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| Maths | English |
| Position and direction  *Describe position, direction and movement including whole, half, quarter and three quarter turns*  Small steps  Describe half, quarter and three quarter turns  Describe position (left, right, forwards and backwards)  Describe position (left, right, above and below)  Place Value within 100  *Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number*  *Count, read and write numbers to 100 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*  Small steps  Count amounts and order and record numbers within 100  Count forwards and backwards within 100  Partition numbers  Compare numbers  Order numbers  Find one more and one less  Money  *Recognise and know the value of different denominations of coins and notes*  Small steps  Recognise coins  Recognise notes  Count coins and record amounts  Time  *Sequence events in chronological order*  *Recognise and use language relating to dates, including days of the week, weeks, months and years*  *Tell the time to the hour and half past the hour and draw the hands on the clock face to show these times*  *Compare, describe and solve practical problems for time*  *Measure and begin to record time*  Small Steps  Understand before and after  Know times of the day (morning, afternoon, evening)  Use language first, then, now  Know the days of the week  Know the months of the year  Use a calendar to record dates  Match o’clock times  Record o’clock times  Match half past times  Record half past times  Record length of time in seconds, minutes, hours  Solve given time problems  Compare times | **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 – Minibeast Rhymes, The Bad Tempered Ladybird, Superworm, Trip Recount?** |

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| Science | Geography | History |
| Animals including humans:  \*identify and name a variety of common animals including  fish, amphibians, reptiles, birds and mammals  \*identify and name a variety of common animals that are carnivores, herbivores and omnivores  describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and  mammals, including pets)  Topic Focus – butterfly life cycle, minibeasts hunt, name, label body parts and classify, classifying and sorting, legs, wings, etc., create different habitats, wormery, Pond dipping, Life cycle of a frog. | N/A this half term | N/A this half term |

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| 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 – Eric Carle Art, habitat collage | 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 Focus – Clay minibeasts, minibeast homes** | Reflect, Rewind Replay – 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 | Paceball   * 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  Bat work  Striking and fielding  participate in team games, developing simple tactics for attacking and defending | Identify seasonal and daily weather patterns in the UK  Identify and classify animals in local environment  Mini Beast hunts  Pond dipping |

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| PSHE/RSE | Religious Education | Computing |
| Bullying Matters  R8. Recognising simple strategies to resolve arguments between friends positively.  R9. Recognising how to ask for help if a friendship is making them feel unhappy.  R10. Recognising that bodies/feelings can be hurt by words and actions.  R11. Identifying how people may feel if they experience hurtful behaviour or bullying.  R12. Understanding that hurtful behaviour is not acceptable.  R12. Explaining how to report bullying and the importance of telling a trusted adult.  R20. Identifying what to do if they feel worried.  R21. Identifying what is kind and unkind behaviour.  R22. Recognising how to treat themselves and others with respect.  R24. Playing, listening and working cooperatively. | **F6:**  What is special about our world?  **L**  \*Talk about things they find interesting, puzzling or wonderful in nature and also about their own experiences and feelings about the world.  \*Think about the wonders of the natural world, expressing ideas about how it was  made and feelings towards nature.  \*Re‐tell the story of creation from Genesis 1, talking about what it says about the  world, God, human beings.  \*Express ideas about how to look after wildlife in response to the story of Muhammad and the Kittens.  \*Talk about what the story of Muhammad and the Kittens says about God, the world and human beings.  \*Talk about what people do to mess up the world and what they do to look  after it.  \*Talk about their own experiences and feelings about when the world is and is not looked after.  Topic Focus: Observing natural wonders of our world around us and the story of creation. | **Programming B: Animation**  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 |