









| Year 1 | Autumn | Spring | Summer |
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| Enquiry Question | <p>What is special about where I live?</p>  | <p>Who is the Lady with the Lamp?</p>  | <p>How beautiful is our world?</p>  |
| Curriculum Principles | <p>The QBS curriculum principles are</p>  | <p>The QBS curriculum principles are</p>  | <p>The QBS curriculum principles are</p>  |
| Enquiry Driver | HUMANITIES | STEM | ARTS |
| Enquiry Enhancer(s) | Geography History D&T Art | History Science D&T | Art Computing D&T Music Science |
| Discrete Subjects | Maths Science – Materials RE – Christianity PE – Gymnastics and Games Computing Music | Maths Geography Computing RE Music PE Art | Maths PE RE History |
| Key Content Choices (e.g. significant people, events etc) | Significant People -Prime Minister, King Charles, Guy Fawkes, Samuel Pepys Significant Places – London, Houses of Parliament, Buckingham Palace, Tower of London, Dhekelia, Ay Nik. | Significant People – Florence Nightingale/ Mary Seacole, Edith Cavell Significant Places – Crimea, Jamaica, Belgium Significant Events – WW1, Crimea War, | Significant People – Barbara Hepworth, Andrea Butler, Vivaldi (four seasons), Significant Places – Ayia Napa Sculpture Park |



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| | Significant Events – Gun powder plot and bonfire Night, Great Fire of London, | | |
| Expert and Experiences | Children build houses and create Pudding Lane from cardboard. Trip to the Fire Station. Set fire to Pudding Lane houses and put out the fire. | Med centre/School nurse Military personnel | Educational Visit to the Sculpture Park in Ayia Napa |

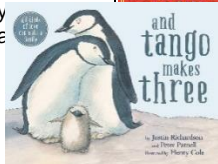




Key Texts



Diverse Text
(linked to PSHE – different ty fa



Rhyming Text / Poetry
Poet: Michael Rosen
Anthology:



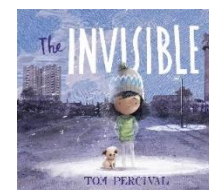
Diverse Text
(linked to PSHE – we are all unique)



Poetry
Poet: Allan Ahlberg
Anthology:



Diverse Text
(a family in poverty)



Poetry
Poet:
Anthology:





Key Performance Outcomes to be taught in each subject in each term.:

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| Phonics | <p>Revisit Set 2 Sounds: <i>ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</i></p> <p>Blending: Words containing all Set 1 and Set 2 Sounds (including Word Time 1.6 and 1.7 - words containing 4/5 sounds and consonant blends)</p> <p>Speedy Reading: Word Time 1.6 and 1.7 (Words containing 4/5 sounds and consonant blends)</p> <p>Red Words (common exception words) Consolidate previous Red Words and teach: to, me, go, baby, paint*</p> <p>By the end of Autumn 1: Read Purple storybooks</p> | <p>Consolidate Set 2 Sounds, particularly: <i>ar, or, air, ir, ou, oy</i></p> <p>Teach Set 3 Sounds: <i>ea, oi, a-e, i-e, o-e, u-e, e-e</i></p> <p>Blending: Words containing Set 3 Sounds: (<i>ea, oi, a-e, i-e, o-e, u-e, e-e</i>)</p> <p>Speedy Reading: Words containing these set 2 sounds: <i>ay, ee, igh, ow, oo, oo</i></p> <p>Red Words (common exception words) Consolidate previous Red Words and teach: all, I've, like, we, want, her, call, she, some, so, washing*</p> <p>By the end of Autumn 2: Read Pink storybooks</p> | <p>Consolidate Set 3 Sounds: <i>ea, oi, a-e, i-e, o-e, u-e, e-e</i></p> <p>Teach Set 3 Sounds: <i>aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, au, ue, ie,</i></p> <p>Blending: Words containing Set 3 Sounds: (<i>ea, oi, a-e, i-e, o-e, u-e, e-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, au, ue, ie</i>)</p> <p>Speedy Reading: Words containing Set 1 and Set 2 Sounds (Words containing 4/5 sounds and consonant blends)</p> <p>Red Words (common exception words) Consolidate previous Red Words and teach: what, they, do, old, was</p> <p>By the end of Spring 1: Read Orange storybooks</p> |
| | <p>Throughout Year 1 children are expected to: Read sentences linked to phonic knowledge and ability. Remaining Year 1 common exception words are taught through our Spelling Programme (Spelling Shed).</p> | | |
| Reading | <p>ER1.1 Know the phoneme-grapheme correspondences from the RWI scheme (see phonics progression document).</p> <p>ER1.3 Read accurately by blending sounds in unfamiliar words.</p> <p>ER1.7 Automatically recognise approximately 150 high frequency words.</p> <p>ER1.8 Apply phonic knowledge for reading.</p> <p>ER1.9 Read aloud accurately books that are consistent with their developing phonic knowledge.</p> <p>ER1.10 Develop fluency, accuracy and confidence by rereading books.</p> <p>ER1.11 Read increasingly challenging texts using phonics and high frequency word recognition.</p> <p>ER1.12 Listen to a range of texts at a level beyond that at which they can read independently including stories, nonfiction and poems.</p> <p>ER1.13 Identify and discuss the main events in stories.</p> <p>ER1.14 Identify and discuss the main characters in stories.</p> <p>ER1.15 Recall specific information in texts.</p> <p>ER1.18 Recite rhymes and poems by heart.</p> <p>ER1.19 Relate texts to own experiences.</p> <p>ER1.20 Retell familiar stories in a range of contexts.</p> <p>ER1.21 Make personal reading choices and explain reasons for choices.</p> <p>ER1.22 Introduce and discuss key vocabulary.</p> <p>ER1.23 Activate prior knowledge e.g. what do you know about minibeasts?</p> <p>ER1.24 Check that texts make sense while reading and self-correcting.</p> <p>ER1.25 Make predictions based on what has been read so far.</p> <p>ER1.26 Make basic inferences about what is being said and done.</p> <p>ER1.27 Discuss the title and how it relates to the events in the whole story.</p> | | |



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| | ER1.28 Give opinions about books and support with reasons. | | |
| | ER1.16 Recognise and join in with language patterns and repetition. ER1.17 Use patterns and repetition to support oral retelling. | ER1.2 Recognise and use the different ways of pronouncing the same grapheme; e.g. ow in snow and cow. ER1.4 Read words containing –s, –es, -ing, -ed, -er, -est endings. ER1.5 Split two and three syllable words into the separate syllables to support blending for reading. ER1.6 Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter. ER1.29 Explain clearly their understanding of what is read to them. ER1.30 Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. | ER1.2 Recognise and use the different ways of pronouncing the same grapheme; e.g. ow in snow and cow. ER1.4 Read words containing –s, –es, -ing, -ed, -er, -est endings. ER1.5 Split two and three syllable words into the separate syllables to support blending for reading. ER1.6 Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter. ER1.7 Automatically recognise approximately 150 high frequency words. ER1.29 Explain clearly their understanding of what is read to them. ER1.30 Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. |
| English Writing | <ul style="list-style-type: none">• Sit correctly at a table, holding a pencil comfortably and correctly:<ul style="list-style-type: none">- BBC (Bottom Back in Chair)- TNT (Tummy Near Table)- 6 feet on the floor• Continue to develop tripod grip of a pencil/pen.• Form lower case correctly, starting and finishing in the correct place.• Form capital letters correctly.• Write digits 0-9 with correct orientation and sizing in relation to lower case letters.• Produce recognisable letters and words to convey meaning.• Leave spaces between words.• Compose a sentence orally before writing.• Say aloud what they are going to write about.• Discuss the key features of the model text and plan to include those in their own writing.• Begin to write for different audiences and purposes (to entertain / to inform).• Sequence sentences to form short narratives.• Write narratives about personal experiences and those of others (real and fictional)• Create story characters and settings using adjectives to describe.• Use a number of simple features of a text type.• Make relevant choices about subject matter and use appropriate vocabulary• Use simple sentence structures that are accurately punctuated with a capital letter and a full stop.• Use capital letters for names, places, the days of the week and the personal pronoun 'I'.• Use finger spaces between words.• Use question marks and exclamation marks.• Form simple compound sentences by joining two independent clauses with a coordinating conjunction (and/but/ so).• Expand simple sentences using the conjunction 'because'.• Expand simple sentences (<i>when and where?</i>)• Expand simple sentences with an adjective (to modify the noun)• Read their writing to check that it makes sense to themselves and to an adult.• Discuss what they have written with the teacher or other pupils and begin to make small revisions to improve their writing. | | |



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| Writing Units (min 2 per half term) | Drawing Club | PVPG Unit (4 weeks) Nouns Verbs Subject Sentence Fragment Proper nouns Common nouns The verb to be The verb to have Regular action verbs Irregular action verbs Writing to inform: Non-Chronological Report (Florence Nightingale) Heading Brief introduction Subheadings Technical vocabulary Pictures and captions Third person – formal Statements giving factual information And, but, so, because to extend sentences Noun, adjective Capital letters for proper nouns Commas for lists | Writing to entertain: Traditional Tales – Character Description of The Troll (Billy Goats Gruff) Title Nouns and adjectives And, but, so, because to extend sentences Commas in a list Third person Past tense Repetitive dialogue Events in chronological order Writing to entertain: Traditional Tales – The Gingerbread Man Title Nouns and adjectives And, but, so, because to extend sentences Commas in a list Third person Past tense Repetitive dialogue Events in chronological order Writing to entertain Poetry: Senses Poems Capital letters Full stops Plural ending s Year 1 common exception words Rhyming couples Present tense And, but, so, because to extend sentences Exclamation marks | Writing to Entertain: Suggestion - Percy the Park-Keeper Stories (Change the setting) or Jack and the Beanstalk Beginning, Middle and End Setting Third person Expanded noun phrases Sights, sounds and smells And, but, so, because to extend sentences Capital letters for proper nouns Question marks Exclamation marks Writing to inform: Recount (Sculpture Park Visit) Brief introduction to include place and date Chronological order First person Past tense Facts and opinions And, but, so, because to extend sentences Adjectives Adverbs/adverbials of time (First, Then, Next, After that, Finally) Commas in a list Exclamation marks | Writing to inform: Instructions (How to Grow A Plant) Title statement List of equipment or materials Sequence, chronological steps Diagrams or illustrations Present tense Commands Detailed information And, but, so because to extend sentences Positional language Question marks Writing to Inform: Seasons Diary Date Chronological order Past tense First person – informal Facts and opinions Sign off And, but, so, because to extend sentences Adverbs/adverbials of time (Today, yesterday, tomorrow, When words) Adverbs/adverbials of place (Where words) Nouns Exclamation marks Commas for lists |
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| Maths (White Rose Maths) | Place Value (within 10) <ul style="list-style-type: none">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, leastCount to and across 100, forwards and backwards, beginning with zero or 1, or from any given numberCompare numbers using $<$, $>$ and $=$ signsRead and write numbers from 1 to 20 in numerals and words Addition and Subtraction (within 10) <ul style="list-style-type: none">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)Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signsRepresent and use number bonds and related subtraction facts within 20Add and subtract 1-digit and 2-digit numbers to 20, including zero Shape <ul style="list-style-type: none">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] | Place Value (within 20) <ul style="list-style-type: none">Read and write numbers from 1 to 20 in numerals and wordsCount to and across 100, forwards and backwards, beginning with zero or 1, or from any given numberCount, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10sIdentify 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, leastGiven a number, identify 1 more and 1 lessCompare numbers using $<$, $>$ and $=$ signs Addition and Subtraction (within 20) <ul style="list-style-type: none">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)Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signsRepresent and use number bonds and related subtraction facts within 20Add and subtract 1-digit and 2-digit numbers to 20, including zero Place Value (within 50) <ul style="list-style-type: none">Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given numberCount, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10sIdentify 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, leastGiven a number, identify 1 more and 1 less Length and Height <ul style="list-style-type: none">Compare, describe and solve practical problems for: lengths and height; mass/weight; capacity and volume; timeMeasure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time | Multiplication and Division <ul style="list-style-type: none">Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10sSolve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher Fractions <ul style="list-style-type: none">Recognise, find and name a half as one of two equal parts of an object, shape or quantityRecognise, find and name a quarter as one of four equal parts of an object, shape or quantity Position and Direction <ul style="list-style-type: none">Describe position, direction and movement, including whole, half, quarter and three-quarter turnsUse the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside (non-statutory guidance)Practise counting (1, 2, 3...), ordering (for example, 1st, 2nd, 3rd ...) (non-statutory guidance) Place Value (within 100) <ul style="list-style-type: none">Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given numberCount, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10sIdentify 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 Money <ul style="list-style-type: none">Recognise and know the value of different denominations of coins and notesCount, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s Time |
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**Mass and Volume**

- Compare, describe and solve practical problems for: lengths and heights; mass/weight; capacity and volume; time
- Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time

- Compare, describe and solve practical problems for: time
- Measure and begin to record time (hours, minutes, seconds)
- 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



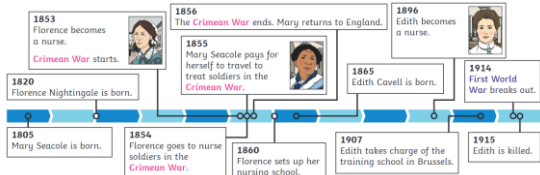


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| Art and Design | Painting – Spirals/Fire drawings Spirals AD1.5 Using drawing, painting and mark-making to explore spirals. AD1.6 Understand drawing is a physical activity. AD1.7 Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. AD1.8 Use colour (pastels, chalks) intuitively to develop spiral drawings. AD1.9 Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. | Simple Printmaking and Painting – William Morris (surface and colour) AD1.18 Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry. AD1.19 Understand prints are made by transferring an image from one surface to another. Understand relief prints are made when we print from raised images (plates). AD1.20 Use hands and feet to make simple prints, using primary colours AD1.21 Collect textured objects and make rubbings, and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image. AD1.22 Explore concepts like “repeat” “pattern” “sequencing”. AD1.23 Test out printmaking ideas AD1.24 Develop experience of primary and secondary colours Practice observational drawing AD1.25 Explore mark making AD1.12 Understand watercolour is a media which uses water and pigment. AD1.13 Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. AD1.14 Explore watercolour in an intuitive way to build understanding of the properties of the medium. AD1.15 Paint without a fixed image of what you are painting in mind. AD1.16 Respond to your painting, and try to “imagine” an image within. AD1.17 Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery. | Making Birds (working in 3D and collage) AD1.26 Understand collage is the art of using elements of paper to make images. AD1.27 Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird. AD1.28 Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects. AD1.29 Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture. AD1.30 Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. AD1.31 Understand the meaning of “Design through Making” AD1.32 Use a combination of two or more materials to make sculpture. AD1.33 Use construction methods to build. |
| | Purpose/Visual Literacy/Articulation AD1.1 Look at the work of artists who draw, sculptors, and painters, listening to the artists’ intention behind the work and the context in which it was made. AD1.2 Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. AD1.3 Reflect upon the artists’ work, and share your response verbally (“I liked...”). AD1.4 Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well”). | | |



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| Computing | C1.1 know that an algorithm is a set of instructions used to solve a problem or achieve an objective C1.2 know that an algorithm written for a computer is called a program C1.3 know how to create a simple program and test it C1.4 know how to interpret what will happen at different stages of a program | C1.7 know how to record sound and play back C1.8 know some of the IT uses in their own home C1.9 know how to make a distinction between objects that use modern technology C1.12 know how to save work to designated private space | C1.5 know how to create, edit and store purposeful, simple digital content (e.g. children can name, save and retrieve their work and follow simple instructions to access online resources) C1.6 know how to use a website and a camera |
| Using Technology Safely | | C1.10 know how to use technology safely and respectfully | C1.11 know how to keep personal information (such as passwords) private |
| Design and Technology | UK food – Making bread DT1.1 Answer given questions about my design ideas DT1.2 With support make a drawing, template or mock-up and answer given questions about it DT1.11 Talk about one thing that they like and do not like about existing products with reason DT1.15 Begin to identify the main food groups including fruit and vegetables DT1.16 Use given tools DT1.17 Read a simple scale to measure and weigh out ingredients using Year 1 maths scales DT1.18 Talk about where food comes from and look at examples | Ambulances DT1.9 With supervision, cut using a hacksaw and bench hook DT1.12 Talk about how designs and products met the given design criteria DT1.13 Build simple structures DT1.14 Use wheels, axles, levers and sliders DT1.8 Identify and talk about products that use electricity to make them work DT1.4 Cut out shapes from a range of fabrics and papers | Moving Animals DT1.5 Join appropriately, using glue or tape DT1.6 Cut straight lines and curved lines, safely and accurately with scissors DT1.7 Join with a variety of tapes and paperclips DT1.10 Fold, tear, roll and cut paper and card DT1.3 With support use IT to explore design ideas DT1.14 Use wheels, axles, levers and sliders |
| Geography | G1.5 know the human and physical features of a place in England. G1.9 know the main differences between city, town and village (including using the geographical vocabulary of farm, factory, house, office, shop) G1.10 know the location of the 4 countries of the UK on a map, atlas and / or globe G1.2 know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland G1.3 know the characteristics of each of the 4 countries in the UK G1.13 know how to use aerial photographs and plan perspectives to recognise landmarks in the UK | G1.6 know and recognise main weather symbols G1.7 know the seasonal patterns in the UK (using the geographical vocabulary season and weather) G1.8 know daily weather patterns in the UK | G1.4 know their own address G1.11 know which is N, E, S and W on a compass G1.12 know how to use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of their local environment |



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| History | <p>H1.5 know how to ask questions about simple artefacts (e.g. who, what, why, when, where)</p> <p>H1.6 know that memories are not always completely reliable</p> <p>H1.7 know to distinguish between fact and fiction (stories)</p> <p>H1.10 know and use historical vocabulary to represent the passing of time, (e.g. past, present, year, month, week, earlier, later)</p> | <p>H1.1 know about changes in living memory (last 100 years)</p> <p>H1.3 know about a significant person from the past and where this would sit within a chronological framework</p> <p>H1.4 know how the significant person contributed to national and international achievements</p>  <p>The timeline shows key events in nursing history: 1805 Mary Seacole is born. 1820 Florence Nightingale is born. 1853 Florence becomes a nurse. Crimean War starts. 1854 Florence goes to nurse soldiers in the Crimean War. 1855 Mary Seacole pays for herself to travel to treat soldiers in the Crimean War. 1856 The Crimean War ends. Mary returns to England. 1865 Edith Cavell is born. 1896 Edith becomes a nurse. 1907 Edith takes charge of the training school in Brussels. 1914 First World War breaks out. 1915 Edith is killed.</p> | <p>H1.2 know how chronology reveals aspects of change in national life (e.g. transport, communication, food, school life, music, toys and books)</p> <p>H1.8 know the months of the year</p> <p>H1.9 know the month and year of their birth</p> |
| Music | <p>M1.1 Sing simple songs, chants, and rhymes from memory.</p> <p>M1.2 Sing collectively and at the same pitch (a small range).</p> <p>M1.3 Pupils sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy.</p> <p>M1.7 Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>M1.8 Use body percussion and classroom percussion playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments to maintain a steady beat.</p> <p>M1.9 Respond to the pulse in recorded/live music through movement and dance.</p> | <p>M1.10 Perform short copycat rhythm patterns accurately, led by the teacher.</p> <p>M1.11 Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.</p> <p>M1.12 Perform word-pattern chants; create, retain, and perform their own rhythm patterns.</p> <p>M1.4 Improvise simple vocal chants, using question and answer phrases.</p> | <p>M1.13 Listen to sounds comparing high and low sounds.</p> <p>M1.14 Sing familiar songs in both low and high voices and talk about the difference in sound.</p> <p>M1.15 Follow pictures and symbols to guide singing and playing.</p> <p>M1.5 Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>M1.6 Recognise how graphic notation can represent created sounds. Pupils explore and invent own symbols.</p> |
| PE | <p>Fundamentals</p> <p>PE1.6 can change direction when moving at speed</p> <p>PE1.7 recognise changes in my body when doing exercise</p> <p>PE1.8 can run at different speeds</p> <p>PE1.9 select own actions in response to a task</p> <p>PE1.10 show hopping and jumping movements</p> <p>PE1.11 work cooperatively with others to complete tasks</p> <p>PE1.12 show balance and coordination when static and moving at a slow speed</p> <p>Gymnastics</p> <p>PE1.1 confident to perform in front of others</p> <p>PE1.2 link simple actions together to create a sequence</p> <p>PE1.3 can make own body tense, relaxed, stretched and curled</p> | <p>Sending and Receiving</p> <p>PE1.22 beginning to send and receive a ball with my feet</p> <p>PE1.23 catch a ball with some success</p> <p>PE1.24 throw a ball to a partner</p> <p>PE1.20 roll and throw with some accuracy towards a target</p> <p>PE1.14 recognise how exercise makes me feel</p> <p>PE1.21 track a ball that is coming towards me</p> <p>PE1.11 work cooperatively with others to complete tasks</p> <p>Fitness</p> <p>PE1.13 share ideas with other people in my class</p> <p>PE1.14 recognise how exercise makes me feel</p> <p>PE1.15 try my best in challenges that I am set</p> <p>PE1.16 understand why it is important to warm up</p> | <p>Striking and Fielding Games</p> <p>PE1.30 catch a beanbag and medium-sized ball</p> <p>PE1.31 hit a ball using my hand</p> <p>PE1.32 roll a ball towards a target</p> <p>PE1.33 track a ball that is coming towards me</p> <p>PE1.34 know how to score points</p> <p>PE1.35 understand the rule, beginning to play honestly and fairly</p> <p>Yoga</p> <p>PE1.50 recognise how yoga makes me feel physically and mentally</p> <p>PE1.51 remember and repeat actions, linking poses together</p> <p>PE1.52 show an awareness of space when travelling</p> <p>PE1.53 work with others to create poses</p> |



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| | <p>PE1.4 remember and repeat actions and shapes PE1.5 use apparatus safely and wait for my turn PE1.6 can change direction when moving at speed PE1.7 recognise changes in my body when doing exercise</p> <p>Ball Skills PE1.17 beginning to catch with two hands PE1.18 beginning to dribble a ball with hands and feet PE1.19 beginning to understand simple tactics PE1.20 roll and throw with some accuracy towards a target PE1.55 say when someone is successful PE1.21 track a ball that is coming towards me PE1.11 work cooperatively with others to complete tasks</p> <p>PE1.54 say what I liked about someone else's performance</p> | <p>Invasion Games PE1.18 beginning to dribble a ball with hands and feet PE1.25 change direction to move away from a defender PE1.26 recognise space when playing games PE1.27 use simple rules to play fairly PE1.28 move to stay with another player when defending PE1.29 understand when I am a defender or attacker</p> <p>Athletics PE1.8 can run at different speeds PE1.39 throw towards a target PE1.40 begin to show balance and coordination when changing direction PE1.41 develop overarm throwing PE1.42 understand the difference between a jump, leap and hop and can choose which allows me to jump furthest</p> | <p>Net and Wall Games PE1.36 hit a ball using a racket PE1.37 throw a ball to land over the net and into the court area PE1.21 track a ball that is coming towards me PE1.38 use a ready position to move the ball PE1.34 know how to score points PE1.35 understand the rule, beginning to play honestly and fairly</p> <p>Dance PE1.43 beginning to use counts PE1.44 copy, remember and repeat actions PE1.45 move confidently and safely PE1.46 use different parts of the body in isolation and together PE1.47 work with others to share ideas and select actions PE1.48 choose appropriate movements for different dance ideas PE1.49 show some sense of dynamic and expressive qualities in my dance</p> |
| PSHE | <p>KEY PERSON FOR BLACK HISTORY MONTH</p> <p>PSHE1.6 know about different feelings that humans can experience PSHE1.7 know how to recognise and name these feelings PSHE1.8 know how feelings can affect people's bodies and how they behave PSHE1.9 know about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) PSHE1.10 know that not everyone feels the same at the same time, or feels the same about the same things PSHE1.14 know about rules and age restrictions that keep us safe PSHE1.15 know how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) PSHE1.16 know the risk in simple everyday situations and what action to take to minimise harm PSHE1.17 know ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> | <p>PSHE1.1 know what keeping healthy means and different ways to keep healthy PSHE1.2 know how physical activity helps us stay healthy and ways to be physically active everyday PSHE1.3 know about dental care and visiting the dentist, how to brush teeth correctly and food and drink that support dental health PSHE1.4 know simple hygiene routines that can stop germs from spreading PSHE1.5 know how to keep safe in the sun and protect skin from sun damage PSHE1.11 know what makes them special PSHE1.12 know the ways in which we are all unique PSHE1.13 know how to manage when finding things difficult PSHE1.19 know about the roles different people play in our lives PSHE1.20 know the people who love and care for them and what they do to help them feel cared for PSHE1.39 know that jobs help people to earn money to pay for things</p> | <p>PSHE1.24 know that bodies and feelings can be hurt by words and actions and that people can say hurtful things online PSHE1.25 know that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private PSHE1.26 know how to respond if physical contact makes them feel uncomfortable or unsafe PSHE1.27 know what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard PSHE1.28 know who the safeguarding team is PSHE1.29 know how to respond safely to adults they don't know PSHE1.30 know not to share personal information online PSHE1.31 know how to identify and moderate their own feelings, socially and emotionally</p> |



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| | <p>PSHE1.18 know about people whose job it is to keep us safe</p> <p>PSHE1.21 know about different types of families including those that may be different from their own</p> <p>PSHE1.22 know how people make friends and what makes a good friendship</p> <p>PSHE1.23 know how to recognise when they or someone else feels lonely and what to do</p> <p>PSHE1.32 know how to listen to others and play and work cooperatively</p> <p>PSHE1.33 know what rules are, why they are needed, and why different rules are needed for different situations</p> <p>PSHE1.34 know how people and other living things have different needs; about the responsibilities of caring for them</p> <p>PSHE1.35 know the ways they are the same as, and different to, other people</p> <p>PSHE1.36 know about different groups they belong to</p> <p>PSHE1.37 know how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>PSHE1.38 know that everyone has different strengths</p> | | |
| Religious Education | <p>1.1 Who is a Christian and what do they believe?</p> <p>RE1.1 Talk about some simple ideas about Christian beliefs about God and Jesus</p> <p>RE1.2 Identify some ways Christians celebrate Christmas/ Easter/ Harvest/ Pentecost and some ways a festival is celebrated in another religion</p> <p>RE1.4 Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means</p> <p>RE1.10 Identify ways that some people make a response to God by caring for others and the world</p> <p>RE1.12 Ask some questions about believing in God and offer some ideas of their own</p> <p>RE1.14 Use creative ways to express their own ideas about the creation story and what it says about what God is like</p> <p>RE1.17 Talk about issues of good and bad, right and wrong arising from the stories</p> | <p>1.5 What makes some places sacred?</p> <p>1.6 How and why do we celebrate special and sacred times?</p> <p>RE1.6 Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used</p> <p>RE1.8 Ask good questions during a school visit about what happens in a church, synagogue or mosque</p> <p>RE1.11 Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe</p> <p>RE1.2 Identify some ways Christians celebrate Christmas/ Easter/ Harvest/ Pentecost and some ways a festival is celebrated in another religion</p> <p>RE1.5 Re-tell stories connected with Christmas/ Easter/ Harvest/Pentecost and a festival in another religion and say why these are important to believers</p> | <p>1.7 What does it mean to belong to a faith community?</p> <p>RE1.7 Recognise and name some symbols of belonging from own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers</p> <p>RE1.3 Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean</p> <p>RE1.15 Respond to examples of co-operation between different people</p> <p>RE1.16 Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more</p> |



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| | | RE1.9 Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion RE1.13 Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers | |
| Science | Working Scientifically WSKS1.1 ask simple questions and recognise that they can be answered in different ways WSKS1.2 observe closely , using simple equipment WSKS1.3 identify and classify WSKS1.4 use their observations and ideas to suggest answers to questions WSKS1.5 gather and record data to help in answering questions | | |
| | Everyday Materials – Making Houses for Pudding Lane SC1.1 identify a variety of everyday materials. SC1.2 describe the physical properties of a variety of everyday materials. SC1.3 distinguish between an object and the material from which it is made. SC1.4 compare and group together a variety of everyday materials on the basis of their simple physical properties. | Plants SB1.7 identify different plants. SB1.8 identify and describe the basic structure of plants. SB1.9 understand that plants can grow. SB1.10 name a variety of common wild plants. SB1.11 sort a variety of plants. SB1.12 name a variety of common plants that we can eat. SB1.13 identify, name and describe the basic structure of deciduous and evergreen trees. Senses SB1.4 identify, name, draw and label the basic parts of the human body. SB1.5 identify which part of the body is associated with each sense. SB1.6 compare humans. | Seasonal Changes SP1.1 observe and describe changes across the four seasons. SP1.2 observe how day length varies. SP1.3 describe weather associated with the seasons. Animals Including Humans SB1.1 identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. SB1.2 compare a variety of common animals including fish, amphibians, reptiles, birds and mammals. SB1.3 identify and name a variety of common animals that are carnivores, omnivores and herbivores. |