

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vehicle for learning	Once upon a time (fairy tales)	Once upon a time (fairy tales)	Animals	Animals	Flight	Pottery industry
Maths	Unit 1: Numbers to 10 Unit 2: Part-whole within 10 Unit 3: addition and subtraction within 10 Unit 4: Addition and subtraction within 10 (2)	(continued) Unit 4: Addition and subtraction within 10 (2) Unit 5: 2D and 3D shapes Unit 6: Numbers to 20	Unit 7: Addition within 20 Unit 8: Subtraction within 20 Unit 9: Numbers to 50	(continued) Unit 9: Numbers to 50 Unit 10: Introducing length and height Unit 11: Introducing weight and volume	Unit 12: Multiplication Unit 13: Division Unit 14: Halves and quarters	(continued) Unit 14: Halves and quarters Unit 15: Position and direction Unit 16: Numbers to 100 Unit 17: Money Unit 18: Time
English	See English overview					

<p>Science</p>	<p>Everyday materials (Autumn term) I can identify different materials and identify different objects that are made by a certain material.</p> <p>I can identify and name a range of everyday materials (wood, plastic, glass, metal, water and rock).</p> <p>I can describe everyday materials by their physical properties.</p> <p>I can investigate which everyday materials have similar properties.</p> <p>I can compare and group together different everyday materials, based on their physical properties.</p> <p>Investigating</p> <p>I can continue my exploration of natural and man-made materials.</p> <p>I can start to sort materials by their different properties.</p> <p>I can investigate some concepts, such as floating, sinking etc.</p> <p>Recording I can begin to gather data in groups or as a class and record it pictorially or in simple tables</p> <p>I can develop simple sentences to explain my findings</p> <p>I can develop simple sentences to explain the investigation.</p> <p>(Previous learning: see N & R coverage)</p>	<p>CREST</p> <p>Recording I can begin to gather data in groups or as a class and record it pictorially or in simple tables</p> <p>I can develop simple sentences to explain my findings</p> <p>I can develop simple sentences to explain the investigation.</p>	<p>Animals including humans</p> <p>I can identify and name different fish, amphibians, reptiles, birds and mammals.</p> <p>I can name the different parts of the human body associated with the different senses.</p> <p>I can draw and label the parts of the human body associated with the different senses.</p> <p>(Previous learning: see N & R coverage)</p>	<p>Animals (Season Spring)</p> <p>I can identify and name a variety of animals that are carnivores, omnivores and herbivores.</p> <p>I can describe the features of different animals (mammals, amphibians, reptiles, birds and fish).</p> <p>I can name the different parts of the human body associated with the different senses.</p> <p>I can draw and label the parts of the human body associated with the different senses.</p> <p>Observing</p> <p>I can make observations about animals and plants and use it to support my explanations and questions.</p>	<p>Plants</p> <p>I can identify and name a variety of common wild and garden plant.</p> <p>I can identify deciduous and evergreen trees.</p> <p>I can identify the basic structure of a flowering plant.</p> <p>I can describe the structure of a flowering plant.</p> <p>Observing</p> <p>I can make observations about animals and plants and use it to support my explanations and questions.</p> <p>(Previous learning: see N & R coverage)</p>	<p>Seasons and weather</p> <p>I can understand the order of the seasons.</p> <p>I can make observations about changes across the four seasons.</p> <p>I can describe the changes of the seasons I observe.</p> <p>I can describe the weather associated with the seasons. I can describe how the day length changes with different seasons.</p> <p>I can describe how the trees and plants change with the seasons.</p> <p>I can observe changes across the four seasons</p> <p>I can observe and describe weather associated with the seasons and how day length varies</p> <p>Recording I can begin to gather data in groups or as a class and record it pictorially or in simple tables</p> <p>I can develop simple sentences to explain my findings</p> <p>I can develop simple sentences to explain the investigation.</p> <p>(Previous learning: see N & R coverage)</p>
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<p>Geography</p>	<p>Map work</p> <p>I can create a simple fictional map including a key</p> <p>I can start to plan a sign post map</p> <p>I can make a signpost map to show objects that are near and far from me in each direction.</p> <p>I can locate key features of the school grounds on a base map.</p> <p>I can label a base map with key features of the school grounds.</p> <p>I can understand the purpose of a map can discuss their features and use simple maps to locate things.</p> <p>I can use a compass and understand how it can help us (North, East, South, West).</p> <p>I can use directional language to discuss maps (near, far, left, right, close).</p> <p>(Previous learning: see N & R coverage)</p>	<p>Location and place knowledge</p> <p>I can make drawings of our school grounds, and transfer these into a simple map.</p> <p>I can name my own street.</p> <p>I can understand a map of my school grounds, discussing the human and physical features.</p> <p>I can understand that we live in a City called Newcastle-under-Lyme.</p> <p>(Previous learning: see N & R coverage)</p> <p>Physical</p> <p>I can differentiate between human and physical features.</p> <p>I can identify and discuss the human and physical features of our school grounds. (Rec guidance is to use the terms manmade and natural)</p>	<p>Developing knowledge of the UK</p> <p>I can understand that we live in England, which is in the United Kingdom.</p> <p>I can name the four countries of the United Kingdom, knowing that we live in England.</p> <p>I can understand that each country has lots of cities, and one capital city.</p> <p>(Previous learning: see N & R coverage)</p> <p>Developing knowledge of the world</p> <p>I can understand that the world is made up of continents (large land masses).</p> <p>I can name the seven continents of the world with support.</p> <p>I can identify where each continent is on a world map, globe and atlas with support.</p> <p>I can identify the Equator on a map, globe or in an atlas</p> <p>(Previous learning: see N & R coverage)</p>		<p>Field work</p> <p>I can use simple fieldwork and observation skills to study our school grounds.</p> <p>I can ask questions about the geography of my school grounds.</p> <p>I can ask and respond to questions where my school is.</p> <p>I can use simple fieldwork and observation skills to record the weather and temperature.</p> <p>(Previous learning: see N & R coverage)</p>	<p>Human and physical geography</p> <p>Weather</p> <p>I can discuss the four seasons in the United Kingdom, and the typical weather for each season.</p> <p>I can identify what season it is now.</p> <p>I can observe seasonal changes commenting on the change in temperature and physical features.</p> <p>I can identify the hot and cold areas of the world, discussing the Equator. I can differentiate between human and physical features.</p> <p>I can identify and discuss the human and physical features of our school grounds. (Rec guidance is to use the terms man made and natural)</p> <p>I can discuss how the physical features of our school grounds may change during the year.</p> <p>I can discuss the difference between a city, a town and a village.</p> <p>(Previous learning: see N & R coverage)</p>
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<p>History</p>	<p>Chronology:</p> <p>I can sequence events in my life (Previous learning: see N & R coverage)</p> <p>Historical knowledge (toys)</p> <p>I can recognise the difference between past and present</p> <p>I can compare adults talking about the past – how reliable are memories?</p> <p>(Previous learning: see N & R coverage)</p> <p>Historical enquiry:</p> <p>I can find answers to simple questions about the past from sources of information e.g. artifacts</p>	<p>Significant people (National)</p> <p>Guy Fawkes</p> <p>Significant event:</p> <p>Gun powder plot</p> <p>Historical knowledge</p> <p>I can remember and recount stories about the past</p> <p>I can distinguish between fact and fiction</p> <p>I can identify Guy Fawkes role in the Gunpowder plot.</p>			<p>Significant people (local):</p> <p>I can explore the role of Reginald Mitchell in the development of flight</p> <p>Significant people (international):</p> <p>I can explore the role of the Montgolfier Brothers on the development of flight</p> <p>Significant events:</p> <p>Spitfire development</p> <p>Development of flight</p> <p>Historical knowledge</p> <p>I can remember and recount stories about the past</p>	<p>Chronology</p> <p>(Pottery) I can sequence 3 or 4 artifacts from different periods of time</p> <p><i>I can match objects to people of different ages</i></p> <p>(Previous learning: see N & R coverage)</p>
<p>Computing</p>	<p>Online safety</p> <p>I can find a happy balance between my online and offline activities.</p> <p>I can identify how to say goodbye to technology when I don't want to use it.</p> <p>I can visit places safely online.</p> <p>(Previous learning: see R coverage)</p>	<p>Digital writing</p> <p>I can identify a computer and its main parts</p> <p>I can use a mouse in different ways</p> <p>I can label objects</p> <p>I can identify that objects can be counted</p> <p>I can identify technology (Previous learning: see R coverage)</p>	<p>Digital literacy and information technology</p> <p>Digital Painting</p> <p>I can use the shape tool and the line tools and explain why I used them</p> <p>I can make careful choices when painting a digital picture</p> <p>I can use a computer on my own to paint a picture</p> <p>I can compare painting a picture on a computer and on paper</p> <p>(Previous learning: see R coverage)</p>	<p>Digital Writing</p> <p>I can use a keyboard to write edit and remove text on a computer</p> <p>I can identify that the look of text can be changed on a computer</p> <p>I can make careful choices when changing text and explain why</p> <p>I can compare writing on a computer with writing on paper</p> <p>I can describe objects in different ways</p> <p>I can count objects with the same properties</p> <p>I can compare and answer questions about groups of objects (Previous learning: see R coverage)</p>		<p>Computer science and programming</p> <p>Suggested technology: Beebot / Scratch Jr</p> <p>I can explain what a given command will do</p> <p>I can combine forwards and backwards commands to make a sequence</p> <p>I can combine four direction commands to make sequences</p> <p>I can identify the effect of changing a value</p> <p>I can plan and design a simple program using algorithms</p> <p>I can find more than one solution to a problem (Previous learning: see R coverage)</p>

Painting

I can identify primary colours by name.

I can mix primary shades and tones

I can mix secondary colours and shades using different types of paint.

I can name different types of paint and their properties.

I can blend colours in palettes and on paper

I can apply paint with greater skill

I can paint on 3D surfaces using thicker paints and taking care to ensure a good standard of finish.

I can explore different types of painting surface – cartridge paper, card, coloured paper, fabrics.

I can use colour imaginatively learning that colour can be used to express their thoughts and feelings.

I can make colours lighter or darker.

I can recognise how to create patterns and textures by adding things to my paint such as sand, grit, salt.

Famous artists

I can describe what I think and feel about the work of a chosen artist, craft maker or designer.

I can talk about the style of a chosen artist, craft maker or designer.

(Previous learning: see N & R coverage)

Drawing (Piet Mondrian and Wassily Kandisky)

I am developing my ability to apply formal elements of art by increasing my control of line using simple geometric shapes.

I can explore the concept of light and dark using value and tones.

I can practise shading tones neatly and accurately.

I am able to control the pressure of my drawing materials.

I can try out new ways of making lines and marks to describe a range of surfaces, textures and forms.

I can draw for pleasure developing an interest in the world around them

I can draw from imagination and observations.

(Previous learning: see N & R coverage)

Sketchbooks

I am starting to use my sketch book to practise and record some of my ideas.

I can talk about the techniques, materials and equipment used in my work and the work of others.

I can describe what they like about my own work and the work of others using appropriate language e.g. 'I like the way a fine tip brush is used to add detail'.

I can adapt and make changes to my work and the tools I use as it develops.

I can describe how I have changed and adapted my

Sculpture (Andre Nowakowski)

I can handle and manipulate rigid and malleable materials.

I can pull apart and reconstruct basic shapes.

I am aware of form, feel, texture, pattern and weight.

Famous artists

I can describe what I think and feel about the work of a chosen artist, craft maker or designer.

I can talk about the style of a chosen artist, craft maker or designer.

(Previous learning: see N & R coverage)

Paper toys**Design**

I can use scissors correctly and with purpose to create a product

I can follow design criteria to up with my own product

I can discuss my design ideas as a whole class

I can draw and label my design

Make

I can use scissors to safely cut

I can cut, fold and join

I can follow my design to make a product

Evaluate

I can test my product to see if it functions

I can talk about how I would improve my final product if I were to make it again.

I can evaluate the functionality of my moving picture

I can discuss how I would improve my final product and whether I would use a different mechanism if I created it again

Technical knowledge

I can begin to understand the terms 'purpose' and 'functionality'

I can name basic tools/equipment and know their use/purpose

(Previous learning: see N & R coverage)

Moving minibeasts**Design**

I can design a picture with a moving mechanism

I can choose to use a sliding mechanism, levers/pivots or wheel mechanism for my moving picture

I can follow a design brief to create my moving picture

Make

I can create a simple sliding mechanism

I can use levers and pivots to create a moving mechanism

I can make a simple wheel mechanism

I can follow my design to make a product

I can cut, fold and join

Evaluate

I can test my product to see if it functions

I can talk about how I would improve my final product if I were to make it again.

I can evaluate the functionality of my moving picture

I can discuss how I would improve my final product and whether I would use a different mechanism if I created it again

Technical knowledge

I can name basic tools/equipment and know their use/purpose

I know what a lever mechanism is and how it works

I know what a slider mechanism is and how it works

Food and nutrition

I can identify and describe familiar fruits and vegetables

I can taste and describe a variety of fruits and vegetables

Design:

I can design a recipe that includes fruit and vegetables

Make:

I can make my food product based on recipe design

Evaluate:

I can evaluate food product and discuss what I would do differently

(Previous learning: see N & R coverage)

<p>PE</p> <p>(Previous learning based on this year's objectives:)</p>	<p>Games</p> <p>I can travel in a variety of ways including running and jumping.</p> <p>I can begin to perform a range of throws.</p> <p>I can receive a ball with basic control.</p> <p>I can begin to develop hand-eye coordination.</p> <p>I can participate in simple games.</p> <p>(Previous learning: see N & R coverage)</p>		<p>Gymnastics</p> <p>I can copy and explore basic movements with control and coordination.</p> <p><i>e.g. agility, balance, coordination (ABCs)</i></p> <p>I can perform different body shapes.</p> <p>I can perform at different levels.</p> <p>I can perform a 2 footed jump.</p> <p>I can use equipment safely.</p> <p>I can balance with some control.</p> <p>I can link 2-3 simple movements.</p> <p>Appraise and evaluate I can comment on my own and others' performances. (Previous learning: see N & R coverage)</p>	<p>Dance</p> <p>I can copy and explore basic movements and body patterns.</p> <p>I can remember simple movements and dance steps.</p> <p>I can link movements to sounds and music.</p> <p>I can respond to a range of stimuli.</p> <p>Appraise and evaluate I can comment on my own and others' performances. (Previous learning: see N & R coverage)</p>	<p>Athletics</p> <p>I can run at different speeds.</p> <p>I can jump from a standing position.</p> <p>I can perform a variety of throws with basic control.</p>	
<p>Music</p> <p>See Charanga scheme for objectives and previous coverage</p>	<p>Introducing beat</p>	<p>Adding rhythm and pitch</p>	<p>Introducing tempo and dynamics</p>	<p>Combining pulse, rhythm and pitch</p>	<p>Having fun with improvisation</p>	<p>Explore sound and create a story</p>
<p>RE</p>	<p>Does God want Christians to look after the world?</p> <p>Creation</p> <p>I can explore and retell the Christian creation story.</p> <p>I can express an opinion about the creation.</p> <p>I can give my opinions about how the world got here.</p> <p>Uses creative ways to express their own ideas about the creation story.</p>	<p>What gift would I have given to Jesus if He had been born in my town and not in Bethlehem?</p> <p>The Christmas Story</p> <p>I can recall some of the Christmas stories.</p> <p>I can explain that Jesus is special to Christians.</p> <p>(Previous learning: see N & R coverage)</p>	<p>Was it always easy for Jesus to show friendship?</p> <p>Jesus as a friend</p> <p>I can retell a time when Jesus showed friendship.</p> <p>Make links between things that are important to me.</p> <p>Talk about my friends and why I like them.</p> <p>Explore what it means to be a good friend.</p> <p>(Previous learning: see N & R coverage)</p>	<p>Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p> <p>The Easter story</p> <p>I can recall the events of Palm Sunday.</p> <p>(Previous learning: see N & R coverage)</p>	<p>Is Shabbat important to Jewish children?</p> <p>Shabbat</p> <p>I can talk about how Jewish people celebrate the Shabbat.</p>	<p>Does celebrating Hannukah make Jewish children feel closer to God?</p> <p>Hannukah</p> <p>I can explain what the Chanukah symbol means.</p>

<p>PSHE</p>	<p>Rules/expectations - We expect</p> <p>I can understand the reason why we have rules</p> <p>I can understand rules as expectations</p> <p>I can agree and follow rules for my group and classroom</p> <p>Rules/expectations - Class charter</p> <p>I understand the why we have rules / expectations</p> <p>I know how I can contribute to the life of the class</p> <p>I can suggest rules that would improve things for the common good</p> <p>Internet safety - E-Safety</p> <p>I know the importance of using the internet</p> <p>I know how to keep safe and how and where to get help</p> <p>I can use strategies to stay safe when using ICT and the internet</p> <p>I know the importance of self-respect and how this links to their own happiness</p> <p>Friendship - Forever friends</p> <p>I know how to develop positive relationships with peers</p> <p>I can identify different relationships that I have and why these are important</p> <p>Friendship - Make friends</p> <p>I understand the importance of making friends</p> <p>I can identify and respect the differences and similarities between people</p> <p>I can develop positive relationships through work</p>	<p>Good manners - How Rude</p> <p>I know the conventions of courtesy and manners</p> <p>Happiness - Smile</p> <p>I know about making positive choices and how they can lead to happiness</p> <p>I can recognise, name and manage their feelings in a positive way</p> <p>Anger - Grr</p> <p>I can recognise how their behaviour affects other people</p> <p>I can recognise how their behaviour and that of others may influence people both positively and negatively</p> <p>Feelings - How I feel</p> <p>I can recognise and communicate feelings to others</p> <p>Responses - You and me</p> <p>I can recognise and communicate feelings to others</p> <p>I can listen to, reflect on and respect other people's views and feelings</p> <p>Opinions - I think</p> <p>I understand that it is important to share their opinions and to be able to explain their views</p> <p>I can listen to other people and play and work cooperatively</p> <p>(Previous learning: see N & R coverage)</p>	<p>Washing hands - Meet Grub!</p> <p>I can learn about how to eradicate germs and the spread of diseases by washing hands</p> <p>I can understand how germs spread infections and diseases</p> <p>Healthy eating - Vote green!</p> <p>I can understand where vegetables and fruit grow</p> <p>I can make simple choices that improve their health and well-being e.g. healthy eating</p> <p>Healthy eating - Meat eaters</p> <p>I can understand the need for protein as part of a balanced diet</p> <p>I can recognise which types of food are healthy</p> <p>Healthy eating - Party time</p> <p>I can apply their knowledge of healthy eating to plan a menu for a themed party</p> <p>I can make positive real-life choices</p> <p>Physical activity - Get physical!</p> <p>I can understand the need for physical activity to keep healthy</p> <p>I can recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health</p> <p>Comparisons - all the same</p> <p>I can learn about others</p> <p>I can reflect on the similarities and differences between people</p> <p>I can recognise and respect similarities and differences</p>	<p>Definition - A bully is...</p> <p>I can learn about bullies and bullying behaviour</p> <p>I understand the difference between impulsive and considered behaviour</p> <p>Unkindness - Blame game</p> <p>I understand that name-calling is hurtful and avoidable</p> <p>I can recognise how my behaviour affects other people</p> <p>Behavior - a Bully is</p> <p>I understand what is and what is not bullying behaviour</p> <p>I understand the difference between impulsive and considered behaviour</p> <p>I can recognise the difference between good and bad choices</p> <p>Behavior - + and -</p> <p>I can recognise how my behaviour affects other people</p> <p>I can recognise how my behaviour affects other people</p> <p>I can recognise how attitude and behaviour, including bullying, may affect others</p> <p>I can recognise how my behaviour and that of others may influence people both positively and negatively</p> <p>Personal safety - secret surprise</p> <p>I can learn about the difference between secrets and surprises</p> <p>I can understand when not to keep adults' secrets</p> <p>I can seek help from an appropriate adult when</p>	<p>Kindness - give a little</p> <p>I can recognise what is kind and unkind behaviour</p> <p>I understand that family and friends should care for each other</p> <p>I can recognise how my behaviour and that of others may influence people both positively and negatively</p> <p>Family - my family</p> <p>I can learn about the importance of family</p> <p>I can recognise that family and friends should care for each other</p> <p>I can recognise that there are people who care for and look after me</p> <p>Family - Special people</p> <p>I can identify my special people and what makes them special</p> <p>I can identify different relationships that they have and why these are important</p> <p>Caring - Talking to plants</p> <p>I can understand that people and other living things have needs and that they have responsibilities to meet them</p> <p>I can learn about responsibility to others</p> <p>I can consider ways of looking after the school or community and how to care for the local environment</p> <p>Lending - Lending/borrowing</p> <p>I understand the concept of 'borrowing'</p> <p>I can show responsibility to others</p> <p>Sharing - share the booty</p>	<p>Sun safety - its a cover up</p> <p>I can understand the importance of sun safety</p> <p>I know how to keep safe in the sun</p> <p>I can recognise and manage risk in everyday activities</p> <p>Road safety - Green X code</p> <p>I can understand the importance of sun safety</p> <p>I know how to keep safe in the sun</p> <p>I can recognise and manage risk in everyday activities</p> <p>Money - Grows on trees?</p> <p>I can understand where money comes from</p> <p>I can recognise notes and coins</p> <p>Money - coining it in</p> <p>I can understand the role of money in our society</p> <p>I can identify the different types of work people do and learn about different places of work</p> <p>I can recognise where money comes from and the choices people make to spend money on things they want and need</p> <p>Money - Keep money safe</p> <p>I can understand why it is important to keep money safe</p> <p>(Previous learning: see N & R coverage)</p>
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You can merge columns together if things run over the whole term. Consider what themes areas of learning you are focussing on. What is your vehicle for teaching? - e.g. the Mayas. This might cover the history and geography but it is not going to link with science and computing; these subjects will have a different vehicle for teaching. We need to move away from thinking about things as topics.