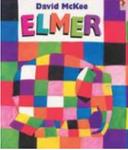
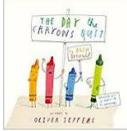
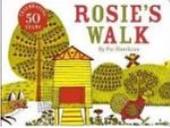


Location, location, location. What happens down my street?

Subject	Key Questions	Learning intentions
English	   	<p><b>Reading</b>  <u>Year 1.</u>  Comprehension  Children should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:  Listening to and discussing a wide range of stories 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 and traditional tales, retelling them and considering their particular characteristics.  Recognising and joining in with predictable phrases.  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.  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 discussions about what is read to them, taking turns and listening to what others say.  Explain clearly their understanding of what is read to them.</p> <p><b>Reception.</b>  Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and Phrases in rhymes and stories.  Beginning to be aware of the way stories are structured.  Suggests how the story might end.  Listens to stories with increasing attention and recall.  Describes main story settings, events and principal characters.</p> <p><b>Writing.</b>  <u>Year 1.</u>  Spell:  Words containing each of the 40+ phonemes already taught  Common exception words  Write sentences by:  Saying out loud what they are going to write about.  Composing a sentence orally before writing it.</p>

		<p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place and form capital letters</p> <p><u>Reception.</u></p> <p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Ascribes meanings to marks that they see in different places.</p> <p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Is beginning to write own name and other things such as labels, captions.</p>
<p>Maths (Number, shape, space and measure)</p>	<p>Can children read, write and count to 100?</p> <p>Can children represent numbers with objects?</p> <p>Can children use mathematical language?</p> <p>Can children read, write and interpret mathematical statements?</p> <p>Can children complete simple addition and subtraction calculations within 10 and then 20.</p> <p>Can children begin to solve simple multiplication and division calculations using concrete resources with the support of an adult?</p>	<p><b>YEAR ONE.</b></p> <p><b>Place Value.</b></p> <ul style="list-style-type: none"> <li>• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</li> <li>• Count, read and write numbers to 100 in numerals.</li> <li>• Read and write numbers from 1-20 in numerals and words.</li> <li>• Identify and represent numbers using objects and pictorial representations including the number line.</li> <li>• Know one more and one less of a given number.</li> <li>• Use the language of: equal to, more than, less than (fewer), most, least.</li> </ul> <p><b>Addition and Subtraction.</b></p> <ul style="list-style-type: none"> <li>• Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</li> <li>• Add and subtract one digit and two digit numbers to 20, including zero.</li> <li>• Represent and use number bonds and related subtraction facts within 20.</li> <li>• Solve one step number problems that involve addition and subtraction, using concrete objects, and pictorial representations.</li> </ul> <p><b>Multiplication and Division.</b></p> <ul style="list-style-type: none"> <li>• Count in 2's 5's and 10's.</li> <li>• Solve one step number problems that involve addition and subtraction, using concrete objects, and pictorial representations, with support from the teacher.</li> </ul> <p><b>Reception.</b></p> <ul style="list-style-type: none"> <li>• Recites numbers in order to 10.</li> <li>• Counts objects to 10 and beginning to count beyond 10.</li> <li>• Knows that numbers identify how many objects are in a set.</li> <li>• Counts up to three or four objects by saying one number name for each object.</li> <li>• Selects the correct numeral to match to represent 1-5 and then 1-10.</li> <li>• Beginning to represent numbers using fingers, marks on paper or pictures.</li> <li>• Counts an irregular arrangement of up to 10 objects.</li> <li>• Estimates how many objects they can see and checks by counting them.</li> <li>• Finds the total number of objects in in two groups by counting all of them.</li> <li>• Counts actions or objects which cannot be moved.</li> <li>• Says the number that is one more than a given number.</li> </ul>

		<ul style="list-style-type: none"> <li>• Finds one more and one less from a group of 5 and then 10 objects.</li> <li>• Is beginning to write numbers 1-10 with the correct formation.</li> </ul>
Science (Knowledge and Understanding of the world)	<p>What can the human body can do?</p> <p>What and where do animals live in the local environment?</p> <p>Who helps these animals?</p>	<p><b>Year 1</b> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p><b>Reception</b> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Developing an understanding of growth, decay and changes over time.</p>
History (KUW)	<p>What were the childhoods like of our parents and grandparents? How is this different to my childhood? What changes can I recognise?</p> <p>Who is Guy Fawkes and what is the Gun powder plot? What happened? How has this significant event changed life today?</p>	<p><b>Year 1.</b> Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Learn about events beyond living memory that are significant nationally or globally.</p> <p><b>Reception</b> Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p>
Geography (KUW)	<p>Where is Guyhirn? What are the physical and manmade features of Guyhirn and Cambridgeshire? Where is my school? Can I create an aerial map of my school? Can a use compass directions to navigate around the school?</p>	<p><b>Year 1.</b> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. 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 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 Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>

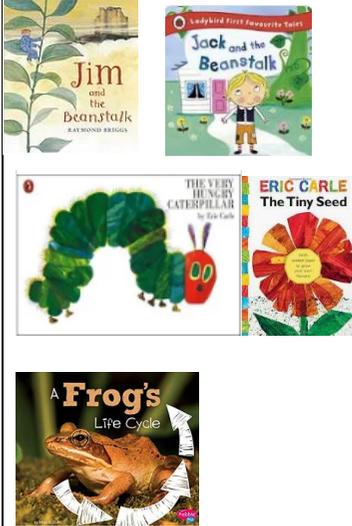
		<p><b>Reception.</b>  Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.  Beginning to know about similarities and differences in relation to places, objects, materials and living things.  Maths - prepositions, position and direction.</p>
Religious Education (KUW)	<p>Understanding Christianity: CREATION  Who made the world?</p> <p>Understanding Christianity: INCARNATION  Why does Christmas matter to Christians? ·</p>	<p>Christians believe that:</p> <ul style="list-style-type: none"> <li>• God made the world.</li> <li>• The Earth and everything in it is important to God.</li> <li>• God has a unique relationship with human beings as their Creator and Sustainer.</li> <li>• Humans should care for the world because it belongs to God.</li> </ul> <p>Christians believe that</p> <ul style="list-style-type: none"> <li>• Jesus is God and that he was born as a baby in Bethlehem.</li> <li>• The Bible points out that his birth showed that he was extraordinary and that he came to bring good news.</li> <li>• Christians celebrate Jesus' birth; Advent for Christmas is a time of getting ready for Jesus' coming.</li> </ul>
PSHE (PSED- personal social and emotional development)	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>• be able to name some of their own strengths and skills.</li> <li>• be able to identify a new skill to develop.</li> <li>• understand and practise listening skills, take turns and make clear explanations.</li> <li>• understand and practise group work skills, including discussion, negotiation and co-operation.</li> <li>• be aware of how their strengths and skills can be useful in a group.</li> <li>• be able to evaluate a group work task.</li> </ul>	<p>Citizenship - working together.</p> <ul style="list-style-type: none"> <li>• To recognise &amp; celebrate some of their strengths, emotions, gifts and talents.</li> <li>• To be able to identify and develop a new skill.</li> <li>• To understand and practise some skills of a good communicator, including listening skills, turn taking and explaining.</li> <li>• To know and practise effective group work skills, including discussion, negotiation, compromise and co-operation.</li> <li>• To be aware of how my skills and strengths can be useful in a group.</li> <li>• To be able to state some things they did well in a group task and some things they would like to do better at next time</li> </ul>
	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>• be able to contribute to discussions about personal safety and take an active part in class activities.</li> <li>• be able to identify people at home, at school and in other</li> </ul>	<p>Healthy and safe lifestyles - personal safety.</p> <ul style="list-style-type: none"> <li>• To be able to identify trusted adults, by including them on their Safety Circle, and to understand what, when, who and how to tell.</li> <li>• To be able to assess the school and grounds, using their senses.</li> <li>• To be able to use your senses to keep safer.</li> <li>• To be able to identify safer places to play.</li> </ul>

	<p>contexts of their lives to include in their Safety Circle and who they can go to if they have a worry, or a 'no' or 'I'm not sure' feeling.</p> <ul style="list-style-type: none"> <li>• be able to identify safer places to work and play and know what to do if they get lost.</li> <li>• be able to identify the difference between good and bad secrets as well as 'yes' and 'no' touches, understanding that they are able to say 'no' and tell someone on their Safety Circle.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to identify and name body parts including the sexual parts (pants campaign NSPCC).</li> <li>• To be able to recognise 'good' and 'bad' secrets and tricks.</li> </ul>
<p>Art (Expressive art and design)</p>	<p>Can I draw myself focusing on colours as well as the details in my face? Can I discover what colours are needed to make other colours? Can I use my colour mixing skills to create an Autumnal piece of Art? Can I look at how patterns are used to create art? Can I create my own representation of a picture from Rosie's Walk?</p>	<p><b>Year 1</b> Self-portraits - pencil drawings looking at detail and paintings to look at the use of colour. Colour mixing - discovery of what colours make other colours and using mixing colours to make Autumn art work. Looking at patterns and texture to create pictures - (like pictures in Rosie's walk book.).</p> <p><b>Reception.</b> Explores what happens when they mix colours. Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. Gives meaning to marks they make as they draw, write and paint.</p>
<p>Design and Technology (Expressive art and design)</p>	<p>Using the story of the Little red hen and harvest I can discuss where food comes from. Can I use my health and safety skills and household technology to measure ingredients and make bread?</p> <p>I can plan, design and make a model of the houses of parliament with junk model materials? I can discuss my model and suggest ways to improve it?</p> <p>I can make a paperplate Catherine wheel or a rocket firework.</p>	<p><b>Year 1.</b> <u>Cooking and nutrition</u> - Use the basic principles of a healthy and varied diet. Understand where food comes from.</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide variety of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.</p>

		<p><b>Reception.</b>  Understands that different media can be combined to create new effects.  Manipulates materials to achieve a planned effect.  Constructs with a purpose in mind, using a variety of resources.  Uses simple tools and techniques competently and appropriately.  Selects appropriate resources and adapts work where necessary.  Selects tools and techniques needed to shape, assemble and join materials they are using.</p>
PE (Physical development)	What can my body do?	<p>Multi skills  Dance</p>
Computing (KUW)	<p>What technology do we use in our homes?  Why is it important to ask for help when using the internet?  To complete simple programming skills with bee bots.  Can I operate technology for a purpose?  Can I use technology to research subjects?</p>	<p><b>E-safety- Smartie the penguin.</b>  Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technology.  <b>Programming- beebots - give and follow a set of instructions.</b>  Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.  Create and debug simple programs.  <b>Technology- Home technology uses.</b>  Recognise common uses of information technology beyond school.  <b>Digital Literacy- I can turn on a laptop and an I pad to use google to search for Guyhirn and research about Guy Fawkes.</b>  Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>
Music (Expressive art and design)	<p>Sing simple songs and nursery rhymes.  Play simple percussion instruments.  Follow a beat, rhythm and sing with Charanga:</p> <ul style="list-style-type: none"> <li>• It's not too difficult.</li> <li>• Rhythm in the way we walk.</li> </ul>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  Play tuned and untuned instruments musically.  Listen with concentration and understanding to a range of high-quality live and recorded music.  Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>
Trips for this term	Film Festival.	
Role Play	Home Corner. Bakers shop.	

English  
Literacy  
Text

**Key Texts.**



**Year 1.**

Reading.

Listening to and discussing a wide range of 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, retelling them and considering their particular characteristics.

Discussing word meanings, linking new meanings to those already known.

Drawing on what they already know or on background information and vocabulary provided by the teacher.

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 discussions about what is read to them, taking turns and listening to what others say.

Explain clearly their understanding of what is read to them.

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.

Writing.

Discuss what they have written with the teacher or other pupils.

Read aloud their writing clearly enough to be heard by their peers and the teacher.

Joining words and joining clauses using and.

Beginning to punctuate sentences using capital letters and full stop.

Using capital letter for names of people, places, the days of the week, and the personal pronoun I.

Sequencing sentences to form short narratives.

Separation of words with spaces.

Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.

Capital letters for names and for the personal pronoun I.

**Reception.**

Reading.

Continues a rhyming string.

Hears and says the initial sound in words.

Can segment the sounds in simple words and blend them together and knows which letters represent some of them.

Links sounds to letters, naming and sounding the letters of the alphabet.

Begins to read words and simple sentences.

Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.

Enjoys an increasing range of books.

		<p>Knows that information can be retrieved from books and computers.</p> <p><u>Writing.</u></p> <p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Begins to break the flow of speech into words.</p> <p>Continues a rhyming string.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name and other things such as labels, captions.</p> <p>Attempts to write short sentences in meaningful contexts.</p>
<p>Maths Numbers, shape, space and measure</p>	<p>Develop an understanding of shapes, space and measures.</p> <p>Understand time language and sequence events.</p> <p>Develop knowledge and skills of fractions, doubling and halving.</p> <p>Have a knowledge of prepositions and directional language.</p> <p>Have an understanding of the value of coins and notes.</p> <p>Develop an understanding of telling the time to the hour and half past the hour.</p> <p>Compare, describe and solve practical problems for different forms of measurement.</p>	<p>Recognise and know the value of different denominations of coins and notes.</p> <p>Sequence events in chronological order using language such as: before and after, next, first, today, Yesterday, tomorrow, morning, afternoon and evening.</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years.</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>Recognise and name common 2-D and 3-D shapes, including:</p> <p>2D shapes (e.g. rectangles (including squares), circles and triangles)</p> <p>Recognise and name common 2-D and 3-D shapes, including:</p> <p>3-D shapes (e.g. cuboids (including cubes), pyramids and spheres).</p> <p>Fractions</p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</p> <p>Describe position, directions and movements, including half, quarter and three-quarter turns.</p> <p>Compare, describe and solve practical problems for:</p> <p>lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half)</p> <p>mass or weight (e.g. heavy/light, heavier than, lighter than)</p> <p>capacity/volume (full/empty, more than, less than, quarter)</p> <p>time (quicker, slower, earlier, later)</p> <p>Measure and begin to record the following:</p> <p>lengths and heights</p> <p>mass/weight</p> <p>capacity and volume</p> <p>time (hours, minutes, seconds)</p> <p>Reception</p> <p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <p>Selects a particular named shape.</p> <p>Can describe their relative position such as 'behind' or 'next to'.</p>

		<p>Orders two or three items by length or height.  Orders two items by weight or capacity.  Uses familiar objects and common shapes to create and recreate patterns and build models.  Uses everyday language related to time.  Beginning to use everyday language related to money.  Orders and sequences familiar events.  Measures short periods of time in simple ways.</p> <p><b>ELG -</b>  Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.  They recognise, create and describe patterns.  They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>
<p>Science  (Knowledge and Understanding of the world)</p>	<p>What are the different types of animals?  How can animals be grouped and sorted?  What animals can be kept as pets?  How does the weather change through the seasons?  Can children observe weather and the seasons?  What do plants need to grow?  Name and describe parts of plants?  What common plants spread their seeds?  What Plants do we eat?</p>	<p><b>Year 1</b>  Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.  Observe changes across the four seasons.  Observe and describe weather associated with the seasons and how day length varies.  Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.  Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><b>Reception</b>  Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.  Can talk about some of the things they have observed such as plants, animals, natural and found objects.  Developing an understanding of growth, decay and changes over time.  Shows care and concern for living things and the environment.  Looks closely at similarities, differences, patterns and change.</p> <p><b>ELG -</b>  Children know about similarities and differences in relation to places, objects, materials and living things.  They talk about the features of their own immediate environment and how environments might vary from one another.  They make observations of animals and plants and explain why some things occur, and talk about changes.</p>
<p>History  (KUW)</p>	<p>What did house look like many years ago?  How have houses changed?</p>	<p><u>Year 1.</u>  Significant historical events, people, places in their own locality.  Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>

	<p>What were household objects like in the past? How have household objects changed?</p>	<p><u>Reception.</u> Children talk about past and present events in their own lives and in the lives of family members.</p>
<p>Geography (KUW)</p>	<p>How does the weather change through the seasons? Can children observe weather and the seasons? What are the countries and capital cities of the UK? What are the Physical features of the UK? What is the difference between the human features of the UK?</p>	<p><u>Year 1.</u> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studies at this key stage. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Identify seasonal and daily weather patterns in the United Kingdom Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use basic geographical vocabulary to refer to: Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. <u>Reception.</u> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Looks closely at similarities, differences, patterns and change. Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p>
<p>Religious Education (KUW)</p>	<p>Understanding Christianity: SALVATION Why does Easter matter to Christians?  Understanding Christianity: GOSPEL What is the good news that Jesus brings? ·</p>	<p>Easter is very important in the 'big story' of the Bible. Christians believe Jesus rose again giving people hope of a new life. Jesus showed that he was willing to forgive all people, even putting him on the cross.  Christians believe Jesus brings good news for all people. For Christians, this good news includes being loved by God, and being forgiven for bad things. Christians believe Jesus is a friend to the poor and friendless. Christians believe Jesus' teachings make people think hard about how to live and show them the right way.</p>
<p>PSHE (PSED- personal social and emotional</p>	<p>Pupils will: · Understand that bullying is deliberately hurtful behaviour and be able to give examples of the different forms of bullying.</p>	<p>Me, myself and my relationships - anti-bullying.</p> <ul style="list-style-type: none"> <li>• To begin to understand what bullying is and recognise examples of physical, verbal and simple indirect forms of bullying including cyberbullying.</li> <li>• To begin to understand simple reasons for why bullying happens and that it is an unacceptable form of behaviour.</li> </ul>

<p>development)</p>	<ul style="list-style-type: none"> <li>• Be starting to understand that sometimes people are bullied because they may be different in some way from others.</li> <li>• Be able to describe how it feels to be bullied or see someone else being bullied.</li> <li>• Be starting to demonstrate simple ways of responding to bullying including the need to be assertive.</li> <li>• Be able to demonstrate how to be kind to bullied children.</li> <li>• Be able to identify places where bullying may occur at school and be starting to suggest simple strategies to make the school a safer place where bullying is less likely to occur.</li> </ul>	<ul style="list-style-type: none"> <li>• To begin to understand that bullying may happen when people do not respect and value similarities and differences between people.</li> <li>• To understand how it feels to be bullied.</li> <li>• To understand how it feels to see someone else being bullied and to understand how someone who bullies may feel.</li> <li>• To identify some people in and out of school who they can talk to if they were being bullied.</li> </ul>
	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>• recognise dangers that traffic poses to them as car passengers and pedestrians.</li> <li>• be able to identify safe places to cross in the local area.</li> <li>• know that wearing suitable clothing, a hat and sun cream are ways to stay safer in the sun.</li> <li>• be able to explain a simple strategy for action if they are lost.</li> <li>• be able to explain simple precautions to take when using playgrounds.</li> <li>• understand ways of preventing common accidents in school or on the school playground.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to talk about situations where staying safe is important.</li> <li>• To identify some dangers of road traffic and understand how to stay safe as a pedestrian and a car passenger.</li> <li>• To develop knowledge of dangers from the sun and understand how to keep safe.</li> <li>• To identify the dangers of familiar places where water is present and understand how to keep safe.</li> <li>• To develop knowledge and skills to stay safe when they are lost.</li> <li>• To understand basic ways to keep safe from accidents.</li> </ul>
<p>Art (Expressive art and design)</p>	<p>What is the same and what is different between the artists Jackson Pollock and Henri Matisse? Can children create a Pollock or Matisse piece of Art work?</p>	<p><u>Year 1</u> About the work of a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines, and making links to their own work. To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p><u>Reception.</u></p>

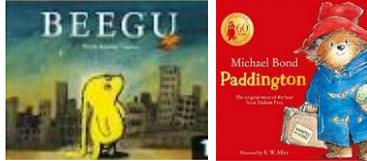
	<p>Can children use Clay as a medium to make a house model, then paint it? Still life painting? Can children paint flowers looking carefully at the shape, colours and patterns?</p>	<p>Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. Chooses particular colours to use for a purpose.</p>
<p>Design and Technology (Expressive art and design)</p>	<p>Can children design, plan, and create a shoe box scene of a physical feature of the UK? E.g. beach, village, cliff, forest, river etc....</p>	<p><u>Year 1.</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide variety of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.</p> <p><u>Reception.</u> <b>Create simple representations of events, people and objects.</b> Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.</p>
<p>PE (Physical development)</p>		<p>Circus Skills Team Games</p>
<p>Computing (KUW)</p>	<p>What is a computer? How do I use a computer? Where are computers used in my life within school? How do I use the internet safely? How do I use the internet to research the Homes of the Past and the Geographical features of the UK?</p>	<p>E-safety- Digi duck story Programming- I can complete a simple programme on a computer and an I pad. Technology- Learning about computers and their uses Digital Literacy- Combining text and graphics.</p> <p><u>Year 1.</u> Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.</p>

		<p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technology.</p> <p><u>Reception.</u></p> <p>Completes a simple program on a computer.</p> <p>Uses ICT hardware to interact with age-appropriate computer software.</p> <p>Children recognise that a range of technology is used in places such as homes and schools.</p> <p>They select and use technology for particular purposes.</p>
<p>Music (Expressive art and design)</p>	<p>I can learn and sing some songs from the Lion King - The Circle of Life.</p> <p>I can use musical instruments to make up a song with my peers.</p> <p>I can make a simple shaker style instrument.</p> <p>Charanga - Round and Round.</p>	<p><u>Year 1.</u></p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p><u>Reception.</u></p> <p>Uses movement to express feelings.</p> <p>Creates movement in response to music.</p> <p>Sings to self and makes up simple songs.</p> <p>Makes up rhythms.</p> <p>Captures experiences and responses with a range of media, such as music,</p> <p>Sings a few familiar songs.</p> <p>Beginning to move rhythmically.</p> <p>Imitates movement in response to music.</p> <p>Taps out simple repeated rhythms.</p> <p>Explores and learns how sounds can be changed.</p> <p>Begins to build a repertoire of songs and dances.</p> <p>Explores the different sounds of instruments.</p>
<p>Trips</p>		
<p>Role Play</p>	<p>Jack and the Giants beanstalk.</p> <p>Garden Centre.</p>	

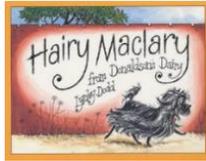
Allboard! Let's help Paddington Explore the world.

English  
Text  
(Literacy  
)

## Key Texts.



Hairy McClairy stories  
for  
rhyming building up for  
poetry.



Transport poetry  
such as...

**Year 1.**Reading.

Listening to and discussing a wide range of 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 poems, key stories, fairy stories, retelling them and considering their particular characteristics.  
Discussing word meanings, linking new meanings to those already known.  
Drawing on what they already know or on background information and vocabulary provided by the teacher.  
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 discussions about what is read to them, taking turns and listening to what others say.  
Explain clearly their understanding of what is read to them.  
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.

Writing.

Discuss what they have written with the teacher or other pupils.  
Read aloud their writing clearly enough to be heard by their peers and the teacher.  
Joining words and joining clauses using and.  
Beginning to punctuate sentences using capital letters, full stops, exclamation marks and question marks.  
Using capital letter for names of people, places, the days of the week, and the personal pronoun I.  
Sequencing sentences to form short narratives.  
Separation of words with spaces.  
Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.  
Capital letters for names and for the personal pronoun I.  
Regular plural noun suffixes - s or -es [dog, dogs, wish, wishes] including the effect of these suffixes on the meaning of the noun.  
Suffixes that can be added to verbs where no change is needed in the spelling of the root words.  
How the prefix un- changes the meaning of verbs and adjectives.

**Reception.**Reading.

Continues a rhyming string.  
Hears and says the initial sound in words.  
Can segment the sounds in simple words and blend them together and knows which letters represent some of them.

		<p>Links sounds to letters, naming and sounding the letters of the alphabet.          Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.          Enjoys an increasing range of books.          ELG -          Children read and understand simple sentences.          They use phonic knowledge to decode regular words and read them aloud accurately.          They read some common irregular words.          They demonstrate understanding when talking with others about what they have read.  <u>Writing.</u>          Continues a rhyming string.          Hears and says the initial sound in words.          Can segment the sounds in simple words and blend them together.          Links sounds to letters, naming and sounding the letters of the alphabet.          ELG -          Children use their phonic knowledge to write words in ways which match their spoken sounds.          They also write some irregular common words.          They write simple sentences which can be read by themselves and others.          Some words are spelt correctly and others are phonetically plausible.</p>
<p>Maths</p>	<p>Re-cap and extend the skills and knowledge further. Ensure children are secure in all concepts, re-visit areas where children need more support following assessment.</p> <p>(Begin to explore the year 2 Curriculum if children need extensions.</p>	<p><u>Year 1.</u>          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 twos, fives and tens.          Given a number, identify one more and one 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.          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 zero.          Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = [] - 9</math>.          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.  <u>Reception.</u>          Children count reliably with numbers from 1 to 20.          They place them in order.          They say which number is one more or one less than a given number.</p>

		<p>Using quantities and objects, they add and subtract 2 single-digit numbers and count on or back to find the answer.</p> <p>They solve problems, including doubling, halving and sharing.</p>
<p>Science (Knowledge and Understanding of the world)</p>	<p>How do we sort and classify animals around the world?</p> <p>What are the structures of certain groups of animals?</p> <p>What do types of things do animals eat?</p> <p>What are objects around the world made of? Are household objects made of the same materials?</p> <p>What materials are used to make modes of transport? Why do they use these materials?</p>	<p><u>Year 1</u></p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of common animals (fish, amphibians, reptiles, birds and mammals, including pets.)</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 together a variety of everyday materials on the basis of their simple physical properties.</p> <p><u>Reception.</u></p> <p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes.</p>
<p>History (KUW)</p>	<p>Who are the Nurturing Nurses?</p> <p>What did they do?</p> <p>What are the similarities and differences between these two famous women?</p> <p>How did they make changes which we can still see now?</p> <p>Who is Thomas Clarkson?</p> <p>Why is he famous? Where did he live? How did this local person help change history?</p>	<p><u>Year 1.</u></p> <p>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.</p> <p>Significant historical events, people, places in their own locality.</p> <p><u>Reception.</u></p> <p>ELG</p> <p>Children talk about past and present events in their own lives and in the lives of family members.</p> <p>They know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions</p>
<p>Geography (KUW)</p>	<p>Where could Paddington Travel? Where is Peru and London?</p> <p>Where else could he have visited? What is the Climate and weather like in these different countries? Why is there different weather in different countries across the world?</p>	<p><u>Year 1.</u></p> <p>Name and locate the world's seven continents and five oceans.</p> <p>The location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studies at this key stage.</p> <p><u>Reception.</u></p> <p>ELG</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another.</p>



	<ul style="list-style-type: none"> <li>• understand why we have classroom rules and describe what the classroom would be like without them.</li> <li>• be able to explain what is meant by voting and be able to name some people who make decisions at school.</li> <li>• share information, opinions and feelings and listen to those of others, as part of a class discussion.</li> </ul>	
<p>Art (Expressive art and design)</p>	<p>Pencil drawing/sketch of a teddy bear to capture the shading and patterns and textures.</p> <p>Using different objects some natural, some man made to make printing pictures.</p>	<p><u>Year 1.</u> To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p><u>Reception.</u> ELG They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology and art.</p>
<p>Design and Technology (Expressive art and design)</p>	<p>I can plan, design and create a coat for Paddington bear.</p>	<p><u>Year 1.</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide variety of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p><u>Reception.</u> They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>

PE (Physical development)		Sports day practice - athletics. Dance Swimming.
Computing (KUW)	Re-cap Smartie the penguin and Digi ducks advice for internet safety. Children to use google for looking at world maps to support geography and to research the nurturing nurses in History. Children can type up their poems on laptops from the English work. Adding pictures/clip art and saving it and printing it.	<u>Year 1.</u> Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technology. <u>Reception.</u> Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software. Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
Music (Expressive art and design)	I can learn to play the ocarina. I can play musical instruments. Charanga - Reflect, rewind and replay all songs learned so far.	Year 1. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Reception. Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Children sing songs, make music and dance, and experiment with ways of changing them.
Trips	Farm to fork.	
Role Play	Teddy bears picnic in the forest. Airport.	