|  |  |
| --- | --- |
| Maths | English |
| Multiplication and Division  *Count in multiples of 2s, 5s and 10s*  *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*  Small steps  Count in 2s  Count in 5s  Count in 10s  Make equal groups  Add equal groups  Make arrays  Make doubles  Make equal groups (grouping)  Make equal groups (sharing  Fractions  *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*  Small steps  Find half of shapes  Find half of amounts and numbers  Find quarter of shapes  Find quarter of amounts and 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 – Jack and the beanstalk re-telling, planting seeds – instruction writing, Oliver’s vegetables – recipe writing (instructions), Sunflower acrostic poems for flowers.** |

|  |  |  |
| --- | --- | --- |
| Science | Geography | History |
| Plants:    \*identify and name a variety of common wild and garden plants, including deciduous and evergreen trees    \*identify and describe the basic structure of a variety of common flowering plants,  including trees  **Topic Focus – Bean diary, looking at parts and life cycles of plants** | Locational knowledge  Name and locate the world’s seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  Human and physical geography  Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  Geographical skills and fieldwork • use 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 • 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 – Locate, name and label UK Countries and Seas | N/A this half term |

|  |  |  |
| --- | --- | --- |
| Art and Design | Design and Technology | Music |
| 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  to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.  **Topic Focus - Van Gogh** | **Cooking & Nutrition**  Use the basic principles of a healthy and varied diet to prepare dishes.  Understand where food comes from.  Topic focus – cut/chop food safely to make soup/fruit salad | Round and Round – 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 |

|  |  |  |
| --- | --- | --- |
| Languages | Physical Education | Outdoor Learning |
| N/A in KS1 | Football/Ball 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 * participate in team games, developing simple tactics for attacking and defending   Fitness/ Orienteering  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. |

|  |  |  |
| --- | --- | --- |
| PSHE/RSE | Religious Education | Computing/E-Safety |
| Being Responsible  L1. Understanding what rules are and why  different rules are needed for different situations.  L2. Recognising that people and other living things have different needs and understand the responsibilities of caring for them.  L3. Explaining things they can do to help look  after their environment.  L5. Exploring the different roles/responsibilities people have.  R25. Sharing opinions on things that matter to them. | **Unit 1.4:**  What can we learn from sacred books?  (Part 1)  **B**  \*Talk about some of the stories that are used in religion and why people still read them (A2).  \*Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3  \*Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).  \* Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).  \*Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1).  \*Talk about issues of good and bad, right and wrong arising from the stories (C3).  \*Suggest their own ideas about stories from sacred texts and give reasons for their significance (C1).  \*Make links between the messages within sacred texts and the way people live (A2) | **Data and Information: Grouping Data**  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  **Topic Focus** – Sorting and representing data, eye colour, girls and boys, favourite fruit/veg etc. |