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| KS1 | Autumn | | Spring | | Summer | |
|  | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Literacy | Bronze Age  -Write for a variety of purposes with the focus of:  -Writing sentences which make sense  -Use finger spaces correctly between words.  -Punctuate sentences with capital letters and full stops.  -Use phonic knowledge to spell unfamiliar words and spell some high frequency words.  -Develop a love and appreciation for writing. | The Polar Regions  Books as stimulus: Lost and Found by Oliver Jeffers  Write for a variety of purposes with the focus of:  -Writing sentences which make sense  -Use finger spaces correctly between words.  -Punctuate sentences with capital letters and full stops.  -Use phonic knowledge to spell unfamiliar words and spell some high frequency words.  -Develop a love and appreciation for writing.  -Create fact files and information pages.  -Write and present information about Scott of the Antarctic.  -Write narratives in the first person.  -Write narrative stories.  -Develop a love and appreciation for writing. | Iron Age  Write for a variety of purposes including stories, letters, diary entries and non-fiction styles.  Writing focus:  -Writing sentences which make sense  -Use finger spaces correctly between words.  -Punctuate sentences with capital letters and full stops.  -Use phonic knowledge to spell unfamiliar words and spell some high frequency words.  -Use connectives to extend sentences.  -Develop a love and appreciation for writing.  -Write and present information.  -Write non-chronological reports.  -Write for a range of different purposes.  -Create fact files and information pages.  -Write at length  -Develop a love and appreciation for writing. | Cities/ Burglar Bill  Write for a variety of purposes including stories, letters, diary entries and non-fiction styles.  Writing focus:  -Writing sentences which make sense  -Use finger spaces correctly between words.  -Punctuate sentences with capital letters and full stops.  -Use phonic knowledge to spell unfamiliar words and spell some high frequency words.  -Use connectives to extend sentences.  -Develop a love and appreciation for writing. | Celts and Picts  Write for a variety of purposes including stories, letters, diary entries and non-fiction styles.  Writing focus:  -Writing sentences which make sense  -Use finger spaces correctly between words.  -Punctuate sentences with capital letters and full stops.  - Use phonic knowledge to spell unfamiliar words and spell high frequency words correctly.  -Use connectives to extend sentences.  -Use adventurous and different vocabulary.  -Develop a love and appreciation for writing. | Rainforests  Books as stimulus: The Enormous Crocodile by Roald Dahl  Write for a variety of purposes including stories, letters, diary entries and non-fiction styles.  Writing focus:  -Writing sentences which make sense  -Use finger spaces correctly between words.  -Punctuate sentences with capital letters and full stops.  -Use phonic knowledge to spell unfamiliar words and spell high frequency words correctly.  -Use connectives to extend sentences.  -Use adventurous and different vocabulary.  -Develop a love and appreciation for writing. |
| History | Bronze Age  -Pupils will gain a coherent knowledge and understanding of Britain’s past and that of the wider world.  -Pupils should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.  -Pupils will learn about the similarities and differences between the Stone Age and the Bronze Age and how ways in life changed. |  | Iron Age  -Pupils will be able to show an understanding of what a civilisation is  -Pupils will know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.  -Pupils will learn about how early civilisations such as the Celts and Picts lived at the time of the Iron Age. |  | Celts and Picts  -Pupils will gain a coherent knowledge and understanding of Britain’s past and that of the wider world.  -Pupils will know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.  -They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. |  |
| Geography |  | The Polar Regions  -Identify the location of cold places in of the world in relation to the Equator and the North and South Poles.  -Use geographical vocabulary  - Develop contextual knowledge of the location of globally significant places.  -Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) |  | Cities (Linked to Burglar Bill)   * -Name and locate the world’s seven continents and five oceans. * -Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. * -Use geographical vocabulary including identifying physical and human features.   - Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. |  | Rainforests (Linked to the enormous crocodile)  - Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.  - Identify the location of hot places in of the world in relation to the Equator.  -Identify and discuss the differences in rainforests to where we live. |
| Science | Bronze Age  -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. | Polar Regions  -Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals  -Identify and name a variety of plants and animals in their habitats, including microhabitats  -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  -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. | Iron Age  - Distinguish between an object and the material from which it is made.  -Describe the simple physical properties of a variety of everyday materials  -Ask simple questions and recognise that they can be answered in different ways  -Notice and describe how things move, using simple comparisons such as faster and slower.  • Compare how different things move. | Cities Burglar Bill  -Distinguish between an object and the material from which it is made  -Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock  -Describe the simple physical properties of a variety of everyday materials  -Compare and group together a variety of everyday materials on the basis of their simple physical properties. | Celts and Picts – Animals including humans  -Notice that animals, including humans, have offspring which grow into adults  -Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)  -Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | Rainforest  -Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)  -Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.  -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. |
| Maths | **Year 1:**  Number  Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number  -Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens  -Given a number, identify one more and one less  Calculation  Begin to read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs  -Represent and use number bonds and related subtraction facts within 20  Geometry  Recognise and name common 2-D and 3-D shapes, including: 2-D shapes (e.g. rectangles (including squares), circles and triangles)  Measure  Compare, describe and solve practical problems for: lengths and heights ,mass or weight.  -Sequence events in chronological order using language  -Compare mass/weight  **Year 2:**  Number: Place Value  -Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number.  -Count, read and write numbers to 10 in numerals and words.  -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.  -Given a number, identify one more or one less.  -Count in multiples of twos.  Number: Addition and Subtraction  -Represent and use number bonds and related subtraction facts (within 10)  -Add and subtract one digit numbers (to 10), including zero.  -Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.  -Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.  Geometry: Shape  -Recognise and name common 2D and 3D shapes, including rectangles, squares, circles and triangles, cuboids, pyramids and spheres.  -Describe position, direction and movement, including whole, half, quarter and three quarter turns. | **Year 1:**  Number  Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number  -Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.  -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  Calculation  Begin to read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs  -Represent and use number bonds and related subtraction facts within 20  Measure -Recognise and know the value of different denominations of coins and notes  -Compare, describe and solve practical problems for: time  -Recognise and use language relating to dates, including days of the week, weeks, months and years  -Tell the time to the hour and half past  -Measure and begin to record the following: time  Geometry  Recognise and name common 2-D and 3-D shapes.  **Year 2:**  Measurement: length and mass  Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) and mass (kg/g) to the nearest appropriate unit, using rulers and scales. Compare and order length and mass and record the results using >, < and =.  Multiplication and Division  Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.  Graphs  Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask+ answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data | **Year 1:**  Number  Read and write numbers from 1 to 20 in numerals and words  -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  Calculation  Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs  Geometry  Describe position, directions and movements, including whole, half, quarter and three-quarter turns  -Recognise and name common 3-D shapes, including: cuboids (including cubes), pyramids and spheres  Calculation/Measure  Recognise and know the value of different denominations of coins and notes  solve one-step problems that involve addition and subtraction.  **Year 2:**  Measurement: Money  Recognise and use symbols of pounds (£)and pence (p); combine amounts to  make a particular value.  Find different combinations of coins that  equal the same amounts of money.  Solve simple problems in a practical  context involving addition and  subtraction of money of the same unit,  including giving change.  Geometry: Properties of Shape  Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.  Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.  Identify 2D shapes on the surface of 3D  shapes, [for example, a circle on a cylinder and a triangle on a pyramid].  Compare and sort common 2D and 3D  shapes and everyday objects.  Order and arrange combinations of  mathematical objects in patterns and  sequences.  Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and  anti-clockwise) | **Year 1:**  Number  Given a number, identify one more and one less  -Read and write numbers from 1 to 20 in numerals and words  Calculation  Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher  -Solve one-step problems that involve addition and subtraction.  Measure  -Compare, describe and solve practical problems for: lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half)  -Measure and begin to record the following: lengths and heights  -Compare, describe and solve practical problems for: mass or weight (e.g. heavy/light, heavier than, lighter than)  -Measure and begin to record the following: mass/weight.  **Year 2:**  Number: Fractions  Recognise, find, name and write fractions 1 of a length, shape, set of objects or quantity.  Write simple fractions for example, 1⁄2 of 6 = 3  Recognise the equivalence of 2.  Time at the beginning or end of the term for  consolidation, gap filling, seasonal activities, assessments, etc. | **Year 1:**  Measure  Compare, describe and solve practical problems for: capacity/volume (full/empty, more than, less than, quarter)  -Measure and begin to record the following: capacity and volume  Number  Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens  -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  -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  Fractions  Recognise, find and name a half as one of two equal parts of an object, shape or quantity  -Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity  Calculation  Solve one-step problems involving multiplication and division.  **Year 2:**  Measurement  Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour & the number of hours in a day. Compare and sequence  intervals of time.  Measurement  Choose and use appropriate standard  units to estimate and measure capacity (l/ml) and temperature (o  C) to the nearest appropriate unit, using thermometers and measuring vessels. Compare and order volume/capacity &  record the results using >, < and =. | **Year 1:**  Measure  Sequence events in chronological order using language.  -Compare, describe and solve practical problems for time.  -Recognise and use language relating to dates.  -Tell the time to the hour and half past  -Measure and begin to record time.  Number  Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number  -Count in multiples of twos, fives and tens  Measure  Compare, describe and solve practical problems for: lengths and heights, mass or weight, capacity/volume.  Geometry  Recognise and name common 2-D and 3-D shapes  -Describe position, directions and movements, including whole, half, quarter and three-quarter turns  Calculation  Solve one-step problems that involve addition and subtraction.  Geometry  Recognise and name common 3-D shapes.  **Year 2:**  Post SATs project and investigation work. |
| PE | Modern dance or street dance  -Perform dances using simple movement patterns.  -Master basic movements including developing balance, agility co-ordination.  -Choose moves to communicate a mood, feeling or idea.  -Change speed and levels within a performance.  -Develop physical strength and suppleness by practising moves and stretching. | Gymnastics  -Move with some control and awareness of space.  -Show contrasts (such as small/tall, straight/curved and wide/narrow).  -Travel by rolling forwards, backwards and sideways.  - Hold a position whilst balancing on different points of the body.  -Climb safely on equipment.  - Stretch and curl to develop flexibility.  - Jump in a variety of ways and land with increasing control and balance. | Keep fit  -Explore the importance of a healthy lifestyle and healthy eating.  -Learn about the structure and composition of the body e.g. muscles and skeleton.  -Develop physical strength and suppleness by practising moves and stretching. | Parachute  -Participate in team games, developing simple tactics for attacking and defending.  - Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. | Country dancing  - Copy and remember moves and positions.  -Move with careful control and coordination.  -Link two or more actions to perform a sequence.  -Choose movements to communicate a mood, feeling or idea. | Athletics  -Participate in running races using various equipment and obstacles.  -Participate in running short distances focusing on encouragement and personal bests.  -Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities |
| RE | All about me  -What makes me, me? What am I like? (likes/dislikes; hobbies; interests; family; friends)  -What do religions believe about what people are like and what they should be like? (Adam and Eve; 10 Commandments; Golden Rule; 2 greatest commandments)  -What do you think the perfect person would be like? Can we agree? (beliefs, behaviour, values, feelings) | Christmas story  -To know the Christmas story.  -To know that Christmas is a celebration of Jesus’s birth.  -To know how Christmas is celebrated around the world. | Important People  -Who is important to me and why? (family, friends, teachers, celebrities)  -Who is special for religious people and what makes them special? (Jesus; Abraham; Vicar; Rabbi)  -How do special people influence the way we behave? (setting an example, respect, influence | Important places (link to Easter story)  -What makes your home a special place for you? (people, things, feelings, activities)  -What makes some places important in religions? (home; churches; synagogue)  -What can special places tell us about people? (beliefs, feelings, practices, values) | What makes some occasions special   * What are the special times in our lives? * How do we celebrate them? * What makes these occasions important? * What can we learn about the people that celebrate them? | Special Things  -What things are special in your home, to you, your family and friends? (cuddly toy; family heirloom; memories)  -What objects are sacred or important in the religion and why? (crucifix/cross; Bible; menorah; mezuzah)  -What do special things show about what is important to people? (beliefs, feelings, values) |
| Music | Recorders  -play tuned instruments musically  - use their voices expressively and creatively by singing songs and speaking chants and rhymes  - experiment with, create, select and combine sounds using the inter-related dimensions of music. | Recorders  -play tuned instruments musically  - use their voices expressively and creatively by singing songs and speaking chants and rhymes  - experiment with, create, select and combine sounds using the inter-related dimensions of music. | Recorders  -play tuned instruments musically  - use their voices expressively and creatively by singing songs and speaking chants and rhymes  - experiment with, create, select and combine sounds using the inter-related dimensions of music. | Recorders  -play tuned instruments musically  - use their voices expressively and creatively by singing songs and speaking chants and rhymes  - experiment with, create, select and combine sounds using the inter-related dimensions of music. | Recorders  -play tuned instruments musically  - use their voices expressively and creatively by singing songs and speaking chants and rhymes  - experiment with, create, select and combine sounds using the inter-related dimensions of music. | Recorders  -play tuned instruments musically  - use their voices expressively and creatively by singing songs and speaking chants and rhymes  - experiment with, create, select and combine sounds using the inter-related dimensions of music. |
| French | In the chosen modern language: - Speak - Read  Basic questions, Numbers, Colours, Pets  Classroom instructions.  French singing | In the chosen modern language: - Speak - Read  Basic questions, Numbers, Colours, Basic foods  Christmas in France | In the chosen modern language: - Speak - Read  Ordering foods. Likes/dislikes | I Look at the culture of the countries where the language is spoken In the chosen modern language: -Speak - Read  Easter in France | In the chosen modern language: - Speak - Read  Basic body parts. | In the chosen modern language: - Speak - Read  Going on holiday to France – buying ice creams. Eating in a restaurant/cafe |
| Art | Mark Making  - To use drawing to develop and share their ideas, experiences and imagination.  - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. | Watercolour  -To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  -To use painting to develop and share their ideas, experiences and imagination  -to develop a wide range of art and design techniques in using colour, pattern, texture. | Collage  - To use a range of materials creatively to design and make products  - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | Collage  - To use a range of materials creatively to design and make products  - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | Printing  -Children should know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | Textiles  -To use a range of materials creatively to design and make products.  -To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. |
| ICT | -*We are detectives*  -use technology purposefully to create, organise, store and manipulate and retrieve digital content.  -Recognise common uses of information technology beyond school.  -Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.  . | *We are astronauts*  Understand what algorithms are, how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.  -Create and debug simple programs.  -Use logical reasoning to predict the behaviour of simple programs. | *We are photographers*  -use technology purposefully to create, organise, store and manipulate and retrieve digital content.  -Recognise common uses of information technology beyond school.  -Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. | *We are games testers*  Understand what algorithms are, how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.  -Use logical reasoning to predict the behaviour of simple programs.  -Recognise common uses of information technology beyond school.  -Use technology safely and respectfully, keeping personal information private. | *We are zoologists*  -use technology purposefully to create, organise, store and manipulate and retrieve digital content.  -Recognise common uses of information technology beyond school.  -Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. | *We are researchers*  -use technology purposefully to create, organise, store and manipulate and retrieve digital content.  -Recognise common uses of information technology beyond school.  -Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. |
| PSHR  See policy for details of whole school initiatives. | **Feelings and emotions**  Explore and identify our own feelings and emotions. To recognise what is right and wrong.  **Keeping myself safe**  -Learning how to keep safe online.  -Know who you can go to when you need help. | **My Family and Friends**  Identify people who are special and what makes them special to us. To explore the similarities and differences between myself and others.  **Where does food come from?**  Exploring how food is grown and where it comes from. Learning the names of different vegetables and identifying where the different meats come from | **Belonging**  To identify the different groups I belong to in ad out of school. To explore the ways in which we are unique.  **Cultures and religions**  Explore the different cultures and religions from around the world e.g. Christianity, Jews | **People who help me**  Learn about special people in the community and how they help us. To learn what to do in an emergency.  **Movement and Exercise**  -How do our bodies move? What makes them move. Explore how exercise affects our bodies. | **Being happy and healthy**  To identify my own strengths and set personal goals. To explore what makes a happy and healthy mind..  **Cleaning my teeth**  Learn about what a healthy lifestyle is and the importance of dental health. Explore the importance of maintaining good hygiene. | **Caring for the world**  To explore how we can look after our environment and make a difference.  **Value and Ownership**  To understand where money comes from and the value of it. To explore the choices we make with money and the effects this will have. |