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| Maths | English |
| Place Value within 10  *Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number*  *Count, read and write numbers to 10 in numerals and word*  *Given a number, identity one more or less*  *Identify and represent numbers using objects and pictorial representations including the number line, and the use of language of: equal to, more than, less than (fewer), most, least*  Small steps  Sort objects, count objects, represent objects  Count, read and write forwards from any number 0 – 10  Count, read and write backwards from any number 0 – 10  Count one more, count one less  One-to-one correspondence to start to compare groups  Compare groups using language such as equal, more/greater, less fewer  Introduce <,> and = symbols  Compare numbers  Order groups of objects  Order numbers  Ordinal numbers (1st, 2nd, 3rd..)  Locate, identify and complete numbers on a number line  Number: Addition and subtraction 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 0*  *Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems*  Small steps  Introduce parts and wholes  Complete part whole model with objects  Complete part whole model with objects and numbers  Understand the addition symbol  Use knowledge of addition to complete fact families  Complete number bonds within 10  Use knowledge of number bonds to complete number sentences  Use knowledge of number bonds to complete bar models  Compare number bonds within 10  Use pictorial representations and given numbers to complete number stories | **Speaking**   * tell stories and describe incidents from their own experience in an audible voice * retell stories, ordering events using story language * interpret a text by reading aloud with some variety in pace and emphasis   **Listening and Responding**   * listen with sustained concentration * listen to and follow instructions accurately, asking for help and clarification if necessary * listen to tapes or video and express views about how a story or information has been presented   **Group discussion and interaction**   * take turns to speak, listen to others’ suggestions and talk about what they are going to do * ask and answer questions, make relevant contributions, offer suggestions and take turns * explain their views to others in small group, decide how to report the group’s views to the class   **Drama**   * explore familiar themes and characters through improvisation and role play * act out own and well-known stories, using voices for characters * discuss why they like a performance   **Word reading skills and strategies**   * read words by blending adjacent consonants, including simple two-syllable words * use phonics to read unknown or difficult words * recognise all common digraphs and trigraphs * read automatically high frequency words * use syntax and context to self-correct when reading for accuracy and meaning   **Understanding and interpreting texts**   * identify the main events and characters in stories, and find specific information in simple texts * make predictions showing an understanding of ideas, events and characters * recognise the main elements that shape different texts * explain the effect of patterns of language and repeated words and phrases   **Engaging with and responding to texts**   * select books for personal reading and give reasons for choices * visualise and comment on events, characters and ideas, making imaginative links to own experiences * distinguish story and information books and the different purposes for reading them   **Creating and shaping texts**   * independently choose what to write about, plan and follow it through * use key features of narrative in their own writing * convey information and ideas in simple non-narrative forms * find and use new and interesting words and phrases, including ‘story language’ * create short simple texts on paper and on screen which combine words with images (and sounds)   **Text structure and organisation**   * write chronological and non-chronological texts using simple structures * group written sentences together in chunks of meaning or subject   **Sentence structure and punctuation**   * compose and write simple sentences independently to communicate meaning * use capital letters and full stops when punctuating simple sentences   **Word structure and spelling**   * segment sounds in order to spell longer words including words with common digraphs and adjacent consonants * write correct spelling for common vowel phonemes * use knowledge of related words and familiar suffixes in spelling new words   **Presentation**   * write most letters, correctly formed and orientated * write with spaces between words accurately * use the space bar and keyboard to type name and simple text   **Phonics taught daily through Read, write, Inc in ability groups through school**  **Weekly handwriting lessons**  **Weekly SPAG lessons. Weekly Spellzoo**  **Topic focus – Writing facts – Percy the Park Keeper, Owl Babies, Woodland Animal Facts, Autumn Poetry** |

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| Science | Geography | History |
| Animals including humans:  \*identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.  \*identify and name a variety of common animals including  fish, amphibians, reptiles, birds and mammals  Topic focus – Our Bodies and Our Senses. Identify and name a selection of Woodland animals. | **Geographical skills and fieldwork:**  use basic geographical vocabulary to refer to:  Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.  Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.  Use simple fieldwork and observational skills to study the geography of their school and  its grounds and the key human and physical features of its surrounding environment.  Know their address  **Human and physical geography**  Know the main difference between city, town and village    Topic focus – local area | **Changes within living memory**.  Where appropriate, these should be used to reveal aspects of change in national life.  Significant historical events, people and places in their own locality (Grandparents)  Topic focus – family trees    **Local History**  Topic focus - Centre of England tree. Morton colliery and the pit wheel. Morton Cenotaph |

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| Art and Design | Design and Technology | Music |
| To use a range of materials creatively to design and make products  To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  Explore the work of a range of artists, crafts makers and designers, describing the differences and similarities between practices and disciplines, and making links to their own work  Topic links – create Autumn pictures, self-portraits. Andy Goldsworthy | N/A this term | My Stories YR  **Singing**  \*Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes  **Playing an instrument**  \*Pupils should be taught to play tuned and untuned instruments musically  **Listening and appreciate**  \*Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music  **Create own music**  \*Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music |

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| Languages | Physical Education | Outdoor Learning |
| N/A in KS1 | BSP – Sports Coach  Fundamental Movements  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  Balances  Throwing and catching  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 | Identify seasonal and daily weather patterns in the UK  Use basic geographical vocab to describe physical features  Identify and classify plants and animals in local environment  Identify and name a variety of common wild and garden plants including deciduous and evergreen  Identify and describe the basic structure of a variety of common flowering plants, including trees.  Identify and name a variety of everyday materials |

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| PSHE/RSE | Religious Education | Computing |
| Being Healthy  H1. Identifying different ways to keep healthy.  H2. Recognising foods that support good health; the risks of eating too much sugar.  H3. Exploring how physical activity helps us to stay healthy.  H4. Recognising why sleep is important and different ways to rest and relax.  H5. Demonstrating simple hygiene routines that can stop germs from spreading.  H7. Exploring what good dental care is; identifying food and drink that supports dental health.  H8. Describing different ways of keeping safe in the sun to reduce skin damage.  H9. Recognising the importance of knowing when to take a break online/offline. | **F4:**  What times are special and why?  (Harvest and Sukkot)  **E**  \*Give examples of special occasions that they and others have experienced and suggest features of a good celebration.  \*Say why Sukkot is a special time for Jewish people.  \*Say why Diwali is a special time for Hindus.  \*Recall a simple story connected with Diwali.  \*Say why Christmas is a special time for Christians.  \*Recall a simple story connected with Christmas. | **Computer Systems and Networks**  **ABCDE**  A - create and debug simple programs  B - use logical reasoning to predict the behaviour of simple programs  C - understand what algorithms are; how they are implemented as programs on digital devices; and that program execute by following precise and unambiguous instructions  D - use technology purposefully to create, organise, store, manipulate and retrieve digital content  E - recognise common uses of information technology beyond school; use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies  Online E-safety - ongoing, PSHE and Assemblies and safer internet day |