

KS1 CURRICULUM MAP 2023-2024

Key: Reading opportunities Assessment Numeracy	Autumn 1 TOPIC	Autumn 2 TOPIC	Spring 1 TOPIC	Spring 2 TOPIC	Summer 1 TOPIC	Summer 2 TOPIC
English	<p>Fiction Traditional Fairy Tales Plan, write and edit a story with similar structure and characters In this unit pupil will be learning about a broad range of Traditional tales and make predictions about the story and make inferences about characters. They will be covering key areas from KS1 literacy curriculum including: Writing - Vocabulary, Grammar and Punctuation Leave spaces between words Join words and join clauses using and. Writing - Composition Write sentences by saying out loud what they are going to write about. Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers. Writing - Handwriting Sit correctly at a table holding a pencil comfortably and correctly. Reading - Word Reading Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes for all 40+ phonemes including alternative sounds of graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them</p>	<p>Non-fiction Recounts Use simple organisational devices such as headings and sub-headings. Organise writing into paragraphs. Write a report on a form of transport. In this unit pupils will be examining a range of different non-fiction texts and the difference between fiction. Pupils will be looking at common themes and formats that are used in this genre. Retrieve and record information from non-fiction Key areas from KS1 curriculum they will be covering will include: Writing - Vocabulary, Grammar and Punctuation Leave spaces between words Join words and join clauses using and. Begin to punctuate sentences using a full stop and capital letter question or exclamation mark. Writing - Composition Write sentences by saying out loud what they are going to write about. Write sentences by composing a sentence orally before writing it. Writing - Handwriting Sit correctly at a table holding a pencil comfortably and correctly. Begins to form lower case letters</p>	<p>Poetry Themed Poems will be assessed to ensure pupils have met criteria to measure progress In this unit pupils will read and be read a wide range of different poems. Pupils will be working towards creating different style poems Apply a checklist to their own and others work. Key areas from KS1 curriculum they will be covering will include: Writing - Vocabulary, Grammar and Punctuation Leave spaces between words Join words and join clauses using and begin to punctuate sentences using a full stop and capital letter question or exclamation mark. Use a capital letter for names of people, places, the days of the week and the personal pronoun I. Writing - Handwriting Sit correctly at a table holding a pencil comfortably and correctly. Begins to form lower case letters in the correct direction, starting and finishing in the right place. Form capital letters. Form digits 0-9 Understand</p>	<p>Fiction (Senses) SPaG assessments (Twinkl by Band 2-5) during assessment week – (at the level of individual pupils) will also support the overall teacher assessment as well as identifying any areas that need further support. In this unit pupils will use their senses to help write a fiction text. Pupils will be looking at sentence formation and the use of adjectives similes and metaphors. Apply a checklist to their own and others work. Key areas from KS1 curriculum they will be covering will include: Writing - Vocabulary, Grammar and Punctuation Leave spaces between words Join words and join clauses using and begin to punctuate sentences using a full stop and capital letter question or exclamation mark. Use a capital letter for names of people, places, the</p>	<p>Non-fiction (letter writing) Use simple organisational devices such as headings and sub-headings. Organise writing into paragraphs. Write a report on a form of transport. In this unit pupils will read and be read a wide range of different poems. Pupils will be working towards creating different style poems. Retrieve and record information from non-fiction Key areas from KS1 curriculum they will be covering will include: Writing - Vocabulary, Grammar and Punctuation Leave spaces between words. Join words and join clauses using and begin to punctuate sentences using a full stop and capital letter question or exclamation mark. Use a capital letter for names of people, places, the days of the week and the personal pronoun I. Writing - Handwriting Sit correctly at a table holding a pencil comfortably and correctly. Begins to form lower case letters in the correct direction, starting and finishing in the right place. Form capital letters. Form digits 0-9</p>	<p>Poetry Themed Poems will be assessed to ensure pupils have met criteria to measure progress In this unit pupils will read and be read a range of poems by the same poet. Pupils will be working towards creating a poem familiar to those of poet they have been studying. Apply a checklist to their own and others work. Key areas from KS1 curriculum they will be covering will include: Writing - Vocabulary, Grammar and Punctuation Leave spaces between words. Join words and join clauses using and begin to punctuate sentences using a full stop and capital letter question or exclamation mark. Use a capital letter for names of people, places, the days of the week and the personal pronoun I. Writing - Handwriting Sit correctly at a table holding a pencil comfortably and correctly. Begins to form lower case letters in the correct direction, starting and finishing in the right place. Form capital letters. Form digits 0-9</p>

	<p>to use their strategies to work out words.</p> <p>Reading - Comprehension Develop pleasure in reading, motivation to read, vocabulary and understanding. Understand what they read, in books they can read independently.</p> <p>Writing - Transcription Year 1 Dictation ; Spell words containing each of the 40+ phonemes already</p>	<p>in the correct direction, starting and finishing in the right place. Form capital letters. Form digits 0-9 Understand which letters belong to which handwriting</p> <p>Reading - Word Reading Apply phonic knowledge and skills as the route to decode words. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in a word. Read words containing taught GPCs and -s -es -ing - ed – er and est endings. Read other words of more than one syllable that contain taught GPCs. Read words with contractions and understand that the apostrophe represents the omitted letters. Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use their strategies to work out words. Reading - Comprehension Develop pleasure in reading, motivation to read, vocabulary and understanding. Understand what they read; in books they can read independently.</p> <p>Writing - Transcription Year 1 Dictation; Spell words containing each of the 40+ phonemes already taught. Spell common exception words. Spell the days of the week.</p>	<p>which letters belong to which handwriting</p> <p>Reading Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes for all 40+ phonemes including alternative sounds of graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in a word. Read words containing taught GPCs and -s -es -ing - ed – er and est endings. Read other words of more than one syllable that contain taught GPCs. Read words with contractions and understand that the apostrophe represents the omitted letters.</p> <p>Writing - Transcription Year 1 Dictation Spell words containing each of the 40+ phonemes already taught. Spell common exception words. Spell the days of the week</p>	<p>days of the week and the personal pro noun I.</p> <p>Writing - Handwriting Sit correctly at a table holding a pencil comfortably and correctly. Begins to form lower case letters in the correct direction, starting and finishing in the right place. Form capital letters. Form digits 0-9 Understand which letters belong to which handwriting</p> <p>Reading - Word Reading Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes for all 40+ phonemes including alternative sounds of graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Writing - Transcription Year 1 Dictation; Spell words containing each of the 40+ phonemes already taught. Spell common exception words.</p>	<p>Understand which letters belong to which handwriting</p> <p>Reading - Word Reading Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes for all 40+ phonemes including alternative sounds of graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read words with contractions and understand that the apostrophe represents the omitted letters. Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use their strategies to work out words.</p> <p>Reading - Comprehension Develop pleasure in reading, motivation to read, vocabulary and understanding. Understand what they read, in books they can read independently. Participate in discussion about what is read to them taking turns and listening to others. Explain clearly their understanding of what is read to them.</p>	<p>Understand which letters belong to which handwriting</p> <p>Reading - Word Reading Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes for all 40+ phonemes including alternative sounds of graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in a word. Read words containing taught GPCs and -s -es -ing - ed – er and est endings.</p> <p>Reading - Comprehension Develop pleasure in reading, motivation to read, vocabulary and understanding. Understand what they read, in books they can read independently. Participate in discussion about what is read to them taking turns and listening to others. Explain clearly their understanding of what is read to them.</p> <p>Writing - Transcription Year 1 Dictation . Spell words containing each of the 40+ phonemes already taught. Spell common exception words. Spell the days of the week. Name the letters of the alphabet. Name the letters of the alphabet in order.</p>
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Maths	Place Value	Time	Wellbeing- Maths through expressive arts	Number Place value (within 50)	Number Multiplication and division	Number Place value (within 100)
	<p>Addition and subtraction (A) Measures Addition and subtraction (B) White Rose Autumn Maths assessment.</p> <p>Band 1 Pupils will: Count objects up to 20 and compare different amounts Read and write numerals up to 20 Count objects up to 20 and order amounts Make sensible estimates and make comparisons about sets of objects. Understand conservation of number. Count using 1 to 1 correspondence. Find numbers on a bead string using the markers 5, 10, 15, 20. Compare numbers to at least 20 Read and write numbers to 20 in numerals and read numbers in words Make reliable estimates of numbers up to 20</p> <p>Band 2 Pupils will: Locate 2-digit numbers on a landmarked line. Say which of 2 numbers is more. Say a number between neighbouring multiples of 10. Locate 2-digit numbers on a beaded line. Say which of 2 numbers is more Count in 10s from a 1-digit number, marking jumps on a beaded line Count in 10s from a 1-digit number on a 0-100 number line. Make a sensible estimate up to 100, choosing from 10, 20, 50 or 100. Make a sensible estimate up to 50, e.g. by choosing the nearest multiple of 10. Count in 10s from 1-digit and 2-digit numbers Locate any 2-digit number on a 1-100 grid or a landmarked line; use this to order and compare numbers Read and write numbers to at least 100 in numerals; make recognisable attempts to write in words.</p>	<p>Addition and subtraction © Fractions and multiplication White Rose Autumn 2 Maths assessment.</p> <p>Band 1 Pupils will: Tell the time to the hour. Find and make o'clock times on a clock. Tell o'clock times and half past times. Make an o'clock and half past time on my own clock.</p> <p>Band 2 Pupils will: Match analogue and digital times to the nearest half hour. Read analogue clocks to the nearest quarter hour.</p> <p>Band 1 Pupils will: Know the days of the week in order. Use the name of days when talking about a week. Order days of the week and match these to events in a story. Order months of the year.</p> <p>Band 2 Pupils will: Have an idea of how long 15 and 30 seconds is. Have an improving idea of how long 1 minute is. Band 1 Pupils will: Put the largest number first to help with adding. Solve addition number sentences by counting on. Add 2, 3, 4 or 5 to a number by counting on. Record addition and subtraction number sentences. Use 'spider counting' to add 10.</p> <p>Band 2 Pupils will: Know the number pairs to 10 and 20.</p>	<p>Place value and numbers Addition and subtraction (A) Money and time Measures and data White Rose Spring 1 Maths assessment.</p> <p>Band 1 Pupils will: Find a given number of items. Recognise numbers that are more and less than a given number. Calculate how much I need to add to one number to get to another. Add two or three numbers. Use language to compare height. Count and compare the number of blocks in a series of towers. Count in 2s, 5s and 10s, and begin to count in 3s. Describe a number pattern. Identify number pairs that add together to make 10. Identify number pairs that add together to make 20.</p> <p>Band 2 Pupils will: Given a 1-digit number, I can identify the number to add to make a total of 10. Given a 2-digit number, I can say the number to add to make the next multiple of 10. Identify the tens digit and the ones digit in a 2-digit number. Represent a 2-digit number using a painting code. Add two 2-digit numbers. Count in 2s, 5s and 10s. Count in 3s.</p>	<p>National Curriculum links Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Count from 20 to 50 20, 30, 40 and 50 Count by making groups of tens Groups of tens and ones Partition into tens and ones The number line to 50 Estimate on a number line to 50 1 more, 1 less Measurement Length and height</p> <p>National Curriculum links Compare, describe and solve practical problems for: lengths and height; mass/weight; capacity and volume; time</p> <p>Compare lengths and heights Measure length using objects Measure length in centimetres Measurement Mass and Volume</p>	<p>National Curriculum links Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</p> <p>Count in 2s 2 Count in 10s Count in 5s Recognise equal groups Add equal groups Make arrays Make doubles Make equal groups – grouping Make equal groups – sharing</p> <p>Number Fractions</p> <p>National Curriculum links Recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>Recognise a half of an object or a shape Find a half of an object or a shape Recognise a half of a quantity Find a half of a quantity Recognise a quarter of an object or a shape Find a quarter of an object or a shape Recognise a quarter of a quantity Find a quarter of a quantity</p> <p>Geometry Position and Direction</p> <p>National Curriculum links Describe position, direction and movement, including whole,</p>	<p>National Curriculum links Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number</p> <p>Count from 50 to 100 Tens to 100 Partition into tens and ones The number line to 100 1 more, 1 less Compare numbers with the same number of tens Compare any two numbers</p> <p>Measurement Money</p> <p>National Curriculum links Recognise and know the value of different denominations of coins and notes</p> <p>Unitising Recognise coins Recognise notes Count in coins</p> <p>Measurement Time</p> <p>Before and after Days of the week Months of the year Hours, minutes and seconds Tell the time to the hour Tell the time to the half hour</p> <p>White Rose Summer 2 Maths assessment.</p>

	<p>Band 1 pupils will: Make teen numbers by adding more to 10. Compare teen numbers. Order teen numbers. Partition each teen number into 10 and some more and record these as number sentences. Read and write numbers to 20 in numerals and read numbers in words Partition 'teen' numbers into 10 and 1s Band 2 pupils will: Show 2-digit numbers on a bead string and write a matching place value addition (e.g. $26 = 20 + 6$). Show 2-digit numbers on a bead string and write a matching place value addition (e.g. $37 = 30 + 7$). Partition 2-digit numbers into multiples of 10 and 1. Use place value to add and subtract, e.g. $30 + 4$, $53 - 3$. Find the missing number in place value additions and subtractions, e.g. $\bigcirc + 20 = 26$, $\bigcirc - 7 = 90$. Count in 10s from 1-digit and 2-digit numbers Recognise the place value of each digit in a 2-digit number Read and write numbers to at least 100 in numerals; make recognisable attempts to write in words. Band 1 Pupils will: Find and compare numbers to 20. Write numbers to 20 compare and order numbers up to 20. Count in 10s. Work out which numbers are missing in a set of multiples of 10. Use a 1–100 grid to count in 1s and 10s. Order multiples of 10. Count on and back in 10s from 0 to 100 Compare numbers to at least 20 Band 2 Pupils will: Mark 2-digit numbers on a number line. Compare pairs of numbers up to 100.</p>	<p>Reorder addition to use these facts to make the addition more efficient. Add two 2-digit numbers, counting on in 10s, then adding the 1s. Add 9 by adding 10, then subtracting 1. Subtract 9 by subtracting 10, then adding 1. Band 1 Pupils will: Recognise coins up to 10p. Understand the value of a coin and how many pennies it can be swapped for. Say their value and begin to know how many pennies this is. Recognise coins and know their value. Make a money amount using two or more coins. Investigate different ways of making a money amount. Work systematically. Combine coins to make different amounts up to 10p. Find change from 10p. Band 2 Pupils will: Recognise all coins. Add two coins to find a total. Accurately find money totals. Begin to use ordered lists to support finding all possibilities systematically. Find the total cost of two items (less than 20p). Find change from 20p. Find totals of two amounts up to 20p and change from 20p. Solve and write simple number stories involving money. Add and subtract 10, 11 and 20 in the context of money. Band 1 Pupils will: Find half of different shapes by folding them equally.</p>	<p>Given any start number, I can count on in tens. Identify the tens digit and the ones digit in a 2-digit number. Represent and identify a 2-digit number using percussion instruments. Add two (or more) 2-digit numbers. Add a 2-digit number and ones. Add two 2-digit numbers. Band 1 Pupils will: Add 10ps and 1ps to make 2-digit amounts. Write place value additions. Partition 2-digit numbers into tens and ones. Locate numbers on a beaded line. Find numbers between neighbouring multiples of 10. Order 2-digit numbers from smallest to largest. Band 2 Pupils will: Make 2-digit numbers using sticks of 10 and single cubes. Add 10s and 1s to make 2-digit numbers. Write place value additions. Mark 2-digit numbers on a landmarked line (labelled in 10s). Compare numbers using the symbols < and >. Round 2-digit numbers to nearest multiple of 10. Band 1 Pupils will: Find one more and one less than any 2-digit number. Count on and back in 10s Find 10 more and 10 less than a number. Band 2 Pupils will:</p>	<p>National Curriculum links Compare, describe and solve practical problems for: lengths and heights; mass/weight; capacity and volume; time Measure and begin to record the following: lengths and heights; mass/weights; capacity and volume; time Heavier and lighter Measure mass Compare mass Full and empty Compare volume Measure capacity Compare capacity White Rose Spring 2 Maths assessment.</p>	<p>half, quarter and three-quarter turns Describe turns Describe position – left and right Describe position – forwards and backwards Describe position – above and below Ordinal numbers White Rose Summer 1 Maths assessment.</p>	
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	<p>Compare pairs of numbers up to 100 and say a number in count in 10s from any 1-digit number. Count in 10s from any 1-digit number. Add 10 to 2-digit numbers less than 90 without counting on in 1s</p> <p>Count in 10s from 1-digit and 2-digit numbers</p> <p>Locate any 2-digit number on a 1–100 grid or a landmarked line; use this to order and compare number.</p> <p>Band 1 Pupils will:</p> <p>Count on and back to 100 from any given number.</p> <p>Count on and back to 100 from any given number.</p> <p>Say whether a number is less than or more than 50.</p> <p>Read and write numbers that are 1 more and 1 less than any 2-digit number.</p> <p>Find 1 more and 1 less than any 2-digit number.</p> <p>Recognise and say ordinal numbers</p> <p>Count on & back in 1s to and from 100 and from any single-digit or 2-digit number; given a number up to 100, identify 1 more & 1 less</p> <p>Recognise ordinal numbers to 10</p> <p>Count on and back 1 and 2.</p> <p>Read the + and – signs.</p> <p>Count on and back when adding and subtracting.</p> <p>See how adding ‘undoes’ taking away.</p>	<p>Colour $\frac{1}{4}$ or $\frac{3}{4}$ of a shape.</p> <p>Band 2 Pupils will:</p> <p>Find halves and quarters of shapes by folding.</p> <p>Recognise which shapes are divided in halves/quarters and which are not.</p> <p>Identify $\frac{1}{4}$ or $\frac{3}{4}$ of shapes.</p> <p>Find a quarter of quantities by folding.</p> <p>Band 1 Pupils will:</p> <p>Recognise doubles.</p> <p>Record doubles facts.</p> <p>Make towers of cubes that are odd or even.</p> <p>Find the pattern of odd and even numbers.</p> <p>Recognise odd and even numbers.</p> <p>Sort numbers as to whether they are odd or even.</p> <p>Decide whether a number of objects is odd or even.</p> <p>Band 2 Pupils will:</p> <p>Find the doubles of numbers up to 20.</p> <p>Find the halves of even numbers up to 30.</p> <p>Find halves of numbers and the matching double.</p> <p>Find halves of numbers up to 20 and the matching double.</p> <p>Band 1 Pupils will:</p> <p>Count in 10s.</p> <p>Work out which numbers are missing in a set of multiples of 10.</p> <p>Use counting in 10s to count a group of objects.</p> <p>Count in 5s to 50.</p> <p>Band 2 Pupils will:</p> <p>Count in 10s.</p> <p>Understand multiplication as repeated addition.</p> <p>Count in 5s.</p>	<p>Make a good estimate of a number marked on a landmarked line.</p> <p>Write 2-digit numbers in words.</p> <p>Say the number 10, 20 or 30 more and 10, 20 or 30 less than 2-digit numbers.</p> <p>Band 1 Pupils will:</p> <p>Recognise number bonds to 8 and write these as number sentences.</p> <p>Recognise that addition can be done in any order.</p> <p>Find number bonds to 9 and corresponding subtractions.</p> <p>Make addition (and subtraction) number sentences showing number bonds to 9.</p> <p>Subtract and record this as a number sentence.</p> <p>Recognise the relationship between addition and subtraction</p> <p>Recognise number bonds to 10.</p> <p>Add 3 or 4 numbers using number bonds to 10.</p>			
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Science	Reading opportunities include: research; articles; websites; informational booklets; PowerPoints, activities, worksheets.					
	<p>ANIMALS INCLUDING HUMANS Identify, name a variety of common animals including fish, amphibians, reptiles, birds, mammals. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Identify, group and name a variety of common animals that are carnivores, herbivores and omnivores. Working scientifically Question and answer session verbally at the end of the term. Progress statements ticked in the back of books as achieved</p>	<p>SEASONAL CHANGES Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies Working scientifically Question and answer session verbally at the end of the term. Progress statements ticked in the back of books as achieved</p>	<p>EVERYDAY MATERIALS 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 properties. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Working scientifically Question and answer session verbally at the end of the term. Progress statements ticked in the back of books as achieved</p>	<p>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 Observe and describe how seeds and bulbs grow into mature plants . Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy Observe and describe how seeds and bulbs grow into mature plants Find out, describe how plants need water, light, and a suitable temperature to stay healthy Working scientifically Question and answer session verbally at the end of the term. Progress statements ticked in the back of books as achieved</p>	<p>EVERYDAY MATERIALS 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 properties . Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.. Working scientifically Question and answer session verbally at the end of the term. Progress statements ticked in the back of books as achieved</p>	<p>LIVING THINGS AND THEIR HABITATS Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Working scientifically Question and answer session verbally at the end of the term. Progress statements ticked in the back of books as achieved</p>
Humanities	Reading opportunities include: research; articles; websites; informational booklets; PowerPoints, activities, worksheets.					
	<p>TRAVEL AND TRANSPORT Lesson 1 How has transport changed? To develop an awareness of the past, through finding out about changes within living memory in the context of discussing how travel and transport was different in the past. I can find out the different ways in</p>	<p>THE WEATHER Lesson 1 What is Weather? To identify daily weather patterns in the context of the weather of the UK. To understand what the weather is like in our country. To look at the weather where we live</p>	<p>THE GREAT FIRE OF LONDON Lesson 1 London Past and Present: To develop an awareness of the past. To compare past and present London. I can talk about how the buildings in London were different in the past/ I can describe how</p>	<p>THE LOCAL AREA Lesson 1 What Is Our Local Area Like? : To recognise human & physical features in the context of children’s own locality. To understand what our local area is like.</p>	<p>SIGNIFICANT EXPLORERS Lesson 1 What Makes Someone a Significant Person? To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of</p>	<p>THE SEA SIDE Lesson 1 Where are Our Seaside’s? To use basic geographical vocabulary, in the context of coastal/ seaside locations and locations relevant to the children themselves. I can use key words to describe different</p>

	<p>which travel and transport has changed from past to present.</p> <p>Lesson 2 Early Travel: The Viking Longboats. To know where people and events studied fit within a chronological framework; to ask and answer questions, choosing source to show that they know and understand key features of events in the context of finding out about the Viking longboats and how they were used effectively. I can find out about an early form of travel: the Viking longboat</p> <p>Lesson 3 A History of Cars: To develop an awareness of the past, through finding out about changes within living memory in the context of discussing how travel and transport was different in the past. I can find out about how cars have changed since they were invented</p> <p>Lesson 4 George Stephenson and Trains: To develop an awareness of the past, through finding out about changes within living memory and to develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of finding out about George Stephenson and discussing how the invention of trains had an impact on people's lives in the 19th century. I can find out about George Stephenson's life and inventions/ I can understand how trains changed people's lives in the 19th century.</p> <p>Lesson 5 A History of Flight: To develop an awareness of the past, through finding out about changes within living memory and to develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the</p>	<p>Lesson 2 How Does the Weather Affect Us? To understand seasonal weather patterns in the context of the weather of the UK. To understand the different seasons in a year. To describe how the weather can affect us</p> <p>Lesson 3 Forecasting the Weather: To identify daily weather patterns in the UK (Weather Forecasting). To understand what weather forecasts, show. To use key words to describe the weather</p> <p>Lesson 4 Weather Dangers: To identify daily weather patterns (dangerous/adverse weather) in the context of the UK weather. To understand the dangers of weather.</p> <p>Lesson 5 Hot and Cold Weather: To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole. To understand what hot and cold countries are like</p> <p>Lesson 6 Our Frozen Planet: To understand the human/physical geography of a cold area of the world in the context of the Arctic. To understand what a cold area of the world is like. To use map skills to locate hot and cold places</p> <p>Question and answer session verbally at the end of the term. Progress statements ticked in the back of books as achieved</p> <p>Students will complete tables to evidence the knowledge that they have learnt.</p>	<p>people travelled differently in London in the past/ I can explain how past and present London are different and similar.</p> <p>Lesson 2 Life in the 17th Century: To identify differences and similarities between ways of life in different periods. To explain how people live now is different to how people lived in 1666. I can describe some jobs that people have now/I can discuss some jobs that people had in 1666/ I can explain how the jobs that people have now and jobs that people had in 1666 are similar and different.</p> <p>Lesson 3 The Events of the Great Fire: To know and understand key features of an event beyond living memory that are nationally significant. To order the events of the Great Fire of London. I can explain how the fire started and why it spread. I can put the events of the fire into the order they happened. I can discuss the effect of the fire on London</p> <p>Lesson 4 How Do We Know About the Great Fire? To understand some of the ways in which we find out about the past and identify different ways in which it is represented. To explain how we know about the Great Fire of London. I can discuss different historical sources of</p>	<p>Lesson 2 Out and About Fieldwork: To use simple fieldwork & observational skills to study the surrounding environment in the context of children's own locality. To observe what my local area is like</p> <p>Lesson 3 Fieldwork Follow-Up: To use simple fieldwork & observational skills to study the surrounding environment in the context of children's own locality. To observe what my local area is like. To describe where things are on a map</p> <p>Lesson 4 Houses and Homes: To understand basic geographical features: houses (human features). To understand different types of housing in the local area.</p> <p>Lesson 5 Jobs in Our Local Area : To develop knowledge about children's locality – jobs (human features). To name the types of jobs that people do in our local area.</p> <p>Lesson 6 Let's Make a Change : To use basic geographical vocabulary to refer to key human/ physical features. To understand ways that we can change the local area. To ask questions</p>	<p>discussing the criteria for determining what makes a person significant. To understand and explain what makes a person significant.</p> <p>Lesson 2 Ibn Battuta : To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of learning about Ibn Battuta and exploring how it is often difficult to find evidence about people who lived a long time ago. To discuss the ways in which we can find out about an explorer who lived a long time ago. I can explain why Ibn Battuta was a significant explorer. I can find some of the places Ibn Battuta visited on a map. I can compare how we find out about explorations that happened recently and explorations that happened many years ago</p> <p>Lesson 3 Matthew Henson :To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of discussing how Matthew Henson was a significant polar explorer who did not get recognised for his achievement at the time. To explore the achievements of Matthew Henson. I can explain why Matthew Henson was a significant explorer. I can describe the key events in Matthew Henson's life. I can discuss how Matthew Henson's achievements have been</p>	<p>places and environments. To 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, in the context of coastal/ seaside locations. I can use a map to find seaside locations.</p> <p>Lesson 2 Features of the Seaside : To use basic geographical vocabulary to refer to human and physical features, in the context of coastal/seaside locations. I can use key words to describe seaside locations. To use aerial photographs and to recognise landmarks and basic human and physical features, in the context of coastal/seaside locations. I can observe aerial photographs of seaside locations.</p> <p>Lesson 3 Seaside's Past and Present : To name, locate and identify characteristics of the four countries and capital cities of the UK, in the context of the seaside resorts in the four countries of the UK. I can locate seaside resorts in the four countries of the UK. To use basic geographical vocabulary to refer to key human and physical features, in the context of coastal/seaside locations in the past and present day. I can understand what seaside holidays and resorts were like in the past and the present.</p>
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	<p>context of learning about the history of flight and the Wright brothers' development of the aeroplane. I can find out about the different ways that humans have tried to fly throughout history/ I can find out about the Wright brothers and the invention of the aeroplane.</p> <p>Lesson 6 Comparing the Past, Present and Future To develop an awareness of the past, through finding out about changes within living memory in the context of discussing how travel and transport was different in the past and will continue to develop in the future in comparison with present day. I can compare travel and transport of the past, present and future.</p> <p>Students will complete tables to evidence the knowledge that they have learnt.</p> <p>Question and answer session verbally at the end of the term. Progress statements ticked in the back of books as achieved</p>		<p>information about the fire. I can identify which sources are most helpful and explain why. I can identify which sources are least helpful and explain why</p> <p>Lesson 5 What Happened After the Great Fire? To understand some of the ways in which we find out about the past and identify different ways in which it is represented. To explain how London changed after the Great Fire. I can discuss the problems that caused the fire to spread. I can describe how I think London should have been rebuilt after the fire. I can explain the reasons why changes happened. Question and answer session verbally at the end of the term. Progress statements ticked in the back of books as achieved</p> <p>Students will complete tables to evidence the knowledge that they have learnt.</p>	<p>Question and answer session verbally at the end of the term. Progress statements ticked in the back of books as achieved</p> <p>Students will complete tables to evidence the knowledge that they have learnt.</p>	<p>recognised in different ways as time has passed.</p> <p>Lesson 4 Felicity Aston : To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of comparing Felicity Aston's polar exploration with Matthew Henson's around a hundred year earlier. To compare Felicity Aston's experience of polar exploration with Matthew Henson's.</p> <p>I can explain why Felicity Aston is a significant explorer.</p> <p>Question and answer session verbally at the end of the term. Progress statements ticked in the back of books as achieved</p> <p>Students will complete tables to evidence the knowledge that they have learnt.</p>	<p>Lesson 4 Let's Explore a Seaside Town: To use basic geographical vocabulary to refer to human and physical features, in the context of seaside localities and the seaside town of St. Ives, Cornwall. I can describe a seaside town in the UK. To use simple compass directions and locational and directional language to describe the location of features and routes on a map, in the context of the seaside town of St. Ives, Cornwall. I can describe places and routes on a map.</p> <p>Lesson 5 Islands Everywhere!: To use world maps, atlases and globes to identify the United Kingdom and its countries, in the context of coastal/island locations. I can use a map to identify the main British islands. To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world, in the context of island locations. I can understand the location of hot and cold islands in the world.</p> <p>Lesson 6 Who Can See the Sea?: To use simple fieldwork and observational skills, in the context of visiting a seaside locality. I can visit a seaside resort. To use simple compass directions and locational and directional language to describe the location of features and routes on a map,</p>
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						<p>in the context of visiting a seaside locality.</p> <p>Question and answer session verbally at the end of the term. Progress statements ticked in the back of books as achieved</p> <p>Students will complete tables to evidence the knowledge that they have learnt.</p>
PHSE	Reading opportunities include: research; articles; websites; informational booklets; PowerPoints, activities, worksheets.					
	Relationships	Living in the Wider World	Health and Wellbeing			
	<p><u>Roles of different people; families; feeling cared for</u></p> <p>-about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</p> <p>the role these different people play in children’s lives and how they care for them</p> <p>what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</p> <p>about the importance of telling someone — and how to tell them — if they are worried about something in their family</p> <p>Recognising privacy; staying safe; seeking permission</p> <p>about situations when someone’s body or feelings might be hurt and whom to go to for help</p> <p>about what it means to keep something private, including parts of the body that are private</p> <p>Students will complete tables to evidence the knowledge that they have learnt.</p> <p>Question and answer session verbally at the end of the term. Progress statements ticked in the back of books as achieved.</p>	<p><u>Recognising privacy; staying safe; seeking permission</u></p> <p>to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</p> <p>how to respond if being touched makes them feel uncomfortable or unsafe</p> <p>when it is important to ask for permission to touch others</p> <p>how to ask for and give/not give permission</p> <p><u>How behaviour affects others; being polite and respectful</u></p> <p>what kind and unkind behaviour mean in and out school</p> <p>how kind and unkind behaviour can make people feel about what respect means</p> <p>about class rules, being polite to others, sharing and taking turns</p> <p>Students will complete tables to evidence the knowledge that they have learnt.</p> <p>Question and answer session verbally at the end of the term. Progress statements ticked in the back of books as achieved.</p>	<p><u>What rules are; caring for others’ needs; looking after the environment</u></p> <p>about examples of rules in different situations, e.g. class rules, rules at home, rules outside</p> <p>that different people have different needs</p> <p>how we care for people, animals and other living things in different ways</p> <p>how they can look after the environment, e.g. recycling</p> <p><u>Using the internet and digital devices; communicating online</u></p> <p>how and why people use the internet</p> <p>the benefits of using the internet and digital devices</p> <p>Students will complete tables to evidence the knowledge that they have learnt.</p> <p>Question and answer session verbally at the end of the term. Progress statements ticked in the back of books as achieved.</p>	<p><u>Using the internet and digital devices; communicating online</u></p> <p>how people find things out and communicate safely with others online</p> <p><u>Strengths and interests; jobs in the community</u></p> <p>that everyone has different strengths, in and out of school</p> <p>about how different strengths and interests are needed to do different jobs</p> <p>about people whose job it is to help us in the community</p> <p>about different jobs and the work people do</p> <p>Students will complete tables to evidence the knowledge that they have learnt.</p> <p>Question and answer session verbally at the end of the term. Progress statements ticked in the back of books as achieved.</p>	<p><u>Keeping healthy; food and exercise; hygiene routines; sun safety</u></p> <p>what it means to be healthy and why it is important</p> <p>ways to take care of themselves on a daily basis</p> <p>about basic hygiene routines, e.g. hand washing</p> <p>about healthy and unhealthy foods, including sugar intake</p> <p>about physical activity and how it keeps people healthy</p> <p>about different types of play, including balancing indoor, outdoor and screen-based play</p> <p>about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</p> <p>how to keep safe in the sun</p> <p>to recognise what makes them special and unique including their likes, dislikes and what they are good at</p> <p>how to manage and whom to tell when finding things difficult, or when things go wrong</p> <p>Students will complete tables to evidence the knowledge that they have learnt.</p> <p>Question and answer session verbally at the end of the term.</p>	<p><u>Recognising what makes them unique and special; feelings; managing when things go wrong</u></p> <p>how they are the same and different to others</p> <p>about different kinds of feelings</p> <p>how to recognise feelings in themselves and others</p> <p>how feelings can affect how people behave</p> <p><u>How rules and age restrictions help us; keeping safe online</u></p> <p>how rules can help to keep us safe</p> <p>why some things have age restrictions, e.g. TV and film, games, toys or play areas</p> <p>basic rules for keeping safe online</p> <p>whom to tell if they see something online that makes them feel unhappy, worried, or scared</p> <p>Students will complete tables to evidence the knowledge that they have learnt.</p> <p>Question and answer session verbally at the end of the term. Progress statements ticked in the back of books as achieved.</p>

					Progress statements ticked in the back of books as achieved.	
RE	<p>Reading opportunities include: research; articles; websites; informational booklets; PowerPoints, activities, worksheets.</p> <p>Judaism: Know that Abraham founded Judaism. Understand that Jews believe there is only one god. Understand that Jews live by ten key rules. Match the key objects of a synagogue to their picture. Name the key Jewish festivals. Understand the holy book for Jews and recreate their own holy book. Explain how Abraham founded Judaism. Explain one of the Ten Commandments through illustrations. Explain the relevance of each item on a Seder plate at Passover. Know the Torah is written in Hebrew. Match definitions to Jewish symbols. Confidently explain the events of the covenant between God and Abraham. Students will complete tables to evidence the knowledge that they have learnt. Question and answer session verbally at the end of the term.</p>	<p>Hinduism: Name the main Hindu deities and symbols. Identify where Hindus worship. Retell one of the stories celebrated during a special Hindu festival. Locate where Hinduism was founded. Explain the main beliefs that Hindus share. Know that Hindus have more than one holy book. Explain what the main Hindu symbols mean or represent. Explain how Hinduism was founded. Distinguish the similarities and differences between worshipping at a Mandir and at home. Name the main Hindu Festivals. Start to demonstrate understanding of the different holy books. Students will complete tables to evidence the knowledge that they have learnt. Question and answer session verbally at the end of the term.</p>	<p>Buddhism: Identify where India is on a map. Know that Siddhartha Gautama was the Buddha. Know that Buddhists believe life is a journey to Nirvana and is affected by our actions and behaviours. Identify and paint how a Buddhist temple looks from the outside. Make a Wesak lantern. Use images and descriptions to explain the Tipitaka. Recognise key Buddhist symbols from a fact sheet. Explain that Siddhartha Gautama founded. Students will complete tables to evidence the knowledge that they have learnt. Question and answer session verbally at the end of the term.</p>	<p>Christianity: represent Jesus in an image; create a freeze frame of one of the ten commandments; match a picture of a Christian special place to its name; explain what happened when Jesus was in the desert and how this is marked by Christians today by filling in 5 missing words in a cloze procedure; locate Bible verses after being given the book name and chapter to find them in; design a Christian symbol, paint this symbol on a stone and then complete basic information about the symbol and its meaning. Students will complete tables to evidence the knowledge that they have learnt. Question and answer session verbally at the end of the term.</p>	<p>Islam: Create a map to show where Islam was founded. Explain who the key prophet was. Use calligraphy to list the main Muslim beliefs. Use a script to create a documentary about Muslim festivals. Use information to create a presentation about the Muslim holy book. Create a mobile using the Islam symbol. Students will complete tables to evidence the knowledge that they have learnt. Question and answer session verbally at the end of the term.</p>	<p>Sikhism: name the founder of Sikhism and identify where Sikh's worship; retell one of the stories celebrated during a Sikh Festival and explain why the Guru Granth Sahib is considered to be the last Guru. locate where Sikhism was founded and explain the main beliefs that Sikhs share; demonstrate an understanding of how different Gurus contributed to the Sikh faith; identify and name the main Sikh symbols. explain how Sikhism was founded; name features of a Gurdwara independently; describe the main Sikh festivals and why they are celebrated; explain what the main Sikh symbols mean or represent. Students will complete tables to evidence the knowledge that they have learnt. Question and answer session verbally at the end of the term.</p>
P. E	<p>Basketball Introductions to basketball Numeracy- scoring of points; timings of game; time penalties; distance from hoop. Dribbles lay-ups jump shots</p>	<p>Badminton Introductions to badminton Numeracy- scoring of points; timings of game; time penalties; how many sets/match Serves Smash overhead clear</p>	<p>Short Tennis Introductions to short tennis Numeracy- scoring of points; timings of game; time penalties; how many sets/match Serves overhead smash</p>	<p>Cricket Introductions to cricket Numeracy- scoring of points; timings of game; distance between wickets; width either side of wickets Bowling</p>	<p>Football Introductions to football Numeracy- scoring of points; timings of game; added time; points in the league; reading Defending Attacking Passing</p>	<p>Athletics Introductions to athletics Numeracy-Distance in each sport Measuring; Time Keeping; Scoring Javelin (Distance improved) Shot put (Distance improved)</p>

	defensive work offensive team work Match	drop shot target hitting doubles Match singles/doubles	volleys forehands backhands Match singles/doubles	Batting Catching Throwing Fielding positions Games of cricket	Shooting All techniques Match	Discus (distance improved) 100m (timed 1st and last)
Food Tech	Knife skills – Cutting, bridge hold. How to be safe around a hob. measuring, combining, sharing equally Reading recipes Accurate weighing and measuring	Accurate weighing and measuring, kneading , proving, Shaping and baking. sieving, rubbing-in, combining, rolling out, cutting, baking Knife skills – cutting, bridge hold. How to be safe around a hob. Reading recipes Accurate weighing and measuring	Knife skills – cutting, bridge hold. Sieving, rubbing-in, grating, combining, cutting, baking. measuring, combining, sharing equally. slicing foods and threading vegetables safely How to be safe around a hob. Reading recipes Accurate weighing and measuring	Combining, assembling, folding. Dusting, dipping, coating Knife skills – cutting, bridge hold. How to be safe around a hob. Reading recipes Accurate weighing and measuring	Sieving, rubbing-in , Combining, rolling out, cutting, baking. melting, combining, rolling out, cutting, baking, decorating Knife skills – cutting, bridge hold. How to be safe around a hob. Reading recipes Accurate weighing and measuring	Practicing slicing and spreading skills; Using slicing, grating and combining skills Knife skills – cutting, bridge hold. How to be safe around a hob. Reading recipes Accurate weighing and measuring
Art	Reading opportunities include: research; articles; websites; informational booklets; PowerPoints, activities, worksheets. Numeracy- Place Value; Time ; measurement; mass and volume; fractions; position and direction					
	What is Line? Line is one of the Formal elements of ART. Take a line for a walk. Mark making, pencil, charcoal, stick and Ink, paintbrush. Lines and Marks Name, match and draw lines/marks from observations Invent new lines Draw on different surfaces with a range of media Question and answer session verbally at the end of the term.	What is Tone? Tone is one of the formal elements of ART. Tone defines the lightness or darkness of a colour. The tonal values of an artwork can be adjusted to alter its expressive character. Tone can be used: to create a contrast of light and dark; to create the illusion of form; to create a dramatic or tranquil atmosphere; to create a sense of depth and distance; to create a rhythm or pattern within a composition. Tone Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes Examples of TONE. Question and answer session verbally at the end of the term.	What is Texture? Texture is one of the formal Art elements. Investigate textures by describing, naming, rubbing, copying Visual and Actual. What's inside the box, describe. Create texture boxes, with feathers, Rice Krispies, spaghetti, Cotton wool, Jelly Students to feel and describe what they feel without seeing. Descriptive words based on touching, looking and feelings – hard, soft, rough, smooth, cold, war, happy and sad etc Drawing textures. FROTTAGE (rubblings) create a 'monster with a variety of collected rubblings) Question and answer session verbally at the end of the term.	What is Pattern? Pattern is one of the formal Art elements. A repeated decorative design. Can you make a pattern? Repetition. Question and answer session verbally at the end of the term.	What is Shape? Shape is one of the formal ART elements. Identify shapes. 2d and 3d shapes Question and answer session verbally at the end of the term.	What is Colour? Colour is one of the formal Art elements. Use a variety of tools and techniques including different brush sizes and types Mix and match colours to artefacts and objects Work on different scales Experiment with tools and techniques e.g., layering, mixing media, scraping through, Name different types of paint and their properties. Identify primary colours by name Mix primary shades and tones Primary and secondary colours Question and answer session verbally at the end of the term.