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| Maths | English |
| 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  Complete number sentences using given number stories  Use knowledge of number bonds to complete given questions  Complete part-whole models  Find how many left by counting back  Complete number sentences  Use knowledge of addition and subtraction to complete fact families  Complete subtraction number sentences by counting back on a number line  Find the difference  Compare statements  Geometry: Shape  *Recognise and name common 2D shapes including rectangles, squares, circles and triangles*  *Recognise and name common 3D shapes including cuboids, cubes, pyramids and spheres*  Small steps  Recognise and name 3D shapes  Sort 3D shapes  Recognise and name 2D shapes  Sort 2D shapes  Complete patterns with 2D and 3D shapes  Number: Place Value (within 20)  *Count to twenty, forwards and backwards, beginning with 0 or 1, or from any given number*  *Count, read and write numbers to 20 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  Count forwards and backwards and write numbers to 20 in numerals and words  Numbers from 11 to 20  Identify tens and ones from given apparatus and numbers  Count one more and one less  Compare groups of objects  Compare groups of numbers  Order groups of objects  Order numbers | **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 – Describe your journey to the moon and planets. Moon poetry. Label a rocket. Create your own alien and describe. Letters to Santa** |

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| Science | Geography | History |
| Everyday Materials:    \*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  Investigate what the moon is made from…cheese, gas, reflection  Topic focus – build and test rockets and reflective baubles | N/A this half term | To find out about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and **Neil Armstrong**, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] – (Queen Victoria)  Talk about events beyond living memory that are significant nationally or globally [for example, the Great Fire of London,the first aeroplane flight or events commemorated through festivals or anniversaries] – Moon landing  Topic focus – Neil Armstrong |
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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 – space pictures | Design – 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 ICT  Make – select from and use a range of tools and equipment to perform tasks. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  Evaluate – explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria  Technical knowledge – build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms in their products  Topic links – make a rocket | Christmas songs for the Nativity  **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  Team Games  participate in team games, developing simple tactics for attacking and defending  Multi skills  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 everyday materials |

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| PSHE/RSE | Religious Education | Computing |
| Difference and diversity  L6. Recognising ways they are the same as, and different to, other people.  L14. Identifying that everyone has different strengths.  L17. Discussing the strengths/interests someone might need to do different jobs.  R2. Identifying the people who love and care for us.  R3. Recognising that there are different types of families.  R4. Identifying common features of family life.  R22. Recognising how to treat themselves and others with respect.  R23. Recognising the ways in which they are the same/different to others.  H21. Recognising what makes them special.  H22. Celebrating the ways in which we are all unique. | **Unit 1.1:**  Who is a Christian and what do they believe?  (Part 1)  **B**  \* Talk about the fact that Christians believe in God and follow the example of Jesus (A1). \* Recognise some Christian symbols and images used to express ideas about God (A3).  \*Talk about some simple ideas about Christian beliefs about God and Jesus (A1).  \* Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2)  \*Talk about issues of good and bad, right and wrong arising from the stories (C3).  \* Ask some questions about believing in God and offer some ideas of their own (C1)  \*Make links between what Jesus taught and what Christians believe and do (A2). | **Programming A: moving a robot**  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  Online E-safety - ongoing, PSHE and Assemblies and safer internet day |