

Year group: 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Writing	Lost and Found – Adventure Story	Nibbles the book Monster-Diary recount	The Lion inside Journey story	The curious case of the missing mammoth- Adventure story	Toys in space-Fantasy	Goldilocks and the one bear- Traditional and non-chronological report
	<p>Mastery Keys</p> <p>Combine words to make sentences Leave spaces between words Begin to use capital letters and full stops Use capital letters for names of people and the personal pronoun 'I'</p> <p>Can I Sequence sentences to form short narratives? Re-read and check sense? Can I compose a sentence orally before writing it? Can I discuss what has been written with the teacher or other pupils? Can I Read writing aloud clearly enough to be heard by peers and the teacher? Can I Leave spaces between words? Can I Form lower-case letters in the correct direction, starting and finishing in the right place?</p>	<p>Mastery Keys</p> <p>Join words using and Punctuate sentences using a capital letter and a full stop Use capital letters for names of people Sequence sentences to form short narratives (link ideas or event by pronoun)</p> <p>Can I Sequence sentences to form short narratives Re-read and check sense? Can I compose a sentence orally before writing it? Can I discuss what has been written with the teacher or other pupils? Can I Read writing aloud clearly enough to be heard by peers and the teacher? Can I Leave spaces between words? Can I Form lower-case letters in the correct direction, starting and finishing in the right place?</p>	<p>Mastery Keys</p> <p>Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks Join words and clauses using <i>and</i> Some accurate use of the prefix <i>un-</i> Some accurate use of suffixes (where no change is needed to the root of the word) e.g. <i>ed, -ing, -er, -est</i></p> <p>Can I say out loud what I am going to write about? Can I compose a sentence orally before writing it? Can I sequence sentences to form short narratives? Can I re-read what they have written to check that it makes sense? Can I discuss what has been written with the teacher or other pupils? Can I read writing aloud clearly enough to be heard by peers and the teacher? Can I spell words containing phonemes taught? Can I spell common exception words?</p>	<p>Mastery Keys</p> <p>Join words and clauses using and Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Add suffixes to verbs where no change is needed to the root e.g. <i>-ed, -ing, -er, -est</i></p> <p>Can I Say out loud what is going to be written about? Can I compose a sentence orally before writing it? Can I Sequence sentences to form short narratives? Can I Re-read what they have written to check that it makes sense? Can I discuss what has been written with the teacher or other pupils? Can I read writing aloud clearly enough to be heard by peers and the teacher? Can I spell words containing phonemes already taught? Can I spell common exception words?</p>	<p>Mastery Keys</p> <p>Join words and clauses using and Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Add suffixes to verbs where no change is needed to the root e.g. <i>-ed, -er, -ing, -est</i> Change the meaning of verbs and adjectives by adding the prefix <i>un-</i></p> <p>Can I Say out loud what is going to be written about? Can I compose a sentence orally before writing it? Can I Sequence sentences to form short narratives? Can I Re-read what they have written to check that it makes sense? Can I discuss what has been written with the teacher or other pupils? Can I read writing aloud clearly enough to be heard by peers and the teacher? Can I spell words containing phonemes already taught? Can I spell common exception words?</p>	<p>Mastery Keys</p> <p>Join words and clauses using <i>and</i> Use simple description Sequence sentences to form short narratives (link ideas or events by pronouns) Use a capital letter for places and days of the week Punctuate sentences using a capital letters, full stop, question mark or exclamation mark</p> <p>Can I Re-read what they have written and check that it makes sense? Can I Discuss what has been written with the teacher or other pupils? Can I Read writing aloud clearly enough to be heard by peers and the teacher? Can I Spell words containing phonemes already taught? Can I Spell common exception words?</p>
English Reading	Can I participate in discussion about what is read to them, taking turns and listening to what others say?	Can I develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics?	Can I develop pleasure in reading, motivation to read, vocabulary and understanding by: learning to appreciate rhymes and poems, and to recite some by heart?	Can I 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?	Can I understand both the books they can already read accurately and fluently and those they listen to by: making inferences on the basis of what is being said and done?	Can I develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing word meanings, linking new meanings to those already known?
	Can I 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?	Can I understand both the books they can already read accurately and fluently and those they listen to by: predicting what might happen on the basis of what has been read so far?	Can I develop pleasure in reading, motivation to read, vocabulary and understanding by: being encouraged to link what they read or hear read to their own experiences?	Can I understand both the books they can already read accurately and fluently and those they listen to by: checking that the text makes sense to them as they read and correcting inaccurate reading?	Can I explain clearly their understanding of what is read to them?	Can I develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising and joining in with predictable phrases?
	Can I understand both the books they can already read accurately and fluently and those they listen to				Can I 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?	Can I respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where

	<p>by: discussing the significance of the title and events?</p> <p>Can I read accurately by blending sounds in unfamiliar words containing GPCs that have been taught?</p>	<p>Can I re-read these books to build up their fluency and confidence in word reading?</p> <p>Can I apply phonic knowledge and skills as the route to decode words?</p>	<p>Can I read other words of more than one syllable that contain taught GPCs?</p>	<p>Can I read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word?</p> <p>Can I read words containing taught GPCs and s,es,ing,ed,er and est endings?</p>	<p>Can I read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)?</p>	<p>applicable, alternative sounds for graphemes?</p>
<p>Maths</p>	<p>Place Value Addition and subtraction</p>	<p>Addition and subtraction Geometry: Shape Place value within 20</p>	<p>Number and subtraction within 20 Place Value within 50 Multiplication 2s, 5s & 10s</p>	<p>Measure (Length and height, weight and volume)</p>	<p>Multiplication and division Fractions</p>	<p>Geometry: Position and direction Money Time</p>
	<p>Can I count to and across 100, forwards and backwards? Beginning with 0 or 1? Can I count, read and write numbers to 100 in numerals given a number? Can I identify one more and one less? Can I add one and two digit numbers to 20 including zero? Can I subtract within 10 and 20? Can I subtract using reasoning to explain my answers?</p> <p>Can 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?</p> <p>Can I recognise and use language relating to dates, including days of the week, weeks, months and years.</p>	<p>Can I represent number bonds to 20? Can I add two numbers by counting on? Can I recognise and sequence events and use language related to dates? Can I name/recognise 2D shapes? Can I reason and problem solve with 2D shapes? Can I recognise 2D shapes in the school environment? Can I name and describe the properties of 3D shapes?</p>	<p>Revisit any gaps Can I count to and across 100, forwards and backwards, Beginning with 0 or 1? Can I count, read and write numbers to 100 in numerals given a number? Can I count in 2s, 5s 10s from any given number backwards and forwards? Can I write numerals as words? Can I recognise teen numbers? Can I add a number by partitioning? Can I continue a number sequence? Can I subtract within 10/20 using number bonds? Can I represent subtraction number facts to 20? Can I subtract within 50 using part-part whole modelling? Can I subtract one digit numbers using a number line? Can I subtract tens from a two digit number using a number line?</p>	<p>Can I compare, describe and solve practical problems for: lengths and heights [for example, long / short, longer / shorter, tall / short, double / half] mass or weight [for example, heavy / light, heavier than, lighter than] Can I measure length using uniform non-standard unit? Can I compare lengths using a standard unit cm/m? Can I Compare, describe and solve practical problems for mass or weight [for example, heavy or light, heavier than, lighter than]? Can I Compare, describe and solve practical problems for capacity and volume [for example, full or empty, more than, less than, half, half full, quarter].? Can I measure and begin to record lengths and heights? Can I measure and begin to record mass/weight? Can I measure and begin to record capacity and volume? Revisit any gaps</p>	<p>Can I solve division problems by calculating the answer using concrete objects, pictorial representations and arrays with the support of a teacher? Can I explore halving? Can I divide by sharing? Can I problem solve using division? Can I explore using the inverse to find a missing number? Can I double numbers? Can I multiply by grouping? Can I multiply using arrays? Can I make an array? Can I solve multiplication problems? Can I solve problems involving fractions? Can I recognise, find and name a half as one of two equal parts of an object, shape or quantity? Can I recognise, find and name a quarter as one of four equals parts of an object, shape or quantity? Can I solve problems involving fractions?</p>	<p>Can I describe position, direction and movement, including whole, half, quarter and three-quarter turns? Can I tell the time to the hour? Can I tell the time to half past the hour? Can I solve problems about time? Can I find different ways to make a total? Can I show how many ways I can make 10p/20p? Can I complete a money investigation? Revisit any gaps</p>

Religion	Topic 1: Family Topic 2: Belonging Topic 3: Waiting Other Faiths Week Judaism		Topic 4: Special People Topic 5: Eucharist/ Meals Topic 6: Change Other Faiths Week Hinduism		Topic 7: Being sorry Topic 8: Holidays and Holy Days Topic 9: Neighbours	
	Family Can I create pictures/ rules which show how I can care for my year 1 family? Can I role play a situation that shows my family caring for each other? Can I thank god for my family? Can I recognise what makes me beautiful? Belonging Can I explain/show what peace is?	Belonging Can I state what makes me a peacemaker? Can I understand how bullying impacts others? Judaism Can I understand how Abraham became the father of Judaism? Waiting Can I make a promise to show I am preparing for the Birthday of Jesus? Can I explain what Christmas means to me? Can I retell the Christmas story?	Special People Can I talk/write about special people in our lives that are there to help us? Can I draw/label important parts of a church? Can I recognise the important parts of the Church? Can I draw/write about people who help at Mass on Sunday? Can I retell the story of Jesus in the Temple?	Eucharist/Meals Can I make a Lenten promise? Can I describe a special meal? Can I write a prayer to God thanking him for such blessed gifts? Can I retell the story of the Last Supper? Change Can I explain how Jesus died on Good Friday? Can I understand that Jesus has risen? Hinduism Can I recognise the Hindu symbols?	Being Sorry Can I explain how Moses was the leader of the Jewish People? Can I explain how god led the Jewish people? Holidays and Holy Days Can I explain what happens on a holy day? Can I explain what happens on Ascension day? Can I explain what happens on Pentecost day?	Neighbours Can I write a thank you postcard to Jesus? Can I retell the story of Zacchaeus? Can I make a promise? Can I retell the story of the Prodigal son? Can I give examples of times when I have said sorry?
Science	Everyday Materials, materials and their properties and Seasonal Changes		Plants-	Plants- (growing seeds) (identifying and describing flowers and trees)	Animals including humans (focus on humans)	Animals including humans (focus on animals)
	Everyday Materials Can I identify and name a variety of everyday materials including rock, wood, glass, water, plastic and metal? Can I tell the difference between an object and the material it is made from? Can I compare and group together a variety of everyday materials based on their properties? Materials and their properties Can I describe the properties of materials? Can I test materials to see if they are absorbent, transparent or waterproof? Identify & Classify How can we sort different materials?	Seasonal Changes Can I observe changes across the four seasons? Can I observe and describe the weather in Autumn? Can I describe and measure the changes that happen during Autumn? Can I observe and describe the weather in winter? Pattern Seeking Is there a pattern in how the weather changes across the seasons? Observation over time How does a tree change over the year?	Plants Can I label the parts of a flower? Can I state what each part is for? Can I describe what plants need to survive? Identify & Classify How can we sort leaves that we have collected from outside?	Plants Can I complete an investigation? Silly Science workshop Can I plant beans and write instructions to explain how to do so? Can I identify and name some garden plants? Can I identify trees that are deciduous and evergreen? Comparative tests Which plant grows the tallest?	Animals including humans Can I draw and label parts of the body? Can I name the senses and the body part that they are associated with? Can I explain what each sense does? Pattern Seeking: Do the tallest people in our class have the biggest feet?	Can I investigate how to uncover secret messages? Can I explore how air makes a balloon travel? Can I investigate how ice can affect a drinks can? BIG Question: Assessment Opportunity How can I make a bottle into a speedboat?
Topic (History & Geography)	Homes from the past & Homes in our local area Languages Day	Remembrance E Safety week Old & new toys	Rights Respecting Martin Luther King Day Human and Physical features	Healthy schools Week Continents and Oceans	Women who changed the world	

	<p>Homes from the past & Homes in our local area Can I write/ share what I know about homes? Can I locate where I live? Can I locate and name different types of houses? Can I explain where I live and tell someone my address? Can I say what I like and do not like about the place I live? Can I use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies?</p>	<p>Remembrance Can I create a poppy for remembrance? Can I commemorate remembrance?</p> <p>E Safety week Can I talk about staying safe online?</p> <p>Old and new toys Can I draw/ describe an artefact? Can I compare similar toys from different times? Can I design a futuristic toy?</p>	<p>Rights Respecting Can I share my dream for the world? Can I share how I would change the world?</p> <p>Martin Luther King Day Can I research about Martin Luther King?</p> <p>Human and Physical features Can I recognise a human and physical features? Can I identify human and physical features of a place? Can I identify similarities and differences between beaches? Can I create a physical scene using mixed media? Can I recognise human and physical features in my local environment?</p>		<p>Healthy schools’ week Can I design my favourite dinner? Can I talk about the difference between healthy and unhealthy food? Can I taste fruit and share my opinion?</p> <p>Continents and Oceans Can I share my knowledge about the world? Can I draw a map? Can I describe a location? Can I follow instructions using points of a compass? Can I name and locate the 7 continents of the world?</p>	<p>Women who changed the world Can I recognise women who have changed the world? Can I talk about someone famous who was born or lived near our town? Can I understand why there is a monument to a famous person or event in the town centre?</p>
Computing	Gaming & Coding	Images and pictures	Fact files/Labels, posters and leaflets/ Internet research	Pictograms, linked to animals topic Computer Networking— Parts of a computer	Modelling Multimedia— filming	Beebots—controlling a programmable toy
	<p>Gaming & Coding Can I use a camera? Can I create digital content? Can I use technology safely?</p>	<p>Images and pictures Can I use technology safely? Can I understand that it is important to keep personal information private? Can I store/ retrieve digital content?</p>	<p>Fact files/Labels, posters and leaflets/ Internet research Can I use technology safely? Can I use a website?</p>	<p>Pictograms, linked to animals topic Computer Networking— Parts of a computer Can I use technology safely?</p>	<p>Modelling Can I use technology safely? Multimedia— filming Can I record sound and play back?</p>	<p>Beebots—controlling a programmable toy Can I use technology safely? Can I create a series of instructions? Can I plan a journey for a programmable toy?</p>
Art	Kandinsky- Drawing		Jackson Pollock-Painting		Printing/collage	
	<p>Kandinsky- Drawing Can I create moods in my drawings? Can I draw using pencil and crayons? Can I draw lines of different shapes and thickness, using 2 different grades of pencil? Can I communicate something about myself in my drawing?</p>		<p>Jackson Pollock-Painting Can I communicate something about themselves in their painting? Can I create moods in their paintings? Can I choose to use thick and thin brushes as appropriate? Can I paint a picture of something they can see? Can I name the primary and secondary colours?</p>		<p>Printing/collage Can I print with sponges, vegetables and fruit? Can I print onto paper and textile? Can I design my own printing block? Can I create a repeating pattern?</p>	
D.T.		<p>Mechanisms – Sliders and Leavers.</p> <ul style="list-style-type: none"> • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through drawings and mock-ups with card and paper. Plan by suggesting what to do next. • Select and use tools, explaining their choices, to cut, shape and join paper and card. • Use simple finishing techniques suitable for the product they are creating. <p>Explore a range of existing books and everyday products that use simple sliders and levers.</p> <ul style="list-style-type: none"> • Evaluate their product by discussing how well it works in 			<p>Structures – Freestanding structures.</p> <ul style="list-style-type: none"> • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through talking, mock-ups and drawings. • Plan by suggesting what to do next. • Select and use tools, skills and techniques, explaining their choices. • Select new and reclaimed materials and construction kits to build their structures. • Use simple finishing techniques suitable for the structure they are creating. <p>Charanga- your imagination</p>	

		relation to the purpose and the user and whether it meets design criteria.			<ul style="list-style-type: none"> Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria. 	
P.E.	Indoor- Dance animals Outdoor- Invasion Games skill 1	Indoor- gymnastics Outdoor- Movement skills 1	Indoor- Dance- Circus Outdoor- Invasion games skills 2	Indoor-Gymnastics skills 2 Outdoor-Movement skills 2	Indoor- Dance Puppets Outdoor- striking and fielding games skills 1	Indoor-gymnastics wide, narrow and curled rolling and balancing Outdoor- Net and wall games skills 1
	See PE Passport	See PE Passport	See PE Passport	See PE Passport	See PE Passport	See PE Passport
Music	Charanga- Hey You	Charanga- rhythm in the way we walk and the banana rap.	Charanga- In the groove	Charanga- round and round	Charanga- your imagination	Charanga- Reflect, rewind and replay
	Charanga- Hey You Can I use my voice to speak, sing and chant? Can I clap short rhythmic patterns? Can I repeat short rhythmic and melodic patterns?	Charanga- rhythm in the way we walk and the banana rap. Can I make different sounds with my voice and with instruments? Can I repeat short rhythmic and melodic patterns?	Charanga- In the groove Can I say whether I like or dislike a piece of music? Can I choose sounds to represent different things?	Charanga- round and round Can I make a sequence of sounds? Can I respond to different moods in music	Charanga- your imagination Can I use instruments to perform?	Charanga- Reflect, rewind and replay Can I use instruments to perform?
P.S.H.E.	Relationships <i>"I have come into the world as light, so that whoever believes in me may not remain in darkness."</i> (John 12:46)		Living in the Wider World <i>"Be completely humble and gentle; be patient, bearing with one another in love."</i> (1 Corinthians 16:14)		Health and Wellbeing <i>"Above all else, guard your heart, for everything you do flows from it."</i> (Proverbs 4:23)	
	Families and friendships Roles of different people; families; feeling cared for	Safe relationships Recognising privacy; staying safe; seeking permission Respecting ourselves and others How behaviour affects others; being polite and respectful	Belonging to a community What rules are; caring for others' needs; looking after the environment	Media literacy and Digital resilience Using the internet and digital devices; communicating online Money and Work Strengths and interests; jobs in the community	Physical Health and Mental Wellbeing Keeping healthy; food and exercise; hygiene routines; sun safety	Growing and changing Recognising what makes them unique and special; feelings; managing when things go wrong
	Families and friendships Can I recognise the special people in my life and the importance of caring for one another? Can I understand that all families are different?	Safe relationships Can I understand what is meant by "privacy"? Can I recognise how to keep myself and others safe? Respecting ourselves and others Can I explain how to be kind and why it is important? Can I recognise unkind behaviour, teasing and bullying? Can I understand the importance of playing cooperatively?	Belonging to a community Can I explain how to be a good neighbour? Can I describe how I can help groups and communities that I belong to? Can I discuss ways to look after the environment?	Media literacy and Digital resilience Can I explain how and why people use the internet? Can I explain how to keep myself safe when I use the internet? Can I explain how people find things out and communicate safely with other online? Money and Work Can I discuss my own star qualities?	Physical Health and Mental Wellbeing Can I understand that I can choose what happens to my body? Can I make healthy choices about sleep an exercise? Can I explain ways of how to keep my body clean? Can I make healthy choices about food and drink? Can I identify ways to keep myself safe?	Growing and changing Can I recognise different kinds of feelings? Can I recognise what makes me unique and special? Can I explain who to talk to when I am finding things difficult?

	<p>Rights Respecting To know that the United Nations govern a set of children's rights that aim to ensure every government ensures all children around the world have access to all children's rights To know a range of the UN Convention of the Rights of the Child articles (includes Rights Respecting Fortnight)</p>			<p>Can I discuss what skills and interests are needed for different jobs? Can I understand that it is a person's interests and skills that make them suited to doing a job? Can I talk about jobs that people can do and tell my friends what I want to be when I grow up?</p>	<p>Can I understand the importance of sun safety?</p>	
<p>Spanish</p>	<p>'My name is', general greetings and Happy Birthday Recognising similarities between words in different languages A Spanish story – Mama and number songs/games (1-5) Reacting to food items Song to learn food types Everyday language through song Numbers</p>	<p>Numbers Recognising previously learned language, problem solving Emotions Christmas</p>	<p>New Year Enjoying a short story Watching (and performing) a simple finger rhyme Numbers and noticing patterns Exploring the sound of some words in a foreign language</p>	<p>Exploring an aspect of culture Stories linked to aspects of culture Emotions revisited</p>	<p>Participating in playground games Playing with vowel sounds Action songs and warm up games Spanish Exchange week and interaction</p>	<p>Imitating actions Enjoying a fable Recognising and applying patterns</p>