



	Autumn	Spring 1	Summer 1	Summer 2
Reading	Objectives: -Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes -Reads common exception words -Reads 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 -Understands both the books they can already read accurately and fluently and those they listen to by discussing the significance of the title and events	Objectives: -Develops pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently -Understands both the books they can already read accurately and fluently and those they listen to by checking that the text makes sense to them as they read -Understands both the books they can already read accurately and fluently and those they listen to by predicting what might happen on the basis of what has been read so far	Objectives: -Reads accurately by blending sounds in unfamiliar words. -Develops pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales -Understands both the books they can already read accurately and fluently and those they listen to by as they read, correcting inaccurate reading	
Writing	Handwriting: Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters Transcription: Naming the letters of the alphabet in order. Spell the days of the week. Spell common exception words Composition: Write sentences by saying out loud what they are going to write about. Write sentences by composing a sentence orally before writing it. Write sentences by sequencing sentences to form short narratives. Vocabulary Grammar Punctuation: Use grammatical terminology for Year 1 understanding how words can combine to make sentences. Develop their understanding of vocabulary, grammar and punctuation concepts by leaving spaces between words. Develop their understanding of vocabulary, grammar and punctuation concepts by beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.	Handwriting: Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. Transcription: Spell words containing each of the 40+ phonemes already taught. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Composition: Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and the teacher. Vocabulary Grammar Punctuation: Develop their understanding of vocabulary, grammar and punctuation concepts by joining words and joining clauses using 'and'. Add suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. Use grammatical terminology for Year 1 understanding regular plural noun suffixes -s or -es [dog, dogs, wish, wishes], including the	Handwriting: Ongoing Transcription: Using letter names to distinguish between alternative spellings of the same sound. Using letter names to distinguish between alternative spellings of the same sound. Composition: Write sentences by re-reading what they have written to check that it makes sense. Vocabulary: Apply simple year 1 spelling rules and guidance. Use year 1 grammatical terminology in English Appendix 2 in discussing their writing. Grammar Punctuation: Understanding suffixes that can be added to verbs where no change is needed in the spelling of the root words [helping, helped, helper] and using them in their writing. Use grammatical terminology for Year 1 understanding suffixes that can be added to verbs where no change is needed in the spelling of the root words [helping, helped, helper].	

	Develop their understanding of vocabulary, grammar and punctuation concepts by using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.	effects of these suffixes on the meaning of the noun. Add prefixes using the prefix un-. Use grammatical terminology for Year 1 understanding how the prefix un- changes the meaning of verbs and adjectives.	
Maths	<u>-Read and write numbers from 1 to 20 in numerals and in words</u> -count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number -given a number, identify 1 more and 1 less - identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least -Represent and use number bonds and related subtraction facts within 10. -read, write and interpret mathematical statements involving addition, subtraction and equal sign. -Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems - Add one-digit and two-digit numbers to 10, including zero -Subtract one-digit and two-digit numbers to 10, including zero -Recognise and name common 2D shapes. - Recognise and name common 3D shapes.	-Represent and use number bonds and related subtraction facts within 20 -read, write and interpret mathematical statements involving addition, subtraction and equal sign. -Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems - Add one-digit and two-digit numbers to 20, including zero -Subtract one-digit and two-digit numbers to 20, including zero -Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. -Count, read and write numbers to 50 in numerals. -Given a number, identify one more or one less. -Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. -Count in multiples of twos, fives and tens. -Measure and begin to record lengths and heights. -Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) -Measurement: Weight and Volume Measure and begin to record mass/weight, capacity and volume. -Compare, describe and solve practical problems for mass/weight: [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]	-Count in multiples of twos, fives and tens. -Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. -Recognise, find and name a half as one of two equal parts of an object, shape or quantity. - Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. -Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) - Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] -Describe position, direction and movement, including whole, half, quarter and three quarter turns -Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. -Count, read and write numbers to 100 in numerals. -Given a number, identify one more and one less. -Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least. -recognise and know the value of different denomination of coins and notes. - Sequence events in chronological order using specific language -Recognise and use language relating to dates

				-Tell and draw the time to the hour and half past the hour -measure and begin to record time.	
	-Observe changes across the four seasons. - -Observe and describe weather associated with the seasons and how day length varies <i>Ask a question about what might happen in the future based on an observation - OT</i> <i>Make observations linked to answering the question - OT</i> <i>Record data in simple prepared tables, pictorially or using photographs -OT</i> <i>Present what they learnt verbally or using pictures - OT</i> <i>Answer their questions in simple sentences using their observations or measurements -OT</i>				
Science <u>Working scientifically skills</u> Enquiry type: Classifying - C Researching - R Comparative/Fair test -CFT Observing overtime - OT Pattern seeking - PS	Identify and name a variety of everyday materials, including wood, metal, plastic, glass, water and rock Distinguish between and object and the material from which it is made. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple properties <i>To be able to ask yes/no questions to aid sorting - C</i> <i>Identify the heading for two groups -C</i> <i>Be able to compare objects - C</i> <i>Identify the question to investigate from a scenario - CFT</i> <i>Choose equipment to use and decide what to observe to measure in order to answer the question - CFT</i>	Distinguish between and object and the material from which it is made. Identify and name a variety of everyday materials, including wood, metal, plastic, glass, water and rock Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple properties <i>Sort using a Venn diagram or simple table - C</i> <i>Talk about the number</i>	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of animals that are carnivores, herbivores and omnivores. Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants. Identify and name the roots, trunk, branches and leaves of trees. <i>Ask a question that is looking for a pattern based on observations - PS</i> <i>Record stat in simple prepared tables, tally and charts -PS</i> <i>Present what they have learnt verbally -PS</i>	Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense. <i>Ask one or two questions linked to a topic - R (linked to circus)</i> <i>Present what they have learnt verbally or using pictures- R</i> <i>Be able to answer their questions using simple sentences - R</i>	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. <i>Ask one or two questions linked to a topic - R (linked to seaside)</i> <i>Sort objects and living things into two groups using a simple Venn diagram -C</i>

		<i>of objects in each group - C</i> <i>Ask one or two questions linked to a topic - R</i> <i>(linked to castles)</i> <i>Present what they have learnt verbally or using pictures - R</i> <i>Be able to answer their questions using simple sentences - R</i>			
History	Know that the toys their grandparents played with were different to their own. Organise a number of artefacts by age. Know what a number of older objects were used for. Know the main differences between their school days and that of their grandparents.	Name a famous person from the past and explain why they are famous.	Know the name of a famous person, or a famous place, close to where they live.		
Geography	Know which is the hottest and coldest season in the UK - run alongside science & seasons Know and recognise main weather symbols.				
	Know the names of the four countries that make up the UK and name the three main seas that surround the UK. Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland. Know which is N, E, S and W on a compass. Know their address, including postcode Know the main differences between city, town and village.	Know features of hot and cold places in the world. Know where the equator, North Pole and South Pole are on a globe.	Know the names of the four countries that make up the UK and name the three main seas that surround the UK. Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland.		
Computing	Online safety and Purple mash Grouping a sorting Pictograms Lego builders	Maze explores Technology outside school Spreadsheets	-Animated story books Coding		

Art & Design	Use a range of materials creatively to design and make products.	4 square pictures	Use a range of materials creatively to design and make products.	Use a range of materials creatively to design and make products.
	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	Use a range of materials creatively to design and make products.	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
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		Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	Use a range of materials creatively to design and make products.
		About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
			Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

		links to their own work.				
Design & Technology	Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.		select from and use a range of tools and equipment to perform practical tasks Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Build structures, exploring how they can be made stronger, stiffer and more stable Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.		Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from. Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms, in their products.	
PE	Fundamentals Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Dance Perform dances using simple movement patterns.	Gymnastics Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Ball Skills running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Net and Wall Games running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending	Athletics Participate in team games, developing simple tactics for attacking and defending. Sports Day.

PSHE	Being me in my world -I know how to use my Jigsaw Journal - I understand the rights and responsibilities as a member of my class - I understand the rights and responsibilities for being a member of my class - I know my views are valued and can contribute to the Learning Charter I can recognise the choices I make and understand the consequences I understand my rights and responsibilities within our Learning Charter	Celebrating differences -I can identify similarities between people in my class -I can identify differences between people in my class -I can tell you what bullying is -I know some people who I could talk to if I was feeling unhappy or being bullied (4e,1c) -I know how to make new friends -I can tell you some ways I am different from my friends	Dreams and goals -I can set simple goals -I can set a goal and work out how to achieve it -I understand how to work well with a partner -I can tackle a new challenge and understand this might stretch my learning -I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them -I can tell you how I felt when I succeeded in a new challenge and how I celebrated it	Changing me - I am starting to understand the life cycles of animals and humans - I can tell you some things about me that have changed and some things about me that have stayed the same - I can tell you how my body has changed since I was a baby - I can identify the parts of the body that make boys different to girls and can use the correct names for these - I understand that every time I learn something new I change a little bit - I can tell you about changes that have happened in my life	Relationships -I can identify the members of my family and understand that there are lots of different types of families - I can identify what being a good friend means to me - I know appropriate ways of physical contact to greet my friends and know which ways I prefer - I know who can help me in my school community - I can recognise my qualities as person and a friend - I can tell you why I appreciate someone who is special to me	Healthy me - I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy - I know how to make healthy lifestyle choices - I know how to keep myself clean and healthy, and understand how germs cause disease/illness. - I know that all household products including medicines can be harmful if not used properly - I understand that medicines can help me if I feel poorly and I know how to use them safely. - I know how to keep safe when crossing the road, and about people who can help me to stay safe. - I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy..
RE	- We are learning to re-tell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment? We are learning to reflect on the Christmas story and decide what gifts would be meaningful for Jesus?		- We are learning to identify when it is easy and difficult to show friendship and to explore when Jesus may have found it difficult? We are learning to know that Jesus is special to Christians and how his welcome on Palm Sunday shows this.		- We are learning to emphasise with Jewish children by understanding what they do during Shabbat and why it is important to them? We are learning to emphasise with Jewish children by understanding how it feels for them to take place in Chanukah activities?	
Music	Scenes	Superheroes	Dinosaurs	Sound Explorers	Fantasy and Adventure	At the Seaside

	Exploring music with the children's voices and instruments	Constructing a soundscape using pitch, tempo, timbre	Constructing a soundscape using pitch, tempo, timbre based on the topic of dinosaurs	Create sounds using pitch and identifying low and high sound effects	Composing music to fit a character within a story to add drama	Using their skills to compose a piece of music. Using a structured grid, while working with others.
Spanish	Superheroes	In My Town	My Dream House	Antia & Teddy Bear	Mini Beasts	Seasons