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|  | **Term 1**  **Superheroes** | **Term 2**  **Colours**  **(7 weeks)** | | | **Term 3**  **Homes and Houses**  **(6 weeks)** | **Term 4**  **Paws, Claws and Whiskers**  **(6 weeks)** | | **Term 5**  **The Enchanted Forest**  **(5 weeks)** | **Term 6**  **Dinosaurs**  **(7 weeks)** | |
| **Possible**  **Trip/curriculum enrichment** | **Superhero day** | **Diwali Party** | | | **Bus Trip to Tetbury** | **Cotswold Wildlife Park** | | **Forest School Party** | **Dino Dig (Hook)**  **Natural History Museum- Oxford** | |
| **Phonics**  Following Letters and sounds SOL, RWI handwriting ditties. | Phase 2 | Phase 2 Revisit | | | Phase 3 | Phase 3 Revisit | | Phase 4 | Review, assess, recap | |
| Y1- review phase 3. Start phase 4 | Phase 5 | | | Phase 5 | Phase 5 | | Phase 5 | Review, assess, recap | |
| **English**  **Texts** | Main text: Supertato | Main Text: Christmas Story  Supporting texts: Factual Texts on The Gun Powder Plot and Diwali | | | Main Text The Three Little Pigs | Main Text How to Hide a Lion  Supporting texts  African poetry, animal poetry | | Main Text Little Red Riding Hood | Main Text Information texts based on dinosaurs | |
| **Narrative** | Stories with predictable phrasing (3 weeks)  Outcome: To sequence and write beginning. Middle and end sentences.  Character descriptions | (2 weeks)  Outcome: Write sentences/ a series of sentences to retell a story. Focusing on beginning, middle and end based on the Christmas story (Imitate) | | | Traditional Tales (3 weeks)  Outcome: To write a retelling of a traditional tale (3 little pigs) by using a series of sentences containing adjectives. (Imitate) | (3 weeks) How to hide a Lion  Outcome: Write an innovated story with their animal of choice. | | Traditional Tales (3 weeks)  Outcome: To write an innovated retelling of a traditional tale. Change a character and the ending. | Diary entries (2 weeks)  Outcome: to write a diary entry based on ‘Andy’s dinosaur adventures’ | |
| **Non-Fiction** | Lists, labels and captions (1 week)  Outcome: to write a shopping list of fruit to make fruit kababs.  Y1- captions to match pictures from key text | Create a fact file (2 weeks)  Outcome: to write a fact file about the gun powder plot. To include headings and simple, correctly punctuated sentences. | | | Lists (1 week)  Outcome: write a list of building materials (link SPAG spelling rule –s –es) | Recount (2 weeks)  Outcome: write a recount about trip to safari park | | Instructions (2 weeks)  Outcome: to write a set of instructions for making cakes for grandma | Information texts (3 weeks)  Outcome: Create an information book on different dinosaurs | |
| **Poetry** | Vocab building- ongoing  Outcome: shape poetry of food. | Structure (1 week)  Explore vocabulary related to Diwali  Outcome: write an across stick poem | | | Vocab Building (1 week)  Read and perform free verse poems. | Structure (1 week)  -rhyming couplets  Outcome: to write a poem about jungle animals containing rhyming couplets, Stem poems | |  | Poetry appreciation (1 week)  Personal responses to poetry. Recite familiar poems by heart. | |
| **SPAG** | How words combine to make a sentence  Capital letters (start of sentence and people’s names), finger spaces, full stops. | Capital letters (start of sentence people’s names AND places, days of the week and I), finger spaces, full stops. | | | Use adjectives to describe.  using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs | Using the prefix –un  Introduce exclamation marks  using –ing, –ed where no change is needed in the spelling of root words | | Joining words and clauses with the word and.  using –er and –est where no change is needed in the spelling of root words | Joining clauses and sentences using conjunctions  And, but, or, because | |
| **Writing Milestones** | • Say first and then write to tell others about ideas  • Sit correctly and hold a pencil correctly.  • Begin to form lower-case letters correctly.  • Form digits 0-9.  • Leave spaces between words. | • Write for a variety of purposes.  • Plan by talking about ideas and writing notes.  • Name letters of the alphabet in order.  • Begin to punctuate using a capital letter for the name of people, places, the days of the week and I. | | | • Use well-chosen adjectives.  • Re-read writing to check it makes sense.  • Form capital letters.  • Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks). | • Write so that other people can understand the meaning of sentences.  • Use spacing between words that reflects the size of the letters.  • Use the prefix un.  • Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest. | | • Organise writing in line with its purpose.  • Write about more than one idea.  • Form lower-case letters of a consistent size.  • Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest.  • Use the word ‘and’ to join words and sentences. | • Join sentences with conjunctions  • Understand letters that are formed in similar ways.  • Use letter names to describe spellings of words. | |
| • Use spacing between words that reflects the size of the letters.  • Spell common exception words (the, said, one, two and the days of the week).  • Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks,  • Use and understand grammatical terminology in discussing writing:  Year 1  • word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.  Both Year 1 and Year 2:  • Write, review and improve.  • Write simple sentences dictated by the teacher.  • Spell by segmenting words into phonemes and represent them with the correct graphemes.  • Learn some new ways to represent phonemes.  • Spell common exception words correctly. | | | | | | | | | |
| **Reading Milestones** | • Join in with stories or poems. | | • Link reading to own experiences and other books. | • Discuss events.  • Predict events. | | | • Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.  • Read words containing common suffixes.  • Recognise and join in with (including role-play) recurring language. | • Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.  • Read words containing common suffixes. | | • Read words with contractions (for example, I’m, I’ll, we’ll) and understand that the apostrophe represents the omitted letter(s). |
| • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.  • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.  • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.  Both Year 1 and Year 2:  • Apply phonic knowledge and skills as the route to decode words.  • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught  • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.  • Listen to and discuss a wide range of texts. | | | | | | | | | |
| **Communication milestones** | • Seek clarification when a message is not clear. | | • Use subject specific vocabulary to explain and describe. | • Speak in a way that is clear and easy to understand.  • Understand instructions with more than one point. | | | • Ensure stories have a setting, plot and a sequence of events..  • Predict events in a story. | • Identify syllables within words. | | • Take turns to talk, listening carefully to the contributions of others. |
| **EYFS**  **Communication and Language** | • Understand how to listen carefully and why listening is important.  •Listen carefully to rhymes and songs  •Learn new vocabulary  •Learn rhymes, poems and songs.  •Develop social phrases  • Engage in story times  •Listen to and talk about stories  *I can join in with our class songs*  *I can join in with our class poems and songs*  *I can use the phrases ‘can I play with you? I don’t like that, can you stop, can I play with that after you?’*  *I can answer questions about a story I have listened to* | •Listen carefully to rhymes and songs, paying attention to how they sound.  •Ask questions to find out more and to check they understand what has been said to them.  •Use new vocabulary through the day.  I can clap a beat with my teacher/class  I can ask and answer questions about a story  *I can use story language in my play- using puppets or other aids*  *e.g., to retell parts of the Christmas story* | | | • Articulate their ideas and thoughts in well-formed sentences.  • Describe events in some detail.  •Use new vocabulary in different contexts  •Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  *I can speak in sentences*  *I can talk about what I did at the weekend*  *I can use new words I have learnt in my play*  *I can tell the story of the three little pigs* | •Engage in non-fiction books.  •Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary  • Connect one idea or action to another using a range of connectives.  •Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.    *I can talk about non-fiction books and how they are different.*  *I can talk to my talking partner and listen to what they have said.*  *I can use connectives when I talk to someone*  *I can present my work to a group and explain what it is* | | • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.  • Make comments about what they have heard and ask questions to clarify their understanding.  • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.     * *I can ask relevant questions during story time and circle time* * *I can ask questions to make sure I understand something* * *I can have a conversation with my* * *friends and teachers* | | |
| **EYFS**  **Literacy** | •Read individual letters by saying the sounds for them.  •Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.  •Spell words by identifying the sounds and then writing the sound with letter/s. (ph.2)    *I can recognise my phase 2 sounds*  *I can blend the letters I know to make words*  *I can segment words and then write those sounds (phase 2)* | • Read a few common exception words matched to the school’s ph*onic programme. (ph.2)*  *• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.(ph.2)*  *• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.*  •Form lower-case letters  •Spell words by identifying the sounds and then writing the sound with letter/s. (ph.2)      *I can segment words and then write those sounds (phase 2)*  *I can read my phase 2 tricky words*  *I can read some phase 2 captions*  *I can re-read my reading books with increased fluency*  *I can write lower case letters with the help of my ditties and visual aids.* | | | • Read some letter groups that each represent one sound and say sounds for them.  *I can recognise my phase 3 sounds*  •Spell words by identifying the sounds and then writing the sound with letter/s. (ph.3)  • Re-read what they have written to check that it makes sense    *I can form capital letters correctly.*  *I can segment words and then write those sounds (phase 3)*  *I can read my work and spot my mistakes.* | • Read a few common exception words matched to the school’s phonic programme.(ph.3)  • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. (ph.3)  • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  • Form capital letters and lower case  correctly  •Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.  *I can read my phase 3 tricky words*  *I can read phase 3 caption and sentences*  *I can re-read my reading books with increased fluency*  *I can write lower case letters, saying the ditties to help me if needed.*  *I can write a super sentence.* | | • Say a sound for each letter in the alphabet and at least 10 digraphs.  • Read words consistent with their phonic knowledge by sound-blending.  • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words  • Write recognisable letters, most of which are correctly formed.  • Spell words by identifying sounds in them and representing the sounds with a letter or letters.  • Write simple phrases and sentences that can be read by others.     * *I can say the sounds of the all the letters in the alphabet* * *I can say the sounds for ten digraphs* * *I can sound out and blend words* * *I can read sentences with tricky words in* * *I can form letters correctly* * *I can spell words by segmenting them* * *I can write a super sentence* | | |
| **Maths** | |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Term | EYFS MATHS | | | | YEAR ONE MATHS | | | | | WK | THEME/BLOCK | FOCUS | SSM CONCEPTS  NUMBERBLOCKS | Week | Block  White Rose | Objective  Small Step | Year 1 NC Outcomes | | Autumn 1 | 1 | **TEACHER ASSESSMENT & BASELINEGOV NFER ASSESSMENT**  The assessment consists of:  mathematics tasks  early number  early calculation (early addition/subtraction) mathematical language  early understanding of pattern | | | Week 1 | **Place Value - Numbers up to 10** | Sort Objects  Count Objects  Represent Objects | Count to ten, forwards and backwards, beginning with O or 1, or from any given number. Count, read and write numbers to 10 in numerals and words. 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. | | 2 | Week 2 | Count, read and write forwards from any number 0 to 10, Count, read and write backwards from any number 0 to 10  Count one more  Count one less | | 3 | Getting to Know You | Match | Same/different | Week 3 | One to one correspondence to start to compare groups Compare groups using language such as equal, more/greater, less/fewer  Introduce <, > and = symbols | | 4 | Just Like Me | Sort and Match | Same/different, colour, size, shape  Sorting into groups  Numberblocks S1  E10 | Week 4 | Compare numbers  Order groups of objects  Order numbers  Ordinal numbers (1st, 2nd, 3rd)  The number line | | 5 | Just Like Me Compare amount | Equal symbol, equal, more than, fewer than | Counting by rote  Counting out loud, clapping and counting, stamping, drumming, etc  Counting rhymes and songs  Using fingers to represent numbers | Week 5 | **Addition and Subtraction within 10** | Part-whole model  Addition symbol  Fact families -addition facts  Find number bonds for numbers within 10 | Represent and use number bonds and related subtraction facts within  10  Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one digit numbers to 10, including zero.  Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems. | | 6 | Just Like Me | Compare size, mass and capacity | Large/small, big/little,  short/tall, tallest/shortest | Week 6 | Systematic methods for number bonds within 10  Number bonds to 10  Compare number bonds  Addition -adding together  Addition adding more | | 7 | Just Like Me | Exploring Pattern | Making simple patterns  Exploring more complex patterns  NB S3 EP 8 17 | Week 7 | Finding a part  Subtraction -taking away, how many left?  Crossing out  Introducing the subtraction symbol  Subtraction -finding a part, breaking apart | | Autumn  2 | 8 | It's Me 1, 2, 3! | Introduce 1 and 0  Representing 1,2,3  Comparing 1,2,3 | Equal/not equal, circle, 1p  Numberblocks- S1 E1 (One) and NCETM ppt.  NB S3 E5 (Zero) | Week 8 | Fact families -the 8 facts Subtraction—counting back  Subtraction —finding the difference | | 9 | It's Me 1, 2, 3! | Introduce 2  Composition of 1,2,3 | Addition, 2 step patterns, 2p  NB S1 E2 (Another One) and NCETM ppt | Week 9 | Comparing addition and subtraction statements a+b >c+d | | 10 | It's Me 1, 2, 3! | Introduce 3  Circles & triangles  Spatial Awareness | 3 step patterns, triangles  NB S1 E3 (Two) and NCETM ppt | Week 10 | **Geometry - Shape** | Recognise and name 3D shapes  Sort 3D shapes  Recognise and name 2D shapes  Sort 2D shapes  Patterns with 3D and 2D shapes | Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles)  Recognise and name common 3-D shapes including: (for example, cuboids (including cubes), pyramids and spheres) | | 11 | Light and Dark | Introduce 4 | Squares and rectangles  NB S1 E4 (Three) and NCETM ppt  NB S1 E5 (One, Two, Three!) and NCETM ppt  NB S1 E6 (Four) and NCETM ppt  NB S1 E8 (Three Little Pigs) and NCETM ppt | Week 11 | **Place Value - Numbers up to 20** | Count forwards and backwards and write numbers to 20 in numerals and words  Numbers from 11 to 20 | Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number. Count, read and write numbers to 20 in numerals and words. 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. | |  | 12 | Light and Dark | Introduce 5 | Pentagons  NB S1 E9 (Off We Go!) and NCETM ppt | Week 12 | Tens and ones  Count one more and one less | | 13 | Light and Dark | 1 more/1 less | + - symbols  One more/One less  NB S1 E13 | Week 13 | Compare groups of objects  Compare numbers  Order groups of objects  Order numbers  ASSESSMENT /REVISION | | 14 | Light and Dark | Comparing Shapes, Digging Deeper  Night & Day/Time- Measurement | | Week 14 |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Spring 1 | 1 | Alive in 5! | Introducing 0  Comparing numbers to 5 | | NB S3 E1 (Once Upon a Time) | Week 1 | **Addition and Subtraction with 20** | Add by counting on  Find & make number bonds | Represent and use number bonds and related subtraction facts within 20  Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (z) signs.  Add and subtract one digit and two digit numbers to 20, including zero.  Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7= —9 | | 2 | Alive in 5! | Composition of 4 & 5 | | NB S3 E3 (The Numberblocks Express) | Week 2 | Add by making 10 | | 3 | Alive in 5! | Compare Mass & Capacity | |  | Week 3 | Subtraction — Not crossing 10 | | 4 | Growing 6, 7, 8 | Introduce 6  Making pairs  Doubling | | NB S2 E1 (Six)  NB S2 E8 (Counting Sheep)  NB S2 E9 (Double Trouble)  Symmetry | Week 4 | Subtraction — Crossing 10 (1)  Subtraction — Crossing 10 (2) | | 5 | Growing 6, 7, 8 | Introduce 7 | | NB S2 E2 (Seven)  1 more 1 less | Week 5 | Related Facts  Compare Number Sentences  ASSESSMENT | | 6 | Growing 6, 7, 8 | Introduce 8  Combining two groups | | NB S2 E3 (Eight)  + symbol  Number sentences | Week 6 | **Place Value - Numbers to 50** | Numbers to 50  Tens and ones | Count to 50 forwards and backwards, beginning with O 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. | | Spring 2 | 7 | Growing 6, 7, 8 | | Length & Height  Time | Clock faces  Sand timers  Rulers / feet / hands | Week 7 | One more one less  Represent numbers to 50  Compare objects within  50 | | 8 | Building 9 and 10 | | Introduce 9 & 10  Comparing numbers to 10 | NB S2 E4 (Nine)  NB S2 E10 (The Three Threes)  NB S2 E5 (Ten)  10p coin | Week 8 | Order numbers within 50  Count in 2s  Count in 5s  ASSESSMENT | | 9 | Building 9 and 10 | | Number bonds to 10 | NB S2 E7 (Blast Off)  NB S2 E12 (Ten Green Bottles) | Week 9 | **Measurement**  **Length & Height** | Compare Lengths and heights  Measure length (1) Measure Length (2) | Measurement: Length and Height 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 | | 10 | Building 9 and 10 | | 3D shapes | 2D shape faces | Week 10 | **Measurement**  **Weight &**  **Capacity** | Introduce weight and mass  Measure mass  Compare mass | 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] | | 11 | Building 9 and 10 | | Patterns | NB S3 S17 (Pattern Palace) | Week 11 | Introduce capacity  Measure capacity  Compare capacity  ASSESSMENT |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Summer 1 | 1 | To 20 and Beyond | Building numbers to 20 | NCETM numeral meanings  NB S3 (11-15) | Week 1 | **Multiplication & Division** | Count in 10s  Make equal groups Add equal groups | 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. | | 2 | To 20 and Beyond | Counting patterns beyond 20 | NB S4 (16-20) | Week 2 | Make arrays  Make doubles | | 3 | To 20 and Beyond | Match rotate and manipulate | NCETM matching amounts that are the same  NB S5 Many friends of 20 | Week 3 | Make equal groups grouping Make equal groups sharing  ASSESSMENT | | 4 | First Then Now | Adding more | One more | Week 4 | **Fractions** | Halving shapes or objects  Halving a quantity | 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] | | 5 | First Then Now | Taking away | One less  NCETM inverse operations | Week 5 | Find a quarter of a shape or object  Find a quarter of a quantity  ASSESSMENT | | 6 | First Then Now | Compose and decompose | Tangrams  NB S5 Making Patterns | | Week 6 | **Position & Direction** | Describe turns  Describe Position (1)  Describe Position 2 | Describe position, direction and movement, including whole, half, quarte and three0quarter turns. | | Summer 2 | 7 | Find my Pattern | Doubling  Sharing and grouping | NCETM numbers to be partitioned into different pairs  NB S4 The lair of shares  NB S4 Sign of the times | Week 7 | **Place Value -**  **Numbers to 100** | Counting to 100  Partitioning numbers | 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 and words. 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. | | 8 | Find my Pattern | Even and odd | NB S5 Odd Side Story | Week 8 | Comparing numbers (1) Comparing numbers (2) | | 9 | Find my Pattern | Visualise and build | Positional language | Week 9 | Ordering numbers  One more, one less | | 10 | On the Move | Deepening understanding | NB S4 E23-E30 | Week 10 | **Money** | Recognising coins  Recognising notes  Counting in coins | Recognise and know the value of different denominations of coins and notes. | | 11 | On the Move | Patterns and relationships |  | Week 11 | **Time** | Before and after  Dates  Time to the hour  Time to the half hour | Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.  Recognise and use Language relating to dates, including days of the week, weeks, months and years.  Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]  Measure and begin to record time (hours, minutes, seconds | | 12 | On the Move | Mapping | Directions | Week 12 | Writing time  Comparing time  ASSESSMENT | | | | | | | | | | |
| **Maths Milestones** | • 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, represent and estimate numbers using different representations, including the number line.  • Read and write numbers initially from 1 to 20 in numerals and in words.  • Use the language of: equal to, more than, less than (fewer), most and least.  • Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.  • Recognise odd and even  • Recognise and name common 2D and 3D shapes.  • Identify 2-D shapes on the surface of 3-D shapes.  • Compare and sort common 2-D and 3-D shapes and everyday objects. | | | | • Count in steps of 2, 5 and 10 from 0 or 1 and in tens from any number, forward and backward.  • Compare and order numbers from 0 up to 100; use <, > and = signs.  • Solve one-step problems with addition and subtraction:  • Using concrete objects and pictorial representations including those involving numbers, quantities and measures.  • Using the addition (+), subtraction (-) and equals (=) signs.  • Applying their increasing knowledge of mental and written methods.  • Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:  • One-digit and two-digit numbers to 20, including zero.  • A two-digit number and ones.  • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.  • Represent and use number bonds and related subtraction facts within 20.  • Solve addition and subtraction problems involving missing numbers. | | | • Recognise the place value of each digit in a two-digit number (tens, ones).  • Use place value and number facts to solve problems.  • Recall and use addition and subtraction facts to 20 fluently  • Solve one-step (two-step at greater depth) problems involving multiplication and division.  • 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.  • Describe position, direction and movement, including whole, half, quarter and three-quarter turns.  • Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter,  • Compare, describe and solve practical problems for:  •lengths and heights  •mass/weight  •capacity and volume  •time.  • Recognise and know the value of different denominations of coins and notes.  • Sequence events in chronological order using language.  • Recognise and use language relating to dates, including days of the week,  • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. | | |
| **EYFS**  **Number** | • Count objects, actions and sounds.  Subitise.  • Link the number symbol (numeral) with its cardinal number value.    *I can count carefully beyond ten objects*  *I can subitise 1-6*  *I can match the amount to the correct number card* | • Count beyond ten.  •Explore the composition of numbers to 10  *I can count up to 15*  *I can make 10 in different ways using objects to help me* | | | • Compare numbers.  •Understand the ‘one more than/one less than’ relationship between consecutive numbers.    *I know which number is bigger/smaller*  *I can order three numbers, know which is ones less/one more and the number in between.* | • Automatically recall number bonds for numbers 0–10.  *I can say all number bonds to 10* | | • 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.     * *I know my numbers to ten and how they are made* * *I recognise different pictures of numbers up to 5* * *I know my number bonds to 5* * *I know some of my number bonds to 10* * *I can say what the double is of some numbers* | | |
| **EYFS**  **NUMERICAL PATTERN** |  | •Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.  •Continue, copy and create repeating patterns  •Select, rotate and manipulate shapes in order to develop spatial reasoning skills.      *I can make shapes inside bigger shapes*  *I can continue, copy and create repeating patterns*  *I know what I do in the day and night and order some events using now, next later and earlier.*  *I  can find shapes that are the same when in different rotations* | | |  | •Compare length, weight and capacity.    *I know which is longer/shorter*  *I know which is heavier/ lighter*  *I know which is fullest/emptiest* | | Verbally count beyond 20, recognising the pattern of the counting system.  • Compare quantities up to 10 in different 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.   * *I can count past 20* * *I can see the patterns in numbers up to 20* * *I can compare numbers up to 10 by using words greater than, less than, same as* * *I can say which numbers are even* * *I  can say which numbers are odd* * *I know some double facts* * *I can talk about sharing numbers  equally* | | |
| **Science** | Sc1/2.2d    identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense  . | Sc1/3.1b    identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock  Sc1/4.1a    observe changes across the 4 seasons  Sc1/4.1b    observe and describe weather associated with the seasons and how day length varies.  Autumn to Winter | | | Sc1/3.1a    distinguish between an object and the material from which it is made  Sc1/3.1c    describe the simple physical properties of a variety of everyday materials  Sc1/3.1d    compare and group together a variety of everyday materials on the basis of their simple physical properties  Sci1.3- performing simple tests | Sc1/2.2a    identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals  Sc1/2.2b    identify and name a variety of common animals that are carnivores, herbivores and omnivores  Sc1/2.2c    describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) | | |  |  | | --- | --- | |  | Sc1/2.1a    identify and name a variety of common wild and garden plants, including deciduous and evergreen trees  Sc1/2.1b    identify and describe the basic structure of a variety of common flowering plants, including trees  Sc1/1.5    using observations and ideas to suggest answers to questions  Sc1/1.6    gathering and recording data to help in answering questions | |  |  | | Sc1/4.1a    observe changes across the 4 seasons  Sc1/4.1b    observe and describe weather associated with the seasons and how day length varies.  Spring to Summer | |
| **Science Milestones** | • Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | • Distinguish between an object and the material from which it is made.  • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, 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 physical properties. | | | • Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates  • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. | • Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.  • Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. | |  | • Observe changes across the four seasons.  • Observe and describe weather associated with the seasons and how day length varies. | |
| **Working Scientifically**  **milestones** | • Ask simple questions.  • Observe closely, using simple equipment.  • Perform simple tests.  • Identify and classify.  • Use observations and ideas to suggest answers to questions.  • Gather and record data to help in answering questions. | | | | | | | | | |
| **History** | **Understand Chronology:**  Changed within living memory  • Place events and artefacts in order on a time line.  • Label time lines with words or phrases such as: past, present, older and newer.  • Recount changes that have occurred in their own lives.  • Use dates where appropriate.  **Build and overview of world history**  Significant Historical Event= The Gunpowder Plot. Link English | | | | **Communicate historically** • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.  • Show an understanding of the concept of nation and a nation’s history.  • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. | | | **Build an overview of world history:**  Study the life of a historical figure- Mary Anning  • Describe historical events.  • Describe significant people from the past.  • Recognise that there are reasons why people in the past acted as they did. | | |
| **Geography** | **Investigate Places**  Name the countries in the UK  • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.  • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. | | | | **Communicate geographically +**  **Investigate Places+ Communicate geographically**  Use basic geographical vocab to refer to local and familiar features in own locality.  • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).  • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.  • Identify land use around the school. | | | **Investigate patterns**  Place Knowledge.  Human and physical geography of a small UK a contrasting non-euro country.  • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. | | |
| **Computing** | **To code:** Motion, looks, sound  Using scratch jr , Use Beebots to pick up Christmas parcels | | | | **To connect- internet safety**  • Understand online risks and the age rules for sites | | | To **collect**  • Use simple databases to record information in areas across the curriculum. | | |
| **RE** | Unit 1.1vwhay do Christians believe god is like? | Unit 1.3 why does Christmas matter to Christians? | | | Unit 1.4 what is the good news Jesus brings? | Unit 1.5 why does Easter matter to Christians? | | Unit 1.7 who is Jewish and how do they live? | | |
| **EYFS** **UNDERSTANDING THE WORLD** | • Talk about members of their immediate family and community. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. •  *I can talk about my family and friends*  *I can explore and talk about forest school* | • Name and describe people who are familiar to them.  Recognise some environments that are different to the one in which they live.  *I can describe my family and some friends*  *I can compare forest school to my classroom and house* | | | • Compare and contrast characters from stories, including figures from the past  • Understand the effect of changing seasons on the natural world around them  • Draw information from a simple map  *I can talk about characters I stories who lived in the past*  *I can find symbols on a map*  *I can explain what trees look like in different seasons* | • Comment on images of familiar situations in the past.  • Understand that some places are special to members of their community.  • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries.  *I can look at photos of the past and talk about them*  *I know that some places are special*  *I know that people believe and celebrate different things*  *I know that people in different countries are same and different to me* | | **Past and Present**  • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.  **People, Culture and Communities**  • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.  **The Natural World**  • 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, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | | |
| **PE** | Gymnastics (reception focus)  **Gym: (milestones)**  • Copy and remember actions.  • Move with some control and awareness of space.  • Link two or more actions to make a sequence.  • Show contrasts (such as small/tall, straight/curved and wide/narrow).  • Travel by rolling forwards, backwards and sideways.  • Hold a position whilst balancing on different points of the body.  • Climb safely on equipment.  • Stretch and curl to develop flexibility.  • Jump in a variety of ways and land with increasing control and balance. | Multiskills KS1 | | | Principles of Play (Y1 focus) | Dance (R focus)- Peter and the Wolf  **Dance: (Milestones)**  • Copy and remember moves and positions.  • Move with careful control and coordination.  • Link two or more actions to perform a sequence.  • Choose movements to communicate a mood, feeling or idea. | | Dodgeball KS1  **Games: (milestones)**  • Use the terms ‘opponent’ and ‘team-mate’.  • Use rolling, hitting, running, jumping, catching and kicking skills in combination.  • Develop tactics.  • Lead others when appropriate. | Athletics KS1 | |
| **Forest School** | Introduction  Base camp  Treasure boxes  Leaf ordering and piles. | Use tools safely and correctly  Order and measure sticks  Use taught knots  Create a class Christmas tree | | | Shelter Building. Different types of dens. Lean-to and tipis.  Link maths- measuring and sawing sticks to a given length. Ordering sticks and leaves. | Willow model making and weaving  Develop techniques of colour, pattern texture, shape and form. (Art link)  Spring inspired art. | | Watch Bear grills on NF and then design and make a trap for a wolf. Using tool area to cut sticks etc to correct length.  Group collage. | Knots and frames | |
| **EYFS** **Physical Development** | • Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing  •Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  • Combine different movements with ease and fluency  • Develop overall body-strength, balance, co-ordination and agility.    *I can roll, crawl, walk, jump, run, hop, skip, climb*  *I can sit with my legs crossed*  *I can play on the climbing frame confidently* | •Progress towards a more fluent style of moving, with developing control and grace.  • Further develop and refine a range of ball skills including: throwing, catching,  • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene  different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian  •Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.  •Develop the foundations of a handwriting style which is fast, accurate and efficient.  *I can climb a tree in forest school*  *I can throw and catch a big ball*  *I can line up sensibly*  *I can eat my meals sensibly*  *I can say some things that keep me healthy*  *I can walk safely along a footpath*  *I can cut straight lines with scissors*  *I can form my letters correctly saying the ditty with support*  *I can hold my pencil correctly when reminded when writing and drawing* | | | •Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.  • Further develop and refine a range of ball skills including: kicking, passing, batting, and aiming.  • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.  • Use a range of small tools, including scissors, paintbrushes and cutlery.  *I can ride a trike*  *I can ride a balance bike*  *I can kick, pass, bat and aim a ball*  *I can cut around an object with scissors*  *can eat using knives, forks and spoons* | •Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.  •Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  • Begin to show accuracy and care when drawing  *I can spin, fall, tilt, rock and bounce*  *I can use a wheelbarrow*  *I can lift and construct crates*   * *I can form my letters correctly saying the ditty* * *I can hold my pencil correctly when writing and drawing* | | • Negotiate space and obstacles safely, with consideration for themselves and others.   • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.     * *I can use the bikes and trikes on the playground safely and use the climbing frame with others.* * *I can demonstrate the skills we are learning during PE sessions and at forest school* | | |
| **PSHCE** | (Relationship Ed)  Understanding personal change and responsibility- All about me | (Relationship Ed)  Health and well-being- Keeping safe, People who help us | | | (Relationship Ed)  Relationships- Friends and Family | Living in the wider world- internet safety  Media influence | | Living in the wider world-financial capability  Social issues | Living in the wider world-citizenship and British Values | |
| **EYFS**  **PSED** | •See themselves as a valuable individual.  • Manage their own needs.  •Build constructive and respectful relationships.    *I can talk about my family*  *I can say what I like and don’t like*  *I can ask when I need to go to the toilet*  *I can listen to people my friends and my teachers when they are talking to me.  (looking at them as they speak)*  *I can share with my friends.*  *I can ask friends to ‘please stop’ when I don’t like something.* | • Manage their own needs.  •Build constructive and respectful relationships.  *I can remember when it is important to wash my hands*  *I can make healthy food choices*  *I can show kindness to my friends*  *I can say ‘yes...after me’ to the question ‘can I play with that?’* | | | • Express their feelings and consider the feelings of others.  • Show resilience and perseverance in the face of challenge.  •Think about the perspectives of others. (link to self-regulation)    *I can say when I feel happy, sad and cross*  *I can use our class moto when I find something tricky (If I try, try, try I can, can, can.)*  *I can put back the things that I have been using* | • Express their feelings and consider the feelings of others.  • Identify and moderate their own feelings socially and emotionally.  *I can explain how a character in a story is feeling and why*  *I can calm myself down when I feel cross* | | • Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.  • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.  • Explain the reasons for rules, know right from wrong and try to behave accordingly.  • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  •Work and play cooperatively and take turns with others.  • Form positive attachments to adults and friendships with peers.  • Show sensitivity to their own and to others’ needs.     * *I can see when someone is sad and try to care or help them.*   *I can tell someone how I am feeling.*   * *I can wait my turn when playing games*   *I can share a book or toy with a friend*   * *I can stop what I am doing when I hear the tambourine and help put the toys back how I found them when asked by my teacher* * *I can have a go at new things even when I am unsure, remembering our moto* * *I can make good choices in the classroom and around the school and can talk about why we should make these choices.* * *I can remember to wash and flush when using the toilet, I can get myself dressed for school, I know why  we need to make healthy food choices* * *I can play with my friends, join in with games, take turns and accept when I don’t win* * *I have got a friend or others I get on well with.* * *I can care for others, and I can join in celebrating when someone else succeeds.* | | |
| **DT** | **Food:**  • Cut, peel or grate ingredients safely and hygienically.  • Measure or weigh using measuring cups or electronic scales.  • Assemble or cook ingredients. | | | | **Materials:**  • Cut materials safely using tools provided.  • Measure and mark out to the nearest centimetre.  • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).  • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). | | | **Construction;**  • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products. | | |
| **Art** | Use **drawing and painting** to share ideas, experiences and imagination.  Design own superhero outfit  Self-portrait based on **Lichtenstein’s** work, recreated using shadows and cotton buds. | Develop techniques of **colour**, pattern texture, shape and form.  Clay pots-**Barbara Hepworth**    **Jasper Johns**  -colour | | | **Digital photography**  **Andreas Gurksy**-photographer on buildings | Use **drawing and painting** to share ideas, experiences and imagination.  Tigers- **Henri Rousseau** | | Develop techniques of colour, pattern texture, shape and form.  Forest School- create a group **collage** using natural materials. Artist- **Andy Goldsworthy** | Use a range of materials creatively.  Inspired by the work of **Max Ernst**, pupils learn the technique ‘**frottage**’ (taking rubbings from uneven surfaces | |
| **Music** | Charanga: yr 1  Hey You | Charanga: yr 1  Rhythm in the way we walk and the Banana Rap  Learning and performing songs in the Christmas show. | | | Charanga: yr 1  In the groove | Charanga: yr 1  Round and round | | Charanga yr 1  Your imagination | Charanga: yr 1  Reflect rewind and replay | |
| **EYFS**  **EAD** | Create collaboratively sharing ideas, resources and skills. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play.  *I can work with my friends to make my design*  *I can sing on my own or with my friends*  *I can play pretend using stories I know* | Explore, use and refine a variety of artistic effects to express their ideas and feelings. •  • Explore and engage in music making and dance, performing solo or in groups.  *I can use different materials to create my art pieces*  *I can explore the musical instruments, making different sounds.*  *I can perform my music and songs*  *I can make up my own dances* | | | • Listen attentively, move to and talk about music, expressing their feelings and responses  *I can listen carefully to music*  *I can talk about my feelings in response to music* | • Return to and build on their previous learning, refining ideas and developing their ability to represent them.  • Watch and talk about dance and performance art, expressing their feelings and responses  *I can go back to my models and improve them*  *I can watch other people dance and say how I feel* | | **Creating with Materials**  • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories  **Being Imaginative and Expressive**  • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. | | |