








<p align="center"><u>Reading & Phonics</u></p> <p>Phonics groupings relevant for stage.</p> <p>Vocabulary focus in reading linking to VIPERS.</p> <p>Phonics and reading groups are specially designed to match each child's unique learning journey and understanding.</p>	<p align="center"><u>Writing</u></p>  <p>Y1 Letter and number formation, using plural noun suffix -s, repeating and replicating a sentence, writing simple independent sentences, using finger spaces, capital letters, full stops, and personal pronoun 'I'.</p> <p>Y2 Letter and number formation, using 'and' and 'because' in sentences, using suffixes -ness and -ful, using question and exclamation marks, identifying correct punctuation.</p>	<p align="center"><u>Maths</u></p> <p>Y1 Addition and Subtraction: Fact families and number bonds, using a number line, solving problems</p> <p>Y1 Geometry: Recognise and name 2-D and 3-D shapes</p> <p>Y2 Addition and Subtraction: Add and subtract across a 10, compare equations, missing number problems</p> <p>Y2 Geometry: Identify and use lines of symmetry, identify and count edges, vertices and faces on 3D shapes</p>
<p align="center"><u>Science</u></p> <p>Y1: Everyday materials</p> <p>Comparing and grouping materials based on their properties.</p> <p>Y2: Microhabitats</p> <p>Asking questions about minibeasts and using scientific enquiry methods to find answers.</p>  	 <p align="center">Pine Class</p> <p align="center">Year 1 & 2</p> <p align="center">Autumn 2 2025</p>	<p align="center"><u>History</u></p> <p align="center">How am I making history?</p> <p>Develop an understanding of chronology and identify similarities and differences between childhood now and in the past.</p> 
 <p align="center"><u>PE</u></p> <p align="center">Gymnastics</p> <p align="center">Fitness</p>	<p align="center"><u>Computing</u></p> <p align="center">Programming: Moving a robot and algorithms</p> <p>Use given commands in different orders to investigate how the order affects the outcome.</p>	<p align="center"><u>PSHE</u></p> <p align="center">Economic Wellbeing</p> <p>Money, looking after money, banks and building societies, saving and spending.</p>
<p align="center"><u>Design and Technology</u></p> <p align="center">Levers and Sliders</p> <p>Making parts of a picture move, and designing interactive cards using fun mechanisms.</p> 	<p align="center"><u>R.E</u></p> <p align="center">New life: How is a new child welcomed?</p> <p align="center">Christian baptism of a baby</p> <p align="center">Humanists celebrations</p> <p align="center">Welcoming a new family member</p>	<p align="center"><u>RSE</u></p> <p align="center">Y1: Keeping Clean</p> <p align="center">Y2: Differences - Boys and Girls</p>