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| Maths | English |
| Position and direction*Describe position, direction and movement including whole, half, quarter and three quarter turns*Small stepsDescribe half, quarter and three quarter turnsDescribe 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 stepsCount amounts and order and record numbers within 100Count forwards and backwards within 100Partition numbersCompare numbersOrder numbersFind one more and one lessMoney*Recognise and know the value of different denominations of coins and notes*Small stepsRecognise coinsRecognise notesCount coins and record amountsTime*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 StepsUnderstand before and afterKnow times of the day (morning, afternoon, evening)Use language first, then, nowKnow the days of the weekKnow the months of the yearUse a calendar to record datesMatch o’clock timesRecord o’clock timesMatch half past timesRecord half past timesRecord length of time in seconds, minutes, hoursSolve given time problemsCompare 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 – Write facts about sea creatures. Pirate Wanted posters. Pirate ship facts – labelling etc. Write a message in a bottle)** |

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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 propertiesAnimals, including humans \*identify and name a variety of animals including fish, amphibians, reptiles, birds and mammalsTopic focus: investigating materials that float and sink and building and testing boats. Identifying a selection of sea creatures. | Locational knowledgeName and locate the world’s seven continents and five oceansGeographical skills and fieldwork:\*use world maps, atlases and globes to identify the United Kingdom and its countries/seas and oceans\*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.Human and physical geography:use basic geographical vocabulary to refer to:\*key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weatherTopic focus – name and locate the 7 continents and 5 oceansUsing pictures and photos to identify key physical features | \*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**)(famous pirates – Blackbeard)** |

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| Art and Design | Design and Technology | Music |
| Water & wood effectsto 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 space | 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 characteristicsEvaluate – 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 boat. | Topic Title – Reflect, Rewind and Replay – Classical Theme of Unit - The history of music, look back and consolidate your learning, learn some of the language of music.**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 defendingBat workStriking and fieldingparticipate in team games, developing simple tactics for attacking and defending | \*Identify seasonal and daily weather patterns in the UK\*Use basic geographical vocab to describe physical features\*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 |

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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. | **F3\*:**Which places are special and why?\*talk about somewhere that is special to themselves, saying why \* be aware that some religious people have places which have special meaning for them \* talk about the things that are special and valued in a place of worship \* identify some significant features of sacred places \* recognise a place of worship.\* get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. **Unit 1.5\*:**What makes some places sacred? **E**\* Recognise that there are special places where people go to worship, and talk about what people do there (A1). \* Identify at least three objects used in worship in two religions (A3).\*Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). \* Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). \* Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).\*Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3). | **Programming B: Animation**A - create and debug simple programsB - use logical reasoning to predict the behaviour of simple programsC - understand what algorithms are; how they are implemented as programs on digital devices; and that program execute by following precise and unambiguous instructionsD - use technology purposefully to create, organise, store, manipulate and retrieve digital contentOnline E-safety - ongoing, PSHE and Assemblies and safer internet day |