

Year 1 Curriculum Map

Year 1 – Autumn 1 (1)

English

Fiction *Percy the Park Keeper stories*

Outcome: Write own Percy the Park Keeper story

Non Fiction

Outcome: Instruction writing linked to park visit

Reading – Word Reading

- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read other words of more than one syllable that contain taught GPCs
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

The number, order and choice of exception words taught will vary according to the phonics programme being used. Ensuring that pupils are aware of the GPCs they contain, however unusual these are, supports spelling later. Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary. Pupils' reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books.

Reading - Comprehension

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - being encouraged to link what they read or hear read to their own experiences
 - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently. By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction. Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects. Pupils should be shown some of the processes for finding out information. Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing. Rules for effective discussions should be agreed with and demonstrated for pupils. They should help to develop and evaluate them, with the expectation that everyone takes part. Pupils should be helped to consider the opinions of others. Role-play can help pupils to identify with and explore characters and to try out the language they have listened to.

Writing - Transcription

Spelling (see [English Appendix 1](#))

- spell:

- words containing each of the 40+ phonemes already taught
- common exception words
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Reading should be taught alongside spelling, so that pupils understand that they can read back words they have spelt. Pupils should be shown how to segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s). It is important to recognise that phoneme-grapheme correspondences (which underpin spelling) are more variable than grapheme-phoneme correspondences (which underpin reading). For this reason, pupils need to do much more word-specific rehearsal for spelling than for reading. At this stage pupils will be spelling some words in a phonically plausible way, even if sometimes incorrectly. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing those sounds. Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling.

Handwriting

Pupils should be taught to:

- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. Left-handed pupils should receive specific teaching to meet their needs.

Writing - Composition

- write sentences by:
 - saying out loud what they are going to write about
 - composing a sentence orally before writing it
 - sequencing sentences to form short narratives
 - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils

should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.

Writing – Vocabulary, Grammar and Punctuation

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
 - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
 - learning the grammar for year 1 in English Appendix 2
 - use the grammatical terminology in English Appendix 2 in discussing their writing.

Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary listed in [English Appendix 2](#) ('Terminology for pupils') when their writing is discussed. Pupils should begin to use some of the distinctive features of Standard English in their writing. 'Standard English' is defined in the [Glossary](#).

Year 1 – 1 Maths		
Starters	Starter suggestions for Number	Starter suggestions for Measurement, Geometry and Statistics
	<p>Read and write numbers to 50 in figures</p> <p>Count on and back in 1s from any one or two-digit number</p> <p>Count on and back in multiples of 2</p> <p>Order a set of random numbers to 50.</p> <p>Recall addition and subtraction facts for each number up to 10</p> <p>Recall doubles of numbers to 10 + 10</p> <p>Recall halves of even numbers to 20</p> <p>Add a single digit number to any number up to 20 by counting on</p> <p>Take away a single digit number from any number up to 20 by counting back</p> <p>Identify number patterns on number lines and hundred squares</p>	<p>Identify 2-D shapes in different orientations and begin to describe them</p> <p>Identify 3-D shapes in different orientations and begin to describe them</p> <p>Compare and sort common 2-D and 3-D shapes and everyday objects</p> <p>Order and arrange combinations of mathematical objects in patterns and sequences</p> <p>Describe position, direction and movement</p> <p>Estimate the length and height of familiar items using uniform non-standard and standard units</p>
Week	Main Learning	Rationale
1 Number and Place value	<p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Read and write numbers from 1 to 20 in numerals and words.</p> <p>Count, read and write numbers to 100 in numerals.</p> <p>Begin to recognise the place value of numbers beyond 20 (tens and ones).</p> <p>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.</p> <p>Solve problems and practical problems involving all of the above.</p>	<p>Children build on their experiences in the EYFS where they learn about, and use numbers up to 20.</p> <p>When counting, children should be encouraged to recognise patterns in the spoken numbers and the numbers used to represent them. It is not essential at this stage for children to understand the size of all the numbers they are saying when counting – this will develop through the year.</p> <p>Children should use practical equipment, familiar items and pictures to represent the numbers they are working with – children should begin to understand the notion of grouping in tens i.e. 10 ones is the same as 1 ten and that in two-digit number the first digit refers to the number of groups of ten.</p>
2 Number and Place value	<p>Given a number, identify one more and one less.</p> <p>Begin to recognise the place value of numbers beyond 20 (tens and ones).</p> <p>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.</p> <p>Count in multiples of, twos, fives and tens.</p> <p>Solve problems and practical problems involving all of the above.</p>	<p>Children build on their understanding of numbers from the previous week to identify one more/less than a given number, using different representations, including the number line. It is useful to introduce the number line alongside practical or pictorial representations of the numbers.</p> <p>Children should understand the purpose of counting in twos, fives and tens and relate this to efficiently counting large quantities in practical contexts and also when counting money. When counting in twos, the concept of odd and even numbers can be explored.</p>
3 Measurement - length and mass/weight	<p>Compare and describe lengths and heights (for example, long/short, longer/shorter, tall/short, double/half).</p> <p>Measure and begin to record lengths and heights, using non-standard and then manageable standard units (m and cm) within children's range of counting competence.</p> <p>Compare and describe mass/weight (for example, heavy/light, heavier than, lighter than).</p> <p>Measure and begin to record mass/weight, using non-standard and then standard units (kg and g) within children's range of counting competence.</p> <p>Solve practical problems for lengths, heights and masses/weights.</p>	<p>The pairs of terms mass and weight, volume and capacity are used interchangeably at this stage.</p> <p>Children should work practically to measure length and height, recognising that both are measurements of distance.</p> <p>Children make direct comparisons of lengths, heights, masses/weights before measuring using uniform non-standard units progressing to manageable standard units and equipment.</p>
4 Addition and subtraction	<p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Represent and use number bonds and related subtraction facts within 20.</p> <p>Add and subtract one-digit and two-digit numbers to 20, including zero (using concrete objects and pictorial representations).</p> <p>Solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems, such as $7 = \square - 9$.</p>	<p>Children should use familiar items to create number stories e.g. 8 ducks on a pond and 5 more land in the pond, how many ducks are there now? This gives rise to the number sentence $8 + 5 = ?$</p> <p>Continuing the theme of number stories can give rise to other number sentences such as $8 + ? = 13$ This could be explained as, there are 8 ducks on a pond. How many more join them if in the end there are 13 ducks on the pond?</p> <p>The use of physical objects to tell a number story and the creation of numbers sentences helps children to understand the relationship between addition and subtraction.</p>
5 Addition and subtraction and statistics	<p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Represent and use number bonds and related subtraction facts within 20.</p> <p>Add and subtract one-digit and two-digit numbers to 20, including zero (using concrete objects and pictorial representations).</p> <p>Solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems, such as $7 = \square - 9$.</p> <p>Present and interpret data in block diagrams using practical equipment.</p> <p>Ask and answer simple questions by counting the number of objects in each category.</p> <p>Ask and answer questions by comparing categorical data.</p>	<p>This week is a continuation of last week.</p> <p>Children should also explore each number up to 20 can be partitioned in different ways to create the number bonds. For example, if there are 17 sheep split between two fields, how many sheep could be in each field? The number sentences created should be $17 = ? + ?$ Children would then find different ways in which 17 can be made using two numbers.</p> <p>Children should be introduced to a range of vocabulary associated with each operation e.g. put together, add, altogether, total, take away.</p> <p>Physical block diagrams give children a context to explore calculations and number sentences.</p>
6 Shape	<p>Recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles.</p> <p>Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres.</p>	<p>When learning about shapes, children should handle them, name them and begin to describe them. Children should recognise these shapes in different orientations and also in different sizes, and know that rectangles, triangles, cuboids and pyramids are not always similar to each other. Children could make pictures and structures using these shapes, explaining why certain shapes have been used (and not used) for particular parts of the picture or structure.</p>

Year 1	Science	Creative Curriculum	Computing	Languages	PE
<p>Autumn 1</p> <p>The Park</p> <p>Outcome: Map of park – children create a map of the park and then take to the park to follow. Include basic symbols in a key (see features to included under Geography)</p> <p>Trip: Greenwich park (2 visits) Meet the Park Keeper and hot seat him.</p>	<p>Plants -identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>-identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Working Scientifically -asking simple questions and recognising that they can be answered in different ways -observing closely, using simple equipment -performing simple tests -identifying and classifying using their observations and ideas to suggest answers to questions -gathering and recording data to help in answering questions.</p>	<p>Geography -use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>-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</p> <p>-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>-name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>-understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p> <p>- use basic geographical vocabulary to refer to:</p> <p>-key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>-key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><i>-Children create and follow maps to and within parks</i></p> <p><i>-Strong focus on fieldwork skills</i></p>	<p>DL - Navigation -recognise common uses of information technology beyond school</p> <p><i>- Google Maps/Apple Maps Children look at uses of technology to support navigation e.g. google maps, maps on iphone/ tablets, route planning apps, satellite navigation systems etc.</i></p>	<p>Simple greetings An introduction to French Bonjour, ca va, au revoir</p> <p>Language angels – early language learners, I am learning French unit</p>	<p>Games -participate in team games, developing simple tactics for attacking and defending</p>

Year 1 – Autumn 2 English**Fiction Fairy Tales****Outcome:** Retelling of chosen fairy tale – focusing on structure and language of a fairy tale**Poetry****Outcome:** Christmas Poem – similes/acrostic**Reading – Word Reading**

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read other words of more than one syllable that contain taught GPCs
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

Pupils should revise and consolidate the GPCs and the common exception words taught in Reception. As soon as they can read words comprising the year 1 GPCs accurately and speedily, they should move on to the year 2 programme of study for word reading. The number, order and choice of exception words taught will vary according to the phonics programme being used. Ensuring that pupils are aware of the GPCs they contain, however unusual these are, supports spelling later. Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary. Pupils' reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books.

Reading - Comprehension

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - recognising and joining in with predictable phrases
- understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - discussing the significance of the title and events
 - making inferences on the basis of what is being said and done
 - predicting what might happen on the basis of what has been read so far

Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently. Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing. Knowing the meaning of more words increases pupils' chances of understanding when they read by themselves. The meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension. However, once pupils have already decoded words successfully, the meaning of those that are new to them can be discussed with them, so contributing to developing their early skills of inference. By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction. Pupils should be helped to consider the opinions of others. Role-play can help pupils to identify with and explore characters and to try out the language they have listened to.

Writing - Transcription

Spelling (see [English Appendix 1](#))

- spell:
 - words containing each of the 40+ phonemes already taught
 - common exception words
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

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Handwriting

Pupils should be taught to:

- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Left-handed pupils should receive specific teaching to meet their needs.

Writing - Composition

- write sentences by:
 - saying out loud what they are going to write about
 - composing a sentence orally before writing it
 - sequencing sentences to form short narratives
 - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils

Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.

Writing – Vocabulary, Grammar and Punctuation

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - leaving spaces between words
 - joining words and joining clauses using and
 - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
 - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
 - learning the grammar for year 1 in English Appendix 2
 - use the grammatical terminology in English Appendix 2 in discussing their writing.

Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary listed in [English Appendix 2](#) ('Terminology for pupils') when their writing is discussed.

Pupils should begin to use some of the distinctive features of Standard English in their writing. 'Standard English' is defined in the [Glossary](#).

Year 1 – 2 Maths		
Starter		
s	<p>Starter suggestions for Number</p> <p>Read and write numbers to 50 in figures.</p> <p>Count on and back in 1s from any one or two-digit number.</p> <p>Count on and back in multiples of 2.</p> <p>Order a set of random numbers to 50.</p> <p>Recall addition and subtraction facts for each number up to 10.</p> <p>Recall doubles of numbers to 10 + 10</p> <p>Recall halves of even numbers to 20.</p> <p>Add a single digit number to any number up to 20 by counting on.</p> <p>Take away a single digit number from any number up to 20 by counting back.</p> <p>Identify number patterns on number lines and hundred squares.</p>	<p>Starter suggestions for Measurement, Geometry and Statistics</p> <p>Identify 2-D shapes in different orientations and begin to describe them.</p> <p>Identify 3-D shapes in different orientations and begin to describe them.</p> <p>Compare and sort common 2-D and 3-D shapes and everyday objects.</p> <p>Order and arrange combinations of mathematical objects in patterns and sequences.</p> <p>Describe position, direction and movement.</p> <p>Estimate the length and height of familiar items using uniform non-standard and standard units.</p>
Week	Main Learning	Rationale
1 Sequencing and sorting	<p>Recognise and create repeating patterns with numbers, objects and shapes.</p> <p>Identify odd and even numbers linked to counting in twos from 0 and 1.</p> <p>Sort objects, numbers and shapes to a given criterion and their own.</p>	<p>Children's experiences of sequences and patterns supports them in identifying relationships between shapes, objects and numbers and can be used as a precursor to sorting, in which children can consolidate their understanding of the properties of numbers, including comparing numbers, odd and even, sequences; properties of shapes; equipment and units of measure, more than and less than a given measure e.g. one metre.</p> <p>It is also an opportunity to introduce children to ways in which information can be sorted in tables according to one criterion.</p>
2 Fractions	<p><i>Understand that a fraction can describe part of a whole.</i></p> <p><i>Understand that a unit fraction represents one equal part of a whole.</i></p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity (including measure).</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>	<p>Children should understand what a fraction is – a way of describing part of a whole unit or shape. At this stage, when describing part of a whole unit or shape, an important feature to understand is the need for the whole to be split into equal sized parts. Children should experience shapes that have not been divided into equal parts and identify that the fractions of these shapes are not easy to identify.</p> <p>Children's work on halves and quarters should be practically based and linked to their work on shape and also measures.</p>
3 Measurement – capacity and volume	<p><i>Understand that a fraction can describe part of a whole.</i></p> <p><i>Understand that a unit fraction represents one equal part of a whole.</i></p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity (including measure).</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p>Compare and describe capacity/volume (for example, full/empty, more than, less than, half, half full, quarter).</p> <p>Measure and begin to record capacity and volume using non-standard and then standard units (litres and ml) within children's range of counting competence.</p> <p>Solve practical problems for capacity/volume.</p>	<p>The fractions work from the previous week is further consolidated in the context of capacity and volume. Children should relate pouring a jug of juice equally into four cups would mean each cup contains one quarter of the juice from the jug. If the cups of juice were poured back into the jug, the original volume of the jug would be restored i.e. one quarter plus one quarter plus one quarter plus one quarter equals four quarters, which results in one whole jug of juice.</p> <p>Children can make their own scales on large containers using masking tape and carefully pouring cups into the large container and marking the level after each cup poured in. After two or four cups, children should recognise what fraction one cup is of the whole amount in the container.</p>
4 Money	<p>Recognise and know the value of different denominations of coins and notes.</p> <p>Solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems, such as</p> <p>$7 = \square - 9$.</p>	<p>Children's introduction to money should involve numbers that they are confident with. Larger value coins can be introduced later. Children need to understand how many pennies each coin is worth and exchange between pennies and 2p, 5p, 10p and 20p coins. This could be done in a Bank role play area.</p> <p>Shop role play could be used when teaching about paying for amounts exactly. This is a good opportunity for children to experience finding all possibilities problems. Combining coins to make given amounts should be linked to addition and number sentences e.g. $9p = 5p + 2p + 2p$</p>
5 Time	<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>Measure and begin to record time (hours, minutes, seconds).</p> <p>compare, describe and solve practical problems for time (quicker, slower, earlier, later).</p>	<p>Children should be introduced to the language of time using familiar events in their life and in school. Sequencing of events can also be explored in children's stories such as The Very Hungry Caterpillar, Jasper's Beanstalk, The Princess and the Wizard, What the Ladybird Heard amongst others.</p> <p>Children should explore how long certain activities take and also how many times certain things can be done in a given time period e.g. one minute.</p>
6	Assess and review week	It is useful at regular intervals for teachers to consider the learning that has taken place over a term (or half term), assess and review children's understanding of the learning and use this to inform where the children need to go next.
7		

Year 1	Science	Creative Curriculum	Computing	Languages	PE
<p>Autumn 2</p> <p>The Jolly Postman</p> <p>Outcome: Fairytale puppet based on fairy tales read in class -felt, buttons etc.</p> <p>Puppet show for parents after they have been made</p> <p>Trip: Pantomime/ Puppet show/ V & A, British Postal Museum, post office to post invite to puppet show</p>	<p><u>Everyday materials</u></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>Working Scientifically</u></p> <p>-asking simple questions and recognising that they can be answered in different ways</p> <p>-observing closely, using simple equipment</p> <p>-performing simple tests</p> <p>-identifying and classifying using their observations and ideas to suggest answers to questions</p> <p>-gathering and recording data to help in answering questions.</p> <p>Outcome to be decided during planning</p>	<p><u>DT</u></p> <p><i>Design</i></p> <p>-design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>-generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><i>Make</i></p> <p>-select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>-select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><i>Evaluate</i></p> <p>-explore and evaluate a range of existing products</p> <p>-evaluate their ideas and products against design criteria</p> <p><i>Technical knowledge</i></p> <p>-build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>-explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p><i>Fairytale puppet based on fairy tales read in class -felt, buttons etc. Sewing – running stitch, applique stitch, sewing buttons</i></p> <p><i>Puppet show for parents after they have been made</i></p>	<p><u>CS - Programming</u></p> <p>-understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>-create and debug simple programs</p> <p>-use logical reasoning to predict the behaviour of simple programs</p> <p><i>- Beebots</i> <i>Introduction to BeeBots.</i> <i>Introduce Program, Algorithm and Debug.</i> <i>Write algorithms to program BeeBot.</i> <i>-Debug given programs.</i> <i>Children program beebots to make puppets move around a fairy tale map</i></p> <p><i>Outcome to be planned for.</i></p>	<p>Little Red Riding Hood – little red languages</p> <p>Explore the story and language within the story</p> <p>Making puppets and talking in French</p> <p>Username: boxgove Password: boxgrove</p> <p>www.littleredlanguages.co.uk</p>	<p><u>Dance</u></p> <p>-perform dances using simple movement patterns.</p>
				<u>R.E.</u>	<u>PSHCE</u>
				<p>Christianity 1 Jesus' birth and Christmas</p> <p>Think of an outcome</p>	<p>Follow values planner</p>

Year 1 – Spring 1 (3) English

Poetry *Carnival of the Animals*

Outcome: Just like the core text, children each choose a different animal and write a verse to create their own combined Carnival of the Animals poem and make into a poetry book.

Non Fiction

Outcome: Non chronological report on a chosen animal (elephants) – paragraphs, technical vocabulary

Reading – Word Reading

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read other words of more than one syllable that contain taught GPCs
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

Pupils should revise and consolidate the GPCs and the common exception words taught in Reception. As soon as they can read words comprising the year 1 GPCs accurately and speedily, they should move on to the year 2 programme of study for word reading. The number, order and choice of exception words taught will vary according to the phonics programme being used. Ensuring that pupils are aware of the GPCs they contain, however unusual these are, supports spelling later. Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary. Pupils' reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books.

Reading - Comprehension

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - discussing the significance of the title and events
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently. Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing. Knowing the meaning of more words increases pupils' chances of understanding when they read by themselves. The meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension. However, once pupils have already decoded words successfully, the meaning of those that are new to them can be discussed with them, so contributing to developing their early skills of inference. By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction. Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects. Pupils should be shown some of the processes for finding out information. Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due

course, they will be able to draw on such grammar in their own writing. Rules for effective discussions should be agreed with and demonstrated for pupils. They should help to develop and evaluate them, with the expectation that everyone takes part. Pupils should be helped to consider the opinions of others.

Writing - Transcription

Spelling (see [English Appendix 1](#))

- spell:
 - words containing each of the 40+ phonemes already taught
 - common exception words
 - the days of the week
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling.

Handwriting

Pupils should be taught to:

- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. Left-handed pupils should receive specific teaching to meet their needs.

Writing - Composition

- write sentences by:
 - saying out loud what they are going to write about
 - composing a sentence orally before writing it
 - re-reading what they have written to check that it makes sense
- 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.

Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.

Writing – Vocabulary, Grammar and Punctuation

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
 - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
 - learning the grammar for year 1 in English Appendix 2
 - use the grammatical terminology in English Appendix 2 in discussing their writing.

Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary listed in [English Appendix 2](#) ('Terminology for pupils') when their writing is discussed. Pupils should begin to use some of the distinctive features of Standard English in their writing. 'Standard English' is defined in the [Glossary](#).

Year 1 – 3 Maths		
Starters	Starter suggestions for Number	Starter suggestions for Measurement, Geometry and Statistics
	<p>Read and write numbers to 100 in figures.</p> <p>Count on and back in 1s from any one or two-digit number including across 100.</p> <p>Count on and back in multiples of 2, 5 and 10.</p> <p>Order a set of random numbers to 100.</p> <p>Recall addition and subtraction facts for each number up to 20.</p> <p>Recall doubles of numbers to 10 + 10</p> <p>Recall halves of even numbers to 20.</p> <p>Add a single digit number to any number up to 20.</p> <p>Take away a single digit number from any number up to 20.</p> <p>Identify number patterns on number lines and hundred squares.</p>	<p>Identify 2-D shapes in different orientations and begin to describe them.</p> <p>Identify 3-D shapes in different orientations and begin to describe them.</p> <p>Compare and sort common 2-D and 3-D shapes and everyday objects.</p> <p>Order and arrange combinations of mathematical objects in patterns and sequences.</p> <p>Describe position, direction and movement.</p> <p>Estimate the length and height of familiar items using uniform non-standard and standard units.</p> <p>Estimate mass and capacity of familiar items using non-standard and standard units.</p> <p>Identify time on an analogue clock to the hour and half past the hour.</p> <p>Use the language of time to sequence events.</p> <p>Recognise and know the value of different denominations of coins and notes.</p>
Week	Main Learning	Rationale
1 Number, place value and measures	<p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Read and write numbers from 1 to 20 in numerals and words.</p> <p>Count, read and write numbers to 100 in numerals.</p> <p><i>Begin to recognise the place value of numbers beyond 20 (tens and ones).</i></p> <p>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.</p> <p>Given a number, identify one more and one less.</p> <p><i>Given a number, identify ten more and ten less.</i></p> <p><i>Order numbers to 50.</i></p> <p><i>Solve problems and practical problems involving all of the above.</i></p>	<p>When counting, children should be encouraged to recognise patterns in the spoken numbers and the numbers used to represent them.</p> <p>Children should use practical equipment, familiar items and pictures to represent the numbers they are working with – children should understand the notion of grouping in tens i.e. 10 ones is the same as 1 ten and that in two-digit number the first digit refers to the number of groups of ten.</p> <p>Children use their understanding of numbers to identify one more/less and ten more/less than a given number, using different representations, including the number line. Children recognise the number line when measuring length using a ruler and volume using a measuring jug.</p> <p>Children should understand the purpose of counting in twos, fives and tens and relate this to efficiently counting large quantities in practical contexts and also when counting money. When counting in twos, the concept of odd and even numbers can be explored.</p>
2 Measurement - mass	<p>Compare and describe mass/weight (for example, heavy/light, heavier than, lighter than).</p> <p>Measure and begin to record mass/weight, using non-standard and then standard units (kg and g) within children’s range of counting competence.</p> <p>Solve practical problems for masses/weights.</p> <p>Solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems, such as $7 = \square - 9$.</p>	<p>The terms mass and weight are used interchangeably at this stage.</p> <p>Children should work practically to measure mass/weight, applying their knowledge of the number system and number lines. Children make direct comparisons of masses/weights before measuring using uniform non-standard units progressing to manageable standard units and equipment.</p> <p>When solving problems, children apply their knowledge and understanding of calculations in the context of mass/weight.</p>
3 Shape	<p>Recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles.</p> <p>Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres.</p>	<p>When learning about shapes, children should handle them, name them and begin to describe them. Children should recognise these shapes in different orientations and also in different sizes, and know that rectangles, triangles, cuboids and pyramids are not always similar to each other. Children could make pictures and structures using these shapes, explaining why certain shapes have been used (and not used) for particular parts of the picture or structure.</p>
4 Counting and money	<p>Count in multiples of, twos, fives and tens.</p> <p>Recognise and know the value of different denominations of coins and notes.</p>	<p>When counting, children should explore patterns that emerge and relationships that can be seen e.g. when counting in tens, the unit digit does not change; when counting in fives the units digit alternates; when counting in twos the units digits will repeat 2, 4, 6, 8, 0 or 1, 3, 5, 7, 9. This can lead to discussion around odd and even numbers and what other numbers will occur in the sequence if it continued.</p> <p>Counting should also be related to real life, such as counting money.</p> <p>Larger value coins may be introduced at this stage as the children’s understanding of numbers and the number system is growing. Children need to understand how many pennies each coin is worth and exchange between pennies and 2p, 5p, 10p, 20p and 50p coins. This could be done in a bank role play area.</p>
5 Multiplication – problem solving	<p>Add one-digit and two-digit numbers to 20, including zero.</p> <p><i>Recall and use doubles of all numbers to 10 and corresponding halves.</i></p> <p>Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p>	<p>Children should be introduced to multiplication as repeated addition, using real life contexts and practical / pictorial representations of these. Children should make connections between arrays, number patterns and counting in twos, fives and tens.</p> <p>Children should realise that doubling is adding a number to itself, which is also multiplying by 2.</p>
6 Division – problem solving	<p>Subtract one-digit and two-digit numbers to 20, including zero.</p> <p><i>Recall and use doubles of all numbers to 10 and corresponding halves.</i></p> <p>Solve one-step problems involving division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p>	<p>Children should be introduced to division as sharing and grouping (or repeated subtraction), using real life contexts and practical / pictorial representations of these. Again, children should make connections between arrays, number patterns and counting back in twos, fives and tens.</p> <p>Children should realise that halving is dividing a number or quantity by 2. The link should be made between division by sharing and finding a fraction of an amount. Children should find simple fractions of objects, numbers and quantities.</p>

Year 1	Science	Creative Curriculum	Computing	Languages	PE
<p>Spring 1 (3)</p> <p>Carnival of the Animals</p> <p>Outcome: Create own carnival music and dance and perform to parents</p> <p>Trip: Zoo</p>	<p>Animals including Humans</p> <ul style="list-style-type: none"> -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>Working Scientifically</p> <ul style="list-style-type: none"> -asking simple questions and recognising that they can be answered in different ways -observing closely, using simple equipment -performing simple tests -identifying and classifying using their observations and ideas to suggest answers to questions -gathering and recording data to help in answering questions. <p>Decide on an outcome for science</p>	<p>Music</p> <ul style="list-style-type: none"> -play tuned and un tuned 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><i>Children practise playing tuned instruments and create their own composition based on an animal from Carnival of the Animals. Children will work in groups to produce the sound of the animal and use the music to support them with the instruments and sounds they will make.</i></p>	<p>IT/DL - Recording</p> <ul style="list-style-type: none"> -use technology purposefully to create, organise, store, manipulate and retrieve digital content -recognise common uses of information technology beyond school <p><i>- Garage Band - Children record, edit and playback music they create.</i></p>	<p>Language Angels – early language learning, animals or music</p> <p>Recognising gender as a concept when learning nouns</p> <p><i>Using animal and music vocabulary to form sentences</i></p> <hr/> <p>R.E.</p> <p>Sikhism part 1 unit 1</p> <p>Guru Nanak and his teaching</p>	<p>Dance</p> <ul style="list-style-type: none"> -perform dances using simple movement patterns <p><i>Create animal dance to be performed during to parents during the carnival.</i></p> <hr/> <p>P.S.H.C.E</p> <p>See values planner</p>

Year 1 – Spring 2 (4) English

Fiction *Beegu*

Outcome: Story about alien who lands in school

Non Fiction *One Giant Leap*

Outcome: Neil Armstrong biography

Reading – Word Reading

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read other words of more than one syllable that contain taught GPCs
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

Pupils should revise and consolidate the GPCs and the common exception words taught in Reception. As soon as they can read words comprising the year 1 GPCs accurately and speedily, they should move on to the year 2 programme of study for word reading. The number, order and choice of exception words taught will vary according to the phonics programme being used. Ensuring that pupils are aware of the GPCs they contain, however unusual these are, supports spelling later. Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary. Pupils' reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books.

Reading - Comprehension

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - being encouraged to link what they read or hear read to their own experiences
- understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - discussing the significance of the title and events
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently. By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction. Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects. Pupils should be shown some of the processes for finding out information. Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing. Rules for effective discussions should be agreed with and demonstrated for pupils. They should help to develop and evaluate them, with the expectation that everyone takes part. Pupils should be helped to consider the opinions of others. Role-play can help pupils to identify with and explore characters and to try out the language they have listened to.

Writing - Transcription

Spelling (see [English Appendix 1](#))

- spell:

- words containing each of the 40+ phonemes already taught
- common exception words
- name the letters of the alphabet:
 - naming the letters of the alphabet in order
 - using letter names to distinguish between alternative spellings of the same sound

Reading should be taught alongside spelling, so that pupils understand that they can read back words they have spelt. Pupils should be shown how to segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s). At this stage pupils will be spelling some words in a phonically plausible way, even if sometimes incorrectly. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing those sounds.

Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Left-handed pupils should receive specific teaching to meet their needs.

Writing - Composition

- write sentences by:
 - saying out loud what they are going to write about
 - composing a sentence orally before writing it
 - sequencing sentences to form short narratives
 - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

At the beginning of year 1, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud. Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.

Writing – Vocabulary, Grammar and Punctuation

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - leaving spaces between words
 - joining words and joining clauses using and
 - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary listed in [English Appendix 2](#) ('Terminology for pupils') when their writing is discussed. Pupils should begin to use some of the distinctive features of Standard English in their writing. 'Standard English' is defined in the [Glossary](#).

Year 1 – 4 Maths		
Starters	Starter suggestions for Number	Starter suggestions for Measurement, Geometry and Statistics
	<p>Read and write numbers to 100 in figures.</p> <p>Count on and back in 1s from any one or two-digit number including across 100.</p> <p>Count on and back in multiples of 2, 5 and 10.</p> <p>Order a set of random numbers to 100.</p> <p>Recall addition and subtraction facts for each number up to 20.</p> <p>Recall doubles of numbers to 10 + 10</p> <p>Recall halves of even numbers to 20.</p> <p>Add a single digit number to any number up to 20.</p> <p>Take away a single digit number from any number up to 20.</p> <p>Identify number patterns on number lines and hundred squares.</p> <p>Recognise and create repeating patterns with numbers.</p> <p>Identify odd and even numbers linked to counting in twos from 0 and 1.</p>	<p>Identify 2-D shapes in different orientations and begin to describe them.</p> <p>Identify 3-D shapes in different orientations and begin to describe them.</p> <p>Compare and sort common 2-D and 3-D shapes and everyday objects.</p> <p>Order and arrange combinations of mathematical objects in patterns and sequences.</p> <p>Describe position, direction and movement.</p> <p>Estimate the length and height of familiar items using uniform non-standard and standard units.</p> <p>Estimate mass and capacity of familiar items using non-standard and standard units.</p> <p>Identify time on an analogue clock to the hour and half past the hour.</p> <p>Use the language of time to sequence events.</p> <p>Recognise and know the value of different denominations of coins and notes.</p> <p>Recognise and create repeating patterns with objects and shapes.</p>
Week	Main Learning	Rationale
1 Measurement – length and height, mass/weight	<p>Compare and describe lengths and heights (for example, long/short, longer/shorter, tall/short, double/half).</p> <p>Measure and begin to record lengths and heights, using non-standard and then manageable standard units (m and cm) within children’s range of counting competence.</p> <p>Compare and describe mass/weight (for example, heavy/light, heavier than, lighter than).</p> <p>Measure and begin to record mass/weight, using non-standard and then standard units (kg and g) within children’s range of counting competence.</p> <p>Solve practical problems for lengths, heights and masses/weights.</p>	<p>The pairs of terms mass and weight, volume and capacity are used interchangeably at this stage.</p> <p>Children should work practically to measure length and height, recognising that both are measurements of distance.</p> <p>Children make direct comparisons of lengths, heights, masses/weights before measuring using uniform non-standard units progressing to manageable standard units and equipment. Measurement work should be in line with a child’s number work e.g. using numbers up to 100.</p>
2 Mental addition and subtraction facts in context of measurement	<p>Represent and use number bonds and related subtraction facts within 20.</p> <p>Add and subtract one-digit and two-digit numbers to 20, including zero <i>(using concrete objects and pictorial representations)</i>.</p> <p>Solve practical problems for length and height and mass/weight.</p>	<p>Children should use measurements of items they have measured in the previous week or interesting measures (from the Guinness Book of Records) to create number sentences.</p> <p>The use of physical objects or pictures to give meaning to number sentences helps children to understand the relationship between addition and subtraction.</p>
3 Fractions	<p><i>Understand that a fraction can describe part of a whole.</i></p> <p><i>Understand that a unit fraction represents one equal part of a whole.</i></p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity <i>(including measure)</i>.</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>	<p>Children should understand what a fraction is – a way of describing part of a whole unit or shape. At this stage, when describing part of a whole unit or shape, an important feature to understand is the need for the whole to be split into equal sized parts. Children should experience shapes that have not been divided into equal parts and identify that the fractions of these shapes are not easy to identify.</p> <p>Children’s work on halves and quarters should be practically based and linked to their work on shape and also measures from the previous two weeks.</p> <p>As a lead into the following week, children could be introduced to the fraction three-quarters when experiencing one quarter.</p>
4 Position and direction and time	<p>Describe position, directions and movements, including half, quarter and three-quarter turns.</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>Children’s work on fractions in the previous week should be continued, in particular linking the images of quarter, half and three-quarters of a circle to fractions of a turn.</p> <p>Their understanding of fractions of a turn should be related to the movement of the minute hand on an analogue clock, introducing language of clockwise, o’clock and half past.</p> <p>Children should also understand that as the minute hand moves on an analogue clock, the hour hand also moves.</p> <p>When the minute hand is showing half past, children should be encouraged to identify other clues, using the position of the hands on the clock, that suggest ‘half’.</p>
5 Measurement - time	<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>Compare, describe and solve practical problems for time (quicker, slower, earlier, later).</p> <p>Measure and begin to record the following time (hours, minutes, seconds).</p>	<p>Children should be introduced to the language of time using familiar events in their life and in school. Sequencing of events can also be explored in children’s stories such as The Very Hungry Caterpillar, Jasper’s Beanstalk, The Princess and the Wizard, What the Ladybird Heard amongst others.</p> <p>Children should explore how long certain activities take and also how many times certain things can be done in a given time period e.g. one minute.</p>
6	Assess and review week	It is useful at regular intervals for teachers to consider the learning that has taken place over a term (or half term), assess and review children’s understanding of the learning and use this to inform where the children need to go next.

Year 1	Science	Creative Curriculum	Computing	Languages	PE
Spring 2 (4) One Small Step for Man... Outcome: Information book – then and now Trip: Observatory/ Planetarium Space Day	<u>Everyday Materials</u> -distinguish between an object and the material from which it is made -identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock -describe the simple physical properties of a variety of everyday materials -compare and group together a variety of everyday materials on the basis of their simple physical properties. <u>Working Scientifically</u> -asking simple questions and recognising that they can be answered in different ways -observing closely, using simple equipment -performing simple tests -identifying and classifying using their observations and ideas to suggest answers to questions -gathering and recording data to help in answering questions.	<u>History</u> -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 [for example, 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] -changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life <i>-Focus on Neil Armstrong (significant individual) and moon landing</i> <i>-Look at changes in technology between moon landing and now</i>	<u>IT/DL - Publishing</u> -use technology purposefully to create, organise, store, manipulate and retrieve digital content -use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. <i>Create 2 simple books 'Then and Now' with images and text</i>	Planets – see Jo Holt for resources	<u>Gym</u> -master basic movements including ... developing balance, agility and co-ordination, and begin to apply these in a range of activities

Year 1 – Summer 1 (5) English

Fiction *James Mayhew 'Katie' stories*

Outcome: Adventure story about a child jumping into a painting

Poetry

Outcome: Descriptive poem based on chosen painting

Reading – Word Reading

- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

The number, order and choice of exception words taught will vary according to the phonics programme being used. Ensuring that pupils are aware of the GPCs they contain, however unusual these are, supports spelling later. Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary. Pupils should be taught how to read words with suffixes by being helped to build on the root words that they can read already. Pupils' reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books.

Reading - Comprehension

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - recognising and joining in with predictable phrases
 - learning to appreciate rhymes and poems, and to recite some by heart
- understand both the books they can already read accurately and fluently and those they listen to by:
 - 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
- explain clearly their understanding of what is read to them.

Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently. Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing. Knowing the meaning of more words increases pupils' chances of understanding when they read by themselves. By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction. Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects. Pupils should be shown some of the processes for finding out information. Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing.

Writing - Transcription

Spelling (see [English Appendix 1](#))

- add prefixes and suffixes:
 - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs

- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in [English Appendix 1](#)

Handwriting

Pupils should be taught to:

- understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. Left-handed pupils should receive specific teaching to meet their needs.

Writing - Composition

- write sentences by:
 - saying out loud what they are going to write about
 - composing a sentence orally before writing it
 - sequencing sentences to form short narratives
 - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.

Writing – Vocabulary, Grammar and Punctuation

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’
 - learning the grammar for year 1 in English Appendix 2
 - use the grammatical terminology in English Appendix 2 in discussing their writing.

Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary listed in [English Appendix 2](#) (‘Terminology for pupils’) when their writing is discussed. Pupils should begin to use some of the distinctive features of Standard English in their writing. ‘Standard English’ is defined in the [Glossary](#).

Year 1 – 5 Maths		
Starters	Starter suggestions for Number Read and write numbers to 100 in figures. Count on and back in 1s from any one or two-digit number including across 100. Count on and back in multiples of 2, 5 and 10. Begin to recall multiplication facts for the 2, 5 and 10 times tables. Order a set of random numbers to 100. Recall addition and subtraction facts for each number up to 20. Recall doubles of numbers to 10 + 10 Recall halves of even numbers to 20. Add a single digit number to any number up to 20. Take away a single digit number from any number up to 20. Identify simple fractions of shapes. Identify number patterns on number lines and hundred squares. Recognise and create repeating patterns with numbers.	Starter suggestions for Measurement, Geometry and Statistics Identify 2-D shapes in different orientations and begin to describe them. Identify 3-D shapes in different orientations and begin to describe them. Compare and sort common 2-D and 3-D shapes and everyday objects. Order and arrange combinations of mathematical objects in patterns and sequences. Describe position, direction and movement. Estimate the length and height of familiar items using uniform non-standard and standard units. Estimate mass and capacity of familiar items using non-standard and standard units. Identify time on an analogue clock to the hour and half past the hour. Use the language of time to sequence events. Recognise and know the value of different denominations of coins and notes. Recognise and create repeating patterns with objects and shapes.

Week	Main Learning	Rationale
1 Number and place value	<p>Identify odd and even numbers linked to counting in twos from 0 and 1.</p> <p>Read and write numbers from 1 to 20 in numerals and words. Count, read and write numbers to 100 in numerals. <i>Begin to recognise the place value of numbers beyond 20 (tens and ones).</i> Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Given a number, identify one more and one less. <i>Given a number, identify ten more and ten less.</i> <i>Order numbers to 50.</i> <i>Solve problems and practical problems involving all of the above.</i></p>	<p>When counting, children should be encouraged to recognise patterns in the spoken numbers and the numbers used to represent them. Children should use practical equipment, familiar items and pictures to represent the numbers they are working with – children should understand the notion of grouping in tens i.e. 10 ones is the same as 1 ten and that in two-digit number the first digit refers to the number of groups of ten. Children use their understanding of numbers to identify one more/less and ten more/less than a given number, using different representations, including the number line. Children recognise the number line when measuring length using a ruler and volume using a measuring jug. The context of the number and place value objectives in this week should be either measurement or statistics e.g. block graphs, bar charts, pictograms, tally charts.</p>
2 Addition and subtraction and statistics	<p>Represent and use number bonds and related subtraction facts within 20. Add and subtract one-digit and two-digit numbers to 20, including zero (using concrete objects and pictorial representations). Solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems, such as $7 = \square - 9$. <i>Present and interpret data in block diagrams using practical equipment.</i> <i>Ask and answer simple questions by counting the number of objects in each category.</i> <i>Ask and answer questions by comparing categorical data.</i></p>	<p>Children should use familiar items to create number stories e.g. 8 ducks on a pond and 5 more land in the pond, how many ducks are there now? This gives rise to the number sentence $8 + 5 = ?$ Continuing the theme of number stories can give rise to other number sentences such as $8 + ? = 13$ This could be explained as, there are 8 ducks on a pond. How many more join them if in the end there are 13 ducks on the pond? The use of physical objects to tell a number story and the creation of numbers sentences helps children to understand the relationship between addition and subtraction. Physical block diagrams support children in understanding calculations and the mathematical representation of number sentences.</p>
3 Measurement – capacity/volume	<p>Compare, describe and solve practical problems capacity/volume (full/empty, more than, less than, quarter). Measure and begin to record capacity and volume <i>using non-standard and then standard units (litres and ml) within children’s range of counting competence.</i> Solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems, such as $7 = \square - 9$.</p>	<p>Children should be using measuring containers and beginning to read simple scales involving numbers up to 100. Children can make their own scales on large containers using masking tape and carefully pouring cups into the large container and marking the level after each cup poured in. After two or four cups, children should recognise what fraction one cup is of the whole amount in the container.</p>
4 Fractions	<p><i>Understand that a fraction can describe part of a whole.</i> <i>Understand that a unit fraction represents one equal part of a whole.</i> Recognise, find and name a half as one of two equal parts of an object, shape or quantity (including measure). Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>	<p>Children should understand what a fraction is – a way of describing part of a whole unit or shape. At this stage, when describing part of a whole unit or shape, an important feature to understand is the need for the whole to be split into equal sized parts. Children should experience shapes that have not been divided into equal parts and identify that the fractions of these shapes are not easy to identify. Children’s work on halves and quarters should be practically based and linked to their work on shape and also measures from the previous week. As a lead into the following week, children could be introduced to the fraction three-quarters when experiencing one quarter.</p>
5 Position, direction and time	<p>Describe position, directions and movements, including half, quarter and three-quarter turns. 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>Children’s work on fractions in the previous week should be continued, in particular linking the images of quarter, half and three-quarters of a circle to fractions of a turn. Their understanding of fractions of a turn should be related to the movement of the minute hand on an analogue clock, introducing language of clockwise, o’clock and half past. Children should also understand that as the minute hand moves on an analogue clock, the hour hand also moves. When the minute hand is showing half past, children should be encouraged to identify other clues, using the position of the hands on the clock, that suggest ‘half’.</p>
6 Shape	<p>Recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles. Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres.</p>	<p>When learning about shapes, children should handle them, name them and begin to describe them. Children should recognise these shapes in different orientations and also in different sizes, and know that rectangles, triangles, cuboids and pyramids are not always similar to each other. Children could make pictures and structures using these shapes, explaining why certain shapes have been used (and not used) for particular parts of the picture or structure.</p>

Year 1	Science	Creative Curriculum	Computing	Languages	PE
Summer 1 (5) Look at me! Outcome: Portrait Gallery Trip: National Portrait Gallery/ National Gallery/ Painted Hall	<u>Animals including Humans</u> -identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <u>Working Scientifically</u> -asking simple questions and recognising that they can be answered in different ways -observing closely, using simple equipment -performing simple tests -identifying and classifying using their observations and ideas to suggest answers to questions -gathering and recording data to help in answering questions.	<u>Art</u> -to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -to use a range of materials creatively to design and make products -to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space -about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <i>-Children focus on drawing and painting skills</i>	<u>IT/DL - Research</u> -use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. -use technology purposefully to create, organise, store, manipulate and retrieve digital content <i>- Google/Word Copy and Pasting Saving Documents</i>	French artists Colours Names of objects from the pictures that they look at. Describing painting i.e. la vase bleue	<u>Athletics</u> -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

Year 1 – Summer 2 (6) English

Non Fiction How geographical features are formed at the beach

Outcome: Explanation Text

Fiction *At the Beach* – Roland Harvey

Outcome: Diary/ postcards from holiday at the beach

Reading – Word Reading

- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

Pupils should be taught how to read words with suffixes by being helped to build on the root words that they can read already. Pupils’ reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books.

Reading - Comprehension

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - being encouraged to link what they read or hear read to their own experiences
 - 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

Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently. Pupils’ vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing. Knowing the meaning of more words increases pupils’ chances of understanding when they read by themselves. The meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension. However, once pupils have already decoded words successfully, the meaning of those that are new to them can be discussed with them, so contributing to developing their early skills of inference. By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction. Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects. Pupils should be shown some of the processes for finding out information. Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing.

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Year 1 – 6 Maths		
Starters	Starter suggestions for Number	Starter suggestions for Measurement, Geometry and Statistics
	<p>Read and write numbers to 100 in figures.</p> <p>Count on and back in 1s from any one or two-digit number including across 100.</p> <p>Count on and back in multiples of 2, 5 and 10.</p> <p>Begin to recall multiplication facts for the 2, 5 and 10 times tables.</p> <p>Order a set of random numbers to 100.</p> <p>Recall addition and subtraction facts for each number up to 20.</p> <p>Recall doubles of numbers to 10 + 10</p> <p>Recall halves of even numbers to 20.</p> <p>Add a single digit number to any number up to 20.</p> <p>Take away a single digit number from any number up to 20.</p> <p>Identify simple fractions of shapes.</p> <p>Identify number patterns on number lines and hundred squares.</p> <p>Recognise and create repeating patterns with numbers.</p> <p>Identify odd and even numbers linked to counting in twos from 0 and 1.</p>	<p>Identify 2-D shapes in different orientations and begin to describe them.</p> <p>Identify 3-D shapes in different orientations and begin to describe them.</p> <p>Compare and sort common 2-D and 3-D shapes and everyday objects.</p> <p>Order and arrange combinations of mathematical objects in patterns and sequences.</p> <p>Describe position, direction and movement.</p> <p>Estimate the length and height of familiar items using uniform non-standard and standard units.</p> <p>Estimate mass and capacity of familiar items using non-standard and standard units.</p> <p>Identify time on an analogue clock to the hour and half past the hour.</p> <p>Use the language of time to sequence events.</p> <p>Recognise and know the value of different denominations of coins and notes.</p> <p>Recognise and create repeating patterns with objects and shapes.</p>
Week	Main Learning	Rationale
1 Time	<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>Measure and begin to record time (hours, minutes, seconds).</p> <p>Compare, describe and solve practical problems for time (quicker, slower, earlier, later).</p>	<p>Children should be introduced to the language of time using familiar events in their life and in school. Sequencing of events can also be explored in children’s stories such as The Very Hungry Caterpillar, Jasper’s Beanstalk, The Princess and the Wizard, What the Ladybird Heard amongst others.</p> <p>Children should explore how long certain activities take and also how many times certain things can be done in a given time period e.g. one minute.</p>
2 Multiplication and division	<p>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.</p>	<p>Children should continue to understand multiplication and division using real life contexts and practical / pictorial representations of these. Children should make connections between arrays, number patterns and counting back in twos, fives and tens.</p> <p>Children should realise that halving is dividing a number or quantity by 2 and doubling is multiplying by 2. The link should be made between division by sharing and finding a fraction of an amount. Children should find simple fractions of objects, numbers and quantities.</p>
3 Subtraction – difference in context of measurement or statistics	<p>Subtract one-digit and two-digit numbers to 20 using ‘difference’ as finding how many more to make (using concrete objects and pictorial representations).</p> <p>Solve problems involving how many more to make.</p> <p>Present and interpret data in block diagrams using practical equipment.</p> <p>Ask and answer simple questions by counting the number of objects in each category.</p> <p>Ask and answer questions by comparing categorical data.</p>	<p>Children should be introduced to the concept of ‘difference’ through measurement or statistics. This should be represented practically, using towers of cubes (a physical block diagram) and discussing how we can make one tower the same size as the other. Children’s previous work on the relationship between addition and subtraction is crucial in understanding that the difference between 13 and 21 can be written as $21 - 13$, but calculated by finding $21 - ? = 13$ or that $13 + ? = 21$.</p>
4 Measurement	<p>Compare and describe lengths and heights (for example, long/short, longer/shorter, tall/short, double/half).</p> <p>Measure and begin to record lengths and heights, using non-standard and then manageable standard units (m and cm) within children’s range of counting competence.</p> <p>Compare and describe mass/weight (for example, heavy/light, heavier than, lighter than).</p> <p>Measure and begin to record mass/weight, using non-standard and then standard units (kg and g) within children’s range of counting competence.</p> <p>Solve practical problems for lengths, heights and masses/weights.</p>	<p>The pairs of terms mass and weight, volume and capacity are used interchangeably at this stage.</p> <p>Children should work practically to measure length and height, recognising that both are measurements of distance.</p> <p>Children make direct comparisons of lengths, heights, masses/weights before measuring using uniform non-standard units progressing to manageable standard units and equipment. Measurement work should be in line with a child’s number work e.g. using numbers up to 100.</p>
5 Sorting	<p>Recognise and create repeating patterns with numbers, objects and shapes.</p> <p>Identify odd and even numbers linked to counting in twos from 0 and 1.</p> <p>Sort objects, numbers and shapes to a given criterion and their own.</p>	<p>Children’s work on sequencing and sorting can be used to consolidate understanding of the properties of numbers, including comparing numbers, odd and even, predicting and generalising sequences; properties of shapes; equipment and units of measure, more than and less than a given measure e.g. one metre.</p> <p>It is also an opportunity to introduce children to ways in which information can be sorted in tables according to one criterion.</p>
6	Assess and review week	It is useful at regular intervals for teachers to consider the learning that has taken place over a term (or half term), assess and review children’s understanding of the learning and use this to inform where the children need to go next.
7		

Year 1	Science	Creative Curriculum	Computing	Languages	PE
<p>Summer 2 (6)</p> <p>We do like to be beside the seaside...</p> <p>Outcome: Promotional video of the seaside</p> <p>Trip: <i>Seaside</i></p>	<p>Plants</p> <ul style="list-style-type: none"> -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>Working Scientifically</p> <ul style="list-style-type: none"> -asking simple questions and recognising that they can be answered in different ways -observing closely, using simple equipment -performing simple tests -identifying and classifying using their observations and ideas to suggest answers to questions -gathering and recording data to help in answering questions 	<p>Geography</p> <ul style="list-style-type: none"> -use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], 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. -name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas -understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom - use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> -key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p><i>-Strong fieldwork focus during visit to the beach</i></p>	<p>IT - Video</p> <ul style="list-style-type: none"> -use technology purposefully to create, organise, store, manipulate and retrieve digital content <p><i>- Flip Cams/iMovie</i></p> <p><i>-Children create promotional video for the seaside</i></p>	<p>Seaside vocabulary</p> <p>Books that link with seaside in French</p>	<p>Games</p> <ul style="list-style-type: none"> -participate in team games, developing simple tactics for attacking and defending

Year 1	English	Maths	Science	Creative Curriculum	Computing	Languages	PE
Ongoing			<p><u>Seasonal Changes</u></p> <ul style="list-style-type: none"> -observe changes across the four seasons -observe and describe weather associated with the seasons and how day length varies. 	<p><u>Geography</u></p> <ul style="list-style-type: none"> -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 			