



MATHEMATICS AND COMPUTING

Measurement KS1

- **m23** recognise and know the value of different denominations of coins and notes
- **m25** recognise and use language relating to dates, including days of the week, weeks, months and years
- **m26** tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Number - number and place value KS1

- **m32** count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- **m33** recognise the place value of each digit in a two-digit number (tens, ones)
- **m34** identify, represent and estimate numbers using different representations, including the number line
- **m35** compare and order numbers from 0 up to 100; use <, > and = signs

Number - addition and subtraction KS1

- **m38** solve problems with addition and subtraction:
- **m39** using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- **m40** applying their increasing knowledge of mental and written methods
- **m41** recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- **m42** add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
 - **m43** a two-digit number and ones
 - **m44** a two-digit number and tens
 - **m45** two two-digit numbers
 - **m46** adding three one-digit numbers
 - **m47** show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
 - **m48** recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Number - multiplication and division KS1

- **m49** recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- **m51** show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot

Number - fractions KS1

- **m53** recognise, find, name and write fractions, , and of a length, shape, set of objects or quantity

Measurement KS1

- **m57** recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- **m58** find different combinations of coins that equal the same amounts of money

Geometry - properties of shapes KS1

- **m63** identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- **m66** compare and sort common 2-D and 3-D shapes and everyday objects.

Geometry - properties of shapes KS1

- **m76** identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle

KS1

- **co1** I know that an algorithm is an instruction in a computer program
- **co2** I know that programs control digital toys
- **co3** I know that programmable toys can only understand the program language and can only do what the programs tells them to do
- **co12** I understand what 'personal information' is and why it must be kept private
- **co13** I know what to do if I am worried about anything when I am using the internet

Estimate and count a number of objects up to 100; locate numbers on 0-100 beaded lines and 1-100 squares; compare pairs of numbers and find a number in between; order three numbers, order 2-digit numbers

Revise number bonds to 6, 7, 8, 9 and 10; know number bonds to 10 and begin to learn related subtraction facts; know multiple of 10 number bonds to 100, learn bonds to 20, rehearse number bonds to 10 and 20 using stories

Double numbers to double 15, use patterns in number bonds; use number bonds to solve more difficult additions, to subtract and to solve additions bridging 10

Sort 2D shapes according to symmetry properties using Venn diagrams, identify right angles and sort shapes using Venn diagrams, recognise squares, rectangles, circles, triangles, ovals and hexagons, investigate which tessellate, sort shapes and objects using a two-way Carroll diagram

Begin to mark numbers on a landmarked line, compare and order numbers, using < and > signs; work systematically to find all possible inequalities, find 1 and 10 more or less using the 100-square, find 10 more and 10 less than any 2-digit number

Know and use ordinal numbers; Understand that 2-digit numbers are made from some 10s and some 1s; Understand place value using 10p and 1p coins; Find 10p more and 10p less; Find 10 more and 10 less; Add and subtract 10, 20 and 0 to any 2-digit number; Add and subtract 11, 21, 12 and 22 to any 2-digit number;

Solve addition and subtractions by counting on and back in 10s then in 1s

Understand and use terms and vocabulary associated with position, direction and movement; Measure lengths using uniform units; Begin to measure in centimetres and metres; Add and subtract 2-digit numbers; Add near doubles to double 15; Add several small numbers near doubles or pairs to 10, etc.

Count in 2s, 5s and 10s from zero; Count in multiples of 2p, 5p and 10p; Number sequences of 2s, 5s and 10s; Find the totals of coins and ways to make an amount; Use coins to make given amounts of money

What a rainforest is and where in the world they can be located. They will learn about: the rainforest itself including climates, weather and the 4 different layers; about deforestation and its impacts on people and places; about different plant and animal life that can be found in the rainforest and about people that live in rainforests. This work will link closely to the topic of "our local area" where comparisons will be drawn between the two in terms of climate, landscape, plants, daily life. Links will also be made in the literacy unit through "Stories from Other Cultures". Work on Fair Trade with specific reference to bananas will also be covered. Ask geographical questions for example, 'What is this landscape like?', 'What do I think about it?' To use appropriate geographical vocabulary, for example, rainfall, climate, Tropic of Capricorn etc... To use atlases and globes, and maps and plans at a range of scales, for example, using contents, keys, grids.

To use secondary sources of information, including aerial photographs, for example, stories, information texts, the internet, satellite images, photographs, videos and artefacts.

To identify and describe what places are like, for example, in terms of weather, jobs. Recap on what children already know about plants. Identify the basic parts of plants: roots, leaves, stems and flowers. Look closely at roots and their functions. Find out how they are useful for humans too. Start a plant diagram display. Discuss 7 life processes. Learn how plants make their own food in leaves.

Measure plants & start an enquiry to answer 'Do leaves help plants grow?' Plant further seedlings to observe the effect of water on growth & grow cress under different conditions. Though plants produce their own food, the roots also absorb small amounts of nutrients from the soil. Find out more about these nutrients & identify some plants suffering from nutrient deficiency.

Find out about fertilisers & crop rotation. Play a game. Find out about the functions of stems by investigating what happens when wilting celery/white carnation is put in a red dye solution.

Discuss how scientists use diagrams & labels & children have a go. Record results of cress enquiry & eat cress sandwiches!

Children take a close look at the reproductive part of plants - the flower. They find out about the functions of the various parts within the flower & describe pollination by insects.

Describe the complete life cycle of plants. Children complete their enquiries from Session 2 & draw conclusions. They then discover that plants disperse their seeds in different ways. What clues do seed sizes, shapes, weights and textures give us about how they are spread? Which seeds get carried furthest on the wind? Children work together to create an enquiry to answer this question in the classroom. Their fair test identifies how far seeds travel and graphs make the conclusions clear.

Rainforest heroes

Swimming, Rugby, Dance with

Classroom, The Story, Seal project, New begin

UNDERSTANDING THE WORLD

Working scientifically KS1

- **sc2** asking simple questions and recognising that they can be answered in different ways
- **sc3** observing closely, using simple equipment
- **sc5** identifying and classifying
- **sc6** using their observations and ideas to suggest answers to questions
- **sc7** gathering and recording data to help in answering questions.

Living things and their habitats KS1

- **sc21** 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
- **sc22** identify and name a variety of plants and animals in their habitats, including micro-habitats
- **sc23** describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Plants KS1

- **sc24** observe and describe how seeds and bulbs grow into mature plants
- **sc25** find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Animals, including humans KS1

- **sc26** notice that animals, including humans, have offspring which grow into adults

Location knowledge KS1

- **ge1** I can find and name the world's seven continents on a map and globe
- **ge2** I can find and name the world's five oceans on a map and globe.

- **ge7** I can talk about the landscape and name some human and physical features in a place in the UK I have visited
- **ge8** I can talk about the landscape and name some human and physical features of a place far away from the UK and what things are similar or different to the UK
- **ge9** I can tell you about the differences between the weather and landscape in the UK and in a country far away and how it affects the way of life of the people there

Human and physical geography KS1

- **ge10** I know the names of the four seasons and the weather to expect in each one

Geographical skills and fieldwork KS1

- **ge16** I can use maps and globes to identify places I am learning about
- **ge17** I understand the four basic compass directions and know that on a British map North is always at the top
- **ge18** I can describe the location of places near my home
- **ge19** I can describe the location of places further away and how I might travel to them
- **ge20** I can follow a simple route to a place familiar to me using 'left' and 'right' to describe my journey
- **ge21** I can identify features in my classroom and on the playground from a plan view
- **ge22** I can recognise some human and physical features from an aerial photograph
- **ge23** I can create my own map showing imaginary human and physical features
- **ge24** I can create symbols for the features on my map and create a key to explain what they represent
- **ge25** I have annotated my sketches to identify



Investigating plants in the local environment -our school grounds. planning experiments to investigate the growth of plants

Local area study
Walk around
Cambo
Make our own trail

OUTDOOR

Local area study
Walk around
Earth mag
Visit to In
Investiga
ion our Local

Heroes-Keeping us alive

of the Expert-using our
to save a rainforest
ic Project...learning to

Final Event: Completing the Earth Magic
Challenge and becoming an Earth
Magician!



children read two stories that deal with themes of overcoming worries and facing fears. They look in depth at two different characters and explore how they overcome their fears. They develop their knowledge of sentence constructions, joining two or more sentences with 'and' and correct punctuation, and explore using expanded noun phrases to add more detail. The writing tasks include writing a letter in role, writing a continuation of one of the stories, and writing their own story based on their own experiences.

- Full Stops, Question and Exclamation Marks
- Saying Sentences

The children discuss their favourite lines from four poems, recognising simple rhythm and rhyme and discussing vocabulary choices. They identify patterns in the poetry and work towards class performances of the poems, trying to learn them by heart along the way.

- They create new whole class poems - based on those already read - and then they evaluate a class performance of one of their compositions.

Could you keep an orang-utan as a pet? They read the interactive eBook All About Orang-utans, asking questions and collecting facts. They research other animals in 'expert groups' and present their findings. They learn about imperatives and how they are used in commands and instructions, writing their own instructions to tell someone how to care for a pet.

In the long writing task, they design and write their own mini non-fiction book or report and make this into an eBook.

The children are introduced to the idea of the unit: that they write their own news reports, becoming newshounds! As a class, they read and discuss a variety of news stories, looking at the big news questions and the structure of a news report to develop their skills. They practice recounting events in the past tense and using noun phrases to write captions, as well as writing questions using correct punctuation. After some teacher modelling, the children write news reports about something that has happened at school. Time is given at the end of the unit for the children to edit and proof-read their work before it is published. They then discuss whether their news stories are a success.

Henri Rousseau inspired art
explore the painting by Henri Rousseau "Tiger in a Tropical Storm"
and other jungle paintings

What colours does Rousseau use/ how does he work?
Collect images of different jungle paintings by Rousseau.
What do they think about the images. Record thoughts, feelings, opinions.

ICT link to explore creating a digital Henri Rousseau style picture
<http://www.nga.gov/kids/zone/jungle.htm>
Use the website: <http://www.ngv.vic.gov.au/orangerie/styles.html>

Explore colour mixing to make greens and blues.

Use sketch book to collect different images of leaves/methods of representation.
Creating a 3D image. Collect children's ideas for layering in art work.

Christmas-Using a range of materials and tools to make 3D decorations.

Rainforest music. Compose music evocative of trees/forests.
Music Gamelan music (Indonesian/ Bali) tuned percussion
Glockenspiel/chime bars/
Charanga music programme-violin tuition

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LEARNING

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ting plants
Environment

Paul Cowie-
Visit to
Newcastle
University
as part
of
Local
Area
Study

Earth Magic
creative
project.
Learning to
become
Earth magicians
Visit
to
Ingram
Valley

LITERACY

If you see this message you must have added too many skills. YOU CAN CHANGE THE FONT SIZE and tick the 2 column box to fit more skills in.

Please select fewer skills. Alternatively you could create more than one wheel, for example, Wheel Title Part 1, Wheel Title Part 2, if you wish to add lots of skills in 1 area of development.

EXPRESSIVE ARTS AND DESIGN

- KS1
- ad2 I can use drawing to share my ideas.
- ad3 I can use painting to share my ideas.
- ad5 I can use colour, texture and pattern in my work
- ad6 I can use line ,shape ,form and space in my work
- ad7 I can tell you about famous artists, craft-makers and designers and who my favourite is and why I like his/her work
- ad8 I can talk about different ways of creating

- dt8 I can use simple finishing techniques to improve my product
- dt9 I can select the appropriate materials and tools for my design

- KS1
- mu3 I can use my voice in different ways
- mu5 I can play a tuned instrument in a piece if music
- mu6 I can sit and listen attentively to live music
- mu7 I can sit and listen attentively to recorded

Rainforest heroes-Keeping us alive - Stage Coverage

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Location knowledge **KS1**

- **ge1** name and locate the world's seven continents
- **ge2** name and locate the world's five oceans
- **ge3** name and locate the four countries of the United Kingdom
- **ge4** name and locate the capital cities of the four countries of the United Kingdom
- **ge5** name and locate the seas surrounding the UK
- **ge6** name and identify characteristics of the four countries and capital cities of the United Kingdom

Place knowledge **KS1**

- **ge7** understand the human and physical geography of a small area of the United Kingdom
- **ge8** understand the human and physical geography of a small area in a contrasting non-European country
- **ge9** understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country

Human and physical geography **KS1**

- **ge10** identify seasonal weather patterns in the United Kingdom

Geographical skills and fieldwork **KS1**

- **ge16** 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
- **ge17** use simple compass directions (North, South, East and West)
- **ge18** use locational language (e.g. near and far)
- **ge19** use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far) to describe routes on a map
- **ge20** use simple directional language (left and right) to describe the location of features and routes on a map
- **ge21** use plan perspectives to recognise landmarks
- **ge22** use aerial photographs to recognise basic human and physical features
- **ge23** devise a simple map
- **ge24** use and construct basic symbols in a key
- **ge25** use simple fieldwork and observational skills to study the key human and physical features of its surrounding environment.

KS1

- **hi3** They should identify similarities and differences between ways of life in different periods.

MATHEMATICS AND COMPUTING

Measurement **KS1**

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Geometry - properties of shapes **KS1**

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KS1

- **co1** understand what algorithms are
- **co2** understand how algorithms are implemented as programs on digital devices
- **co3** understand that programs execute by following precise and unambiguous instructions
- **co12** keep personal information private
- **co13** know where to go for help and support when they have concerns about material on the internet

PHYSICAL EDUCATION

KS1

- **pe1** master basic movements including running
- **pe1.2** master basic movements including throwing and catching
- **pe2** participate in team games
- **pe3** perform dances using simple movement patterns.

EXPRESSIVE ARTS

KS1

- **ad2** to use drawing to develop ideas, experiences and imagination
- **ad3** to use painting to develop ideas, experiences and imagination
- **ad5** to develop a wide range of techniques in using colour, shape and line
- **ad6** to develop a wide range of techniques in using line, shape and colour
- **ad7** about the work of a range of artists, makers and designers.
- **ad8** about the differences between different practices and disciplines and how they relate to their own work.
- **ad9** about the work of a range of artists, makers and designers, making their own work.

Make **KS1**

- **dt6** select from and use a range of equipment to perform practical work and shaping
- **dt7** select from and use a range of equipment to perform practical work and finishing
- **dt8** select from and use a range of equipment to perform practical work and finishing
- **dt9** select from and use a range of equipment to perform practical work and finishing

KS1

- **mu3** use their voices creatively
- **mu5** play tuned and untuned instruments
- **mu6** listen with concentration to a range of high-quality live music
- **mu7** listen with concentration to a range of high-quality recorded music
- **mu8** listen with concentration to a range of music
- **mu9** experiment with, create and perform sounds
- **mu10** experiment with the use of music.

ARTS AND DESIGN

Develop and share their imagination
Develop and share their imagination
Range of art and design pattern, texture, shape, form and space
Range of artists, craft and similarities between disciplines, and making links
Range of artists, craft making links to their own
Range of tools and practical tasks such as cutting
Range of tools and practical tasks such as joining
Range of tools and practical tasks such as
Range of tools and practical tasks
Actively used instruments musically
Attention and understanding to music
Attention and understanding to recorded music
Attention and understanding to
Date, select and combine
Inter-related dimensions

LITERACY

Reading - word reading **KS1**

- **e61** continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- **e62** read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- **e63** read accurately words of two or more syllables that contain the same graphemes as above
- **e64** read words containing common suffixes
- **e65** read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- **e66** read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- **e67** read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- **e68** re-read these books to build up their fluency and confidence in word reading.

Reading - comprehension **KS1**

- **e69** develop pleasure in reading, motivation to read, vocabulary and understanding by:
- **e70** listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- **e73** being introduced to non-fiction books that are structured in different ways
- **e76** discussing their favourite words and phrases
- **e77** continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- **e78** understand both the books that they can already read accurately and fluently and those that they listen to by:
- **e79** drawing on what they already know or on background information and vocabulary provided by the teacher
- **e80** checking that the text makes sense to them as they read and correcting inaccurate reading
- **e81** making inferences on the basis of what is being said and done
- **e83** predicting what might happen on the basis of what has been read so far
- **e84** participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- **e85** explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Writing - transcription - Spelling **KS1**

- **e86** segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- **e87** learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- **e88** learning to spell common exception words
- **e89** learning to spell more words with contracted forms
- **e91** distinguishing between homophones and near-homophones
- **e93** apply spelling rules and guidance, as listed in English Appendix 1
- **e94** write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Writing - handwriting **KS1**

- **e95** form lower-case letters of the correct size relative to one another
- **e96** start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- **e97** write capital letters and digits of the correct

PSED & RELIGIOUS EDUCATION

PSED Preparing to play an active role as citizens **KS1**

- **pa12** Listen and respond in group discussions.
- **pa13** Express own views with increasing confidence.
- **pa14** Participate in a simple debate about school issues.
- **pa15** Identify different choices they can make.
- **pa16** Recognise the difference between right and wrong.
- **pa17** Able to make 'I' statements instead of blaming others.
- **pa19** Begin to understand what harms their local, natural and built environments.

PSED Developing confidence and responsibility and making the most of their abilities **KS1**

- **pc21** Understand the difference between impulsive and thinking behaviour.
- **pc22** Share their opinions on things that matter to them.
- **pc23** Recognise, name and deal with their feelings in a positive way.

PSED Developing good relationships and respecting the differences between people **KS1**

- **pr24** Greet and talk with adults including outside visitors who help us (police officers, nurses, religious leaders).

Learning About Religion **KS1**

- **ra13** Explore a range of religious stories and sacred writings and talk about their meanings.
- **ra14** Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.

