



Year One	Autumn Term		Spring Term		Summer Term	
	Superheroes	Let's Celebrate	Moon Zoom	Memories	Navigators	Paws, Claws and Whiskers
Value Focus	<p>DREAM TEAM</p> <p>Introduction to the 5 values.</p>	<p>Determination</p> <p>We never give up</p>	<p>Responsibility</p> <p>We are honest</p>	<p>Empathy</p> <p>We are kind</p>	<p>Aspiration</p> <p>We aim high</p>	<p>Make a Difference</p> <p>We look after our world.</p>
Trips, visits & experiences	Real life heroes	Christmas performance	Planetarium	Museum of Lincolnshire Life	Walk around the local area and picnic.	Visit Lincoln Cathedral. Trip to an animal park.
British Values	Introduction to British Values	Democracy	Rule of Law	Individual Liberty	Tolerance	Mutual Respect
Lines of Enquiry	What is a hero?	How do we celebrate? Why do we celebrate?	Why is an astronaut important?	How have things changed?	How do things grow?	What do animals eat?
Key Texts – Literacy Tree	<p>Cave Baby – Julia Donaldson Astro Girl – Ken Wilson-Max</p>	<p>Naughty Bus – Jan and Jerry Oke Billy and the Beast – Nadis Shireen</p>	<p>Beegu - Alexis Deacon The Odd Egg -Emily Gravett Leo and the Octopus – Isabelle Marinov</p>	<p>Stanleys Stick - John Hegley and Neal Layton The See Saw -Tom Percival</p>	<p>Lost and found – Oliver Jeffer's Pig the Pug - Aaron Blabey</p>	<p>Dadaji's Paintbrush by Rashmi Sirdeshpande The Magic Bed by John Burningham</p>
Key Texts for Story Time						



English		<p>Notes:</p> <ul style="list-style-type: none"> Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing. Pupils entering year 1 who have not yet met the early learning goals for literacy should continue to follow the EYFS curriculum to develop their word reading, spelling and language skills. However, these pupils should follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. If they are still struggling to decode and spell, they need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly. 					
	Phonics	<p>Revisit Phase 3 and 4 – revisit and consolidate Phase 3 and 4 during Autumn 1 (to recap GPC's taught and to support transition into new year group) Begin Phase 5 using Little Wandle at the end of Autumn 1. (Week 4)</p>					
	Teaching of Spelling	<p>Notes:</p> <ul style="list-style-type: none"> Most people read words more accurately than they spell them, the younger children are, the truer this is Children must be able to read a large number of different words containing the GPCs they have learned (whether they have seen these words or not) – however, spelling is different. Once pupils have learnt more than one way of spelling particular sounds (alternatives in Phase 5) choosing the right letter or letters depends on either a conscious effort to learn them or remembering them subconsciously from their reading. It is important to note that younger children have not had enough time to learn or absorb all of the accurate spellings of the words they may want to write. Many of the words listed as 'example words' for years, including almost all those listed as 'exception words', are used frequently in pupils' writing, and therefore it is worth pupils learning the correct spelling. The 'exception words' for spelling contain GPCs which have not yet been taught as widely applicable, but this is because they are applicable in very few age-appropriate words rather than because they are rare in English words in general. The rules and guidance are intended to support the teaching of spelling. Phonic knowledge should continue to underpin spelling after key stage 1; teachers should still draw pupils' attention to GPCs that do and do not fit in with what has been taught so far. Increasingly, however, pupils also need to understand the role of morphology and etymology. Although particular GPCs in root words simply have to be learnt, teachers can help pupils to understand relationships between meaning and spelling where these are relevant. For example, understanding the relationship between <i>medical</i> and <i>medicine</i> may help pupils to spell the /s/ sound in <i>medicine</i> with the letter 'c'. Pupils can also be helped to spell words with prefixes and suffixes correctly if they understand some general principles for adding them. Teachers should be familiar with what pupils have been taught about spelling in earlier years, such as which rules pupils have been taught for adding prefixes and suffixes. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words. 					
	Spelling (alongside phonics)	<p>Teaching:</p> <ul style="list-style-type: none"> Division of words into syllables Adding -s, -es to words (e.g. pig, pigs; stick, sticks; brick, bricks; catch, catches) Days of the week 	<p>Teaching:</p> <ul style="list-style-type: none"> Knows about and is beginning to use the adjective suffixes -er and -est 	<p>Teaching:</p> <ul style="list-style-type: none"> Compound words (e.g. bedroom, armchair) Adding -ing, ed, and er to verbs (where the root word doesn't need to change) 	<p>Teaching:</p> <ul style="list-style-type: none"> Adding prefix -un and knows how it changes the meaning of these words by negating something e.g. unkind, undoing, untie 		
			<p>Revisit and apply:</p> <ul style="list-style-type: none"> Division of words into syllables Adding -s, -es to words 	<p>Revisit and apply:</p> <ul style="list-style-type: none"> Days of the week Adding -er, -est to words 	<p>Revisit and apply:</p> <ul style="list-style-type: none"> Adding -ing, -ed and er to words 	<p>Revisit and Apply:</p> <ul style="list-style-type: none"> Compound words (e.g. beanstalk) Adding prefix -un Adding -ing, -ed and er to words 	<p>Revisit and Apply:</p> <p>Division of words into syllables</p>
Words to Spell	<p>Common exception words to spell: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, see, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our, because, an, saw, off, here, help, day, now, back, into, very, them, then, this</p>		<p>Common exception words to spell: Little, all, her, have, like, when, out, what, their, people, Mr, Mrs, looked, called, asked, water, who, again, work, many, eyes, once, please, make, I'm, don't, it's, time, made, to, too, two, came, children, down</p>		<p>Common exception words to spell: thought, through, mouse, house, laughed, old, could, should, would, about</p>		
Segmenting for	<p>Write from memory, simple sentence dictated by the teacher, that include words using GPC and common exception words taught so far</p>						



Reading	<p>Notes:</p> <ul style="list-style-type: none"> ● Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice. ● 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. ● Children 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. ● Children's 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. ● 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. ● Reading should be taught alongside spelling, so that pupils understand that they can read back words they have spelt. ● Children 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. 		
	Word Reading	<ul style="list-style-type: none"> ● Explicit teaching of how to use phonic knowledge and skills to decode words ● 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 ● Explicit teaching of blending sounds in unfamiliar words ● Practice rapid grapheme/phoneme correspondence for all 40+ phonemes ● Read words containing taught GPCs and –s, –es ● Read and retrieve common exception words ● Teach awareness of unusual correspondences between spelling and sound ● Explore words with more than one syllable ● Read and re-read aloud books that are consistent with phonic knowledge with a focus on accuracy (recommended book band yellow) ● Re-read these books to build up their fluency and confidence in word reading 	<ul style="list-style-type: none"> ● Apply phonic knowledge and skills to decode words ● Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught ● Practice rapid grapheme/phoneme correspondence for all 40+ phonemes, including, alternative sounds for graphemes ● 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 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 and re-read aloud books that are consistent with phonic knowledge with a focus on accuracy and fluency (recommended book band blue/green) ● Re-read these books to build up their fluency and confidence in word reading

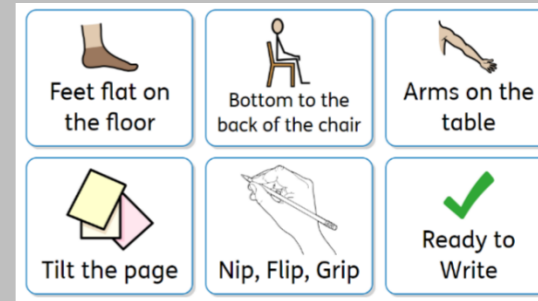


		<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Comprehension</p> <ul style="list-style-type: none"> ● Listen to and discuss a wide range of stories and non-fiction at a level beyond that at which they can read independently: <p>Term 1 – listen to and discuss stories Term 2 – listen to and discuss non-fiction</p> <ul style="list-style-type: none"> ● Understand both the books they can already read accurately and fluently and those they listen to <p><u>Pleasure and motivation:</u></p> <ul style="list-style-type: none"> ● Become very familiar with key stories, retelling them and considering their particular characteristics ● Recognise and join in with predictable phrases <p><u>Understanding:</u></p> <ul style="list-style-type: none"> ● Draw on what they already know or on background information and vocabulary provided by the teacher ● Make links between what they read or hear read and their own experiences ● Check that the text makes sense to them as they read and begin to correct inaccurate reading ● Discuss the significance of the title, cover, blurb, illustrations 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. <p><u>Vocabulary Development:</u></p> <ul style="list-style-type: none"> ● Discuss word meanings, linking new meanings to those already known ● Exploring words with similar and opposite meanings 	<ul style="list-style-type: none"> ● Listen to and discuss a wide range of stories and poetry at a level beyond that at which they can read independently: <p>Term 3 – listen to and discuss poetry Term 4 – listen to and discuss fairy stories and traditional tales</p> <ul style="list-style-type: none"> ● Understand both the books they can already read accurately and fluently and those they listen to <p><u>Pleasure and motivation:</u></p> <ul style="list-style-type: none"> ● Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ● Recognise and join in with predictable phrases ● Learn to appreciate rhymes and poems, and to recite some by heart <p><u>Understanding:</u></p> <ul style="list-style-type: none"> ● Draw on what they already know or on background information and vocabulary provided by the teacher ● Make links between what they read or hear read and their own experiences ● Check that the text makes sense to them as they read and apply strategies for correcting inaccurate reading ● Discuss the significance of the title, cover, blurb, illustrations and events ● Make inferences on the basis of what is being said and done ● Predict what might happen on the basis of what has been read so far ● 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 <p><u>Vocabulary Development:</u></p> <ul style="list-style-type: none"> ● Discuss word meanings, linking new meanings to those already known ● Explore and discuss word families using familiar words to help children in understanding unfamiliar words 	<ul style="list-style-type: none"> ● Listen to and discuss a wide range of poetry and non-fiction at a level beyond that at which they can read independently: <p>Term 5 – listen to and discuss non-fiction Term 6 – listen to and discuss poetry</p> <ul style="list-style-type: none"> ● Understand both the books they can already read accurately and fluently and those they listen to <p><u>Pleasure and motivation:</u></p> <ul style="list-style-type: none"> ● Become very familiar with key stories, retelling them and considering their particular characteristics ● Recognise and join in with predictable phrases ● Learn to appreciate rhymes and poems, and to recite some by heart <p><u>Understanding:</u></p> <ul style="list-style-type: none"> ● Draw on what they already know or on background information and vocabulary provided by the teacher ● Make links between what they read or hear read and their own experiences ● Check that the text makes sense to them as they read and apply strategies for correcting inaccurate reading ● Discuss the significance of the title, cover, blurb, illustrations and events ● Make inferences on the basis of what is being said and done ● Predict what might happen on the basis of what has been read so far ● 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 <p><u>Vocabulary Development:</u></p> <ul style="list-style-type: none"> ● Discuss word meanings, linking new meanings to those already known ● Explore and discuss word families using familiar words to help children in understanding unfamiliar words
--	--	--	---	--



Notes:

- Handwriting requires frequent and discrete, direct teaching.
- The size of the writing implement (pencil, pen) should not be too large for a young child’s hand.
- Whatever writing implement 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

Writing Transcription - Handwriting

Readiness for writing:

- Is able to maintain a sitting position on a chair
- Begins to sit correctly at a table – this is consistently demonstrated by adults and reminders given in each handwriting session
- Has sufficient hand strength to hold a pencil
- Hold a pencil comfortably and correctly with an increasingly consistent tripod grip

Handwriting:

- Begins to identify which letters belong to which letter ‘families’ (i.e. letters that are formed in similar ways) and practice these in handwriting sessions
- Begins to form digits 0 – 9 with increasing accuracy in handwriting sessions

Readiness for writing:

- Sits correctly at a table with some reminders
- Holds a pencil comfortably and correctly with a tripod grip

Handwriting:

- Knows which letters belong to which letter ‘families’ (i.e. letters that are formed in similar ways) and practice these in handwriting sessions – with adult prompt, is beginning to know the correct direction, starting and finishing place for each letter
- Forms digits 0-9 with increasing accuracy in handwriting sessions

Readiness for writing:

- Sits correctly at a table
- Holds a pencil comfortably and correctly with a consistent tripod grip

Handwriting:

- Begins to form all lower-case letters in the correct direction, starting and finishing in the right place independently in all writing (across the curriculum – not just in handwriting sessions)
- Form capital letters with increasing accuracy
- Forms digits 0-9 with increasing accuracy

Readiness for writing:

- Always sits correctly at a table
- Holds a pencil comfortably and correctly with a consistent tripod grip

Handwriting:

- Forms all lower-case letters in the correct direction, starting and finishing in the right place independently in all writing (across the curriculum – not just in handwriting sessions)
- Forms all capital letters correctly
- Forms digits 0-9 correctly (across the curriculum – not just in handwriting sessions)

Readiness for writing:

- Always sits correctly at a table
- Always holds a pencil comfortably and correctly with a consistent tripod grip

Handwriting:

- Forms all lower-case letters in the correct direction, starting and finishing in the right place independently in all writing (across the curriculum – not just in handwriting sessions)
- Forms all capital letters correctly (across the curriculum – not just in handwriting sessions)
- Forms digits 0-9 correctly (across the curriculum – not just in handwriting sessions)

MSA Handwriting Curriculum: Year 1 Autumn 2024

MSA Y1 Autumn Handwriting Curriculum

	Session 1	Session 2	Session 3	Session 4	Session 5
Week 1	c	a	d	g	Consolidation of the week's letters
Week 2	o	q	i	u	
Week 3	y	l	t	j	
Week 4	r	n	m	p	
Week 5	e	s	v	w	
Week 5	x	f	b	h	
Week 6	k	z	cv/cvc words with mix of letters	cv/cvc words with mix of letters	
October Half Term					
Week 7	c	a	d	g	
Week 8	o	q	i	u	
Week 9	y	l	t	j	
Week 10	r	n	m	p	
Week 11	e	s	v	w	
Week 12	x	f	b	h	
Week 13	k	z	words with mix of letters	words with mix of letters	

MSA Handwriting Curriculum: Year 1 Autumn 2024

MSA Y1 Spring Handwriting Curriculum

	Session 1	Session 2	Session 3	Session 4	Session 5
Week 1	C	A	D	G	Consolidation of the week's letters
Week 2	O	Q	I	U	
Week 3	Y	L	T	J	
Week 4	R	N	M	P	
Week 5	E	S	V	W	
Week 5	X	F	B	H	
Week 6	K	Z	words with capital letters at the beginning	words with capital letters at the beginning	
February Half Term					
Week 7	Revisit Phase 5 Segmenting for Writing words from Autumn Term 2 – with handwriting focus (whilst also providing retrieval for previous phase 5 alternative sounds taught).				
Week 8					
Week 9					
Week 10					
Week 11					
Week 12					

MSA Handwriting Curriculum: Year 1 Autumn 2024

MSA Y1 Summer Handwriting Curriculum

	Session 1	Session 2	Session 3	Session 4	Session 5
Week 1	Revisit Phase 5 Segmenting for Writing sentences from Spring Term 1 – with handwriting focus (whilst also providing retrieval for previous phase 5 alternative sounds taught).				
Week 2					
Week 3					
Week 4					
Week 5					
Week 5					
Week 6	May Half Term				
Week 7	Revisit Phase 5 Segmenting for Writing sentences from Spring Term 2 – with handwriting focus (whilst also providing retrieval for previous phase 5 alternative sounds taught).				
Week 8					
Week 9					
Week 10					
Week 11					
Week 12					



	<p>Notes: Children need to:</p> <ul style="list-style-type: none"> ● Know that singular is talking about one ‘thing’ and plural means more than one ‘thing’ ● Know that a root word is a word that makes sense on its own ● Know that a suffix is something that we add to the end of a word that changes its meaning ● Know that a prefix is something that we add to the beginning of a word that changes its meaning <p>Important Vocabulary/Terminology: <u>Consolidate:</u> finger spaces, letter, word, sentence, full stops, capital letter, simile – ‘like’, <u>Introduce:</u> Punctuation, Questions mark, exclamation mark, speech bubble, bullet points, singular/plural, adjective, verbs, connective, alliteration, simile – ‘as’</p>	<p>Word:</p> <ul style="list-style-type: none"> ● Knows what a noun is – ● Know about and is beginning to use regular plural noun suffixes -s or -es (e.g. pig, pigs; dog, dogs; wish, wishes) – including the effects of these suffixes on the meaning of the noun <p>Sentence:</p> <ul style="list-style-type: none"> ● Know how words can combine to make sentences ● Join words using and <p>Text (Grammar):</p> <ul style="list-style-type: none"> ● Sequence words to say a sentence and then write a sentence <p>Punctuation:</p> <ul style="list-style-type: none"> ● Begins to separation of words with spaces ● Begins to punctuate sentences using capital letter and full stop ● Revise using a capital for personal pronoun I 	<p>Word:</p> <ul style="list-style-type: none"> ● Knows what an adjective is ● Knows about and is beginning to use the adjective suffixes -er and -est (e.g. darker, darkest, grander, grandest, fresher, freshest, quicker, quickest) ● Uses singular and plural nouns with increasing independence <p>Sentence:</p> <ul style="list-style-type: none"> ● Know how words can combine to make sentences ● Join clauses using and, because <p>Text (Grammar):</p> <ul style="list-style-type: none"> ● Sequence words to say a sentence and then write a sentence ● Sequence sentences to form short narratives (e.g. two sentences) <p>Punctuation:</p> <ul style="list-style-type: none"> ● Separates words with spaces ● Punctuate sentences using capital letter and full stop with increasing consistency ● Begins to punctuate questions with a capital letter and question mark ● Uses Capital letters for names and pronoun I with increasing consistency 	<p>Word:</p> <ul style="list-style-type: none"> ● Knows what a verb is ● Knows about and is beginning to use the verb suffixes -ing, -ed, and -er that can be added to verbs (where no change is needed in the spelling of root words e.g. -ing, eat, sleep, stick, pick, pour, sing, play, say call; -ed sprint, bang, lick, watch, listen; -er hard, bright, dark, high, deep, quiet) ● Uses adjectives in writing with increasing independence and accuracy <p>Sentence:</p> <ul style="list-style-type: none"> ● Consistently separates words with spaces in writing ● Join clauses using and, because with increasing accuracy <p>Text (Grammar):</p> <ul style="list-style-type: none"> ● Sequences sentences to form short narratives <p>Punctuation:</p> <ul style="list-style-type: none"> ● Punctuates sentences using a capital letter and full stop with increasing consistency ● Punctuates questions with a capital letter and question mark ● Uses capital letters for names and pronoun I with increasing consistency 	<p>Word:</p> <ul style="list-style-type: none"> ● Knows what a noun, adjective and verb is and can use them in their writing with increasing independence ● Knows about and is beginning to use the verb and adjective prefix -un and knows how it changes the meaning of these words by negating something e.g. unkind, undoing, untie <p>Sentence:</p> <ul style="list-style-type: none"> ● Always separates words with spaces in writing ● Join clauses using and, because with increasing accuracy <p>Text (Grammar):</p> <ul style="list-style-type: none"> ● Sequences sentences to form short narratives <p>Punctuation:</p> <ul style="list-style-type: none"> ● Punctuates sentences using a capital letter and full stop ● Punctuates questions with a capital letter and question mark ● Begins to punctuate exclamations with a capital letter and exclamation mark ● Uses capital letters for names and pronoun I 	<p>Word:</p> <ul style="list-style-type: none"> ● Knows what a noun, adjective and verb is and can use them in their writing with increasing independence ● Knows about and is beginning to use the verb and adjective prefix -un and knows how it changes the meaning of these words by negating something e.g. unkind, undoing, untie <p>Sentence:</p> <ul style="list-style-type: none"> ● Consistently separates words with spaces in writing ● Join clauses using and, because <p>Text (Grammar):</p> <ul style="list-style-type: none"> ● Sequences sentences to form short narratives <p>Punctuation:</p> <ul style="list-style-type: none"> ● Punctuates sentences using a capital letter and full stop ● Punctuates questions with a capital letter and question mark ● Begins to punctuate exclamations with a capital letter and exclamation mark ● Uses capital letters for names and pronoun I
--	--	---	--	---	--	---



		<p>Notes:</p> <ul style="list-style-type: none"> At the beginning of year 1, not all pupils will have the spelling and handwriting skills they need to write down to the same level that they can compose out loud – opportunities for being able to orally compose more complex sentences must be provided Pupils should be supported to understand, through demonstration, the skills and processes essential to writing: these are: thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear. 		
	<p>Composition</p>	<p>Understanding composition:</p> <ul style="list-style-type: none"> Builds sentences through ordering pre-written words – initially with a closed outcome and then using word banks to compose their own ideas <p>Composing their own work:</p> <ul style="list-style-type: none"> Works with an adult to say their sentence out loud before writing it Writes their sentence with appropriate support Composes sentences with teacher guidance through guided and shared writing sessions Begins to understand the importance of re-reading what they have written to make sure it makes sense (reading it aloud to an adult) 	<p>Understanding composition:</p> <ul style="list-style-type: none"> Sequences/orders pre-written sentences to form short narratives e.g. ordering sequences of a process etc <p>Composing their own work:</p> <ul style="list-style-type: none"> Says their sentence before writing Writing their sentence with appropriate support Composes a sequence of sentences with teacher guidance through guided and shared writing sessions Understands the importance of re-reading aloud what they have written to make sure it makes sense (reading it to an adult or peer) 	<p>Understanding composition:</p> <ul style="list-style-type: none"> Orally sequences their own sentences to form short narratives which include nouns, verbs and adjectives (with prefix and suffixes) and then writes them. <p>Composing their own work:</p> <ul style="list-style-type: none"> Says their sentence(s) before writing Writing their sentence(s) Composes a sequence of sentences Independently checks own work to see if it makes sense and edit according to Y1 non-negotiables Re-reads their writing aloud to an adult or peer



<p>General Notes:</p> <ul style="list-style-type: none"> The principal focus of mathematics teaching in key stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the 4 operations, including with practical resources [for example, concrete objects and measuring tools]. At this stage, pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money. Subitising and oral and object counting are fundamental principles that underpin effective mathematics. Children need regular carefully planned activities that enable them to develop the skills to carry these out successfully, as well as provision/activities that allow them to do this independently. Subitising is the ability to say how many without counting each object – this skill comes with practice and exposure to repeated opportunities to acquire and apply this skill One to one correspondence is a non-negotiable for the end of Autumn Term 1 – being able to reliably count objects and organise them in a way that ensures reliable and accurate counting is vital When introduced to a new concept, all children will have the opportunity to build competency by engaging in concrete (enactive), Pictorial (iconic) and abstract (symbolic) activities to ensure a firm grasp of the key concepts of mathematics and then be able to make progress <p>Key language for teachers: Cardinal, Classification, conservation, numeral, original, partition, subitise, number, quantity</p>	
Maths	<p>Daily Counting/ Subitising</p> <p>The importance of counting:</p> <ul style="list-style-type: none"> Counting is a child’s first experience of number and mathematics Learning to count supports understanding of the number system Counting is one tool for building up calculation strategies Counting backwards is no more difficult than counting forwards Counting must take place every day as part of the maths provision within schools <p>The importance of subitising:</p> <ul style="list-style-type: none"> This is the process whereby we recognise the size of a set at a glance, without ‘counting all’. It is seeing its cardinality, from the pattern or structure without having to count the number of objects. For example, recognising within a large number of dots that this larger number is made up of five dots in a group, six dots in a group and three dots in a group. Subitising is an essential skill to acquire and to exercise regularly as it supports children in becoming more efficient mathematicians and in making progress, particularly in calculation. <p>Therefore:</p> <ul style="list-style-type: none"> <u>Every day</u> children will spend 5-10 minutes doing whole class daily counting and/or subitising activities (counting linked to the different 5 counting principles as outlined in our counting and calculation policy) This is vital for recall, retrieval and fluency in counting and seeing the cardinality of amounts which underpins all mathematics
	<p>Number and Place Value</p> <p>Notes:</p> <ul style="list-style-type: none"> The importance of early number and early understanding of this aspect mathematics cannot be underestimated. A firm grasp of number and place value is essential for children to not only make progress but to succeed as mathematicians with us at MSA, in their education beyond MSA and throughout their life. Focusing time on securing this knowledge, skills and understanding is vital and our duty, in order to secure progress for our children. Pupils practise counting (1, 2, 3...), ordering (for example, first, second, third...), and to indicate a quantity (for example, 3 apples, 2 centimetres), including solving simple concrete problems, until they are fluent. Pupils begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100, supported by objects and pictorial representations. They practise counting as reciting numbers and counting as enumerating objects, and counting in twos, fives and tens from different multiples to develop their recognition of patterns in the number system (for example, odd and even numbers), including varied and frequent practice through increasingly complex questions.
	<p>Calculation</p> <p>Notes:</p> <ul style="list-style-type: none"> Children need to be free to choose how they will represent their mathematical thinking in a way that best fits the purpose, the particular mathematical context or calculation they are exploring, or the problem they wish to solve. In children’s own mathematical representations, the emphasis is on <i>processes of mathematical thinking</i> (creative thinking, reasoning, meanings, understanding, problem solving, negotiation and co-construction of understanding) rather than <i>products</i> (recording something done practically). <i>Recording</i> what they did following a practical activity has limited value if the only purpose is to demonstrate to an adult if they can find the answer. <i>Recording</i> places the emphasis on marks and drawings as a <i>product</i> and is a lower level of cognitive demand (thinking) in mathematics. Opportunities to represent their mathematical thinking creates dialogue and discussion allowing more effective assessment of the children’s abilities in maths. The difference between <i>representing</i> mathematical thinking and <i>recording</i> it is one of quality and depth of thinking. Pupils memorise and reason with number bonds to 10 and 20 in several forms (for example, $9 + 7 = 16$; $16 - 7 = 9$; $7 = 16 - 9$). They should realise the effect of adding or subtracting zero. This establishes addition and subtraction as related operations. Pupils combine and increase numbers, counting forwards and backwards. They discuss and solve problems in familiar practical contexts, including using quantities. Problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than, so that pupils develop the concept of addition and subtraction and are enabled to use these operations flexibly. Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities. They make connections between arrays, number patterns, and counting in twos, fives and tens.
	<p>Fractions</p> <p>Notes:</p> <ul style="list-style-type: none"> Pupils are taught half and quarter as ‘fractions of’ discrete and continuous quantities by solving problems using shapes, objects and quantities. For example, they could recognise and find half a length, quantity, set of objects or shape. Pupils connect halves and quarters to the equal sharing and grouping of sets of objects and to measures, as well as recognising and combining halves and quarters as parts of a whole.



Measurement	<p>Notes:</p> <ul style="list-style-type: none"> • The pairs of terms: mass and weight, volume and capacity, are used interchangeably at this stage. • Pupils move from using and comparing different types of quantities and measures using non-standard units, including discrete (for example, counting) and continuous (for example, liquid) measurement, to using manageable common standard units. • In order to become familiar with standard measures, pupils begin to use measuring tools such as a ruler, weighing scales and containers. • Pupils use the language of time, including telling the time throughout the day, first using o'clock and then half past. 					
	Geometry	<p>Notes:</p> <ul style="list-style-type: none"> • Pupils handle common 2-D and 3-D shapes, naming these and related everyday objects fluently. They recognise these shapes in different orientations and sizes, and know that rectangles, triangles, cuboids and pyramids are not always similar to each other. • Pupils use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside. • Pupils make whole, half, quarter and three-quarter turns in both directions and connect turning clockwise with movement on a clock face. 				
		<p>Number: Place value (within 10) Number: Addition and Subtraction (within 10)</p>	<p>Number: Addition and Subtraction (within 10) continued Geometry: Shape</p>	<p>Number: Place value (within 20) Number: Addition and Subtraction (within 20)</p>	<p>Number: Place value (within 50) Measurement: Length and Height Measurement: Mass and Volume</p>	<p>Number: Multiplication and Division Number: Fractions Geometry: Position and Direction</p>
	<p>Block 1: Place Value (within 10) (5 weeks)</p> <ol style="list-style-type: none"> Sort objects Count objects Count objects from a larger group Represent objects Recognise numbers as words Count on from any number 1 more Count backwards within 10 1 less Compare groups by matching Fewer, more, same Less than, greater than, equal to Compare numbers Order objects and numbers The number line <p>Block 2: Addition and Subtraction (within 10) (1 week)</p> <ol style="list-style-type: none"> Introduce parts and wholes Part-whole model Write number sentences Fact families – addition facts Number bonds within 10 Systematic number bonds within 10 Number bonds to 10 Addition – altogether Addition – add more Addition problems 	<p>Block 2: Addition and Subtraction (within 10) continued (4 weeks)</p> <ol style="list-style-type: none"> Find a part Subtraction find a part Fact families – the eight facts Subtraction – take away, cross out (how many left) Take away (how many left) Subtraction on a number line Add or subtract 1 or 2 <p>Block 3: Shape (1 week)</p> <ol style="list-style-type: none"> Recognise and name 3-D shapes Sort 3D shapes Recognise and name 2-D shapes Sort 2-D shapes Patterns with 2D and 3D shapes 	<p>Block 1: Place value (within 20) (3 weeks)</p> <ol style="list-style-type: none"> Count within 20 Understand 10 Understand 11, 12 and 13 Understand 14, 15 and 16 Understand 17, 18 and 19 Understand 20 1 more and 1 less The number line to 20 Use a number line to 20 Estimate on a number line to 20 Compare numbers to 20 Order numbers to 20 <p>Block 2: Addition and Subtraction (within 20) (3 weeks)</p> <ol style="list-style-type: none"> Add by counting on within 20 Add ones using number bonds Find and make number bonds to 20 Doubles Near doubles Subtract ones using number bonds Subtraction – counting back Subtraction – finding the difference Related facts Missing number problems 	<p>Block 3: Place value (within 50) (2 weeks)</p> <ol style="list-style-type: none"> Count from 20 to 50 20, 30, 40 and 50 Count by making groups of tens Groups of tens and ones Partition into tens and ones The number line to 50 Estimate on a number line to 50 1 more, 1 less <p>Block 4: Length and Height (2 weeks)</p> <ol style="list-style-type: none"> Compare lengths and heights Measure length using objects Measure length in centimetres <p>Block 5: Mass and Volume (2 weeks)</p> <ol style="list-style-type: none"> Heavier and lighter Measure mass Compare mass Full and empty Compare volume Measure capacity Compare capacity 	<p>Block 1: Multiplication and Division (3 weeks)</p> <ol style="list-style-type: none"> Count in 2s Count in 10s Count in 5s Recognise equal groups Add equal groups Make arrays Make doubles Make equal groups – grouping Make equal groups – sharing <p>Block 2: Fractions (2 weeks)</p> <ol style="list-style-type: none"> Recognise a half of an object or a shape Find a half of an object or a shape Recognise a half of a quantity Find half of a quantity Recognise a quarter of an object or shape Find a quarter of an object or a shape Recognise a quarter of a quantity Find a quarter of a quantity <p>Block 3: Position and Direction (1 week)</p> <ol style="list-style-type: none"> Describe turns Describe position – left and right 	<p>Block 4: Place value (within 100) (2 weeks)</p> <ol style="list-style-type: none"> Count from 50 to 100 Tens to 100 Partition into tens and ones The number line to 100 1 more, 1 less Compare numbers with the same number of tens Compare any two numbers <p>Block 5: Money (1 week)</p> <ol style="list-style-type: none"> Unitising Recognise coins Recognise notes Count in coins <p>Block 6: Time (2 weeks)</p> <ol style="list-style-type: none"> Before and after Days of the week Months of the year Hours, minutes and seconds Tell the time to the hour Tell the time to the half hour <p>Block 7: one week available for consolidation</p>



						3. Describe position – forwards and backwards 4. Ordinal numbers
Science	<p>Notes: The Nation Curriculum for Science aims to ensure that all pupils:</p> <ul style="list-style-type: none"> develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future The principal focus of science teaching in key stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly constructed world around them. They should be encouraged to be curious and ask questions about what they notice. They should be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of the learning about science should be done through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos. 'Working scientifically' is described separately in the programme of study, but must always be taught through and clearly related to the teaching of substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content. Pupils should read and spell scientific vocabulary at a level consistent with their increasing word-reading and spelling knowledge at key stage 1. There are three key areas that we focus on in science: scientific knowledge and conceptual understanding; The nature, processes and methods of science; Spoken language 					
	Overarching aims/Objectives	<p>Humans Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p>Seasonal changes Observe changes across the 4 seasons Observe and describe weather associated with the seasons and how day length varies</p>	<p>Everyday Materials 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</p>	<p>Plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees</p>	<p>Animals Identify and name a variety of common animals 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</p>
	Continuous Focus - Seasonal change - observe					
	Working Scientifically Opportunities	<ul style="list-style-type: none"> Using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them Grouping animals according to what they eat Using their senses to compare different textures, sounds and smells 	<ul style="list-style-type: none"> Making tables and charts about the weather Making displays of what happens in the world around them, including day length, as the seasons change 	<ul style="list-style-type: none"> Performing simple tests to explore questions, for example: what is the best material for an umbrella? ...for lining a dog's basket?... for curtains?... for a bookshelf?... for a gymnast's leotard? 	<ul style="list-style-type: none"> Observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants Describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees Keep records of how plants have changed over time, for example, the leaves falling off the trees and buds opening Compare and contrast what they have found out about different plants 	<ul style="list-style-type: none"> Using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them Grouping animals according to what they eat



History	<p>Notes:</p> <ul style="list-style-type: none"> • Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. • They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. • They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. • In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3. <p>This is achieved through a focus on four key aspects: Changes within living memory, Events beyond living memory, The lives of significant individuals in the past who have contributed to national and international achievements Significant historical events, people and places in their own locality.</p>					
	<p>Key Historical Concepts</p> <ul style="list-style-type: none"> • Change • Cause and Effect • Significance • Sources of Evidence • Empathetic Understanding 			<p>Key skills:</p> <ul style="list-style-type: none"> • Chronology • Range and Depth of Historical Knowledge • Historical Enquiry and Interpretation • Communication and vocabulary 		
	<p>Aims:</p> <ul style="list-style-type: none"> • Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world • Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, frame historically-valid questions and create their own structured accounts, including written narratives • Begin to understand the methods of historical enquiry and different types of historical evidence (first hand, second hand and begin to know why contrasting arguments and interpretations of the past have been constructed • Begin to gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history and between short- and long-term timescales. 					
Focus of Study	<p>Changes within living memory: Chronology – introduction to timelines</p> <p>Significant individuals in the past: (Real life heroes) Florence Nightingale and Mary Seacole comparison</p> <p>Rosa Parks and Emily Davison</p>	<p>Significant events/individuals in history Guy Fawkes</p>	<p>Significant individuals/events in history – In depth focus Neil Armstrong (International) Tim Peake (National) Michael Foale (Local)</p>	<p>Changes within and beyond living memory that are significant nationally or globally: Study of The Victorian era. Local study (MSA)</p> <p>Significant individuals in history: Queen Victoria</p>		
History in Action	<p>Creating a personal timeline – baby, toddler, child, teenager, adult</p> <p>Create a classroom timeline which will be added to over the course of the year and then follow the children into Y2</p> <p>**Revisit/link when we do Science/PHSE on medicines and keeping healthy.</p>	<p>Chronology – timeline (add to history timeline)</p> <p>Short – one lesson/week focus to link with Bonfire Night</p>	<p>Chronology – timeline (add to history timeline)</p> <p>Making comparisons</p>	<p>Chronology – timeline (add to history timeline)</p> <p>Geography link – look at maps of Victorian Lincoln</p> <p>Compare how life has changed: Homes Schools Toys Transport Technology</p>		



Geography	<p>Notes:</p> <ul style="list-style-type: none"> ● Geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. ● Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. ● As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. ● Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time. ● In KS 1 pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. <p>Children will grasp:</p> <p>Locational Knowledge:</p> <ul style="list-style-type: none"> ● Name and locate the world’s seven continents and five oceans ● Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</p> <ul style="list-style-type: none"> ▪ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Human and physical geography</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 <p>Use basic geographical vocabulary to refer to:</p> <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>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ▪ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage ▪ 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>Aims:</p> <ul style="list-style-type: none"> ● Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes <p>Are competent in the geographical skills needed to:</p> <ul style="list-style-type: none"> ● collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes ● interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs <p>communicate geographical information in a variety of ways, including through maps</p>					
Focus of Study		<p>Human and physical geography Recognise human & physical features on an aerial photograph or simple map: Features of Lincoln and Lincolnshire Local area – human and physical. Map work.</p> <p>Geographical skills and fieldwork Geography of school and grounds & identify the key human and physical features of surrounding environment: Drawing maps</p>	<p>Locational Knowledge: Locate the four countries of the United Kingdom on a map. Name the capital cities and basic characteristics of each country.</p> <p>Human and physical geography: Understand that UK is an island and that it is surrounded by sea – key physical features</p> <p>Geographical skills and fieldwork Use maps and globes: Zoom out from Lincoln. Find USA on world map (linked to Neil Armstrong and Space)</p>		<p>Place Knowledge: 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</p> <p>Human and physical geography: ** Revisit UK, Capital Cities and Surrounding Seas **</p>	
Geography in Action		<p>Inquiry Question 1: Where is it like where we live? Inquiry Question 2: What surrounds our school?</p> <p>Draw own simple map of school and grounds.</p>		<p>** History link – look at maps of Victorian Lincoln **</p>	<p>Inquiry Question: Why does it matter when trees are cut down? Identify Sumatra, Indonesia – rainforest – looking at deforestation (hot/wet climate)</p> <p>Environmental study – impact of Humans on the world (e.g. deforestation)</p>	



<p>Notes: A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives. <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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 ▪ participate in team games, developing simple tactics for attacking and defending ▪ perform dances using simple movement patterns. 						
PE PE HUB & Premier Education – external provider						
	PE In Action	<p>Gymnastics (Premier Coach) Focus:</p> <ul style="list-style-type: none"> • Balance • Coordination • A variety of jumps • Landing safely • Control • Rolls <p>Dance (Unit 1) (Class Teacher) Focus:</p> <ul style="list-style-type: none"> • Use a variety of movements, e.g. leaping, bounding and running, hands to reach up to grab, lying on tummy to crawl. • Make sure the children can describe what their actions are portraying. • Aim to hold body shapes for 3 counts 	<p>Attack, Defend, Shoot (Unit 1) (Premier Coach) Focus:</p> <ul style="list-style-type: none"> • Mastering basic movements and skills. • Practising a variety of throws. • Beginning to develop simple tactics to defend. • Mastering basic attacking and defending techniques in small competitive games. • Teamwork • Engaging in competitive and co-operative activities <p>Dance (Unit 2) (Class Teacher) Focus:</p> <ul style="list-style-type: none"> • Use the body to create simple shapes. • Develop simple actions. • Link simple actions into a movement pattern as an individual and part of a group. • Perform dances. • Teamwork 	<p>Attack, Defend, Shoot (Unit 2) ((Premier Coach) Focus:</p> <ul style="list-style-type: none"> • Take part in activities, noticing the changes exercise causes. • Play as an attacker and defender in team games. • Play in games using skills learnt. • Work with a partner in a variety of co-operative games. • Play in games following different rules. • Engaging in competitive games. <p>Send and Return (Unit 1) (Class Teacher) Focus:</p> <ul style="list-style-type: none"> • Mastering basic movement skills. • Hitting, moving to a ball and returning skills. 	<p>Fencing (Premier Coach) Focus:</p> <ul style="list-style-type: none"> • To improve stamina, strength and co-ordination. <p>Send and Return (unit 2) (Class Teacher) Focus:</p> <ul style="list-style-type: none"> • Mastering basic movement skills. • Hitting, moving to a ball and returning skills. • Send a ball to be returned. • Returned a ball that has been sent. • Play as part of a team. • Begin to use tactics. • Engaging in competitive and co-operative activities. 	<p>Athletics/Team Games (Premier Coach) Focus:</p> <ul style="list-style-type: none"> • Working competitively as an individual and as a team. • Co-ordination. • Mastering basic movements. • Improving basic movement skills. • Repeating and improving basic movement skills. • Showing stamina in basic running activities. • Improving accuracy in throwing. • Master basic movements such as running, jumping and throwing. <p>Hit, Catch, Run (Unit 1) (Class Teacher) Focus:</p> <ul style="list-style-type: none"> • Mastering basic movements and skills. • Mastering catching skills with a variety of balls and beanbags. • Begin to explore hitting skills needed in games. • Mastering agile running movements to move between bases.



Religious Education	<p>Notes: RE should:</p> <ul style="list-style-type: none"> ● develop pupils’ knowledge and understanding of Christianity as well as other principal religions and world views ● focus on concepts as well as content, within the context of enquiry-based learning ● explore authentic religious material, e.g. sacred texts ● reflect diversity in terms of the changing religious landscape of the UK (see 2011 census below) so that they are prepared for life in modern Britain ● engage and challenge pupils ● reflect pupils’ own experiences and provide a safe space for discussion ● present religious belief as a real, lived phenomenon, not something exotic or belonging to the past ● take into account the increase in the number of people with non-religious beliefs and identities ● provide opportunities for personal reflection and spiritual development ● help to prepare pupils for adult life, enabling them to develop respect and sensitivity for others <p>Skills in RE:</p> <ol style="list-style-type: none"> 1. Investigation and enquiry: asking relevant and increasingly deep questions; using a range of sources and evidence, including sacred texts; identifying and talking about key concepts. 2. Critical thinking and reflection: analysing information to form a judgement; reflecting on beliefs and practices, ultimate questions and experiences. 3. Empathy: considering the thoughts, feelings, experiences, attitudes, beliefs and values of others; seeing the world through the eyes of others. 4. Interpretation: interpreting religious language and the meaning of sacred texts; drawing meaning from, for example, artefacts and symbols. 5. Analysis: distinguishing between opinion, belief and fact; distinguishing between the features of different religions. 6. Evaluation: enquiring into religious issues and drawing conclusions with reference to experience, reason, evidence and dialogue.
----------------------------	--



	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">RE in Action</p>	<p>Theme: Creation Story Concept: God/Creation Key Questions: Does God want Christians to look after the world? – Does the World belong to God? Should people take care of the World? (Believing/Behaving) AT1 A – beliefs, teaching and sources AT2 F – Values and Commitments Learning Objective: We are learning to re-tell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment. Religion: Christianity</p> <p>Humanism Link Theme: How the World Began Concept: Origin of the World Key Questions: How did the world begin? (Believing/Behaving) AT1 A- Beliefs, teachings and sources AT2 F - Values and commitments Learning Objective: We are learning that some people think science can explain how the world got here. They don't think there is a God who created it Religion: Humanist</p>	<p>Theme: Christmas Concept: Incarnation Key Questions: What gifts might Christians In my town have given Jesus if he had been born here rather than in Bethlehem? What can I learn from stories from religious traditions? Are symbols better than words at expressing religious beliefs? (Believing/Belonging) AT1 A - Beliefs, teachings and sources AT2 D - Identity, diversity and Belonging Learning Objective: We are learning to reflect on the Christmas story and decide what gifts would be meaningful for Jesus. Religion: Christianity</p>	<p>Theme: Jesus as a friend Concept: Incarnation Key Question: Was it always easy for Jesus to show friendship? What can I learn from religious traditions? Should people follow religious leaders and teachings? (Believing/Behaving) AT1 A - Beliefs, teachings and sources AT2 D - Identity, diversity and Belonging Learning Objective: We are learning to identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult. Religion: Christianity</p>	<p>Theme: Easter - Palm Sunday Concept: Salvation Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Should people follow religious leaders and teachings? Are symbols better than words at expressing religious beliefs? (Believing/Behaving) AT1 A - Beliefs, teachings and sources AT1 C - Forms of expressing meaning AT2 E - Meaning, purpose and truth Learning Objective: We are learning to know that Jesus is special to Christians and how His welcome on Palm Sunday shows this. Religion: Christianity</p>	<p>Theme: Prayer at home Concept: Prayer Key Question: Does praying at regular intervals help a Muslim in his/her everyday life? Who do I believe I am? Does it feel special to belong? (Believing/Belonging) AT1 B Practices and ways of life AT1 F Values and commitments Learning Objective: We are learning to explain what commitment means to us and to Muslims by knowing about how Muslims pray 5 times a day. Religion: Islam</p> <p>Theme: Places of Worship – Churches Concept: Community and belonging Key Question: What makes places special? Where do Christians worship? What happens inside a church? How are objects used as symbols? (Believing/Belonging) AT1 B - Practices and ways of life AT2 D - Identity, diversity and belonging Learning Objective: We are learning about Christian churches and the features of these and how different objects have different meanings. Religion: Christianity</p>
--	--	--	---	---	---	---



Notes:
Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work.
Core theme 1: health and wellbeing
Core theme 2: relationships
Core theme 3: living in the wider world

Additional Notes:
Teachers will follow the Jigsaw scheme, however, teachers may provide discrete PSHE lessons that meet the needs of the children in their class as this is an integral part of

PSHE (Jigsaw)	PSHE in Action					
	<p>Being Me in my World:</p> <ul style="list-style-type: none"> ● Know how to use my Jigsaw Journal ● Feel special and safe in my class ● Understand the rights and responsibilities as a member of my class ● Know that I belong to my class ● Understand the rights and responsibilities of being a member of my class ● Know how to make my class a safe place for everybody to learn ● Know my views are valued and can contribute to the Learning Charter ● Recognise how it feels to be proud of an achievement ● Recognise the choices I make and understand the consequences ● Recognise the range of feelings when I face certain consequences ● Understand my rights and responsibilities within our Learning Charter ● Understand my choices in following the Learning Charter 	<p>Celebrating Differences:</p> <ul style="list-style-type: none"> ● Identify similarities between people in my class ● Tell you some ways in which I am the same as my friends ● Identify differences between people in my class ● Tell you some ways I am different from my friends ● Tell you what bullying is ● Understand how being bullied might feel ● Know some people who I could talk to if I was feeling unhappy or being bullied ● Be kind to children who are bullied ● Know how to make new friends ● Know how it feels to make a new friend ● Tell you some ways I am different from my friends ● Understand these differences make us all special and unique 	<p>Dreams and Goals:</p> <ul style="list-style-type: none"> ● Set simple goals ● Tell you about the things I do well ● Set a goal and work out how to achieve it ● Tell you how I learn best ● Understand how to work well with a partner ● Celebrate achievement with my partner ● Tackle a new challenge and understand this might stretch my learning ● Identify how I feel when I am faced with a new challenge ● Identify obstacles which make it more difficult to achieve my new challenge and work out how to overcome them ● Know how I feel when I see obstacles and how I feel when I overcome them ● Tell you how I felt when I succeeded in a new challenge and how I celebrated it ● Know how to store the feelings of success in my internal treasure chest 	<p>Healthy Me:</p> <ul style="list-style-type: none"> ● Understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy ● Feel good about myself when I make healthy choices ● Know how to make healthy lifestyle choices ● Feel good about myself when I make healthy choices ● Know how to keep myself clean and healthy, and understand how germs cause disease/illness ● Know that all household products including medicines can be harmful if not used properly ● Recognise that I am special so I keep myself safe ● Understand that medicines can help me if I feel poorly and I know how to use them safely ● Know some ways to help myself when I feel poorly ● Know how to keep safe when crossing the road, and about people who can help me to stay safe ● Recognise when I feel frightened and know who to ask for help ● Tell you why I think my body is amazing and can identify some ways to keep it safe and healthy ● Recognise how being healthy helps me to feel happy 	<p>Relationships:</p> <ul style="list-style-type: none"> ● Identify the members of my family and understand that there are lots of different types of families ● Know how it feels to belong to a family and care about the people who are important to me. ● Identify what being a good friend means to me ● Know how to make a new friend ● Know appropriate ways of physical contact to greet my friends and know which ways I prefer ● Recognise which forms of physical contact are acceptable and unacceptable to me ● Know who can help me in my school community ● Know when I need help and know how to ask for it ● Recognise my qualities as a person and a friend ● Know ways to praise myself ● Tell you why I appreciate someone who is special to me ● Express how I feel about them 	<p>Changing Me:</p> <ul style="list-style-type: none"> ● Start to understand the life cycles of animals and humans ● Understand that changes happen as we grow and that this is OK ● Tell you some things about me that have changed and some things about me that have stayed the same ● Know that changes are OK and that sometimes they will happen whether I want them to or not ● Know how my body has changed since I was a baby ● Understand that growing up is natural and that everybody grows at different rates ● Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina ● Respect my body and understand which parts are private ● Understand that every time I learn something new I change a little bit ● Enjoy learning new things



	<p>Notes: Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ● produce creative work, exploring their ideas and recording their experiences ● become proficient in drawing, painting, sculpture and other art, craft and design techniques ● evaluate and analyse creative works using the language of art, craft and design ● know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>Pupils in KS1 should be taught:</p> <ul style="list-style-type: none"> ● to use a range of materials creatively to design and make products ● to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ● to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ● 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. 					
<p>Art</p>	<p>Art in Action</p>	<p>Drawing Key Skills/Concepts:</p> <ul style="list-style-type: none"> ● Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, chalk. ● Begin to control the types of marks made with the range of media. ● Draw on different surfaces with a range of media. ● Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark areas. <p>Application: Exploring mark making in drawing using different media Expressing marks in response to music/emotion.</p> <p>Painting Key Skills/Concepts:</p> <ul style="list-style-type: none"> ● Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers, sponges and pads. ● Explore techniques such as lightening and darkening paint without the use of black or white. ● Begin to show control over the types of marks made. ● Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours. <p>Application: Mixing primary colours to make secondary colours (colour wheel)</p> <p>Sculpture</p> <ul style="list-style-type: none"> ● Experiment in a variety of malleable media such as clay, plasticine, papier-Mache, salt dough. ● Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination. ● Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. ● Impress and apply simple decoration techniques, including painting. ● Use tools and equipment safely and in the correct way. <p>Application: Explore the medium of clay and manipulating for a purpose.</p>	<p>Drawing Key Skills/Concepts:</p> <ul style="list-style-type: none"> ● Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, chalk. ● Begin to control the types of marks made with the range of media. ● Draw on different surfaces with a range of media. ● Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark areas. <p>Application: Controlling marks; lighter and darker tones</p> <p>Artist Focus: Van Gogh - Fishing Boats at Saintes-Maries-de-la-Mer 1888</p> <p>Printing Key Skills/Concepts:</p> <ul style="list-style-type: none"> ● Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge, bubble printing. ● Experience impressed printing: e.g. printing from objects. ● Use equipment and media correctly and be able to produce a clean printed image. ● Explore printing in relief: e.g. String and card. ● Begin to identify forms of printing: Books, posters pictures, fabrics. ● Use printmaking to create a repeating pattern. <p>Application: Relief printing onto paper and clay – explore pattern.</p>	<p>Drawing Key Skills/Concepts:</p> <ul style="list-style-type: none"> ● Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, chalk. ● Begin to control the types of marks made with the range of media. ● Draw on different surfaces with a range of media. ● Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark areas. <p>Application: Expanding media – charcoal, chalks.</p> <p>Artist Focus: Lascaux cave drawings – in France (prehistoric 15-20,000 yrs old)</p> <p>Painting Key Skills/Concepts:</p> <ul style="list-style-type: none"> ● Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers, sponges and pads. ● Explore techniques such as lightening and darkening paint without the use of black or white. ● Begin to show control over the types of marks made. ● Paint on different surfaces with a range of media. ● Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours. <p>Application: Warm and cool colours</p> <p>Artist Focus: Matisse: The Dessert; Harmony in Red (The Red Room) 1908</p>	<p>Painting Key Skills/Concepts:</p> <ul style="list-style-type: none"> ● Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers, sponges and pads. ● Explore techniques such as lightening and darkening paint without the use of black or white. ● Begin to show control over the types of marks made. ● Paint on different surfaces with a range of media. ● Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours. <p>Application: External Graffiti Artist – Urban/street art</p> <p>Artist Focus: Banksy</p> <p>Textiles Key Skills/Concepts:</p> <ul style="list-style-type: none"> ● Investigate textures by describing, naming, rubbing, copying. ● Produce an expanding range of patterns and textures. ● Begin to understand how colours can link to moods and feelings in art. ● Explore simple weaving techniques e.g based on a colour or season – weave with natural or manmade materials. <p>Application: Texture and pattern. Rubbings and natural weaving.</p>	<p>Drawing Key Skills/Concepts:</p> <ul style="list-style-type: none"> ● Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, chalk. ● Begin to control the types of marks made with the range of media. ● Draw on different surfaces with a range of media. ● Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark areas. <p>Application: Observational drawings</p> <p>Sculpture</p> <ul style="list-style-type: none"> ● Experiment in a variety of malleable media such as clay, plasticine, papier-mache, salt dough. ● Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination. ● Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. ● Impress and apply simple decoration techniques, including painting. ● Use tools and equipment safely and in the correct way. <p>Application: Developing awareness of form – Plasticine animals.</p> <p>Artist Focus: Niki de Saint Phalle</p>



Design and Technology	<p>Notes:</p> <ul style="list-style-type: none"> The national curriculum states the aim of Design and Technology is to develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users critique, evaluate and test their ideas and products and the work of others understand and apply the principles of nutrition and learn how to cook. <p>Design Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p> <p>Technical knowledge Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <ul style="list-style-type: none"> When designing children will follow six design essentials: <p>User: Pupils should have a clear idea of who they are designing and making products for, considering their wants, needs, values, interests and preferences. The intended user could be themselves, or others, an imaginary or story-based character, a consumer or a specific target group</p> <p>Purpose: Pupils should be able to clearly communicate the purpose of their products they are designing and making. Each product should be designed to perform one or more defined tasks.</p> <p>Functionality: Pupils should design and make products that work effectively in order to fulfil users' needs, wants and purposes.</p> <p>Design Decisions: Pupils need opportunities to make their own design decisions. Through making design decisions pupils decide on the form their product will take, how their product will work, what task it will perform and who the product will be for. This demonstrates their creative, technical and practical expertise.</p> <p>Innovation: When designing and making, pupils need some scope to be original with their thinking. Projects that encourage innovation lead to a range of design ideas and products being developed. It helps to have open-ended starting points.</p> <p>Authenticity: Pupils should design and make products that are believable, real and meaningful to themselves and others.</p>					
	DT in Action	<p>Area of Focus: Food and nutrition</p> <p>Application: Preparing fruit and vegetables</p>		<p>Area of Focus: Mechanisms</p> <p>Application: Wheels and Axels</p>	<p>Area of Focus: Structures</p> <p>Application: Freestanding structures</p>	
Music (Charanga)	<p>Notes:</p> <p>Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.</p> <p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. <p>In KS1 children should be taught to:</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. 					
	Music in Action	<p>'Ourselves' Exploring sounds (3 lessons) ** Link – English **</p> <p>'Number' Beat (3 lessons) ** Link – Maths **</p>	<p>'Animals' Pitch (3 lessons) ** Link – PE **</p> <p>'Weather' Pitch ** Link – Geography **</p>	<p>'Machines' Beat ** Link – PSHE ** (3 lessons)</p> <p>'Seasons' Pitch ** Link – Science **</p>	<p>'Our School' Exploring Sounds ** Link – Geography ** (3 lessons)</p> <p>'Pattern' Beat ** Link – Maths **</p>	<p>'Story time' Exploring sounds ** Link – English ** (3 lessons)</p> <p>Our bodies' Beat ** Link – Science ** (3 lessons)</p>



<p>Notes: Computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world. The national curriculum for computing aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation • can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems • can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems • are responsible, competent, confident and creative users of information and communication technology. 						
Computing (Teach Computing)	E safety using Project Evolve	E safety unit using Project Evolve taught at the beginning of every unit Technology Around Us - Unit 1.1	E safety unit using Project Evolve taught at the beginning of every unit Moving a robot - Unit 1.3	E safety unit using Project Evolve taught at the beginning of every unit Digital writing- Unit 1.5	E safety unit using Project Evolve taught at the beginning of every unit Programming animations - Unit 1.6	E safety using Project Evolve