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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 steps  Add by counting on  Add using number bonds  Find and make number bonds  Add by making 10  Subtraction (not crossing 10)  Subtraction - counting back (not crossing 10)  Subtraction - counting back (crossing 10)  Subtraction (crossing 10)  Related addition and subtraction facts  Compare number sentences  Place 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 steps  Count amounts and record numbers to 50  Count forwards and backwards within 50  Identify tens and ones in given amounts and numbers  Represent numbers to 50  Find one more and one less  Compare objects within 50  Compare numbers within 50  Order numbers within 50  Count in 2s  Count 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 – news/ recount, dictionary work/alphabetical order, non-fiction writing about emergency vehicles, train ride poetry, safety posters, story writing, whatever next** |

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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.  Topic focus – floating and sinking, which materials make the best paper aeroplanes, testing materials to make a parachute | Geographical skills and fieldwork:  Use simple compass directions (North, South, East and West) and locational and directional language [for example,  near and far; left and right], to describe the location of features and routes on a map.  Topic focus – link to ICT program toys to travel. | 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] – (first flight)  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] - (Columbus & Armstrong)  Significant historical events, people and places in their own locality - (the rocket)  Topic focus – first flight (Otto Lilienthal/Wright brothers) |

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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 – paint warning signs, printing tracks, drawing vehicles for class book | 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 – design and make underwater transport | Hey You  **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 | Team Games  participate in team games, developing simple tactics for attacking and defending  Dance  perform dances using simple movement patterns | Identify seasonal and daily weather patterns in the UK  Use basic geographical vocab to describe physical features |

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| PSHE/RSE | Religious Education | Computing |
| Exploring Emotions  H11. 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. | **Unit 1.3:**  Who is a Jew and what do they believe?  (Part 1)  **B**   |  | | --- | |  |   \*Talk about the fact that Jewish people believe in God (A1).  \*Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) (A3).  \* Talk about how the mezuzah in the home reminds Jewish people about God (A3).  \*Talk about how Shabbat is a special day of the week for Jewish people, and give some  examples of what they might do to celebrate Shabbat (B1).  \*Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means (A2).  \*Make links between some Jewish teachings and how Jewish people live (A2).  \*Express their own ideas about the value of times of reflection, thanksgiving, praise  and remembrance, in the light of their learning about why Jewish people choose to  celebrate in these ways (C1). | **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 |