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KS1	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Literacy	Pirates -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.	Space -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.	Key Text- The Gruffalo, Author- Julia Donaldson -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.	Dinosaurs -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.	Mini-beasts- James and the giant peach -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.	Stone Age -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.
History		Neil Armstrong (link to recent Tim Peake) -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.		Dinosaurs/ Prehistoric Times -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.		The Stone Age -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	The world/ Grid References/ Physical and Human Features -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.		Local area, woods. -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.		Places around the world- New York -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	Materials -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, twisting and stretching.	Keeping Fit and Healthy and Materials -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).	Plants and Habitats - 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.	Habitats and Ourselves and other animals -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.	Ourselves and other animals, Habitats -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.	Plants and seasonal changes -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.

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,

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.

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

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.

	squares, circles and triangles, cuboids, pyramids and spheres. -Describe position, direction and movement, including whole, half, quarter and three quarter turns.	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				
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	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.	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.	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.	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	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?	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?
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	In the chosen modern language: - Speak - Read	In the chosen modern language: - Speak - Read	I Look at the culture of the countries where the language is spoken In the	In the chosen modern language: - Speak - Read	In the chosen modern language: - Speak - Read

	Basic questions, Numbers, Colours, Pets Classroom instructions. French singing	Basic questions, Numbers, Colours, Basic foods Christmas in France	Ordering foods. Likes/dislikes	chosen modern language: -Speak - Read Easter in France	Basic body parts.	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.