| **English** | | |
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| **Word Reading** | | |
| * apply phonic knowledge and skills as the route to decode words. * respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes * read accurately by blending sounds in unfamiliar words containing GPCs that have been taught * read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word * read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings * read other words of more than one syllable that contain taught GPCs * read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) * read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words * reread these books to build up their fluency and confidence in word reading | | |
| **Reading comprehension** | | |
| * develop pleasure in reading, motivation to read, vocabulary and understanding by: * listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently * being encouraged to link what they read or hear to their own experiences * becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics * recognising and joining in with predictable phrases * learning to appreciate rhymes and poems, and to recite some by heart * discussing word meanings, linking new meanings to those already known * understand both the books they can already read accurately and fluently and those they listen to by: * drawing on what they already know or on background information and vocabulary provided by the teacher * checking that the text makes sense to them as they read, and correcting inaccurate reading * discussing the significance of the title and events * making inferences on the basis of what is being said and done * predicting what might happen on the basis of what has been read so far * participate in discussion about what is read to them, taking turns and listening to what others say * explain clearly their understanding of what is read to them | | |
| **Writing transcription** | | |
| * words containing each of the 40+ phonemes already taught * common exception words * the days of the week * name the letters of the alphabet: * naming the letters of the alphabet in order * using letter names to distinguish between alternative spellings of the same sound * add prefixes and suffixes: * using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs * using the prefix un– * using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] * apply simple spelling rules and guidance, as listed in [English appendix 1](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf) * write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far | | |
| **Handwriting** | | |
| * sit correctly at a table, holding a pencil comfortably and correctly * begin to form lower-case letters in the correct direction, starting and finishing in the right place * form capital letters * form digits 0-9 * understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these | | |
| **Writing composition** | | |
| * write sentences by: * saying out loud what they are going to write about * composing a sentence orally before writing it * sequencing sentences to form short narratives * re-reading what they have written to check that it makes sense * discuss what they have written with the teacher or other pupils | | |
| **Writing - vocabulary, grammar and punctuation** | | |
| * develop their understanding of the concepts set out in [English appendix 2](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf) by: * leaving spaces between words * joining words and joining clauses using ‘and’ * beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark * using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ * learning the grammar for year 1 in [English appendix 2](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf) * use the grammatical terminology in English [English appendix 2](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf) in discussing their writing | | |
| **Mathematics** | | |
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| **Number - number and place value** | | |
| * 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 2s, 5s and 10s * given a number, identify 1 more and 1 less * 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 * read and write numbers from 1 to 20 in numerals and words | | |
| **Number - addition and subtraction** | | |
| * read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs * represent and use number bonds and related subtraction facts within 20 * add and subtract one-digit and two-digit numbers to 20, including 0 * solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? − 9 | | |
| **Number - multiplication and division** | | |
| * 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 | | |
| **Number - fractions** | | |
| * recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity * recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity | | |
| **Measurement** | | |
| * compare, describe and solve practical problems for:   + - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]     - mass/weight [for example, heavy/light, heavier than, lighter than]     - capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]     - time [for example, quicker, slower, earlier, later] * measure and begin to record the following:   + - lengths and heights     - mass/weight     - capacity and volume     - time (hours, minutes, seconds)     - recognise and know the value of different denominations of coins and notes     - sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] * 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 the hour and draw the hands on a clock face to show these times | | |
| **Geometry - properties of shapes** | | |
| * recognise and name common 2-D and 3-D shapes, including:   + - 2-D shapes [for example, rectangles (including squares), circles and triangles]     - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] | | |
| **Geometry - position and direction** | | |
| * describe position, direction and movement, including whole, half, quarter and three-quarter turns | | |
| **Science** | | |
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| Unit | North star questions | |
| Seasons | * What are the four seasons? * How do seasons change? * How does the weather change each season? * How does the day length vary? * Why is it not safe to look directly at the Sun? | |
| Animals including humans - The human body | * What is the name of the parts of the human body? * What body part is associated with sight and smell? * What body part is associated with touch, taste, hearing? * How does height impact the length of hand spans? * How does height impact foot size ? | |
| Animals including humans - Animals | * Which groups do different animals belong to? * Which animals are carnivores, herbivores and omnivores? * How can we sort a variety of common animals? * What do different animals eat? * Which animals are kept as pets? | |
| Everyday materials | * What is a material? * Which material is best for different objects? * How can objects be described? * How can you group and compare materials? * What is the best material for an umbrella? * What is the best material for curtains? * What is the best material for a bookshelf? | |
| Plants | * How is our flower growing? * How is our vegetable growing? * What types of plants grow in the wild? * What types of plants grow in the garden? * What are the parts of trees called? * What is the difference between deciduous and evergreen trees? * What is the basic structure of a flowering plant? * What are the common names of flowers? * What is the same and what is different about the flowers and vegetables we planted? | |
| **Information Communication Technology (ICT)** | | |
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| Unit | North star questions | |
| Online safety and exploring purple mash | * How do we keep personal information safe? * How to find saved work on the online area? * How to add pictures and text to work? * What are the different Purple Mash tools? | |
| Grouping and Sorting | * How do we sort items using a range of criteria? * What does the term algorithm mean? | |
| Pictograms | * How is data represented? * What does a pictogram show? * How is a pictogram used to record the results of an experiment? | |
| Lego builders | * Why is it important to follow instructions? * How to follow and create instructions on a computer? * How does the order of instructions affect the results? | |
| Maze explorers | * How are direction keys used to complete challenges? * How to create and debug a set of instructions? * How is an algorithm list extended? | |
| Animated story books | * What are the differences between traditional and e-books? * How to save additional changes and overwrite files? * How is sound added to a picture? * How to add a background to the story? | |
| Coding | What are instructions?  What are objects and actions?  What is an event?  How is an event used to control an object?  How is the scale property used?  How is a computer program planned and made? | |
| Spreadsheets | What does a spreadsheet look like?  How are images added to spreadsheets?  How are items calculated? | |
| Technology outside school | What is technology?  Where is technology used in the local community? | |
| **History** | | |
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| Unit | North star questions | |
| How am I making history? | * What is my history? * How can I find out more about myself? * How are special events remembered? * What was it like for children in the past? * What have I learnt about childhood in the past? | |
| How have toys changed? | * What is your favourite toy? * Did your parents and grandparents play with the same toys as you? * What were toys like in the past? * What is similar and different about toys now and in the past? * How have teddy bears changed over time? | |
| How have explorers changed the world? | * What is an explorer? * Where have explorers travelled and when? * Who was Christopher Collumbus and what did he do? * Who was Matthew Henson and what did he do? * How has exploration changed? * How can we remember explorers? | |
| **Geography** | | |
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| Unit | North star questions | |
| London in the United Kingdom | * What is the United Kingdom? * What can you find in the United Kingdom? * What is the history of London? * How do people move around in London? * What are the landmarks in London? * What is the weather? * What is the weather like in the United Kingdom? | |
| Seven Continents | * What is a continent? * What is Europe like? * What is Australia like? * What is Africa like? * What is Asia like? * What is North America like? * What is South America like? * What is Antarctica like? * How is Alaska different from Cornwall? * How is Alaska similar to Cornwall? | |
| Oceans and seas | * What is an ocean? * Where are the world’s oceans? * How deep is the ocean? * Why are our oceans important? * What lives in the ocean? * How is the ocean different at the North Pole and the Equator? * Why are the oceans under threat? * How are people protecting the oceans? * How can we protect our oceans? | |
| **Physical Social Health Education (PSHE)** | | |
| Unit | North star questions | |
| Being me in my world | * How do you feel special and safe in my class? * What are my rights and responsibilities? * What are rewards and what makes me feel proud? * What are consequences? | |
| Celebrating differences | * What is bullying? * What do I do about bullying? * How to make new friends? * How are differences celebrated? | |
| Dreams and goals | * What have I already succeeded in? * What have we achieved together? * How are obstacles overcome? * How is success celebrated? | |
| Healthy me | * What does it mean to be healthy? * What healthy choices can I make? * How can I keep clean and healthy? * What is medicine and how do we take it safely? * How do we keep safe on the road? | |
| Relationships | * Who is my family? * How do we make friends? * How do we greet others? * What people help us? | |
| Changing me | * What are life cycles? * How has my body changed? * How are boys and girls different? * How do we cope with changes? | |
| **Religious Education (RE)** | | |
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| Unit | North star questions | |
| What do Christians believe about God? | **Beliefs**   * What do people believe about God, humanity and the natural world? * How do these beliefs affect the way we live our lives and care for our world? * Why do we need rules? * What is the difference between right and wrong behaviour? * Why is prayer important? * How do faith groups show their belief in God? | |
| What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? | **Celebrations**   * What religious festivals are celebrated? * Why and how do we celebrate religious festivals? | |
| Who is God to muslims? | **Beliefs**   * What do people believe about God, * humanity and the natural world? * How do these beliefs affect the way we live our lives and care for our world? * Why do we need rules? * What is the difference between right and wrong behaviour? * Why is prayer important? * How do faith groups show their belief in God? | |
| Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? | **Celebrations**   * What religious festivals are celebrated? * Why and how do we celebrate religious * festivals? | |
| How important is the Quran to muslims? | **Special books**   * What is their special book and why? * What are the holy books associated with different faiths? * Why are they important to their communities and faith groups? * What stories do they contain? | |
| How important is the prophet Muhammed to muslims? | **Leaders and teachers**   * What leaders are important in religion? * What did they believe about God? * How did this affect the way they lived their lives? * What special stories are there about these religious leaders? | |
| **Physical Education** | | |
| Unit | North star | |
| (Y1) Unit 1 - Fundamental Movement Skills Through Tag Games | * To be able to move safely in a space with control * To understand how to tag safely in a tag game * To move safely and to avoid being tagged in a tag game * To be able to react quickly in a tag game * To help others escape when caught in a tag game * To demonstrate a combination of skills learned in this unit | |
| Exploring manipulative skills | * To be able to send a ball towards a target * To be able to release a ball towards a moving target * To move with a ball using our feet * To change direction with a ball using our feet * To dribble with a ball using our hands * To move with a ball and keep it away from another player using our hands | |
| Functional movement | * To walk and run using an opposite arm to leg action * To develop an awareness of space and to remember a movement pattern * To develop anticipation and reactions with a moving ball using hands * To kick a ball towards a target over various distances * To explore striking a ball with a bat or a racket * To bend and stretch in a variety of directions and at different levels | |
| Developing manipulatives skills | * To throw and catch a ball with a partner using two hands * To throw and catch different objects using two hands * To throw and catch a ball whilst I am moving * To throw a small object using an overarm throw * To throw a ball at a target from a close distance * To throw and catch a ball in competitive team games | |
| Movement concepts | * To develop jumping for height and jumping for distance * To move in time to a rhythm * To develop catching a ball from different directions and heights * To develop the lunge movement for stability and balance * To side step and hop in different directions * To bounce and catch with a partner using a variety of balls | |
| Athletics fundamentals | * To explore different ways of moving * To jump over an object with two feet * To jump for distance with two feet * To throw an object at a target * To explore different ways of jumping over obstacles * To throw an object as far as possible * To choose the best way to throw different objects * To run over obstacles with control * To throw a ball using a push throw | |
| **Art and Design** | | |
| Unit | North star | |
| Make your mark | * To know how to create different types of lines. * To explore line and mark making to draw water | |
| Colour splash | * To investigate how to mix secondary colours * To apply knowledge of colour mixing when painting * To explore colour when printing * To experiment with paint mixing to make a range of secondary colours * To apply my painting skills when working in the style of an artist | |
| Sculpture and 3D | * To roll paper to make 3D structures * To shape paper to make a 3D drawing * To apply paper-shaping skills to make an imaginative sculpture * To work collaboratively to plan and create a sculpture * To apply painting skills when working in 3D | |
| Woven wonders | * To know that art can be made in different ways * To choose, measure, arrange and fix materials * To explore plaiting, threading and knotting techniques * To learn how to weave * To combine techniques in a woven artwork | |
| **Design and Technology (D&T)** | | |
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| Unit | North star | |
| Constructing a windmill | * How can I create a stable structure? * How can I use tools and equipment accurately to make part of a structure? * How can I join parts of a structure? * What are the strengths and weaknesses of my structure? | |
| Textiles: Puppets | * How can I use different methods to join fabrics together? How can I use a template to create my design? * How can I join two fabrics together accurately? * How can I embellish my design using joining methods? | |
| Food: Fruit and vegetables | * What different fruits are there? * Where do fruits and vegetables grow? * How can I prepare fruits? * Which fruits will I choose for my smoothie? * How can I make a smoothie? * How well does my smoothie meet the design brief? | |
| **Musical Education** | | |
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| Unit | **Skills** | **Knowledge** |
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| Musicianship    Understanding Music    Improvise Together | Listening  Finding a steady beat  Copy-back Improvisation Singing  Pulse/beat Rhythm Pitch Tempo Dynamics | * move in time with a steady beat. * find the pulse of the music by moving my body. * listen to, copy and repeat a simple rhythm through call and response. * listen to, copy and repeat a simple melody using my voice. * understand that the pulse or beat of the music is like a heartbeat that doesn’t stop. * understand and can demonstrate that rhythm is a pattern of long and short sounds which are performed over the pulse of the music. * sing high or low sounds, demonstrating an understanding of pitch. |
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| Listen and Respond | Listening Responding Musical styles Historical context Different musicians    Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure | * feel the pulse by moving my body to the music. * say what I like or dislike about a piece of music and describe how it makes me feel. * concentrate and listen to a piece of music. * use some musical words to describe a piece of music. * recognise some musical instruments and name them. * recognise if the music is fast or slow. * understand that tempo describes how fast or slow the music is. * recognise if the music is loud or quiet. * talk about the songs and pieces we have listened to and any songs that are similar. * talk about different styles of music and where they might come from in the world. |
| Learn to Sing the Song | Singing/rapping Words and meaning Follow a leader Movement  Pulse Rhythm Pitch Tempo Dynamics Structure | * sing and/or rap as part of a group. * demonstrate good posture when singing. * sing some songs and sections of songs from memory. * sing a solo, demonstrating some level of confidence. * sing a solo with confidence. * explain what the song is about. * follow the leader of the group and take simple directions. * add appropriate actions and movement to the songs I sing. |
| Play Your Instruments with the Song | Playing instruments Keeping a steady beat  Playing in a group/ensemble  Pulse Rhythm Pitch Tempo Dynamics Structure | * play a tuned and/or untuned percussion instrument carefully and with respect. * rehearse a part effectively to improve my overall performance. * play my instrument as part of an ensemble in time to a pulse and/or steady beat. * perform repeated rhythmic patterns in time to a backing track. |
| Improvise with the Song | Improvising    Pulse Rhythm Pitch Tempo | * know that when I improvise, I am making up my own tune. * use some notes to create an improvised rhythm/melody. * stay in time with the music when I improvise. * use call and response/question-and-answer to improvise simple vocal patterns. * use rhythm and/or pitch to improvise over a steady pulse. |
| Compose with the Song    Create a Graphic Score | Composing    Pulse Rhythm Pitch Tempo Dynamics | * compose a melodic line with direction, creating a beginning and an end using the home key. * explore pitch and rhythm when composing. * evaluate my composition through performance, using up to five notes. * write my melody using manuscript/online resources and/or graphic scores. * recognise signs and symbols that equate to the note value of one and two beats. |
| Perform the Song | Performing Listening Following a leader Playing  Singing Improvising Composing Making decisions  Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure | * perform the song with my class, without any help from the teacher. * explain why we chose the song/s to perform. * perform the song confidently with movement and/or actions. * perform the song from memory. * follow the leader or conductor. * say what I liked or enjoyed about the performance and what could have been better. * collectively plan a performance, including activities appropriate for an audience. * explain the Musical Spotlight and how music and songs have a Social Theme, ie how music brings us together. |
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