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| Maths | English |
| Addition and subtraction within 20*Represent and use number bonds and related subtraction facts within 20**Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs**Add and subtract one digit and two digit numbers to 20 including 0**Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems*Small stepsAdd by counting onAdd using number bondsFind and make number bondsAdd by making 10Subtraction (not crossing 10)Subtraction - counting back (not crossing 10)Subtraction - counting back (crossing 10)Subtraction (crossing 10)Related addition and subtraction factsCompare number sentencesPlace Value within 50*Count to 50, forwards and backwards, beginning with 0 or 1, or from any given number**Count, read and write numbers to 50 in numerals**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**Count in multiples of 2s and 5s*Small stepsCount amounts and record numbers to 50Count forwards and backwards within 50Identify tens and ones in given amounts and numbersRepresent numbers to 50Find one more and one lessCompare objects within 50Compare numbers within 50Order numbers within 50Count in 2sCount in 5s | **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 – Non-fiction animal facts from hot and cold places. Rewrite penguin stories. Newspaper article based on Madagascar film** |

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| Science | Geography | History |
| Working Scientifically:  \*asking simple questions and recognising that they can be answered in different ways \*observing closely, using simple equipment \*performing simple tests \*identifying and classifying \*using their observations and ideas to suggest answers to questions \*gathering and recording data to help in answering questions. Seasonal changes: \*observe changes across the four seasons \*observe and describe weather associated with the seasons and how day length varies.(UK-temperate)Topic focus – Ice melting investigation, observing weather and temperature changes, Animals - Habitats. Herbivores, carnivores, herbivores | **Place knowledge**Know features of hot and cold place**Human and physical geography**Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South PolesUse world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.Topic focus – hot and cold places | N/A this term |

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| Art and Design | Design and Technology | Music |
| To use a range of materials creatively to design and make productsTo use drawing, painting and sculpture to develop and share their ideas, experiences and imaginationTo develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spaceExplore 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 workTopic links – create hot and cold collages | 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 ICTMake – 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 characteristicsEvaluate – explore and evaluate a range of existing products. Evaluate their ideas and products against design criteriaTechnical knowledge – build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms in their productsTopic links – design and make an island/ cold place scene | In the Groove - Y1**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 | Team Gamesparticipate in team games, developing simple tactics for attacking and defendingDanceperform dances using simple movement patterns | Identify seasonal and daily weather patterns in the UKUse basic geographical vocab to describe physical featuresIdentify and classify plants and animals in local environmentIdentify and name a variety of everyday materials |

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| PSHE/RSE | Religious Education | Computing |
| Exploring EmotionsH11. Naming different feelings.H12. Explaining how to recognise different feelings.H13. Recognising that feelings can affect the way we think, feel and behave.H14. Talking about how to recognise what others might be feeling.H15. Recognising that not everyone feels the same about the same things.H16. Naming a range of words to describe feelings.H17. Talking about things that help people’s mental/physical health.H18. Identifying ways to manage big feelings.H19. Recognising when they need help and understand how to ask for help. | **F4:**What times are special and why? **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. | **Creating Media: digital writing**D - use technology purposefully to create, organise, store, manipulate and retrieve digital contentE - 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 technologiesOnline E-safety - ongoing, PSHE and Assemblies and safer internet day |