



Learn Together incorporating PSHE, Citizenship, RSE and RE

Equality & Justice

Unit: Exploring Human Rights

- The child should be enabled to:
- Begin to distinguish the difference between needs and wants.
- Identify and name basic rights e.g. right to food, water, shelter, health, play, to be safe, not to be hurt etc.
- Explore rights and responsibilities in relation to the other children in the school and the contribution they can make to ensure these rights are upheld.
- Unit: Promoting Equality
- The child should be enabled to:
- Become aware of and appreciate diversity in the school e.g. culture, ethnicity, religion and family units.
- Develop skills to make fair decisions and resolve conflict.
- Unit: Exploring the Democratic Process
- The child should be enabled to:
- Participate in a class culture of speaking and listening.
- Discuss rules and develop class charters for class, school and playground.
- Articulate his/her own attitudes, experiences and values.
- Develop decision-making, co-operation and negotiation skills.
- Participate in the running of the school by participating in whole-class and whole-school votes, and being given the opportunity to join school councils, Eco-Teams etc.
- Unit: Activating Equality through Positive Action
- The child should be enabled to:
- Extend care and friendship worldwide by participating in whole school events and campaigns such as Red Nose Day, Send my Friend To School etc.
- Participate in whole school assemblies on topics such as Human Rights.
- Begin to become aware of equality issues through celebrations such as International Children's Day, Black History Month and International Women's Day.
- Begin to critically reflect on equality and justice issues that may arise in school.

Belief Systems

In-depth Religions: Christianity & Islam

Unit: Key Figures

- Know that there are religious leaders who wear particular styles of dress for the belief systems: Islam, Christianity and that they are known by particular titles (Imam, priest, vicar)
- Discuss the role of these leaders in their own communities.
- Become aware that these belief systems have special books, religious objects and symbols which are important to them such as The Qur'an and the Bible, cross/crucifix, and the crescent moon/star.
- Become aware of special books, religious objects and symbols which are important to Muslims and Christians
- Know of the significance of God and Jesus as key figures in Christianity, and Allah and the Prophet Muhammad (peace and blessings of Allah upon him) in Islam
- Become aware of the key features of Jesus' life, and of key stories of the Messengers of Allah
- Notice and respond sensitively to similarities and differences between Christianity and Islam
- Unit: Rites and ceremonies
- Become familiar with naming ceremonies within Islam and Christianity including customs, similarities and differences
- Become familiar with the places of worship for Christians and Muslims
- Become familiar with acts of worship for Christians and Muslims
- Unit: Celebrations
- Study the different festivals celebrated by Christians and Muslims
- Make sensitive comparisons between these festivals e.g. festivals of light and dark.
- Examine the art, music and traditions associated with these festivals.
- Unit: Beliefs and Values
- Study examples of religious observances of Christians and Muslims
- Share experiences of special occasions and observances in his/her own life which are associated with ritual.
- Recall and name different beliefs and practices including festivals, worship, rituals and ways of life, in order to find the meanings behind them
- Recall and suggest meanings to some religious and moral stories, recognising the communities from which they come
- Ask and respond to questions about what Christian and Muslim communities do and why, identifying the difference belong to a community can make

Moral and Spiritual

Unit: Exploring Moral Development

- The child should be enabled to:
- Discuss and identify their special people (family, friends, carers), what makes them special and how special people should care for one another (R 9).
- Explore as a class the values and codes of behaviour in a school community through discussion, playing and learning together, within a classroom charter which reflects the values of the school and children's rights.
- Deepen their awareness of the core values studied in the previous year's cycle through stories and poems; exploring their relevance in everyday school life and discussing and writing about times when they have shown them.
- Further develop the concept of responsibility towards each other, helping to maintain a safe learning environment in their classroom and in the playground.
- To understand that our own actions can hurt other people's bodies and feelings (including what makes them feel comfortable and uncomfortable) (R 11).
- Identify and understand active feelings of: anger, disappointment, isolation, frustration and jealousy and be supported in addressing them in an appropriate manner through stories and discussion of issues that can arise in everyday school life.
- Unit: Cultivating Spiritual Growth
- The child should be enabled to:
- Continue to cultivate stillness through specific activities such as visualisation exercises, quiet time and the provision of a 'quiet' corner or outdoor space.
- Continue the process of self-reflection on feelings and experiences through stories, poems and music that stimulate this reflection.
- Reflect on the significance of their own personal experiences and discuss how they felt in these situations.
- Discuss the difference between stories and nice surprises and the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid (R 3). Recognise, discover and celebrate their strengths and talents (H 3).
- Unit: Supporting Physical and Emotional Wellbeing
- The child should be enabled to:
- Learn about what constitutes as a healthy lifestyle and recognise what they like and dislike; beginning to understand how personal choices relating to these can impact upon our physical and emotional health (H2).
- Recognise feelings associated with change (e.g. moving home) (H 5).
- Learn about how some diseases spread; to develop simple disease prevention skills; and to understand the responsibility they have for their own health and that of others (H 7).
- Learn that household products, such as medicines, can be harmful if not used properly (H 11)
- Understand how to stay safe in relation to online, road, water and fire safety (H 12).
- Unit: Relationship and Sex Education
- The child should be enabled to:
- Know the importance of valuing oneself and recognise differences in others.
- Know their bodies' uniqueness and capabilities.
- Cover the NSPCC's PANTS campaign.

Ethics and Environment

Unit: Knowledge and Awareness of Environmental Issues

- The child should be enabled to:
- Develop a responsible ownership of the classroom and school environment through development of class charters, discussions and leading by example.
- Identify, become aware of and explore different habitats such as bird nests, fish ponds and wild gardens and understand what animals need in their habitats to survive.
- Develop an awareness and understanding of the need to reduce waste and reuse and recycle materials to benefit the environment.
- Unit: Activation of Responsibility and Stewardship
- The child should be enabled to:
- Participate in nature walks to develop an understanding of eco-systems living in their local area.
- Plant bulbs/seeds and watch them grow to develop a sense of wonder in new life
- Develop an environmental code for waste management in classrooms and the school.
- Take responsibility for the school environment by disposing of waste responsibly.
- Make birdfeeders and habitats for minibeasts for use at school and at home.
- Unit: Economic Wellbeing and Sustainability
- The child should be enabled to learn:
- The value of coins and notes that they use and choose the correct coins to pay for items.
- About the different ways in which money comes e.g. earning, winning, borrowing, finding, donated
- Different ways of keeping track of money and spending e.g. keeping a spending diary..
- They have choices about saving and spending money and know why this is important and that people may make different choices to them.
- That their needs and wants cost money.
- How to keep their money safe and why this is important.
- The importance of saving money for later.

Maths

Place Value

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- Count numbers to 100 in numerals; count in multiples of twos, fives and tens
- Identify and represent numbers using objects and pictorial representations
- Read and write numbers to 100 in numerals
- Read and write numbers from 1 to 20 in numerals and words
- Given a number, identify one more and one less
- Adding and Subtracting
- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- Represent and use number bonds and related subtraction facts within 20
- Add and subtract one-digit and two-digit numbers to 20, including zero
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$
- Multiplication and Division
- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher
- Fractions
- Recognise, find and name a half as one of two equal parts of an object, shape or quantity
- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity
- Igebra
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$
- Measurement
- Compare, describe and solve practical problems for lengths and heights, mass/weight, capacity and volume, time
- Measure and begin to record length and heights, mass/weight, capacity and volume, time
- Recognise and know the value of different denominations of coins and notes
- Sequence events in chronological order using language
- Recognise and use language relating to dates, including days of the week, weeks, months and years
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times
- Geometry
- Recognise and name common 2-D shapes
- Recognise and name common 3-D shapes
- Describe position, direction and movement, including whole, half, quarter and three-quarter turns

English

Reading

- Word Reading
- To apply phonic knowledge and skills as the route to decode words.
 - To blend sounds in unfamiliar words using the GPCs that they have been taught.
 - To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.
 - To read words containing taught GPCs including words with more than one syllable.
 - To read words containing -s, -es, -ing.
 - ed and -est endings.
 - To read words with contractions, e.g. I'm, I'll and we'll.
 - To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.
 - To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.
 - To reread texts to build up fluency and confidence in word reading.
 - To check that a text makes sense to them as they read and to self-correct.
- Reading comprehension
- To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.
 - To explain clearly their understanding of what is read to them.
 - To link what they have read or have read to them to their own experiences.
 - To retell familiar stories in increasing detail.
 - To join in with discussions about a text, taking turns and listening to what others say.
 - To discuss the significance of titles and events.
 - To discuss word meaning and link new meanings to those already known.
 - To begin to make simple inferences.
 - To predict what might happen on the basis of what has been read so far.
 - To recite simple poems by heart.
- Writing
- Transcription-See Phonics and Spelling Progression
- To know all letters of the alphabet and the sounds which they most commonly represent.
 - To use letter names to distinguish between alternative spellings of the same sound.
 - To recognise consonant digraphs which have been taught and the sounds which they represent.
 - To recognise vowel digraphs which have been taught and the sounds which they represent.
 - To recognise words with adjacent consonants.

Science

Work scientifically

- asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.
- Plants
- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees found in the local area.
- identify and describe the basic structure of a variety of common flowering plants, including trees.
- Animals, including humans
- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- 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.
- Seasonal changes
- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.
- See Science Programme of Study for taught scientific language

Creative Arts

Music

- Singing – extending musical memory, vocal control, adding actions, different moods
- Playing instruments in a group
- Reading more complicated notation
- Introduction to the recorder – learn 3 notes – B A G
- Focus on some composers
- Stories with music – composing, creating a sequence of sounds within a simple structure
- Listening to music - communicating ideas
- Dancing to music
- Extending knowledge of musical terms and ideas: pitch, dynamics, duration, structure, timbre, articulation, tonality
- Performing in school
- **Art and Design**
- pupils will use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Pupils will develop a wide range of art and design techniques in using colour, line and shape. (See Appendix)
- **Across Key Stage One:**
- Pupils will use a range of materials creatively to design and make products
- Pupils will describe the differences and similarities between different practices and disciplines and making links to their own work.
- Pupils will learn about the work of a range of artists, craft makers and designers, including local examples
- **Design Technology (DT)**
- how freestanding structures can be made stronger, stiffer and more stable
- that a 3-D textiles product can be assembled from two identical fabric shapes
- **Across Key Stage One:**
- how to name and sort foods into the five groups in The Guide
- that everyone should eat at least five portions of fruit and vegetables every day
- how to prepare simple dishes safely and hygienically, without using a heat source
- how to use techniques such as cutting, peeling and grating
- work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment
- state what products they are designing and making
- say whether their products are for themselves or other users
- describe what their products are for
- say how their products will work
- say how they will make their products suitable for their intended users
- use simple design criteria to help develop their ideas
- generate ideas by drawing on their own experiences
- use knowledge of existing products to help come up with ideas
- develop and communicate ideas by talking and drawing
- model ideas by exploring materials, components and construction kits and by making templates and mock- ups
- use ICT, where appropriate, to develop and communicate their ideas
- plan by suggesting what to do next
- select from a range of tools and equipment, explaining their choices
- select from a range of materials and components according to their characteristics
- follow procedures for safety and hygiene
- use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components
- measure, mark out, cut and shape materials and components
- assemble, join and combine materials and components
- use finishing techniques, including those from art and design
- talk about their design ideas and what they are making
- make simple judgements about their products and ideas against design criteria
- suggest how their products could be improved
- what products are
- who products are for
- what products are for
- how products work
- how products are used
- where products might be used
- what materials products are made from
- what they like and dislike about products

- To accurately spell most words containing the 40+ previously taught phonemes and GPCs.
- To spell some words in a phonically plausible way, even if sometimes incorrect.
- To apply Y1 spelling rules and guidance*, which includes:
 - the sounds /f/, /l/,
 - /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions;
 - •the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think);
 - •dividing words into syllables (e.g. rabbit, carrot);
 - •the /tʃ/ sound is usually spelt as 'tch' and exceptions;
 - •the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live);
 - •adding -s and -es to words (plural of nouns and the third person singular of verbs);
 - •adding the endings
 - –ing, –ed and –er to verbs where no change is needed to the root word (e.g. buzzer, jumping);
 - adding –er and –est to adjectives where no change is needed to the root word (e.g. fresher, grandest);
 - •spelling words with the vowel digraphs and trigraphs: 'ai' and 'oi' (e.g. rain, wait, train, point, soil); 'oy' and 'ay' (e.g. day, toy, enjoy, annoy); a–e, e–e, i–e, o–e and u–e (e.g. made, theme, ride, woke, tune); 'ar' (e.g. car, park); 'ee' (e.g. green, week); 'ea' (e.g. sea, dream); 'ea' (e.g. meant, bread); 'er' stressed sound (e.g. her, person); 'er' unstressed schwa sound (e.g. better, under); 'ir' (e.g. girl, first, third); 'ur' (e.g. turn, church); 'oo' (e.g. food, soon); 'oo' (e.g. book, good); 'oa' (e.g. road, coach); 'oe' (e.g. toe, goes); 'ou' (e.g. loud, sound); 'ow' (e.g. brown, down); 'ow' (e.g. own, show); 'ue' (e.g. true, rescue, Tuesday); 'ew' (e.g. new, threw); 'ie' (e.g. lie, dried); 'ie' (e.g. chief, field); 'igh' (e.g. bright, right); 'or' (e.g. short, morning); 'ore' (e.g. before, shore); 'aw' (e.g. yawn, crawl); 'au' (e.g. author, haunt); 'air' (e.g. hair, chair); 'ear' (e.g. beard, near, year); 'ear' (e.g. bear, pear, wear); 'are' (e.g. bare, dare, scared);
 - spelling words ending with –y (e.g. funny, party, family);
 - spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while);
 - using 'k' for the /k/ sound (e.g. sketch, kit, skin).
 - To spell all Y1 common exception words correctly.*
 - To spell days of the week correctly.
 - To use -s and -es to form regular plurals correctly.
 - To use the prefix 'un-' accurately.
 - To successfully add the suffixes –ing, –ed, –er and –est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).
 - To spell simple compound words (e.g. dustbin, football).
 - To read words that they have spelt.
 - To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes
 - To write from memory simple sentences dictated by the teacher that include taught GPCs and common exception words.

Handwriting-See Handwriting Progression document

- To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.
- To sit correctly at a table, holding a pencil
- comfortably and correctly.
- To form digits 0-9.
- To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Writing composition-See Genre Guidance

- To say out loud what they are going to write about.
 - To compose a sentence orally before writing it.
 - To sequence sentences to form short narratives.
 - To discuss what they have written with the teacher or other pupils.
 - To reread their writing to check that it makes sense and to independently begin to make changes.
 - To read their writing aloud clearly enough to be heard by their peers and the teacher.
- ### Writing-vocabulary, grammar and punctuation *see Genre Guidance
- To use adjectives to describe.
 - To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.
 - To start to engage readers by using adjectives to describe.
 - To use simple sentence structures.
 - To use the joining word (conjunction) 'and' to link ideas and sentences.
 - To begin to form simple compound sentences.
 - To use capital letters for names, places, the days of the week and the personal pronoun 'I'.
 - To use finger spaces.
 - To use full stops to end sentences.
 - To begin to use question marks and exclamation marks.
 - To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.

Humanities

History

Knowledge of aspects of living memory

- e.g. How is my life similar to my parents' and grandparents'?
toys, clothes, school life
- Isambard Kingdom Brunel, Sarah Guppy

Chronological understanding

- Sequence objects or artefacts in age order
- Order personal events on a timeline

Interpretations of history

- Use sources from within living memory to compare to themselves given books, videos, photos and artefacts to gather information to answer given questions.

Historical enquiry

- Talk about significant events in their own experience
- Ask a what question

Geography

- Children should develop their knowledge about their lived location and their place and space within it.
- Children will refer to local and familiar features using subject specific vocabulary—either human or physical depending on location.
- Children will use first hand observation and field work to study their school and the immediate area
- Children identify seasonal and daily weather patterns in the United Kingdom
- Children understand and compare similarities and differences of their location to a contrasting location in the United Kingdom
- Children identify, become aware of and explore different habitats such as bird nests, fish ponds, wild gardens
- Use maps and photographs of their local environment

Computing

- Pupils learn that they can go to exciting places online, but they need to follow certain rules to remain safe.
- Pupils search for pictures online by clicking on letters of the alphabet. They learn that directory sites with alphabetical listings offer one way to find things on the Internet.
- Pupils learn that many websites ask for information that is private and discuss how to responsibly handle such requests.
- Pupils are introduced to the concept of having ownership over creative work. They practice putting their name and date on something they produce.
- Pupils explore how they can use email to communicate with real people within their schools, families, and communities.
- Children will understand the meaning of 'personal information' and why this is not shared (H12)
- Children understand algorithms as sequences of instructions in everyday contexts.
- The children take real-world problems and then plan a sequence of steps to solve these.
- Children can program beebots using sequences of instructions before pressing go to implement an algorithm.
- Children can give explanations for what they think a program will do.
- Children can use digital technology to access, store and retrieve content.
- Children can create their own original digital content.
- Children recognise common uses of information technology beyond school.

PE

See PE Programme of Study