixes '-ment' and '-ness'</li> </ul>	<ul style="list-style-type: none"> <li>-It is added straight onto most root words.</li> <li>-Homophones or near homophones.</li> <li>-Words ending in '-tion'.</li> <li>-Contractions with apostrophes.</li> <li>The possessive apostrophe (singular).</li> </ul>
<p>Maths</p>	<p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>- Place Value to 10</li> <li>-Addition and Subtraction to 10</li> <li>-Time – before and after</li> <li>- Place Value to 20</li> </ul> <p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>- Place value to 100</li> <li>-Measure reading scales</li> </ul>	<p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>- Counting in 2's</li> <li>-Length and height</li> <li>-Number bonds to / within 10</li> <li>-Addition and subtraction to 10</li> </ul> <p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>- -Counting in 2's/5's/10's</li> <li>-Counting in 3's</li> <li>-Statistics and pictograms</li> </ul>	<p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>- Number bonds to 20</li> <li>-Addition and subtraction to 20</li> <li>-Counting in 5's</li> <li>-Counting in 10's</li> </ul> <p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>-Mental maths – bonds and fact families</li> <li>-Addition/ subtraction</li> <li>-Money</li> </ul>	<p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>-Counting to 100 and beyond</li> <li>- Place value to 100</li> <li>- Measure – mass and weight</li> <li>- Money</li> <li>-Multiplication</li> </ul> <p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>-Measurement: lengths/mass/capacity/temperature with addition/subtraction.</li> <li>-Statistics</li> <li>-Multiplication/division</li> <li>-Fractions</li> </ul>	<p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>-Fractions – halves and quarters</li> <li>-Measure – comparing capacity</li> <li>-Time – to the hour, half hour, writing and comparing time</li> </ul> <p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>-Geometry: position and direction</li> </ul>	<p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>- Geometry: Position and Direction</li> <li>-Fractions – finding quarters</li> <li>-Shape</li> </ul> <p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>- Geometry: shape</li> <li>-Time</li> <li>-Money</li> </ul>

Religious Education	<ul style="list-style-type: none"> <li>- Beginnings</li> <li>- Judaism</li> </ul>	<ul style="list-style-type: none"> <li>- Signs and symbols</li> <li>- Preparations</li> </ul>	<ul style="list-style-type: none"> <li>- Books</li> <li>- Thanksgiving</li> </ul>	<ul style="list-style-type: none"> <li>- Opportunities</li> </ul>	<ul style="list-style-type: none"> <li>- Spread the word</li> <li>- Rules</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Treasures</li> <li>- Islam</li> </ul>
Science	Growth and Survival	Exploring everyday materials	Living in habitats	Growing plants	Super scientists	
Geography		At the farm		Let's go on a safari		My world and me
History	Guy Fawkes and The Gunpowder Plot		Florence Nightingale		What were holidays like in the past?	
Computing	Grouping data		Digital photography		Robot algorithms	
Art	Australian aboriginal art		Vincent Van Gogh		Pentecost Art	
Design and Technology		Puppets		Vehicles		Perfect pizzas
Physical Education	Gymnastics Health and wellbeing	Locomotion – dodging Ball skills – hands 1	Dance Ball skills - feet	Ball skills – hands 2 Dance	Locomotion – jumping Ball skills – racket bats and balls	Games for understanding Team building
Relationships, Health and Education	Created and loved by God  Me, My body, My health	Emotional well-being  Life Cycles	Created to love others  Personal Relationships	Keeping Safe	Created to live in the community	Living in the wider world
Music		Exploring simple patterns		Exploring feelings through music		Exploring improvisation