

Larks EYFS and Year 1 Curriculum Plan Two Year Cycle (2020 – 2021/ 2021 – 2022)

Cycle 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic themes	Amazing Me!		The Great Fire of London		The Victorians	
History /Geography Mixed EYFS/Year 1	<p><u>Changes within living memory</u> ELG Children talk about past and present events in their own lives and in the lives of family members Main Focus: To study significant changes within children’s living memory focussing on themselves, their parents and grandparents</p> <p>Children will bring in photos of themselves when they were a baby.</p> <p>Compare and contrast similarities and differences between homes from the 1950’s and now</p>	<p><u>Where do I live?</u> ELG Children know about similarities and differences in relation to places They talk about the features of their own immediate environment Main Focus: Children begin by identifying the UK on a world map and a map of Europe. They use an atlas to locate all seven continents. They move on to investigate the Union Flag and what it represents.</p> <p>Children will investigate the location of where they live in the UK</p>	<p><u>Events beyond living memory that are significant nationally</u> ELG Children can give some reasons why people’s lives were different in the past Main Focus: To understand where and when the Great Fire of London started.</p> <p>Place the Great Fire of London on a timeline and explore ways in which London was different in 1666.</p> <p>To find out why the fire spread so quickly and stayed alight for so long.</p>	<p><u>Let’s Explore London!</u> ELG Children can talk about how their environment can vary to another Main Focus: To name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas.</p> <p>To be able to locate London on a map and describe its location.</p> <p>To be able to describe landmarks of London.</p> <p>They will find out about some of</p>	<p><u>The lives of significant individuals in the past who have contributed to national achievements</u> ELG Children can give some reasons why people’s lives were different in the past Main Focus: To compare the lives and reigns of Queen Elizabeth 1 with Queen Victoria</p> <p>To compare childhood then and now with a focus on how schools, toys and homes have changed over time.</p>	<p><u>Seas and Coasts</u> ELG Children know about similarities and differences in relation to places, objects, materials and living things Main Focus: Children will name and locate the five oceans on a world map.</p> <p>Children will find out about British beaches and be able to name some key physical features such as beach, cliff, coast, sea, ocean, river and some human features such as city, town, port, harbour and shop.</p> <p>Children will discuss what an island is.</p>

	<p>Create a time capsule</p> <p>Show a sense of chronology understanding how they and their family have changed.</p> <p>Key Questions: How do our lives differ from that to our grandparents?</p>	<p>and begin to pinpoint their location down to the town and streets, which they live on. They use maps to explore their local area in more detail.</p> <p>Children begin defining the words 'rural' and 'urban'</p> <p>Key Questions: Where is the United Kingdom? Where do I live? Do I live in an 'urban' or 'rural' area?</p>	<p>Consider how we know about the Great Fire of London looking at sources including Pepys' diary, pictures, reports and artefacts.</p> <p>Key Questions: How did the Great Fire Of London start? How do we know about the Great Fire of London?</p> <p>Link to DT</p>	<p>London's key physical features, including hills, rivers, lakes, forests and parks.</p> <p>Key Questions: What is the capital city of England? Can you locate London on a world map? Can you identify some key geographical features of London?</p>	<p>Children will use photos to help them identify what seaside holidays were like during the Victorian period. To discover some of the features of a traditional seaside holidays such as Punch and Judy shows and start to think about how these holidays are similar to or different from our seaside holidays today.</p> <p>Key Questions: How were the lives of Victorian children different to our own? How do we know this? How have toys changed time?</p>	<p>They will locate the seas around the UK.</p> <p>Children will compare a British beach with one from another country. They will identify and discuss the different human and physical features of each beach. Children will travel around the UK and the world using compass points. They will visit different coastal locations and think carefully about the route they took to get there.</p> <p>Key Questions: What are the five oceans of the world? Using your Geographical language, can you describe the main features of a seaside? Why would you use a compass? What is an island?</p>
<p>English Mixed EYFS/Year 1</p>	<p>Fiction: Stories about families Using texts about Mums, Dads and babies, children talk and write about their</p>	<p>Fiction: Stories in familiar settings Children relate these stories to their own experiences. They imagine alternative</p>	<p>Non-fiction: Information Text Children write a reports for a special edition class</p>	<p>Non-fiction: Instructions: Children write instructions on making bread that has been baked in</p>	<p>Fiction: Fairy stories and traditional tales: Children retell or write a new version of a fairy tale of</p>	<p>Poetry: Poems on a theme: The Sea Children describe emotions stimulated by poetry</p> <p>Essential texts:</p>

	<p>own families and author their own stories too.</p> <p>Essential Texts: My Mum by Anthony Browne My Dad by Anthony Browne My Mum and Dad Make me Laugh by Nick Sharratt Peepo by Janet and Allan Ahlberg</p> <p>Grammar Focus: Use capital letters for the beginning of a name Finger spaces Begin to punctuate sentences using a capital letter and a full stop</p> <p>ELG Children use their phonic knowledge to write words in ways which match their spoken sound</p>	<p>scrapes for Mog, design a perfect pet and present medals for kindness and bravery. Then write a story closely based on The Tiger Who came for Tea.</p> <p>Essential Texts: Mog the Forgetful Cat by J Kerr The Tiger Who came to Tea by J Kerr</p> <p>Grammar Focus: Finger spaces Capital letter for the beginning of a name Begin to punctuate sentences using a capital letter and a full stop</p> <p>ELG Children write some irregular common words</p>	<p>newspaper ‘Great Fire’</p> <p>Diary writing: Essential text: Vlad and the Great Fire of London by Kate Cunningham</p> <p>Children write a diary entry as if they were Vlad the flea caught up in the Great Fire of London</p> <p>Toby and the Great Fire of London by Margaret Nash</p> <p>Grammar Focus: Using the correct tense Using capital letters and full stops Extending sentences using conjunctions</p> <p>ELG Children use their phonic knowledge to write words in ways which match their spoken sound</p>	<p>the bakery at Pudding Lane They list all the ingredients they will need</p> <p>Labels, signs and posters: Children label a modern fire engine They design their own poster on fire safety</p> <p>Grammar Focus: Using commas for lists</p> <p>ELG Children write simple sentences which can be read by themselves and others</p>	<p>their choice. They become familiar of a story mountain structure.</p> <p>Essential Texts: Cinderella, Billy Goats Gruff, Snow White</p> <p>Extra Texts: Oliver Twist, Queen Victoria’s bathing machine, Daisy saves the day by Shirley hughes The queens hat by S Anthony Queen Victoria’s Knickers by Jackie French</p> <p>Grammar Focus: Writing extended sentences using conjunctions and adjectives Punctuation</p> <p>ELG Children write simple sentences which can be read by themselves and others</p>	<p>Where the forest meets the sea by Jeannie Baker Poems by Celia Warren</p> <p>Non-Fiction: Letters and postcards Children learn how to format a letter and a postcard, understand why people write to each other and be aware of the different types of sentences that authors use, including using ‘and’ to join two ideas together in a compound sentence or to add descriptive phrases and words.</p> <p>Grammar Focus: Use ‘and’ to join sentences Use capital letters for proper nouns Punctuation</p> <p>ELG Some words are spelt correctly and others are phonetically plausible</p>
Guided Reading	<p>Literacy Shed: The Rainbow Fish by Marcus Pfisher ELG</p>	<p>Literacy Shed: Something Else by Kathryn Cave and Chris Riddel</p>	<p>Literacy Shed: Toby and the Great Fire of London by</p>	<p>Literacy Shed: Toby and the Great Fire of London by</p>	<p>Literacy Shed: Rapunzel from Igloo Books ELG</p>	<p>Literacy Shed: The Day the Crayons quit by Drew Daywalt ELG</p>

<p>Mixed EYFS/Year 1</p>	<p>Children read and understand simple sentences Year 1 Children are taught to develop pleasure in reading, motivation to read, vocabulary and comprehension</p>	<p>ELG Children read and understand simple sentences Year 1 Children are taught to develop pleasure in reading, motivation to read, vocabulary and comprehension</p>	<p>Margaret Nash & Jane Cope ELG Children read and understand simple sentences Year 1 Children are taught to develop pleasure in reading, motivation to read, vocabulary and comprehension</p>	<p>Margaret Nash & Jane Cope ELG Children read and understand simple sentences Year 1 Children are taught to develop pleasure in reading, motivation to read, vocabulary and comprehension</p>	<p>Children demonstrate understanding by talking to others Year 1 Children are taught to develop pleasure in reading, motivation to read, vocabulary and comprehension</p>	<p>Children demonstrate understanding by talking to others Year 1 Children are taught to develop pleasure in reading, motivation to read, vocabulary and comprehension</p>
<p>Maths Mixed EYFS/Year 1</p>	<p><u>Number: Place Value within 10</u> What is place value? What is the value of this digit? How do you know? Count and write numbers to 10 and objects to 20 More or less than Recognise missing numbers Recognise a teen number Ordering number to 10 Consolidation ELG Children count reliably with numbers from 1-20</p>	<p><u>Shape:</u> How can you describe this 2D or 3D shape? Which shapes are similar? How do we know? Begin to name and describe squares, circles, rectangles, and triangles Begin to describe and name common 3D shapes and their faces Sort 2D and 3D shapes Consolidation ELG Children explore characteristics of everyday objects and shapes and use</p>	<p><u>Number: Addition and Subtraction within 20</u> How many different ways can we find to partition number to 20? Fact families to 10 Number bonds within 10 Number bonds to 10 Add a small number by counting on Adding together small groups Add and subtract 1's Understand subtraction as taking away Begin to count back Consolidation ELG Using quantities and objects, they add and</p>	<p><u>Number: Place Value within 50</u> What is place value? What is the value of this digit? How do you know? Recite numbers to 100 Order 2 digit numbers Count in 2's, 5's and 10 Count in 10's to 100 Find 10 more 10 less Making a sensible estimate Consolidation ELG</p>	<p><u>Number: Multiplication and Division</u> How many sets in a total? Can you recognise the 'inverse' Count to 100 Count in 2's, 5's, 10's Recognise odd and even numbers to 20 Double numbers Find half of numbers to 20 Use repeated addition to work out multiplication problems Work out simple multiplications by counting 'sets of'</p>	<p><u>Number: Place Value within 100</u> What is place value? What is the value of this digit? How do you know? Recite numbers to 100 Order 2 digit numbers Count in 2's, 5's and 10 Count in 10's to 100 Find 10 more 10 less Making a sensible estimate Consolidation ELG Children count reliably with numbers from 1-20 <u>Measurement: Money</u> Know how much each coin to 10p is worth</p>

	<p><u>Number: Addition and Subtraction within 10</u> How many different ways can we find to partition number to 10? Fact families to 10 Number bonds within 10 Number bonds to 10 Add a small number by counting on Adding together small groups Add and subtract 1's Understand subtraction as taking away Begin to count back Consolidation ELG Using quantities and objects, they add and subtract 2 single digit numbers and count on or back to find the answer</p>	<p>mathematical language to describe them <u>Number: Place Value within 20</u> What is place value? What is the value of this digit? How do you know? Count and write numbers to 20 More or less than Recognise missing numbers Recognise a teen number Ordering number to 20 Consolidation ELG Children count reliably with numbers from 1-20</p>	<p>subtract 2 single digit numbers and count on or back to find the answer <u>Measurement: Length and Height</u> Which is the longest? Which is the tallest? Measure different objects using non-standard units Compare and order lengths shortest/longest/tallest Begin to have a sense of how long a metre is Use a simple standard units to measure Consolidation ELG Children use language to talk about size and distance; to compare objects and solve problems</p>	<p>Children count reliably with numbers from 1-20 <u>Measurement: Weight and Volume</u> Can you estimate which of these objects has the greatest mass? Compare two weights using direct comparison heavier/lighter Estimate and find objects that are heavier/lighter Use non-standard units to measure weight Compare capacity by direct comparison Understand the vocabulary relating to capacity Estimate, measure and compare capacities using cups Use simple standard units to measure Consolidation ELG</p>	<p>Work out simple division problems by grouping objects Recognise equal groups Consolidation ELG Children solve problems, including doubling, halving and sharing <u>Number/Fractions:</u> How do we find a fraction of a number or shape? To make equal parts Halving shapes or objects Recognising half and half of a quantity Find a quarter of a shape or object Find a quarter of a quantity Consolidation ELG Children recognise, create and describe patterns</p>	<p>Add 1p and 2p coins up to 10p Find ways to pay amounts to 10p Begin to find the total of two coins Know the value of different denominations of coins and notes Recognise each coin up to £1 Begin to find what coins can be used to pay a given amount up to 20p <u>Measurement: Time</u> How do we measure time? Tell the time to the hour Know the days of the week Sequence events in chronological order Recognise a minute as a unit of time Recognise half past How many minutes in an hour/in a day Tell the time to the half hour on analogue and digital clocks Use the language of time Consolidation</p>
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				Children use everyday language to talk about size, weight and capacity to compare quantities and to solve problems		ELG Recognise the common units of time
Science Mixed year EYFS/Year 1	<p>Animals including humans: Amazing Me!</p> <p>Learn fascinating things about your body and senses.</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival.</p> <p>Describe the importance for</p>	<p>Animals and Humans: Our pets</p> <p>Children will identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Extended writing opportunity: Make a list of all of the things you need and the things you have to do in order to look after a particular pet. Can you explain to a new owner how to look after their pet?</p>	<p>Everyday Materials: Let's Build</p> <p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group a variety of everyday materials based on their properties.</p> <p>ELG Children know about similarities and differences in</p>	<p>Plants: What's Growing in our Gardens?</p> <p>Children will identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Design and set up a garden centre</p> <p>Prepare some small tubs outside and observe some vegetables/plants</p> <p>Identify and describe the basic structure of flowering plants</p> <p>Find out and describe how plants need water, light and a suitable</p>	<p>Seasonal Changes: Wonderful Weather</p> <p>Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies</p> <p>Observe the temperature and the wind - record these observations and discuss the changes</p> <p>Track a shadow by observing and measuring it over time – Does my shadow always look like that?</p> <p>Link to DT</p>	<p>Animal Life Cycles</p> <p>Explore and compare the difference between things that are living, dead, and things that have never been alive.</p> <p>Identify that most living things live in habitats to which they are suited.</p> <p>Describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>ELG Children know about similarities and differences in relation to living things. They can talk about the features of and environment and how</p>

	<p>humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>ELG Children know about similarities and differences in relation to living things.</p>	<p>ELG Children make observations of animals and explain why some things occur, and talk about changes.</p>	<p>relation to materials and can suggest some of the purposes for which they are used.</p>	<p>temperature to grow and stay healthy.</p> <p>Link to Art ELG Children make observations of plants and can explain why some things occur, and talk about changes</p>	<p>Design rain gauges and record the rainfall over a period of time</p> <p>Make windsocks to measure wind direction and a wind vane to measure the direction of the wind.</p> <p>ELG Children can make observations and talk about changes</p>	<p>they might vary from one another.</p>
PHSE Jigsaw Mixed EYFS/Year 1	Being Me in My World	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Music Churanga Mixed EYFS/Year 1	<p>Topic Songs: Healthy Living Opportunities to explore Healthy living through movement, songs and activities</p>	<p>Topic songs: Christmas All children from FS/KS1 involved in learning and performing a 30 minute production which includes singing, optional instrumental parts, acting, movement and dance</p>	<p>Topic Songs: Numbers Collection of songs to support basic numeracy and explore musical repetition.</p>	<p>Topic Songs: Nursery Rhymes Songs and activities to familiarise children with some well-known traditional rhymes.</p>	<p>Topic: Journeys Explore the concept of travel through a range of songs and activities.</p>	<p>Songs: Oceans, Seas and Rivers Explore the water cycle through a range of songs and activities</p>
French Rigalo	French Greetings	Numbers to 10	Colours	Days of the Week	French Weather	French Food

Computing Purple Mash Mixed EYFS/ Year 1	Unit 1.1 Online Safety & exploring Purple Mash	Unit 1.2 Grouping & Sorting Unit 1.3 Pictograms	Unit 1.4 Lego Builders Unit 1.5 Maze Explorers	Unit 1.6 Animated Story Books	Unit 1.7 Coding	Unit 1.8 Spreadsheets Unit 1.9 Technology outside school
Religious Education Emmanuel Project Reception Plan	Christianity: Why is the word 'God' so important to Christians? Harvest Festival	Christianity: Why do Christians perform nativity plays at Christmas?	Christianity: How can we help others when they need it?	Christianity: Why do Christians put a cross in an Easter garden?	Christianity: What makes every single person unique and precious?	Christianity: How can we care for our wonderful world?
Art/DT	DT: Food Make a healthy kebab/smoothie	Art: Mark making Explore famous portrait artists Learn different techniques for mark making Use mirrors and careful observation to create a self portrait	DT: Structures Design a simple straw house	Art: Sketching Artist – Van Gogh – plants Pencils, pastels Use chalks to create flames	DT: Design a wind Vane Design a rain gauge	Art: Collage Use different materials to make collage of both queens Black/white for Queen Victoria
P.E CT = class teacher	CT - Gymnastics Core task 1 – balancing A&M Throwing, catching Ball/team games	CT - Dance A&M Throwing, catching Ball/team games	CT -Gymnastics Core task 2 – sequence balances Start/finish position A&M Throwing, catching Ball/team games	CT – Dance Growing Theme A&M Throwing, catching Ball/team games	CT - Athletics Sports Day A&M B Throwing, catching Ball/team games	CT -Tennis/Rounders A&M Throwing, catching Ball/team games

Cycle 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic themes	We are Britain: Castles		Explorers: Space and Ice!		Oceans and Seas	
History /Geography Mixed EYFS/Year 1	<p><u>Significant historical events</u> <u>People in their own locality</u> ELG Children can give some reasons why people’s lives were different in the past Main Focus: To discover some of the most splendid castles around the British Isles. Children will study Saint Edmund and learn about the Gunpowder plot.</p> <p>Children will find out who built the first castles in the UK</p> <p>Explore features of Norman castles</p> <p>Explore the structure of medieval castles</p>	<p><u>Where are castles built?</u> ELG Children know about similarities and differences in relation to places. Main Focus: Children will name, locate and identify the four countries and the capital cities of the UK</p> <p>Become familiar with castles in the UK’s capital cities</p> <p>Explore why some castles were built on hills</p> <p>Discover the physical features that make castles easier to defend</p>	<p><u>The lives of significant individuals in the past who have contributed to national achievements</u> ELG Children begin to know the difference between past and present events in their own lives and give some reasons why people’s lives were different in the past. Main Focus: To begin to understand the life and significance of Neil Armstrong, Ernest Shackleton and Tenzing Norgay.</p> <p>Explore and research icy lands of Antarctica and Mount Everest</p>	<p><u>Which continents are cold?</u> ELG Children know about similarities and differences in relation to places Main Focus: Understand that there are 7 continents in the world</p> <p>Use an atlas to locate all continents</p> <p>To know that the UK is in Europe</p> <p>Discover arctic temperatures</p> <p>Identify physical features found in Antarctica and Mount Everest</p>	<p><u>Changes beyond living memory that are significant</u> ELG Children can give some reasons why people’s lives were different in the past Main Focus: To identify and compare features of boats/ships of different ages. Children will identify differences between lives at sea in the past and present.</p> <p>Children will learn the story of the Titanic and its voyage</p> <p>They will research development of boats and ships</p>	<p><u>Where are the Oceans in the world?</u> ELG Children can talk about the features of their own immediate environment and how environments might vary from one another Main Focus: Children will use an atlas to identify and locate the five oceans of the world. They will explore the human and physical features of beaches in Britain. .</p> <p>Use geographical vocabulary to refer to key physical features such as: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>

	<p>Discover how common people were treated in medieval times</p> <p>Discover who Saint Edmund was</p> <p>Key Questions: How were common people treated in Medieval times? Who lived in medieval castles? Who was Saint Edmund?</p>	<p>Use ariel photographs to identify key features and landmarks</p> <p>Key Questions: Why were castles built on hills? What physical features make castles easier to defend?</p>	<p>Use imaginations to travel away from Earth into Space.</p> <p>Key Questions: What is an explorer and why do they explore?</p>	<p>Learn about the traditional Inuit way of life, who they are and where they live</p> <p>Key Questions: Where is Antarctica? Where is the Arctic? Which continent is Mount Everest in?</p>	<p>with a focus on Pirates ships!</p> <p>Key Questions: What was life like as a pirate? How have boat and ships changed over time? What happened to the Titanic?</p>	<p>To find out about British seas</p> <p>To compare a British beach with one from another country and compare the climates</p> <p>Key Questions: Where are the five oceans of the world? What are the main human and physical features you would expect to see at a beach?</p>
<p>English Mixed EYFS/Year 1</p>	<p>Fiction: Fairy stories and Traditional Tales</p> <p>Essential Texts: Rapunzel from Igloo books Sleeping Beauty Little Red Riding Hood by L.Don 7 C Chauffrey Little Red by L Roberts The Three Little Pigs</p> <p>Grammar Focus: Capital letters, finger spaces, full stops ELG Children use their phonic knowledge to write words in ways that match their spoken sound.</p>	<p>Non-fiction: Labels, lists, signs and posters</p> <p>Essential Texts: What were castles for? By Phil Rosbee Cox See Inside Castles by Katie Daynes In the Castle by Anna Milbourne Peep Inside the Castle by Anna Milbourne</p> <p>Information Text: Recount from trip to the castle</p> <p>Grammar Focus: Using commas for lists. Using the correct tense ELG</p>	<p>Fiction: Fantasy stories</p> <p>Essential Texts: Beegu by Alexis Deacon Man on the moon by Simon Bartrum Aliens love underpants by Claire Freedman & Ben Cort Red Rockets and Rainbow Jelly</p> <p>Grammar Focus: Using capital letters and full stops. Start to extend sentences using conjunctions ELG Children write simple sentences which can be read by</p>	<p>Non-fiction: Instructions</p> <p>Essential Texts: Thad Gets to the Moon – Hamilton Animated Text Writing instructions for playing football on the Moon and on Earth Toys in Space by Mini Grey</p> <p>Grammar Focus: Using time conjunctions ELG Children write simple sentences which can be read by themselves and others</p>	<p>Fiction:</p> <p>Essential Texts: ‘The Pirates Next Door’ by Jonny Duddle The Storm Whale in Winter’ by Benji Davies Pirates love underpants by Claire Freedman Pirate School by Colin McNaughton The Night Pirates by Peter Harris</p> <p>Grammar Focus: Writing extended sentences using conjunctions and adjectives. Punctuation ELG</p>	<p>Non Fiction: Information texts on Sea Animals</p> <p>Essential Texts: I Love Whales and Dolphins I Love Sharks by Steve Parker Big Blue Whale by N Vavies Surprising Sharks by Nicola Davies & James Croft Whale words by Nicola Davies & James Croft Extra Texts Mister Seahorse by Eric Carle</p> <p>Poetry: Pattern and Rhyme</p> <p>Essential texts:</p>

		Children use their phonic knowledge to write words in ways that match their spoken sound.	themselves and others		Some words are spelt correctly and others are phonetically plausible	Hairy Maclary from Donaldson Dairy by Lynley Dodd Scarface Claw by Lynley Dodd My cat likes to hide in boxes by Lynley Dodd Grammar Focus: Using capital letters for proper nouns. Writing extended sentences using conjunctions and adjectives. Punctuation ELG Some words are spelt correctly and others phonetically plausible
Guided reading	Literacy Shed: Something Else by Katherine Cave & Chris Riddell	Literacy Shed; The Tunnel by Anthony Browne	Hamilton Group reader: The Alien Egg	Literacy Shed: The Journey by Francesca Senna	Literacy Shed: Giant Jelly Jaws And the pirates by Helen Baugh and Ben Mantle	Literacy Shed: Whale words by Nicola Davies & James Croft
Maths Mixed EYFS/Year 1	<u>Number: Place Value within 10</u> What is place value? What is the value of this digit? How do you know? Count and write numbers to 10 and objects to 20 More or less than Recognise missing numbers Recognise a teen number	<u>Shape:</u> How can you describe this 2D or 3D shape? Which shapes are similar? How do we know? Begin to name and describe squares, circles, rectangles, and triangles Begin to describe and name common	<u>Number: Addition and Subtraction within 20</u> How many different ways can we find to partition number to 20? Fact families to 10 Number bonds within 10 Number bonds to 10 Add a small number by counting on Adding together small groups	<u>Number: Place Value within 50</u> What is place value? What is the value of this digit? How do you know? Recite numbers to 100 Order 2 digit numbers Count in 2's, 5's and 10	<u>Number: Multiplication and Division</u> How many sets in a total? Can you recognise the 'inverse' Count to 100 Count in 2's, 5's, 10's Recognise odd and even numbers to 20 Double numbers	<u>Number: Place Value within 100</u> What is place value? What is the value of this digit? How do you know? Recite numbers to 100 Order 2 digit numbers Count in 2's, 5's and 10 Count in 10's to 100 Find 10 more 10 less

<p>Ordering number to 10 Consolidation ELG Children count reliably with numbers from 1-20 <u>Number: Addition and Subtraction within 10</u> How many different ways can we find to partition number to 10? Fact families to 10 Number bonds within 10 Number bonds to 10 Add a small number by counting on Adding together small groups Add and subtract 1's Understand subtraction as taking away Begin to count back Consolidation ELG Using quantities and objects, they add and subtract 2 single digit numbers and count on or back to find the answer</p>	<p>3D shapes and their faces Sort 2D and 3D shapes Consolidation ELG Children explore characteristics of everyday objects and shapes and use mathematical language to describe them <u>Number: Place Value within 20</u> What is place value? What is the value of this digit? How do you know? Count and write numbers to 20 More or less than Recognise missing numbers Recognise a teen number Ordering number to 20 Consolidation ELG Children count reliably with numbers from 1-20</p>	<p>Add and subtract 1's Understand subtraction as taking away Begin to count back Consolidation ELG Using quantities and objects, they add and subtract 2 single digit numbers and count on or back to find the answer <u>Measurement: Length and Height</u> Which is the longest? Which is the tallest? Measure different objects using non-standard units Compare and order lengths shortest/longest/ tallest Begin to have a sense of how long a metre is Use a simple standard units to measure Consolidation ELG Children use language to talk about size and distance; to compare</p>	<p>Count in 10's to 100 Find 10 more 10 less Making a sensible estimate Consolidation ELG Children count reliably with numbers from 1-20 <u>Measurement: Weight and Volume</u> Can you estimate which of these objects has the greatest mass? Compare two weights using direct comparison heavier/lighter Estimate and find objects that are heavier/lighter Use non-standard units to measure weight Compare capacity by direct comparison Understand the vocabulary relating to capacity Estimate, measure and compare</p>	<p>Find half of numbers to 20 Use repeated addition to work out multiplication problems Work out simple multiplications by counting 'sets of' Work out simple division problems by grouping objects Recognise equal groups Consolidation ELG Children solve problems, including doubling, halving and sharing <u>Number/ Fractions:</u> How do we find a fraction of a number or shape? To make equal parts Halving shapes or objects Recognising half and half of a quantity Find a quarter of a shape or object Find a quarter of a quantity Consolidation</p>	<p>Making a sensible estimate Consolidation ELG Children count reliably with numbers from 1-20 <u>Measurement: Money</u> Know how much each coin to 10p is worth Add 1p and 2p coins up to 10p Find ways to pay amounts to 10p Begin to find the total of two coins Know the value of different denominations of coins and notes Recognise each coin up to £1 Begin to find what coins can be used to pay a given amount up to 20p <u>Measurement: Time</u> How do we measure time? Tell the time to the hour Know the days of the week Sequence events in chronological order</p>
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			objects and solve problems	capacities using cups Use simple standard units to measure Consolidation ELG Children use everyday language to talk about size, weight and capacity to compare quantities and to solve problems	ELG Children recognise, create and describe patterns	Recognise a minute as a unit of time Recognise half past How many minutes in an hour/in a day Tell the time to the half hour on analogue and digital clocks Use the language of time Consolidation ELG Recognise the common units of time
Science EYFS/Year 1	Animals including humans People and their Pets! Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival.	Identifying Animals Identify and name a variety of common animals To be able to identify and sort carnivores, herbivores and omnivores To be able to identify and compare a variety of common birds, reptiles, fish, mammals and amphibians	Use of Everyday Materials Marvellous Materials! Explore a range of materials suitable for fixing a broken umbrella and test them using pipette to simulate raindrops Working with play figures frozen into ice, devise an investigation to release them Explore puddles and observe how they change	Habitats Habitats and Homes Explore and compare the difference between things that are living, dead and things that have never been alive Investigate their habitats How do different habitats provide the basic needs for animals to survive?	Seasonal Changes Weather Art Observe changes across the four seasons Experience the wind and make a windsock, windmill and bottle wind spinner Talk about the importance of the sun, design sun catchers to hang in the classroom and a sundial for the playground Explore Shadows	Plants Growing plants Observe, identify, compare, classify and describe garden and wild plants Identify and describe a range of trees Know the difference between deciduous and evergreen trees To identify the different parts of a plant Make observations of growing plants

	To identify and name animals found around and in the home. ELG Children know about similarities and differences in relation to living things	ELG Children make observations of animals and explain why some things occur, and talk about changes	ELG Children know about similarities and differences in relation to objects and materials	How have arctic animals adapted to their habitats? Floating and sinking experiments – Titanic ELG They talk about the features of their own immediate environment and how environments might vary from one another EXC: They are familiar with basic scientific concepts such as floating, sinking	ELG Children know about similarities and differences in relation to objects and materials	ELG Children make observations of plants and explain why some things occur, and talk about changes
PHSE Jigsaw	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Music Churanga	Topic Songs: Animals Songs and activities based on a theme	Topic songs: Christmas All children from FS/KS1 involved in learning and performing a 30 minute production which includes singing, optional instrumental parts, acting, movement and dance	Topic Songs: Numbers Collection of songs to support basic numeracy and explore musical repetition	Songs: Minibeasts Opportunity to explore links across the curriculum, to sing and make musical comparisons	Hands Feet Heart (World) A range of styles and genres that musically draws together listening/appraising composing/improvising and performing skills	Topic Songs: Oceans, Seas and Rivers Explore the water cycle through a range of songs and activities
French Rigalo	French Greetings	Numbers to 10	Colours	Days of the Week	French Weather	French Food

Mixed EYFS/Year 1						
Computing Purple Mash Mixed EYFS/Year 1	Unit 1.1 Online Safety & exploring Purple Mash	Unit 1.2 Grouping & Sorting Unit 1.3 Pictograms	Unit 1.4 Lego Builders Unit 1.5 Maze Explorers	Unit 1.6 Animated Story Books	Unit 1.7 Coding	Unit 1.8 Spreadsheets Unit 1.9 Technology outside school
Religious Education Emmanuel Project Reception	Christianity: Why is the word 'God' so important to Christians? Harvest Festival	Christianity: Why do Christians perform nativity plays at Christmas?	Christianity: How can we help others when they need it?	Christianity: Why do Christians put a cross in an Easter garden?	Christianity: What makes every single person unique and precious?	Christianity: How can we care for our wonderful world?
Art/DT	Art: Create Bayeux pictures using lines Make animal pictures with leaves	DT: Castles Design and make a medieval castle	Art: Use clay to create a 3D rocket	Art: Discover the Aurora Borealis formations. Use different art materials to recreate it.	DT: Structure Build a 3D boat Test the boats – Do they sink or float?	Art: Stormy Sea scapes – JMW Turner Textured water colour paintings
P.E CT= Class Teacher	CT - Gymnastics Core task 1 – balancing A&M Throwing, catching Ball/team games	CT - Dance A&M Throwing, catching Ball/team games	CT -Gymnastics Core task 2 – sequence balances Start/finish position A&M Throwing, catching Ball/team games	CT – Dance Growing Theme A&M Throwing, catching Ball/team games	CT - Athletics Sports Day A&M B Throwing, catching Ball/team games	CT -Tennis/Rounders A&M Throwing, catching Ball/team games

Year 1

Sc1/1 Working Scientifically

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

Sc1/1.1 asking simple questions and recognising that they can be answered in different ways

Sc1/1.2 observing closely, using simple equipment

Sc1/1.3 performing simple tests

Sc1/1.4 identifying and classifying

Sc1/1.5 using their observations and ideas to suggest answers to questions

Sc1/1.6 gathering and recording data to help in answering questions.

Sc1/2.1 Plants

Sc1/2.1a identify and name a variety of common wild and garden plants, including deciduous and evergreen trees

Sc1/2.1b identify and describe the basic structure of a variety of common flowering plants, including trees

Sc1/2.2 Animals including humans

Sc1/2.2a identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals

Sc1/2.2b identify and name a variety of common animals that are carnivores, herbivores and omnivores

Sc1/2.2c describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)

Sc1/2.2d identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Sc1/3.1 Everyday materials

Sc1/3.1a distinguish between an object and the material from which it is made

Sc1/3.1b identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock

Sc1/3.1c describe the simple physical properties of a variety of everyday materials

Sc1/3.1d compare and group together a variety of everyday materials on the basis of their simple physical properties

Sc1/4.1 Seasonal Changes

Sc1/4.1a observe changes across the 4 seasons

Sc1/4.1b observe and describe weather associated with the seasons and how day length varies.

KS1 P.E

PE1/1.1 Sport & Games

PE1/1.1a 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

PE1/1.1b participate in team games, developing simple tactics for attacking and defending

PE1/1.1c perform dances using simple movement patterns.

KS1 Geography

Ge1/1.1 Location Knowledge

Ge1/1.1a name and locate the world's 7 continents and 5 oceans

Ge1/1.1b name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

Ge1/1.2 Place Knowledge

Ge1/1.2a 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 contrasting non-European country

Ge1/1.3 Human and Physical Geography

Ge1/1.3a identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Ge1/1.3b use basic geographical vocabulary to refer to:

- i. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- ii. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Ge1/1.4 Geographical Skills and Fieldwork

Ge1/1.4a use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

Ge1/1.4b use simple compass directions (North, South, East and West) and [locational and directional language](#) to describe the location of features and routes on a map

Ge1/1.4c use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

Ge1/1.4d 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.

KS1 History

Pupils should be taught to:

Hi1/1.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

Hi1/1.2 events beyond living memory that are significant nationally or globally
e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries

Hi1/1.3 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell and Edith Cavell

Hi1/1.3 significant historical events, people and places in their own locality.

Year 1 Maths

Ma1/2.1 Number & Place Value

Ma1/2.1a count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number

Ma1/2.1b count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s

Ma1/2.1c given a number, identify 1 more and 1 less

Ma1/2.1d 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

Ma1/2.1e read and write numbers from 1 to 20 in numerals and words.

Ma1/2.2 Addition & Subtraction

Ma1/2.2a read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs

Ma1/2.2b represent and use number bonds and related subtraction facts within 20

Ma1/2.2c add and subtract one-digit and two-digit numbers to 20, including 0

Ma1/2.2d solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.

Ma1/2.3 Multiplication & Division

Ma1/2.3a 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.

Ma1/2.4 Fractions

Ma1/2.4a recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity

Ma1/2.4b recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.

Ma1/3.1 Measurement

Ma1/3.1a compare, describe and solve practical problems for:

- i. lengths and heights [for example, long/short, longer/shorter, tall/short, double/hal]
- ii. [mass / weight](#)
- iii. [capacity and volume](#)
- iv. [time](#)

Ma1/3.1b measure and begin to record the following:

- i. lengths and heights
- ii. mass/weight
- iii. capacity and volume
- iv. time (hours, minutes, seconds)

Ma1/3.1c recognise and know the value of different denominations of coins and notes

Ma1/3.1d [sequence events in chronological order using language](#)

Ma1/3.1e recognise and use language relating to dates, including days of the week, weeks, months and years

Ma1/3.1f tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Ma1/3.2 Properties of Shapes

Ma1/3.2a recognise and name common 2-D and 3-D shapes, including:

- i. [2-D shapes](#)
- ii. [3-D shapes](#)

Ma1/3.3 Position and Direction

Ma1/3.3a describe position, directions and movements, including whole, half, quarter and three-quarter turns.

Year 1 English

En1/1 Spoken Language

(The objectives for Spoken Language are common across Key Stages 1 and 2)

En1/1a listen and respond appropriately to adults and their peers

En1/1b ask relevant questions to extend their understanding and knowledge

En1/1c use relevant strategies to build their vocabulary

En1/1d articulate and justify answers, arguments and opinions

En1/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

En1/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

En1/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

En1/1h speak audibly and fluently with an increasing command of Standard English

En1/1i participate in discussions, presentations, performances, roleplay/improvisations and debates

En1/1j gain, maintain and monitor the interest of the listener(s)

En1/1k consider and evaluate different viewpoints, attending to and building on the contributions of others

En1/1l select and use appropriate registers for effective communication

Reading

En1/2.1 Word Reading

En1/2.1a apply phonic knowledge and skills as the route to decode words

En1/2.1b respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes

En1/2.1c read accurately by blending sounds in unfamiliar words containing GPCs that have been taught

En1/2.1d read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

En1/2.1e read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings

En1/2.1f read other words of more than one syllable that contain taught GPCs

En1/2.1g read words with [contractions](#), and understand that the apostrophe represents the omitted letter(s)

En1/2.1h 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

En1/2.1i reread these books to build up their fluency and confidence in word reading.

En1/2.2 Comprehension

En1/2.2a develop pleasure in reading, motivation to read, vocabulary and understanding by:

- i. listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- ii. being encouraged to link what they read or hear to their own experiences
- iii. becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- iv. recognising and joining in with predictable phrases
- v. learning to appreciate rhymes and poems, and to recite some by heart
- vi. discussing word meanings, linking new meanings to those already known

En1/2.2b understand both the books they can already read accurately and fluently and those they listen to by

- i. drawing on what they already know or on background information and vocabulary provided by the teacher
- ii. checking that the text makes sense to them as they read and correcting inaccurate reading

- iii. discussing the significance of the title and events
- iv. making inferences on the basis of what is being said and done
- v. predicting what might happen on the basis of what has been read so far

En1/2.2c participate in discussion about what is read to them, taking turns and listening to what others say

En1/2.2d explain clearly their understanding of what is read to them

Writing

En1/3.1 Spelling

En1/3.1a spell:

- i. words containing each of the 40+ phonemes already taught
- ii. common exception words
- iii. the days of the week

En1/3.1b name the letters of the alphabet:

- i. naming the letters of the alphabet in order
- ii. using letter names to distinguish between alternative spellings of the same sound

En1/3.1c add prefixes and suffixes:

- i. using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- ii. using the prefix un–
- iii. **using –ing, –ed, –er and –est where no change is needed in the spelling of root words**

En1/3.1d apply simple spelling rules and guidance, as listed in [English Appendix 1](#)

En1/3.1e write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

En1/3.2 Handwriting and Presentation

En1/3.2a sit correctly at a table, holding a pencil comfortably and correctly

En1/3.2b begin to form lower-case letters in the correct direction, starting and finishing in the right place

En1/3.2c form capital letters

En1/3.2d form digits 0-9

En1/3.2e understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these

En1/3.3 Composition

En1/3.3a write sentences by:

- i. saying out loud what they are going to write about
- ii. composing a sentence orally before writing it
- iii. sequencing sentences to form short narratives
- iv. re-reading what they have written to check that it makes sense

En1/3.3b discuss what they have written with the teacher or other pupils

En1/3.3c read their writing aloud clearly enough to be heard by their peers and the teacher.

En1/3.4 Vocabulary, grammar & punctuation

En1/3.4a develop their understanding of the concepts set out in English [Appendix 2](#) by:

- i. leaving spaces between words
- ii. joining words and joining clauses using "and"
- iii. beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- iv. using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- v. learning the grammar for year 1 in English [Appendix 2](#)

En1/3.4b use the grammatical terminology in English [Appendix 2](#) in discussing their writing and reading.

Appendix 2:

Year 1: Detail of content to be introduced (statutory requirement)	
Word	<p>Regular plural noun suffixes <i>-s</i> or <i>-es</i> [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix <i>un-</i> changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i>, or <i>undoing: untie the boat</i>]</p>
Sentence	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p>
Text	Sequencing sentences to form short narratives
Punctuation	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun <i>I</i></p>
Terminology for pupils	<p>letter, capital letter</p> <p>word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p>