

KS1	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Literacy	<p>Pirates</p> <ul style="list-style-type: none"> -Explore the key features of stories e.g. characters, setting, plot. -To develop understanding and use of capital letters and full stops. -Write for a different range of purposes. -Create character fact files -To use imaginative description - Develop a love and appreciation for writing. <p>(EYFS- Recognising sounds, writing the sounds the children have learnt so far, start building cvc words by sounding out.)</p>	<p>Space</p> <ul style="list-style-type: none"> -Write stories with imaginary settings -Write non-chronological reports. -Present information. -Write recounts. -Write narrative diaries. -Report writing Develop a love and appreciation for writing. <p>(EYFS-Writing cvc words, building words using phonic knowledge and know what a full stop and capital letter is.)</p>	<p>Key Text- The Gruffalo, Author- Julia Donaldson</p> <ul style="list-style-type: none"> -Write poems that use pattern, rhyme and description. -Write nonsense and humorous poems and limericks. - Write stories that mimic significant authors. -Write narrative diaries. - Develop a love and appreciation for writing. <p>(EYFS-Begin to write simple sentences with the use of "and.")</p>	<p>Dinosaurs</p> <ul style="list-style-type: none"> -Create non chronological reports -Write glossaries -Present information. -Write non-chronological reports -Create fact files and information pages. -Write stories with imaginary settings. - Develop a love and appreciation for writing. <p>(EYFS-Write for a variety of different purposes and begin to use irregular common words in their writing.)</p>	<p>Mini-beasts- James and the giant peach</p> <ul style="list-style-type: none"> -Create character descriptions -Create mini beast fact files -Write adventure stories -Write, plan and improve story writing. -Describe and explore settings. - Develop a love and appreciation for writing. <p>(EYFS-Write confidently using phonic knowledge and some irregular common words. Read sentences written back to others.)</p>	<p>Stone Age</p> <ul style="list-style-type: none"> -Create non chronological reports -Write narrative diaries. -Write recounts. -Write for a range of different purposes. -Create fact files and information pages. - Develop a love and appreciation for writing. <p>(EYFS- Begin to write for a variety of purposes and be able to read writing to others. Sentences to have capital letters and full stops, some description used.)</p>
History		<p>Neil Armstrong (link to recent Tim Peake)</p> <ul style="list-style-type: none"> -To develop a curiosity about people and events from the past. -Pupils will learn about historical events. -Pupils will learn about the lives of significant individuals in the past who have contributed to national and international achievements. -Children will learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. 		<p>Dinosaurs/ Prehistoric Times</p> <ul style="list-style-type: none"> -To develop a curiosity about people and events from the past. - To learn where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. -Children will learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. 		<p>The Stone Age</p> <ul style="list-style-type: none"> -To develop a curiosity about people and events from the past. - To learn where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. -To learn some of the ways in which we find out about the past and identify different ways in which it is represented. -To learn about changes within living memory – where appropriate, these should be used to reveal aspects of change in national life.
Geography	<p>The world/ Grid References/ Physical and Human Features</p> <ul style="list-style-type: none"> -Develop curiosity and fascination about the world. -Name and locate the world's seven continents and five oceans. - Use basic geographical vocabulary to refer to physical and human features - Explore and devise a simple map; and use and construct basic symbols in a key. 		<p>Local area, woods.</p> <ul style="list-style-type: none"> -Develop curiosity and fascination about the world. -Pupils will use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. -Children will use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 		<p>Places around the world- New York</p> <ul style="list-style-type: none"> -Pupils will understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a non-European country. Pupils will be able to use maps, atlases and globes to locate places. -Children will learn to explore the differences in places in the world. 	
Science	<p>Materials</p> <ul style="list-style-type: none"> -Distinguish between an object and the material from which it is made. -Compare and group together a variety of everyday materials on the basis of their simple physical properties . -Describe the simple physical properties of a variety of everyday materials. -Identify and compare the uses of a variety of everyday materials including wood, metal, plastic, glass, brick/rock, and paper/cardboard. - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, 	<p>Keeping Fit and Healthy and Materials</p> <ul style="list-style-type: none"> -Explore and compare the differences between things that are living, dead and things that have never been alive. -Find out about and describe the basic needs of some animals for survival (water, food, air). - Describe the importance for humans of exercise, eating the right amounts of different foods and hygiene. -Compare and group together a variety of everyday materials based on their simple physical properties (eg. Attracted to a magnet or not). 	<p>Plants and Habitats</p> <ul style="list-style-type: none"> - Observe changes across the four seasons -Identify and name a variety of common trees, including those classified as evergreen and deciduous. -Identify and name a variety of common animals that are birds, fish, mammals, amphibians, reptiles and invertebrates. - 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. 	<p>Habitats and Ourselves and other animals</p> <ul style="list-style-type: none"> -Identify and name a variety of common animals that are carnivores, herbivores and omnivores. -Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets). -Notice that animals, including humans, have offspring which grow into adults. 	<p>Ourselves and other animals, Habitats</p> <ul style="list-style-type: none"> -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 plants and animals in their habitats, including micro-habitats. -Identify that most living things live in habitats to which they are suited and describe how different habitats provide for basic needs of different kinds of animals and plants, and how they depend on each other. 	<p>Plants and seasonal changes</p> <ul style="list-style-type: none"> -Identify and describe the basic structure of a variety of common flowering plants, including root, stem/trunk, leaves and flowers. -Find out how plants need water, light and a suitable temperature to grow and stay healthy. -Observe the apparent movement of the sun during the day. Observe and describe weather associated with the seasons and how day length varies.

	twisting and stretching.					
Maths	<p>(EYFS- Recognising numbers 0-20, ordering numbers 0-20, counting accurately by touch counting, one more, one less.)</p> <p>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</p> <p>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</p> <p>Geometry -Recognise and name common 2-D and 3-D shapes, including: 2-D shapes (e.g. rectangles (including squares), circles and triangles)</p> <p>Measure -Compare, describe and solve practical problems for: lengths and heights, mass or weight. -Sequence events in chronological order using language -Compare mass/weight</p>	<p>(EYFS- Name common 2D shapes and recognise them in the environment, find one more and one less of a number) 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</p> <p>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.</p>	<p>(EYFS- Recognising tens numbers, solve problems including doubling and halving, count in 2's and 10's.) 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</p> <p>Calculation -Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p>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</p> <p>Calculation/Measure -Recognise and know the value of different denominations of coins and notes solve one-step problems that involve addition and subtraction.</p>	<p>(EYFS-Solve halving and doubling problems, recognise 1p,2p,5p,10p,20p,50p, £1, describing 2D shapes) Number -Given a number, identify one more and one less -Read and write numbers from 1 to 20 in numerals and words</p> <p>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.</p> <p>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</p>	<p>(EYFS- use everyday language to talk about size, weight, capacity, position, distance and compare quantities and objects to solve problems.) 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</p> <p>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</p> <p>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</p> <p>Calculation -Solve one-step problems involving multiplication and division.</p>	<p>(EYFS-Use everyday language to describe position, add and subtract two single-digit numbers and count on or back to find the answer.)</p> <p>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.</p> <p>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</p> <p>Measure -Compare, describe and solve practical problems for: lengths and heights, mass or weight, capacity/volume.</p> <p>Geometry-Recognise and name common 2-D and 3-D shapes -Describe position, directions and movements, including whole, half, quarter and three-quarter turns</p> <p>Calculation-Solve one-step problems that involve addition and subtraction.</p> <p>Geometry -Recognise and name common 3-D shapes.</p>
PE	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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</p>
RE	<p>Special Occasions (Link to Harvest Festival) -Explore how religious people celebrate their special times. -What do these special occasions show about what is important to people. -To know what harvesting is and why we hold a harvest festival at school.</p>	<p>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.</p>	<p>Belonging -Explore which groups we belong to and how these make us feel. -To learn how people show they belong to a religion. -Explore whether belonging to groups make a difference to who I am.</p>	<p>Easter Story -To know the Easter Story -To know the significance of the Easter story. -To know how Easter is celebrated around the world. -To know who Easter is important to. - To know why Jesus is worshiped</p>	<p>Our world -To discuss and explore how myself and my family are similar or different to other families in the school and around the world. -What do religious stories say about how the world began? -How should we live together to look after each other and animals?</p>	<p>Special Stories -Explore which stories are special to you, your family and your friends? Consider, what makes them special? - Learn about which stories are important to religious people and why. -Explore whether all stories true in the same way?</p>

Music	<p style="text-align: center;">Recorders</p> <ul style="list-style-type: none"> -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. 	<p style="text-align: center;">Recorders</p> <ul style="list-style-type: none"> -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. 	<p style="text-align: center;">Recorders</p> <ul style="list-style-type: none"> -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. 	<p style="text-align: center;">Recorders</p> <ul style="list-style-type: none"> -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. 	<p style="text-align: center;">Recorders</p> <ul style="list-style-type: none"> -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. 	<p style="text-align: center;">Recorders</p> <ul style="list-style-type: none"> -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	<p>In the chosen modern language: - Speak - Read Basic questions, Numbers, Colours, Pets Classroom instructions. French singing</p>	<p>In the chosen modern language: - Speak - Read Basic questions, Numbers, Colours, Basic foods Christmas in France</p>	<p>In the chosen modern language: - Speak - Read Ordering foods. Likes/dislikes</p>	<p>I Look at the culture of the countries where the language is spoken In the chosen modern language: -Speak - Read Easter in France</p>	<p>In the chosen modern language: - Speak - Read Basic body parts.</p>	<p>In the chosen modern language: - Speak - Read Going on holiday to France – buying ice creams. Eating in a restaurant/cafe</p>
Art	<p style="text-align: center;">Mark Making</p> <ul style="list-style-type: none"> - 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. 	<p style="text-align: center;">Watercolour</p> <ul style="list-style-type: none"> -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. 	<p style="text-align: center;">Collage</p> <ul style="list-style-type: none"> - 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 	<p style="text-align: center;">Collage</p> <ul style="list-style-type: none"> - 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 	<p style="text-align: center;">Printing</p> <ul style="list-style-type: none"> -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. 	<p style="text-align: center;">Textiles</p> <ul style="list-style-type: none"> -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	<p style="text-align: center;">We are collectors</p> <ul style="list-style-type: none"> -Find and use pictures on the web know what to do if they encounter pictures that cause concern group images on the basis of a binary (yes/no) question organise images into more than two groups according to clear rules sort (order) images according to some criteria ask and answer binary (yes/no) questions about their images. 	<p style="text-align: center;">We are treasure hunters</p> <ul style="list-style-type: none"> -Understand that a programmable toy can be controlled by inputting a sequence of instructions -Develop and record sequences of instructions as an algorithm program the toy to follow their algorithm debug their programs -Predict how their programs will work. 	<p style="text-align: center;">We are painters</p> <ul style="list-style-type: none"> -Use the web safely to find ideas for an illustration select and use appropriate painting tools to create and change images on the computer understand how this use of ICT differs from using paint and paper create an illustration for a particular purpose know how to save, - Retrieve and change their work reflect on their work and act on feedback received. 	<p style="text-align: center;">We are celebrating</p> <ul style="list-style-type: none"> -Develop basic keyboard skills, through typing and formatting text develop basic mouse skills use the web to find and select images develop skills in storing and retrieving files -Develop skills in combining text and images discuss their work and think about whether it could be improved. 	<p style="text-align: center;">We are TV chefs</p> <ul style="list-style-type: none"> -Break down a process into simple, clear steps, as in an algorithm use different features of a video camera use a video camera to capture moving images -Develop collaboration skills -Discuss their work and think about how it could be improved. 	<p style="text-align: center;">We are storytellers</p> <ul style="list-style-type: none"> -Use sound recording equipment to record sounds -Develop skills in saving and storing sounds on the computer -Develop collaboration skills as they work together in a group understand how a talking book differs from a paper-based book -Talk about and reflect on their use of ICT share recordings with an audience.