

MATHEMATICS AND COMPUTING

Number - number and place value KS1 m1 count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given

· m2 count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens • m3 given a number, identify one more and one less • m4 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 m5 read and write numbers from 1 to 20 in numerals and words.

Number - addition and subtraction KS1 • **m6** read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs

m7 represent and use number bonds and related subtraction facts within 20 • m8 add and subtract one-digit and two-digit numbers to 20, including zero m9 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number

Number - fractions KS1

problems such as 7 = ? - 9.

• m11 recognise, find and name a half as one of two equal parts of an object, shape or quantity • m12 recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Measurement KS1

· m14 lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] · m15 mass/weight [for example, heavy/light, heavier than, lighter than] · m17 time [for example, quicker, slower, earlier,

· m19 lengths and heights · m22 time (hours minutes seconds)

· m23 recognise and know the value of different denominations of coins and notes

· m24 sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening 1

· 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.

Geometry - properties of shapes KS1 · m27 recognise and name common 2-D and 3-D shapes, including: • m28 2-D shapes [for example, rectangles

Geometry - position and direction KS1

(including squares), circles and triangles]

· m30 describe position, direction and movement, including whole, half, quarter and three-quarter

PHYSICAL EDUCATION

• pel I can run safely, controlling my speed and

control, and off apparatus knowing how to land safely pe1.3 I can control my movements in gymnastics

• pe1.1 I can jump over obstacles safely and with

and show how I can balance, roll, travel or climb safely

• pel.4 I can perform a sequence in gymnastics to demonstrate controlled, co-ordinated movements in direction, level and speed

• pe1.5 I can co-operate with a partner or small group to develop my skills, showing awareness of

• pe3 I can respond to music with controlled movements, creating and repeating simple dance sequences to express and communicate ideas and

EXPRESSIVE ARTS AND DESIGN

· ad1 I can use different materials to design and make things

· 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

· ad6 I can use line ,shape ,form and space in my

have helped me to create my own 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 · ad9 I can show you how ideas from famous people

Design KS1 · dt1 I can explain what my design will be like and what it will do, how I am going to create my design and list the materials I will need · dt3 I can draw and talk about what I am going to

make · dt4 I can make a realistic model of my design

dt5 I have used ICT to help develop or communicate my design

Make KS1

· dt6 I can use scissors for cutting and shaping · dt7 I can join materials in a variety of ways

• dt8 I can use simple finishing techniques to improve my product

· dt9 I can select the appropriate materials and tools for my design

Evaluate KS1

· dt14 I can look at things other people have made and tell you what I like or dislike • dt17 I can talk about what worked well with my product and how it could be improved

Technical knowledge KS1

· dt19 I can tell you some ways to make structures stiffer or more stable · dt20 I have designed a product that uses a lever

or slider

· mu4 I can play an untuned instrument in a piece of

• mu6 I can sit and listen attentively to live music · mu8 I can concentrate when listening to music and describe what I think and how the music makes me

· mu9 I can explore sounds by changing and combining them to create the effect I want · mu10 I understand loud/quiet, fast/slow and high/low

back in ones to 100 e in 2-digit numbers by creating n a number line and solving place Understand place value in 2-digit numbers, placing the

Recanise, read and write numbers to 100 Say the number 1 more (≤ 20) 1 less (≤ 20) Count on back 1, 2, 3 more than numbers up to and just beyond 20 Find number bonds to 10 and subitise to 10 dition pairs to 5 6 7 8 9 10 and subitise to 5 6 7 8 9 10 mber facts to 10 to solve problems including word problems Understand a symbol being used for an unknown quantity ve missing number problems involving addition and subtraction

Solve word problems involving addition and subtraction Double numbers to 5 10 and find related halves Add 1-digit to 2-digit numbers and add to next multiple of 10, by

Recognise, name and describe cubes, spheres, cones, cuboids

Sort 3D shapes according to their properties Sort objects on to a Venn diagram Begin to recognise units of time (minutes, hours, days, weeks months, years Count on and back in 10s from any number up to 100 Estimate a set of objects (≤100) and count in 5s or 10s to

Count in 5s, 2s 10s to 1 50, 20 100 recognise fractions of a whole 1/2 1/4

Tell tale to the nearest hour 1/2 hour analogue and digital time Compare and measure lengths or heights using non-standard uniform

Henri Rousseau inspired art

Rainforest Dance activities

Swimming Tuesday afternoon

gymnastics Friday morning

Exploring movement of animals and birds.

Yoga each Wednesday linked to story

ligh and low movements to mimic the layers of a rainforest

Manage own personal needs hand washing/toileting

changing for PE and swimming
Exploring construction and malleable materials

explore the painting by Henri Rousseau Scout, Surprised, merry

tiger attacks buffalo ICT link to explore creating a digital Henri Rousseau style picture http://www.nga.gov/kids/zone/jungle.htm

sliders and levers and make a moving picture linked to Henri Rousseau's Jungle

rip t Theatre Royal

Baltic art

Focus Bridges

explore joining techniques material choices to make picture and mechanisms

orest sounds- movement through the jungles/ forest.

animal noises- voices and how they move.

evaluate the effective ness of slider

explore loud and quiet

make and use rainmakers

Talk for Writing

Goldilocks

to link

with Panto

ing animals found in rainforest herbivores Venn Diagram work linking sorting and classifying omnivores, carnivores and he fact book about animals found in rainte est linking to literacy index, captions, fact files

Materials Everyday materials distinguish between an object and the material from which

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

compare and group together a variety of everyday materials on the of their simple physical properties

Geography uinh Imaginary Inquiry approach separate planning local area comparison with rainforest look at continents and 5 seas/oceans. equator and poles- create a map to locate rainforests and Uk compare weather patterns- link with daily weather comparison between cambo and amazon using ipad weather

> History Amelia Earhart Early flight How has air flight changed in history

> > Active Learn Primary Wordsmith separate planning Fiction Once upon a time _Golidlocks How the Orangutang got its arms Sarah Froggat

Non Fiction Elephants
In this unit, the children explore the Big Question: Why do elephants have big ears? They read the interactive eBook, inding information and learning how to write labels and captions. They answer the Big Question, planning and writing their own reports based on a model.l.

Who lives here
The children read the interactive eBook Who Lives Here?, linking the text to their own experiences. They use maps to recall the sequence and ask questions about

events in the eBook.
They learn about different uses for capital letters and use these in their writing tasks involve composing factual sentences about animals and writing a nature diary following a model.

19 days to think of how 2019 can be great for me!

Our

Wonderf

ul World

Right Wrong Like Dislike Fair Unfair Healthy food Unhealthy food Sad Happy Angry Scared/worried I am good at ...
I want to get better at...
Set a goal/ target I am special My friends are special need to listen to I can stay safe and ask for help

Easter Story What is our world special

Reception children working with Mrs Chalmers focus areas ELG 01 listening and attention, ELG 2 Understanding ELG 3 Speaking
Talk for writing activities Year 1
Pie Corbett activities to develop sentence structures and sharing time activities

compare to

rainforest

Wellington trip to

OUTDOOR LEARNING

Class 1 play yard outdoor climbing equipment wheeled toys Forest school area science link looking at woodland creatures under stones

wood piles trees looking at and naming types of trees minibeats hunt, houses, habitats

Safety Workshop learning about road safety, safety with rail transport, fire safety and Safety in the

home

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

• sc4 performing simple tests · sc5 identifying and classifying

· sc6 using their observations and ideas to suggest answers to questions

Animals, including humans KS1

• sc10 identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • sc11 identify and name a variety of common

animals that are carnivores, herbivores and omnivores • sc12 describe and compare the structure of a

variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) · sc13 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Everyday materials KS1

· sc14 distinguish between an object and the material from which it is made

· sc15 identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock

· sc16 describe the simple physical properties of a variety of everyday materials · sc17 compare and group together a variety of

everyday materials on the basis of their simple physical properties.

Seasonal changes KS1

• sc18 observe changes across the four seasons · sc19 observe and describe weather associated with the seasons and how day length varies.

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 · ge3 I can find and name the four countries of the

UK on a map • ge4 I can find and name the capital cities of the

UK on a map · ge5 I can find and name the seas surrounding the UK on a map

· ge6 I can talk about some features of each country in the UK and its capital city

Place knowledge KS1

· 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 • ae11 I know how to record the weather using instruments to measure the temperature, rainfall, wind direction and estimating cloud coverage • ge12 I can identify the Equator and North and

South Poles on a map and globe • ge13 I know that it is very hot I places around the Equator and very cold around the Poles

use basic geographical vocabulary to refer to:

• ge14 I know what physical features in the landscape are and can use the correct geographical vocabulary to name various physical features • ge15 I know what human features in the landscape are and can use the correct geographical vocabulary to name various human features

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

• ge19 I can describe the location of places further

away and how I might travel to them · **ge22** I can recognise some human and physical

features from an aerial photograph • **ge26** I have recorded the weather over a period of time and taken photographs of the human and physical features around my school

Core Skills across the Key Stage KS1 • hi2 I can place objects, people and events into chronological order

• hi4 I have a wide vocabulary of common historical

· hi5 I can ask and answer questions about the past · hi6 I can identify key features of stories and events to help me to understanding their

· hi7 I can use sources of information to find out about the past

importance

· hi8 I know the past is represented in different

• e36 write from memory simple sentences dictated

by the teacher that include words using the GPCs

and common exception words taught so far.

• e37 sit correctly at a table, holding a pencil

• e43 saying out loud what they are going to write

• e44 composing a sentence orally before writing it

• e46 re-reading what they have written to check

• e47 discuss what they have written with the

• e45 sequencing sentences to form short

Writing - handwriting KS1

comfortably and correctly

• e39 form capital letters

Writing - composition KS1

• e42 write sentences by:

that it makes sense

teacher or other pupils

• **e40** form digits 0-9

LITERACY

Reading - word reading KS1 • e1 apply phonic knowledge and skills as the route

to decode words

• e2 respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes

• e3 read accurately by blending sounds in unfamiliar words containing GPCs that have been • e4 read common exception words, noting unusual

correspondences between spelling and sound and where these occur in the word • e8 read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work

out words • e9 re-read these books to build up their fluency and confidence in word reading.

Reading - comprehension KS1

• e10 develop pleasure in reading, motivation to read, vocabulary and understanding by: • e14 recognising and joining in with predictable

e15 learning to appreciate rhymes and poems, and

Writing - vocabulary, grammar and punctuation

 e51 joining words and joining clauses using and e52 beginning to nunctuate sentences using a

• e50 leaving spaces between words

Our Wonderful World - Stage Coverage MATHEMATICS AND COMPUTING UNDERSTANDING THE WORLD Working scientifically KS1 Number - number and place value KS1 sc2 asking simple questions and recognising that • m1 count to and across 100, forwards and they can be answered in different ways backwards, beginning with 0 or 1, or from any given sc3 observing closely, using simple equipment • sc4 performing simple tests • m2 count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens • sc5 identifying and classifying sc6 using their observations and ideas to suggest m3 given a number, identify one more and one less • m4 identify and represent numbers using objects answers to questions and pictorial representations including the number Animals, including humans KS1 line, and use the language of: equal to, more than, sc10 identify and name a variety of common less than (fewer), most, least animals including fish, amphibians, reptiles, birds and • m5 read and write numbers from 1 to 20 in numerals and words. mammals

Number - addition and subtraction KS1

equals (=) signs

as 7 = ? - 9.

subtraction facts within 20

Number - fractions KS1

Measurement KS1

than, lighter than]

• m19 lengths and heights

numbers to 20, including zero

m6 read, write and interpret mathematical

m8 add and subtract one-digit and two-digit

statements involving addition (+), subtraction (-) and

• m7 represent and use number bonds and related

• m9 solve one-step problems that involve addition

and subtraction, using concrete objects and pictorial

representations, and missing number problems such

• m11 recognise, find and name a half as one of two

• m12 recognise, find and name a quarter as one of

• m14 lengths and heights [for example, long/short,

m15 mass/weight [for example, heavy/light, heavier

• m17 time [for example, quicker, slower, earlier,

m23 recognise and know the value of different

m24 sequence events in chronological order using

language [for example, before and after, next, first,

today, yesterday, tomorrow, morning, afternoon and

 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

• m27 recognise and name common 2-D and 3-D

m30 describe position, direction and movement,

including whole, half, quarter and three-quarter turns.

• m28 2-D shapes [for example, rectangles (including

Geometry - properties of shapes KS1

Geometry - position and direction KS1

squares), circles and triangles]

shapes, including:

four equal parts of an object, shape or quantity.

equal parts of an object, shape or quantity

longer/shorter, tall/short, double/half]

• m22 time (hours, minutes, seconds)

denominations of coins and notes

sc11 identify and name a variety of common

sc12 describe and compare the structure of a

sc13 identify, name, draw and label the basic parts

of the human body and say which part of the body is

sc14 distinguish between an object and the material

• sc15 identify and name a variety of everyday

materials, including wood, plastic, glass, metal,

sc16 describe the simple physical properties of a

sc17 compare and group together a variety of

sc18 observe changes across the four seasons

the seasons and how day length varies.

sc19 observe and describe weather associated with

• **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

ge4 name and locate the capital cities of the four

ge5 name and locate the seas surrounding the UK

ge7 understand the human and physical geography

• ge8 understand the human and physical geography

differences through studying the human and physical

of a small area in a contrasting non-European

• **ge9** understand geographical similarities and

• ge10 identify seasonal weather patterns in the

ge11 identify daily weather patterns in the United

ge12 identify the location of the Equator and the

ge13 identify the location of hot and cold areas of

use basic geographical vocabulary to refer to:

ge15 key human features, including: city, town,

village, factory, farm, house, office, port, harbour and

 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

valley, vegetation, season and weather

shop Geographical skills and fieldwork

Geographical skills and fieldwork KS1

ge14 key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil,

the world in relation to the Equator and the North and

geography of a small area in a contrasting

Human and physical geography KS1

• **ge6** name and identify characteristics of the four

countries and capital cities of the United Kingdom

everyday materials on the basis of their simple

variety of common animals (fish, amphibians,

reptiles, birds and mammals, including pets)

associated with each sense.

variety of everyday materials

Everyday materials KS1

from which it is made

water, and rock

physical properties.

Seasonal changes KS1

Location knowledge KS1

countries of the United Kingdom

of a small area of the United Kingdom

Place knowledge KS1

non-European country

North and South Poles

United Kingdom

South Poles

United Kingdom

animals that are carnivores, herbivores and

omnivores

PHYSICAL EDUCATION	
 KS1 pe1 master basic movements including running pe1.1 master basic movements including jumping pe1.3 aster basic movements developing balance 	k •
co-ordination • pe1.4 master basic movements, developing agility • pe1.5 master basic movements and begin to apply	id • id
these in a range of activitiespe3 perform dances using simple movement patterns.	t •
	t •
	r • r
	V [
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	r •
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	N •
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	f •
	E
	:
	1
	r •
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EXPRESSIVE ARTS AND DESIGN Reading - word reading KS1 • ad1 to use a range of materials creatively to design • e1 apply phonic knowledge and skills as the route and make products to decode words their peers ad2 to use drawing to develop and share their • **e2** respond speedily with the correct sound to deas, experiences and imagination graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative **ad3** to use painting to develop and share their sounds for graphemes deas, experiences and imagination • e3 read accurately by blending sounds in unfamiliar ad5 to develop a wide range of art and design words containing GPCs that have been taught echniques in using colour, pattern, texture, ad6 to develop a wide range of art and design • e4 read common exception words, noting unusual echniques in using line, shape, form and space correspondences between spelling and sound and ad7 about the work of a range of artists, craft where these occur in the word command of Standard English makers and designers. • **e8** read aloud accurately books that are consistent ad9 about the work of a range of artists, craft with their developing phonic knowledge and that do makers and designers, making links to their own not require them to use other strategies to work out words • e9 re-read these books to build up their fluency and Design KS1 confidence in word reading • dt1 design purposeful, functional, appealing Reading - comprehension KS1 oroducts dt3 generate and communicate their ideas through e10 develop pleasure in reading, motivation to read, alking and drawing templates vocabulary and understanding by: • e14 recognising and joining in with predictable • dt4 model and communicate their ideas through mock-ups e15 learning to appreciate rhymes and poems, and **dt5** generate, develop, model and communicate their ideas through information and communication to recite some by heart echnology Writing - transcription - Spelling KS1 • e25 words containing each of the 40+ phonemes Make KS1 **dt6** select from and use a range of tools and already taught equipment to perform practical tasks such as cutting e26 common exception words • e28 name the letters of the alphabet: and shaping dt7 select from and use a range of tools and • e29 naming the letters of the alphabet in order equipment to perform practical tasks such as joining · e35 apply simple spelling rules and guidance, as • dt8 select from and use a range of tools and listed in English Appendix 1 equipment to perform practical tasks such as e36 write from memory simple sentences dictated by the teacher that include words using the GPCs inishing • dt9 select from and use a range of tools and and common exception words taught so far. equipment to perform practical tasks Writing - handwriting KS1 Evaluate KS1 • e37 sit correctly at a table, holding a pencil dt14 explore a range of existing products comfortably and correctly dt17 evaluate their products against design criteria e39 form capital letters • **e40** form digits 0-9 Technical knowledge KS1 Writing - composition KS1 • dt19 build structures, exploring how they can be made stiffer and more stable • e42 write sentences by: dt20 explore and use mechanisms, such as levers e43 saying out loud what they are going to write and sliders in their products e44 composing a sentence orally before writing it KS1 e45 sequencing sentences to form short narratives mu4 play untuned instruments musically e46 re-reading what they have written to check that **mu6** listen with concentration and understanding to it makes sense a range of high-quality live music • e47 discuss what they have written with the teacher **mu8** listen with concentration and understanding to or other pupils a range of music Writing - vocabulary, grammar and punctuation **mu9** experiment with, create, select and combine mu10 experiment with the inter-related dimensions e50 leaving spaces between words of music. • e51 joining words and joining clauses using and e52 beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark e53 using a capital letter for names of people, places, the days of the week, and the personal pronoun 'l' • e54 learning the grammar for year 1 in English Appendix 2 • e55 use the grammatical terminology in English Appendix 2 in discussing their writing.

LITERACY

understanding and knowledge

expressing feelings

listener(s)

COMMUNICATION AND LANGUAGE PSED & RELIGIOUS EDUCATION PSED Preparing to play an active role as citizens • sl1 listen and respond appropriately to adults and • pa5 Continue to develop empathy for others. sl2 ask relevant questions to extend their pa6 Recognise what is right and wrong. pa7 Agree and follow rules for their group and sl3 use relevant strategies to build their vocabulary sl4 articulate and justify answers, arguments and pa8 Know how to apologise and make amends. pa9 Realise that people and other living things have • sl5 give well-structured descriptions, explanations and narratives for different purposes, including for pa10 Develop understanding of groups they belong • sl8 speak audibly and fluently with an increasing • sl10 gain, maintain and monitor the interest of the

