

Cycle A 2021-22	T1	T2	T3	T4	T5	T6
Hedgehogs (EYFS)	Dinosaur planet /Autumn/Christmas		Bright Lights Big City/Spring Growing		Rio/Summer	
Texts	Stomp, Chomp, Big Roars! Here Come the Dinosaurs	Non Fiction: Life on Earth: Dinosaurs	Claude in the city Queens Hat	Toby and the Great Fire of London	The Legend of Vitória-Régia  The Legend of Guarana	Non-fiction: brochures Mr. Elephant's Rio Tour
PSED EYFS	<ul style="list-style-type: none"> <li>• See themselves as a valuable individual</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others</li> <li>• Show resilience and perseverance in the face of challenge</li> <li>• Identify and moderate their own feelings socially and emotionally</li> <li>• Think about the perspectives of others</li> <li>• Manage their personal hygiene</li> <li>• Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • tooth brushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian</li> </ul>					
Year 1	<b>Rights &amp; responsibilities</b> Group and class rules; respecting their own and others' needs; groups and communities they belong to; people who work in the community; getting help in an emergency Environment Looking after the local environment Money Where money comes from; saving and spending money; making choices; keeping track of money spent/ saved		<b>Feelings and emotions</b> Behaviour; bodies and feelings can be hurt Healthy relationships Listening to others and playing cooperatively; appropriate and inappropriate touch; teasing and bullying Valuing difference Respecting similarities and differences in others; sharing views and ideas		<b>Healthy lifestyles</b> Healthy choices; different feelings; managing feelings – Colour Monster) Growing and changing Recognising what they are good at; setting goals. Growing; changing and being more independent; correct names for body parts (including external genitalia) Keeping safe Keeping safe in different situations; how to ask for help if they are worried about something; privacy in different contexts	
CLL EYFS	Emerging: How to listen carefully Learn and use new vocabulary Ask questions to find out information Articulate their ideas and thoughts in well-formed sentences Connect one idea or action to another using a range of connective Describe events in detail (Museum visit) Use talk to help work out problems and organise thinking and activities, and to		Developing: How to listen carefully Learn and use new vocabulary Ask questions to find out information Articulate their ideas and thoughts in well-formed sentences Connect one idea or action to another using a range of connective Describe events in detail (Fire Station) Use talk to help work out problems and organise thinking and activities, and to		Confidently: How to listen carefully Learn and use new vocabulary Ask questions to find out information Articulate their ideas and thoughts in well-formed sentences Connect one idea or action to another using a range of connective Describe events in detail (Fire Station) Use talk to help work out problems and organise thinking and activities, and to	

	<p>explain how things work and why they might happen</p> <p>Develop social phrases</p> <p>Engage in story time (Tyrannosaurus Drip/ Non-fiction books about Dinosaurs and Autumn)</p>	<p>explain how things work and why they might happen</p> <p>Develop social phrases</p> <p>Engage in story time (Books linked to London and transport/ non-fiction books about London and Spring).</p>	<p>explain how things work and why they might happen</p> <p>Develop social phrases</p> <p>Engage in story time (Books linked to Jungle theme/ non-fiction – Brazil, Summer and poetry from other cultures)</p>
Year 1	<p><b>Building on from EYFS</b></p> <ul style="list-style-type: none"> <li>-with support, begin to use simple descriptive language (e.g. colour) and use simple topical vocabulary to describe an event or experience.</li> <li>-with support, begin to ask simple questions and give simple reasons for their answers.</li> <li>-begin to express some personal ideas/feelings, listen with some interest and make simple comments (e.g. ask a question).</li> <li>-begin to speak so others can hear them, though they may need prompting.</li> <li>-begin, with support, to use appropriate language when talking to different people (e.g. friend's v teacher/headteacher).</li> <li>-begin, with support, to vary vocabulary and use some words to sequence talk (e.g. then).</li> <li>-give short answers during whole class situations (e.g. one or two word answers).</li> <li>-with support, remains on task and takes turns to speak in pairs.</li> <li>-take part in imaginative play, exploring familiar themes, situations and characters.</li> </ul>	<ul style="list-style-type: none"> <li>-use simple descriptive language when prompted (e.g. colour, size) and begin to describe events and experiences, using some apt and topical vocabulary with growing independence.</li> <li>-with support, ask simple relevant questions to find out about a topic.</li> <li>-with support, begin to express an opinion and give a simple reason for it.</li> <li>-express ideas and feelings when speaking about matters of personal interest, beginning to include some detail when prompted.</li> <li>-listen more attentively and engage with the speaker, taking turns when prompted.</li> <li>-speak with increasing confidence and audibility, adapting language and tone when addressing different people, with adult support.</li> <li>-use an increasing range of vocabulary to suit purpose/ situation.</li> <li>-with support use a wider variety of words to sequence talk (e.g. first, next and then).</li> <li>-talk within a familiar group/ friends/ familiar adults about things they are interested in.</li> </ul>	<ul style="list-style-type: none"> <li>-use simple descriptive language when prompted (e.g. colour, size and emotions) and describe events and experiences using appropriate topical and relevant vocabulary, with increasing independence.</li> <li>-independently ask simple questions to find out more about the topic.</li> <li>-give simple reasons for their answers or opinions.</li> <li>-clearly express ideas and feelings when talking about matters of personal interest, including some detail.</li> <li>-listen attentively and engage with the speaker, speaking intelligibly with confidence, making relevant observations.</li> <li>-adapt language and tone when addressing different people, showing awareness of the audience.</li> <li>-independently use a variety of words to sequence talk (last week, first, next, then, after, that, finally).</li> <li>-talk in pairs, small groups and to the class about things they are interested in, independently taking turns</li> <li>-in pairs, take turns and engage in discussion, listening to the views and responses of peers.</li> <li>-engage in imaginative/ dramatic play, representing simple characters and situations using speech, gesture and movement.</li> </ul>

<p>Physical Development EYFS</p>	<p><b>Emerging:</b> Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Combine different movements with ease and fluency Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</p>	<p><b>Developing</b> Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Combine different movements with ease and fluency Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</p>	<p><b>Confidently:</b> Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Combine different movements with ease and fluency Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</p>
--------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes</p> <p>Through: Forest Schools linked to Dinosaur theme Dinosaur eggs -Develop pencil grip and paintbrush grip Sitting at a table correctly</p> <p><b>Dance:</b> Join a range of movements together Change speed of actions Change style of movements Join two movements together. Talk about what they and others have done</p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes</p> <p>Through: Forest schools linked fire safety Begin to show accuracy and care when drawing – City landscape artwork Using tools – Baking bread</p> <p><b>Gymnastics:</b> Create a short sequence of movements Roll, travel, stretch and jump in different ways Begin to balance Move under, over and through equipment</p> <p><b>Games and skills</b> Hit a ball with a bat Roll equipment Throw underarm Catch using two hands Move a ball in different ways Kick an object at a target Travel in different ways</p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes</p> <p>Through: Forest Schools linked to jungle theme and knowledge of spring and summer flowers Holding a pencil effectively for fluent writing Joining in with action games</p> <p><b>Team games</b> Play a range of chasing games such as stuck in the mud Follow simple rules Participate in simple games</p> <p><b>Athletics</b> Run in different ways Jump in a range of ways Roll equipment Throw under arm Throw an object at a target</p>		
	<p><b>Health and Fitness</b> Describe how the body feels when still and when exercising</p>				
Year 1	<p><b>Dance</b> Copy and repeat actions Put a sequence of actions together – join more than two movements together Vary the speed of their actions Begin to improvise Perform using a range of actions Watch and describe performances</p>	<p><b>Gymnastics</b> Create and perform a movement sequence Travel in different ways, changing direction and speed Hold still shapes and simple balances Carry out simple stretches</p>	<p><b>Games and Skills</b> Using hitting skills Practice basic striking Throw under arm and over arm Catch and bounce a ball Travel with ball in different ways</p>	<p><b>Athletics</b> Vary pace and speed when running Perform different types of jumps Land safely and with control Throw over arm and under arm</p>	<p><b>Team Games</b> Pass the ball to another player in a game Use kicking skills in a game Begin to use space in game</p>

		Carry out simple jumps landing safely	Use different ways of travelling Run at different speeds Perform using a range of actions and body parts	Improve distance by using more power	Begin to use terms attacking and defending Use simple defensive skills such as marking Follow simple rules	
	<b>Health and Fitness</b> Describe how the body feels before, during and after exercise Carry and place equipment safely					
Literacy: Phonics EYFS	<b>Phase 2</b> s a t p i n m d g o c k c k e u r h b f l  New Words: is I the	<b>Phase 2</b> ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)  New Words: put* pull* full* as and has his her go no to into she push* he of we me be	<b>Phase 3</b> ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer word  New Words: was you they my by all are sure pure	<b>Phase 3</b> Review Phase 3 • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end  No New Words	<b>Phase 4</b> Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suf-xes: –ing, –ed /t/ –ed /id/ /ed/, –est  New Words said so have like some come love do were here little says there when what one out today	<b>Phase 4</b> Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/ –ed /d/ –er, –est • longer words  No New Words
Year 1	<b>Review Phase 3 and 4 Phase</b> /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each  No New Words	<b>Phase 5</b> /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/	<b>Phase 5</b> /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e	<b>Phase 5</b> /ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/	<b>Review All Previous</b>	<b>Phase 5</b> /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge

		<p>i-e time /oa/ o-e home /oo/ /yoo/ u- e rude cute /ee/ e- e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw</p> <p>New Words: their people oh your Mr Mrs Ms ask* could would should our house mouse water want</p>	<p>o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup</p> <p>New Words: any many again who whole where two school call different thought through friend work</p>	<p>tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor</p> <p>New Words: once laugh because eye</p>		<p>bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more</p> <p>New Words: busy beautiful pretty hour move improve parents shoe</p>
<p>Literacy: Reading</p>	<p>Emerging: Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter– sound correspondences Read some letter groups that each represent one sound and say sounds for them Read a few common exception words matched to the school’s phonic programme Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p>	<p>Developing: Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter– sound correspondences Read some letter groups that each represent one sound and say sounds for them Read a few common exception words matched to the school’s phonic programme Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p>	<p>Confidently: Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter– sound correspondences Read some letter groups that each represent one sound and say sounds for them Read a few common exception words matched to the school’s phonic programme Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p>			

	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment		Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment		Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment	
Year 1	<b>Building on from EYFS</b> -Enjoy listening to stories, poems and information books for a long, sustained period of time - Listen attentively to a text (e.g. story or poem) and answer questions -Answer questions about text they have read -Read phonetically decodable words (more than one syllable) and books -Recognise and read some common high frequency words and exception words -Blend phonemes to decode familiar words and decode some unfamiliar words using taught GPCs -With a prompt (e.g. 'read it again') identify when what they have read is inaccurate -Use illustrations to answer simple inference questions -Uses phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary -Describe the main events in simple stories -Identify the beginning or end of stories		- Join in more often with familiar phrases from familiar stories and poetry -Sequence the main points of a story -Recite by heart a simple poem or rhyme -Choose a favourite text and begin to say what they like about it -Ask and answer questions about what is read to them -Begin to predict what might happen next in relation to what has been read before -With prompts, begin to discuss the sequence of events in books -Begin to make simple inferences when prompted by the teacher -Begin to comment on language used e.g. significant vocabulary/ repeated phrases -Talk about how the text makes them feel and begin to consider how it might make others feel -Recall some simple points from familiar texts that interest them, identifying some key words -Find, with some support, information in simple non-fiction books		-Recognise and join in with predictable, familiar phrases in stories and poetry. -Retell a very familiar story with characteristics of the original -Recite in order a simple poem or rhyme choose a favourite text and say what they like about it -Make relevant comments about what is read to them -Predict what might happen next in relation to what has been read before -Discuss the sequence of events in books that they are familiar with -Make basic inferences from simple stories or texts -Comment on obvious features of language used e.g. significant vocabulary/ repeated phrases -Talk about how the text might make the reader feel -Recall simple points from familiar texts and identify key words (e.g. words learnt in phonic sessions) -Find information in simple non-fiction books	
English: Genre	<b>Reciting Poetry</b> <b>Writing own riddle</b>	<b>Letter</b>	<b>news report</b> <b>Story</b>	<b>Diary</b> <b>Instructions</b>	<b>Non- Fiction – Fact page</b> <b>Myths and legends</b> <b>story</b>	<b>Postcards</b> <b>Brochure/Advert</b>
Literacy: Writing	<b>Emerging:</b> Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letter/s Write short sentences with words with known sound-letter correspondences using a capital letter and full stop		<b>Developing:</b> Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letter/s Write short sentences with words with known sound-letter correspondences using a capital letter and full stop		<b>Confidently:</b> Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letter/s Write short sentences with words with known sound-letter correspondences using a capital letter and full stop	

	<p>Re-read what they have written to check that it makes sense</p> <p>Phase 2 phonics beginning to blend Daily Nursery rhyme focus Daily story time linked to topic/recommended reads. Forming letters correctly Writing labels/words linked to Dinosaur topic.</p>	<p>Re-read what they have written to check that it makes sense</p> <p>Phase 2 and 3 phonics and secure blending of CVC Daily Poetry focus Daily story time linked to topic/recommended reads Forming letters correctly Writing instructions to bake bread</p>	<p>Re-read what they have written to check that it makes sense</p> <p>Phase 3 and phase 4 phonics and secure blending of cvcc and ccvc Daily Poetry focus Daily story time linked to topic/recommended reads Writing about characters Writing a postcard</p>
Year 1	<p><b>Building on from EYFS</b></p> <ul style="list-style-type: none"> <li>-with adult support, begin to talk to adults about what they are going to write.</li> <li>-with adult support, begin to recognise the main features of a given model (e.g. nursery rhymes) and begin to write using different forms (e.g. lists, captions and messages).</li> <li>-take part in imaginative/small world play inspired by stories and rhymes, with peers.</li> <li>-independently write simple words, phrases and clauses to convey meaning and begin to notice, and sometimes use, full stops at the end of sentences.</li> <li>-with support, begin to make simple connections, sequencing connected events, and use simple language in writing.</li> <li>-with support, produce and record ideas, using simple writing frames, including adding labels/ captions to a partially completed poster, and shares them with the teacher/class.</li> <li>-re-read their own writing, including reading aloud, with teacher/adult support.</li> </ul> <p><b>Spelling</b></p>	<ul style="list-style-type: none"> <li>-talk, with increasing clarity, to adults or peers about what they are going to write.</li> <li>-use familiar story language during imaginative/small world play, using simple familiar stories and poems to support their own writing.</li> <li>-write simple phrases and clauses with growing confidence. With adult support, begins to use 'and' to join words and clauses. Begins to use full stops, and sometimes question marks.</li> <li>-with support, orders event and/or ideas in their writing.</li> <li>-begins to identify and use an increasing range of writing forms (e.g. stories and instructions) and with support attempt to write simple narratives/poems,</li> <li>-use simple language reflective of their experiences and phonic knowledge.</li> <li>-Begin to express ideas and independently, write a short, simple sequence of connected events, with some recognition of appropriate order.</li> <li>-re-read own writing with increasing confidence and begins to share opinions.</li> </ul> <p><b>Spelling</b></p>	<ul style="list-style-type: none"> <li>-talk, with confidence, to an adult about what they are going to write.</li> <li>-with adult support, recognise main features of a given model and checklist features in group/whole class/own writing.</li> <li>-writing is based on ideas explored through imaginative/small world play.</li> <li>-independently write simple phrases and clauses in series. Uses 'and' to combine ideas/clauses and begins to demarcate sentence-like structures, using simple punctuation, including capital letters, full stops, exclamation marks and question marks.</li> <li>-uses formulaic phrases (e.g. last week, first, next, then, after that and finally), including those to indicate the start or end of a text (e.g. 'Once upon a time', 'One day', 'The end or They lived happily ever after).</li> <li>-use simple vocabulary appropriate to the purpose for writing (e.g. scientific vocab). Show increasing confidence in the basic purpose or form used in their writing.</li> <li>-use some simple descriptive language (e.g. colour, size, simple emotion). Vocabulary choices are beginning to match context.</li> </ul>



	<p>-Segment words (including words with adjacent consonants) into phonemes and choose graphemes to represent these sounds. Write some words containing the vowel digraphs and trigraphs for Year 1, including words ending in ff (e.g. off), ll (e.g. well), ss (e.g. miss), zz (e.g. buzz), ck (e.g. back) and nk (e.g. bank).</p> <p>-with support, write words containing each of the 10+ phonemes taught.</p> <p>-name the letters of the alphabet and with support, use letter names to distinguish between alternative spellings of the same sound.</p> <p>-with support, claps syllables in multisyllabic words and identifies each syllable of a two-syllable compound word.</p> <p>-add -ing to verbs where no change is needed to the root word (e.g. jumping)</p> <p>-begin to add the prefix un- to root words (e.g. unhappy)</p> <p>-write words with the regular plural noun suffix -s (e.g. dog, dogs).</p> <p>-with support, spell, the days of the week and some common decodable and exception words (e.g. the, a, to).</p> <p>-begin to notice simple words with contractions (e.g. I'm and I'll).</p> <p>-with support, notice homophones.</p> <p>-spell some words from the Yr1 table.</p>	<p>-represent phonemes by increasingly choosing the correct grapheme.</p> <p>Increased accuracy in writing words containing the vowel digraphs and trigraphs for Year 1. Correctly spells an increasing number of words containing spelling patterns for Year 1, including -tch (e.g. catch); -ve (e.g. have); -y (e.g. very); words containing ph for /f/ sound (e.g. elephant) and wh for the /w/ sound (e.g. when); words where /k/ sound is represented by k (e.g. skin).</p> <p>-write words containing each of the 20+ phonemes taught.</p> <p>-name letters of the alphabet, mostly in the correct order and use letter names to distinguish between alternative spellings of the same sound with growing confidence.</p> <p>-Claps and is beginning to count the syllables in words to support spelling. Identifies each syllable of a two-syllable compound word, segmenting each part with increasing accuracy.</p> <p>-add -ed and -er where no change is needed to the root word (e.g. jumping, jumper). Begin to add -est to adjectives (e.g. quickest).</p> <p>-explain how the prefix un- changes a word's meaning (e.g. unfair).</p> <p>-with increasing independence, write words with regular plural noun suffixes -s and begin to use -es (e.g. dog, dogs, wish, wishes).</p> <p>-spell, with increasing accuracy, the days of the week and common decodable words. Spell an increasing number of exception words (e.g. he, me, we, she).</p>	<p>-compose sentences and record in order, forming narratives. Use simple poetic structures/ frames, adding new lines/verses.</p> <p>-independently, write a sequence of connected events in an appropriate order; use simple forms (e.g. captions, lists and labels), within appropriate frames (e.g. instructions, recounts or information text). Write about a topic of interest/personal experience.</p> <p>-use simple structures and frames to express own ideas (e.g. producing simple adverts/posters).</p> <p>-re-read own writing to check it makes sense, reads it aloud, clearly and audibly, and talks about it to an adult/ partner.</p> <p><b>Spelling</b></p> <p>-segment words into phonemes before choosing graphemes to represent the sounds. Write words in a phonetically plausible way. Write words containing the vowel digraphs and trigraphs for Year 1 with accuracy.</p> <p>-write words containing each of the 40+ phonemes already taught.</p> <p>-name the letters of the alphabet in order and uses letter names to distinguish between alternative spellings of the same sound.</p> <p>- claps and counts the syllables in words. Spells two syllable compound words by segmenting each part of the word (e.g. farmyard, football).</p> <p>-use suffixes that can be added to verbs where no change is needed in the spelling</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

			<ul style="list-style-type: none"> <li>-with support, spell simple words with contractions (e.g. I'm and I'll).</li> <li>-with support, notice the difference in meaning of common homophones.</li> <li>-with support, use spelling rules to rhyming and other lists (e.g. catch, match, hatch).</li> </ul>		<ul style="list-style-type: none"> <li>of the root word (e.g. helping, helped, helper). Add -er and -est to adjectives.</li> <li>-add the prefix un- to root words, explaining why.</li> <li>-use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.</li> <li>-spell the days of the week and common decodable words. Spell simple common exception words (e.g. said, was, where) and simple contractions (e.g. I'm and I'll)</li> <li>-recognise that homophones have different spellings but the same sound.</li> <li>-apply simple spelling rules and guidance for Yr1.</li> </ul>	
Maths EYFS	Numbers to 5 Comparing groups within 5 Shape	Change within 5 Number bonds within 5 Space	Numbers to 10 Comparing numbers to 10 Addition to 10	Measure (Length height weight) Number bonds to 10 Subtraction	Exploring patterns Counting on and counting back Numbers to 20 Numerical Patterns	Shape (Composing and decomposing shape Measure (Volume and capacity) Sorting (Optional) Time(Optional)
Year 1	<b>Building on from EYFS</b> Numbers to 10 Part whole within ten Addition and subtraction within ten	Addition and subtraction within ten 2D and 3D shapes Numbers to 20	Addition within 20 Subtraction within 20 Counting to 50	Counting in twos and tens Length and height Weight and volume Multiplication	Division Halves and quarters Position and Direction	Numbers to 100 Time Money
UTW EYFS	<p>Emerging:</p> <p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them</p> <p>Comment on images of familiar situations in the past</p> <p>Compare and contrast characters from stories, including figures from the past</p> <p>Draw information from a simple map</p>		<p>Developing:</p> <p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them</p> <p>Comment on images of familiar situations in the past</p> <p>Compare and contrast characters from stories, including figures from the past</p> <p>Draw information from a simple map</p>		<p>Confidently:</p> <p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them</p> <p>Comment on images of familiar situations in the past</p> <p>Compare and contrast characters from stories, including figures from the past</p> <p>Draw information from a simple map</p>	

	<p>Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them Describe what they see, hear and feel whilst outside Recognise some environments that are different from the one in which they live Understand the effect of changing seasons on the natural world around them</p> <p>Know some similarities between things in the past and now- Compare dinosaurs with now. Learn about extinct. Seasonal changes –Autumn Comparing Christmas festivals between religions</p>		<p>Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them Describe what they see, hear and feel whilst outside Recognise some environments that are different from the one in which they live Understand the effect of changing seasons on the natural world around them</p> <p>Talk about lives of the people around them and their role in society – Fire station visit? Similarities and differences between the past and now – What life was like for people a long time ago Explore natural World, making observations signs of winter</p>		<p>Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them Describe what they see, hear and feel whilst outside Recognise some environments that are different from the one in which they live Understand the effect of changing seasons on the natural world around them</p> <p>Describe immediate environment Explain some similarities and differences between life in this country and other countries (Compare UK to Rio in Brazil) Understand important processes and changes (Signs of spring and comparing all seasons)</p>	
Year 1: History		<p>Events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements</p> <p>History – Dinosaurs Mary Anning What happened to dinosaurs</p>		<p>Events beyond living memory The lives of significant individuals significant historical events, people and places in their own locality History – Great Fire of London</p>		<p>the lives of significant individuals in the past who have contributed to national and international achievements History – Travel through the ages</p>

Year 1: Geography	To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Discreet Geography - Our School		Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom Identify human and physical features Geography –Our Country		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 Geography – All about Brazil	
Year 1: Science	<p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>-identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>-identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>-describe and compare the structure of a variety common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>-identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul> <p>*There will be elements of this unit that will need to be studied not just in one term, but in several terms throughout the year.</p> <p>Relationships and Sex Education (RSE) is within PSHE curriculum document.</p> <p><b>Seasonal change*</b></p> <ul style="list-style-type: none"> <li>-observe changes across the four seasons</li> </ul>	<p><b>Everyday materials</b></p> <ul style="list-style-type: none"> <li>-distinguish between an object and the material from which it is made</li> <li>-identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</li> <li>-describe the simple physical properties of a variety of everyday materials</li> <li>-compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul> <p><b>Seasonal change*</b></p> <ul style="list-style-type: none"> <li>-observe changes across the four seasons</li> <li>-observe and describe weather associated with the seasons and how day length varies</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>-identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>-identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul> <p><b>Seasonal change*</b></p> <ul style="list-style-type: none"> <li>-observe changes across the four seasons</li> <li>-observe and describe weather associated with the seasons and how day length varies</li> </ul>			

	<p>-observe and describe weather associated with the seasons and how day length varies Seasonal changes</p>					
	<p><b>Working Scientifically:</b>          -ask simple questions and recognise that they can be answered in different ways          -observing closely, using simple equipment          -performing simple tests          -identifying and classifying          -using their observations and ideas to suggest answers to questions          -gathering and recording data to help in answering questions</p>					
Year 1: Computing	<p><b>Online Safety &amp; Exploring</b></p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>	<p><b>Grouping &amp; Sorting Pictograms</b></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p><b>Lego Builders Maze Explorers</b></p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p>	<p><b>Animated Story Books Create A Story</b></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p><b>Technology outside school</b></p> <p>Recognise common uses of information technology beyond school</p> <p>Spreadsheets Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p><b>Coding</b></p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Create and debug simple programs.</p>
Year 1: RE	<p><b>Harvest Christianity</b></p> <p><b>Beliefs &amp; Teaching</b> Describe some of the teachings of a religion</p> <p>Describe some of the main festivals or</p>	<p><b>Friendship</b></p> <p><b>Reflect</b> Identify the things that are important in their own lives and compare these to religious beliefs Relate emotions to some of the experiences of</p>	<p><b>Purim</b></p> <p><b>Beliefs &amp; Teaching</b> Describe some of the teachings of a religion</p> <p>Describe some of the main festivals or celebrations of a religion</p>	<p><b>Easter and Surprises</b></p> <p><b>Beliefs &amp; Teaching</b> Describe some of the teachings of a religion</p> <p>Describe some of the main festivals</p>	<p><b>Places of Worship</b></p> <p><b>Practices &amp; Lifestyles</b> Recognise, name and describe some religious artefacts, places and practices – Church and Synagogue</p> <p><b>How Beliefs are Conveyed</b></p>	<p><b>Passover</b></p> <p><b>Beliefs &amp; Teaching</b> Describe some of the teachings of a religion</p> <p>Describe some of the main festivals or celebrations of a religion</p>

	<p>celebrations of a religion</p> <p><b>Reflect</b> Identify the things that are important in their own lives and compare these to religious beliefs</p> <p><b>Values</b> Explain how actions affect others</p>	<p>religious figures studied</p> <p>Ask questions</p> <p><b>Values</b> Identify how they have to make choices in life Explain how actions affect others</p>	<p><b>Practices &amp; Lifestyles</b> Recognise, name and describe some religious artefacts, places and practices</p> <p><b>Reflect</b> Identify the things that are important in their own lives and compare these to religious beliefs Relate emotions to some of the experiences of religious figures – Esther Ask questions</p> <p><b>Values</b> Identify how they have to make choices in life Explain how actions affect others</p>	<p>or celebrations of a religion</p> <p><b>Practices &amp; Lifestyles</b> Recognise, name and describe some religious artefacts, places and practices</p> <p><b>How Beliefs are Conveyed</b> Name some religious symbols Explain the meaning of some religious symbols</p> <p><b>Reflect</b> Identify the things that are important in their own lives and compare these to religious beliefs Ask questions</p> <p><b>Reflect</b> Identify the things that are important in their own lives and compare these to religious beliefs Relate emotions to some of the experiences of religious figures - Jesus Ask questions</p> <p><b>Values</b> Identify how they have to make choices in life Explain how actions affect others</p>	<p>Name some religious symbols Explain the meaning of some religious symbols</p> <p><b>Reflect</b> Identify the things that are important in their own lives and compare these to religious beliefs Ask questions</p>	<p><b>Practices &amp; Lifestyles</b> Recognise, name and describe some religious artefacts, places and practices</p> <p><b>How Beliefs are Conveyed</b> Name some religious symbols Explain the meaning of some religious symbols</p> <p><b>Reflect</b> Identify the things that are important in their own lives and compare these to religious beliefs Relate emotions to some of the experiences of religious figures - Moses Ask questions</p> <p><b>Values</b> Identify how they have to make choices in life Explain how actions affect others</p>
Expressive Arts and Design EYFS	Emerging: Explore, use and refine a variety of artistic effects to express their ideas and feelings.		Developing: Explore, use and refine a variety of artistic effects to express their ideas and		Confidently: Explore, use and refine a variety of artistic effects to express their ideas and feelings.	

	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Develop storylines in their pretend play</p> <p>Explore and engage in music making and dance, performing solo or in groups</p> <p>Sing a range of nursery rhymes Hey you! Charanga Music Junk modelling Dinosaurs Patterns-Dinosaur eggs</p>	<p>feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Develop storylines in their pretend play</p> <p>Explore and engage in music making and dance, performing solo or in groups</p> <p>Learn and recite a range of well-known poems Rhythm in the way we walk and banana – Charanga Safely explore and use tools-Baking Bread Use a variety of techniques- Painting City landscapes</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Develop storylines in their pretend play</p> <p>Explore and engage in music making and dance, performing solo or in groups</p> <p>Learn and recite poetry from other cultures Perform songs with others Cornerstones Rio unit Learning and recreating famous artist Romero Britto Bunting Making musical instruments</p>			
Year 1: Art and Design	<p>To develop a wide range of art and design techniques in using colour</p> <p>Art -Dinosaur egg – colour mixing</p> <p>-describe the sensory properties of a range of materials, selecting ones to use when creating something.</p>		<p>Use colour and texture to create a landscape and / or cityscape. Describe the work of at least one artist. Claude Monet</p> <p>-draw from and talk about experiences, creative ideas and observations.</p> <p>-describe the sensory properties of a range of materials, selecting</p>		<p>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> <p>Romero Britto (Brazilian artist)</p> <p>-draw from and talk about experiences,</p>	

	<ul style="list-style-type: none"> <li>-use lines, including those of different thickness, to represent a shape or outline.</li> <li>-apply paint using a range of tools (e.g. large/small brushes, hands/feet, rollers).</li> <li>-describe and manipulate rigid and malleable materials, using them to create a real or imagined form.</li> <li>-name primary colours, collating colours into groups of similar shades.</li> <li>-create a simple pattern using colour and shape.</li> <li>others, including artists.</li> </ul>		<ul style="list-style-type: none"> <li>ones to use when creating something.</li> <li>-use lines, including those of different thickness, to represent a shape or outline.</li> <li>-name primary colours, collating colours into groups of similar shades.</li> <li>-evaluate work, outlining things they like/dislike about their work, and the work of others, including artists.</li> </ul>		<ul style="list-style-type: none"> <li>creative ideas and observations.</li> <li>-describe the sensory properties of a range of materials, selecting ones to use when creating something.</li> <li>-use lines, including those of different thickness, to represent a shape or outline.</li> <li>-create mono-prints/collages using various utensils/resources.</li> <li>-name primary colours, collating colours into groups of similar shades.</li> <li>-create a simple pattern using colour and shape.</li> <li>-evaluate work, outlining things they like/dislike about their work, and the work of others, including artists.</li> </ul>	
Year 1: Design and Technology		<p>Model Dinosaur</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional</p>		<p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>To understand where food comes from</p> <p>D.T Making Bread</p>		<p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>D.T Making Bunting</p>



		<p>properties and aesthetic qualities</p> <ul style="list-style-type: none"> <li>-select and explain why they have chosen a particular tool and materials (sometimes with prompting) for a task.</li> <li>-understand/explain how to keep safe during tasks.</li> <li>-explain how they are/intend to fix simple materials, using glue or tape.</li> <li>-use scissors safely and accurately.</li> <li>-build simple structures.</li> <li>-use wheels, axles, levers and sliders.</li> </ul>		<ul style="list-style-type: none"> <li>-identify the source of common food groups, including the main food groups, such as fruit and vegetables.</li> <li>-measure and weigh food items using non-standard measures (e.g. spoons and cups).</li> </ul>		<ul style="list-style-type: none"> <li>-select and explain why they have chosen a particular tool and materials (sometimes with prompting) for a task.</li> <li>-</li> <li>understand/explain how to keep safe during tasks.</li> <li>-explain how they are/intend to fix simple materials, using glue or tape.</li> <li>-explore/cut out shapes from different materials, including fabrics and papers.</li> <li>-use scissors safely and accurately.</li> </ul>
Year 1: Music (This is currently being updated)	Hey you!		Rhythm in the way we walk and banana		Rio da Vida	