

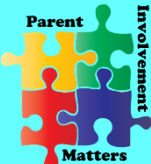



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	Cultural – Developing an awareness of our own culture - families, christenings, birthdays, weddings, and Christianity - Advent, Christmas, Easter, Pentecost, Saints Days etc.						
	Appreciation of cultures of others as it arises from home backgrounds and within the books shared.	Respond positively to artistic and musical opportunities.	Understand and appreciate the range of different cultures within school.		Explore and show respect for different national and global communities.		Respond positively to artistic opportunities.
British Values 	We know who to talk to if we do not feel safe.						
	Democracy – We all have a right to be listened too.	Democracy – We have the opportunity to play with who we want to.	Democracy – We respect everyone and we value their different ideas and opinions.		Democracy – We listen with intrigue and value and respect the opinion of others.		Democracy – Expressing views
	Rule of Law – We know that we need rules at school. Class Charter Shottery Stars	Rule of Law – We know right from wrong. Shottery Stars	Rule of Law – We understand the importance of telling the truth. Shottery Stars	Rule of Law – We recognise that we are accountable for our actions. Shottery Stars	Rule of Law – We can work together as a team when necessary . Shottery Stars	Rule of Law – We can cope with disagreements and fall outs with friends. Shottery Stars	Rule of Law – Shottery Stars
	Individual Liberty – We are all unique. e-safety	Individual Liberty – We are all respected as individuals.	Individual Liberty – We respect all people and their beliefs.	Individual Liberty – Anti-bullying culture Healthy me	Individual Liberty – Taking responsibility for own actions	Individual Liberty – We all have the right to have our own views.	Individual Liberty – Self-expression
	Tolerance and Respect – We follow the principles of the Class Charter.	Tolerance and Respect – We are kind, considerate and helpful to others.	Tolerance and Respect –Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others.		Tolerance and Respect – We are starting to understand what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK.		
	Picture News Collective Worship						
Assessment opportunities 	RBA Baseline School assessment Reception Y1 Phonics baseline	Ongoing assessments and observations Parent’s Evening Moderation meeting Pupil Progress Meeting	Ongoing assessment and observations GLD projections for end of year Phonics monitoring assessments Cluster moderation	Ongoing assessment and observations Pupil Progress Meetings Parent’s Evening	Ongoing assessment and observations Cluster/in house moderation	Ongoing assessment and observations EOY data on FS Profile Pupil Progress Meetings Y1 Phonics Screening	Data analysis and handover

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<div>Parent involvement</div> <div></div>	Harvest Festival Reception story time Parent bags (day1) Phonics workshop YR Songs, Rhymes and picture show	Nativity Play Carol Service Parent's Evening Phonics workshop Y1 Stay and Play Session-traditional Games		Parent's Evening Easter Church Service	Royal Garden Party	Sports Day Reports Teddy Bear's Picnic Leaver's Service	
Prime Area: Personal, Social and Emotional Development							
<div>Reception</div> <div></div> <div>Self-Regulation</div>	Identify a wide range of emotions – cross, worried, calm etc. Say what has made them feel that way.		Talk about what helps them feel happy/calm/relaxed, when they feel sad/angry/worried. Is more able to manage their feelings and tolerate situations in which their wishes cannot be met.		Understand their own feelings. Identify some ways to distract self and self-regulate emotions.		Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly
	Identify when someone is doing something that makes them uncomfortable and is beginning to communicate this.		Begins to set own boundaries.		Set own boundaries and respect the boundaries of others.		
			Give focused attention in adult led group challenges which involve some recording of learning, sometimes asking for help		Direct attention as necessary in a range of contexts.		
	Beginning to recognise when and how they need to respond to a friend, showing sensitivity when needed.		Recognise when and how they need to respond to a friend.		Understands others' feelings, offering empathy and comfort		Set and work towards simple goals, being able to wait for what they want and control their immediate impulses where appropriate Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions
	Explain what they are good at and what they need to get better at.		Understand how they can improve	Has a positive sense of self and sees themselves as a valuable individual			
	Can pay attention to more than one thing at a time.		Understands how to listen carefully and why it is important.	Respond appropriately even when busy with something else			
	Follows simple instructions well.	Begins to follow a longer list of instructions.		Follows a longer list of instructions in a range of contexts			

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Reception 	Selects from a wide range of activities and resources, usually independently. Willing to try new challenges.	Seeks out opportunities to try new things. Has a clear idea about what they want to do and how they want to go about it.	Describe their competencies, what they are getting better at, describing themselves in positive but realistic terms.	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
	Developing resilience, trying to do something difficult which they want to achieve.	Persists and perseveres to reach their intended goal. Able to wait for what they want.	Shows persistence, perseverance and resilience in the face of challenge.	
Manging Self 	Aware of, and follows, rules in the new setting, and knows why rules need to be followed.	Knows what is right and what is wrong.	Aware of behavioural expectations and sensitive to ideas of justice and fairness.	Explain the reasons for rules, know right from wrong and try to behave accordingly.
	Talk about personal needs and wants with an adult and is able to attend own toileting and handwashing needs.	Usually accepts having to wait for a short time for needs to be met.	Expresses personal needs. Accept having to wait a short time for needs to be met. Has established a consistent daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important.	
Reception 	Dresses self. Pays regard to the order clothes need to be put on.	Some understanding of how to dress for the weather e.g. gloves in winter, no jumper in summer.	Supports friends to dress if they need help e.g. in role play.	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Expresses likes and dislikes in food. Beginning to understand that some foods are less healthy than others, but can be eaten in moderation.	Eats a healthy range of foodstuffs and understands the need for variety in food. Understands that some foods are less healthy than others but can be eaten in moderation.	Understands the importance of making healthy food choice in their diet.	
Manging Self 				
Reception 	Work in a pair or three to solve a problem with some adult support. Able to resolve some conflicts by themselves, returning to the secure base of a familiar adult for support in difficult situations.	Solve problems co-operatively, resolving most conflicts themselves. Developed some appropriate ways of being assertive.	Developing skills of negotiation and compromise. Can determine when a situation requires adult intervention.	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers.

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Building Relationships	Understands they may need to wait their turn and can anticipate this, including in group time.		Watches the person who is speaking and knows when it is their turn to speak.		Takes turns with others in conversation in a range of contexts.	Show sensitivity to their own and others' needs.
	Beginning to show sensitivity to the needs of others and adjust their response.		Shows sensitivity to the needs of others and is increasingly flexible and co-operative.	Shows sensitivity to the needs of others, beyond own friendship group. Developed friendships helping them to understand different points of view and to challenge their own and others' thinking.		
PSHE Jigsaw	Promote the spiritual, moral, social, cultural, mental and physical development Prepare pupils at the school for the opportunities, responsibilities and experiences of later life; Promote British values.					
	Being Me in My World Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Celebrating Difference Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Dreams and Goals Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming Obstacles Feelings of success	Healthy Me Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Relationships Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Changing Me Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition

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Prime Area: Physical Development						
<div>Gross Motor Skills</div> <div></div>	Good coordination and balance when negotiating people and equipment.		A range of ways to move appropriately, e.g. jumping, hopping, sliding.		Throw, kick, pass and catch a large ball.	Negotiate space and obstacles safely, with consideration for themselves and others
	Able to climb on climbing blocks.		Climb over, under and through obstacles.		Balance on and off equipment.	Demonstrate strength, balance and coordination when playing
	Uses trikes and scooters confidently.		Uses large construction to build.		Jump safely from a piece of equipment.	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing
	Uses brooms to brush and spades to dig in sand and soil.					
<div>Fine Motor Skills</div>	Use scissors to make snips and cut lines, holding scissors in one hand.		Attempts to use a tripod grip with some consistency.		Sits at a table to write.	
	Copy some recognisable letter shapes from name.		Often chooses to draw, representing recognisable objects or shapes in work.		Holds a pencil in a tripod grip.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
	Holds pencil in fingers rather than a whole hand grasp.		Use scissors to cut along curved lines, holding scissors in the correct position.		Uses scissors to cut around more complex shapes.	Use a range of small tools, including scissors, paint brushes and cutlery.
	Shows a preference for a dominant hand.		Able to mould and shape clay with fingers and tools.			Begin to show accuracy and care when drawing.
	Uses drawing equipment to draw a figure (this may be simply a circle with stick arms and legs).					
<div>PE</div>	Develop fundamental movement skills, Running, jumping, throwing, catching, dancing					
	Extend their agility, balance and coordination					
	Engage in competitive and cooperative physical activities					
	<div>Ball Skills</div> Throwing Catching Rolling	<div>Driving games</div> Superheroes Space Pirates Dinosaurs Star Wars Christmas	<div>Invasion Games</div> Involves attack vs defence	<div>Gymnastics</div>	<div>Striking and hitting games</div>	<div>Sports day practice</div>
	<div>Working together PE</div> Working in pairs Working in groups Games where you have to take it in turns Sharing	<div>Dodgeball games</div>	<div>Movement and Dance</div> different movements for children to experiment.	<div>Heart-Related Fitness</div>	Using body parts Bats, rackets and sticks	<div>Fielding games</div>
					<div>Athletics</div>	

	 <p>What is your favourite story?</p> <p>How am I making History?</p>	 <p>What is it like here?</p>	 <p>How have toys changed?</p>	 <p>What is the weather like in the UK?</p>	 <p>How have explorers changed the world?</p>	 <p>A: What is it like to live in Shanghai?</p>	 <p>Art Week Colour</p>
<p style="text-align: center;">Prime Area: Communication and Language</p> <p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures</p> <p style="text-align: right;">(EYFS Statutory Educational Programme 2024)</p> <p>Participate in interactions and conversations throughout the day. Engage in story times. Listen carefully to rhymes and songs. Listen to and talk about selected stories to build familiarity and understanding. Learn rhymes, poems, and songs. Ask questions extend and elaborate and to check they understanding. Learn new vocabulary. Use new vocabulary in different contexts.</p> <p style="text-align: center;">Use new vocabulary through the day in conversation and role play. Develop social phrases.</p>							
<p>Reception</p>  <p>Listening, Attention and Understanding</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Engage in story times, joining in with repeated phrases and actions.</p> <p>Respond to simple instructions.</p>	<p>Listen to stories and recall the main events.</p> <p>Respond to instructions with more than one step.</p> <p>Respond to how and why questions.</p> <p>Contribute sensible comments to discussions and conversations.</p>	<p>Can switch attention from one task to another.</p> <p>Follows complex instructions.</p> <p>Respond to discussion with comments and questions.</p> <p>Listen in whole school Collective Worship and recall some of the themes and comments at a later stage.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>			



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<div>Reception</div> <div></div> <div>Speaking</div>	<div>Engage in conversation with adults and peers.</div> <div>Talk in front of a small group.</div> <div>Ask questions.</div>	<div>Communicate confidently with peers and adults.</div> <div>Use talk to communicate needs, news, feelings and ideas.</div> <div>Use new vocabulary.</div>	<div>Enjoy being part of conversations and discussions and uses new vocabulary in context.</div> <div>Use talk in different ways, in imaginative play, to develop thinking, to collaborate and plan with others and to express ideas.</div> <div>Use plurals and tenses appropriately.</div> <div>Link statements and stick to a main theme.</div>	<div>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</div> <div>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</div> <div>Express their ideas and feelings about experiences using full sentences, including use of past, present and future tenses and conjunctions, with modelling and support from their teacher.</div>				
<div>Year 1</div> <div>Speaking and Listening</div> <div></div>	<div>Listen and respond appropriately to adults and peers.</div> <div>Speak clearly with increasing confidence and accuracy.</div> <div>Maintain attention and participate actively in collaborative conversations.</div> <div>Use spoken language to develop understanding and vocabulary.</div> <div>Ask relevant questions to extend their understanding and knowledge.</div> <div>Participate in discussions, presentations, performances, role play.</div> <div>Start to consider the needs of the listener.</div>							
Specific Area: Literacy								
<div>English</div> <div></div> <div>Driving Texts</div>	<div>The Children’s Favourite Stories</div> <div>Nursery Rhymes</div> <div>The Gingerbread Man</div> <div></div> <div>Little Red Riding Hood</div> <div>The Magic Paintbrush</div> <div>The Dot</div>	<div>Dear Zoo—Rod Campbell</div> <div>My pet Goldfish</div> <div>Catherine Rayner</div> <div>The Great Pet Sale – Nick Inkpen</div> <div>Six Dinner Sid – Inga Moore</div> <div>Non-fiction Books</div>	<div>The Three Little Pigs</div> <div>Wilfrid Gordon McDonald Partridge</div> <div>Celina Ortiz</div> <div>The Tiger Who Came to Tea – Judith Kerr</div> <div>Non-fiction Books</div>	<div>Ridiculous – Michael Coleman</div> <div>Winter Sleep, a hibernation story- Sean Taylor</div> <div>Seasons come, seasons go Tree</div> <div>Britta Teckentrup</div> <div>The Growing Story – Ruth Krauss</div>	<div>Lost and Found Oliver Jeffers</div> <div>The Great Explorer – Chris Judge</div> <div>The Boy who sailed the world – Julia Green</div> <div>Non-fiction Books</div>	<div>Izzy Gizmo Pip Jones</div> <div>Oi Frog! Kes Gray</div> <div>Traditional stories from China</div> <div>Non-fiction Books</div>		


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<div>Reception</div> <div></div> <div>Reading Comprehension</div>	<div>Enjoy listening to stories.</div> <div>Retell a simple story using pictures.</div> <div>Sequence familiar stories.</div> <div>Independently look at books</div>	<div>Listens attentively to stories.</div> <div>Talk about the main events in the story.</div> <div>Answer questions about favourite stories.</div> <div>Retell stories using role play or small world resources, using some story language.</div>	<div>Identify and talk about the characters in the books.</div> <div>Retell and make up own stories using vocabulary that has been learnt.</div> <div>Begin to predict what may happen in the story and suggest how a story might end.</div> <div>Enjoy an increasing range of books.</div> <div>Identify non-fiction texts, remembering facts.</div> <div>Follow a story without pictures or props</div>	<div>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</div> <div>Anticipate (where appropriate) key events in stories.</div> <div>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</div>			
<div>Year 1</div> <div>Reading Comprehension</div>	<div>Develop pleasure in reading, motivation to read and vocabulary</div> <div>Listen to and talk about poems, stories and non-fiction texts (beyond independent reading level)</div> <div>Be familiar with and retell key stories, fairy tales and traditional tales</div> <div>Recognise and join in with predictable phrases</div> <div>Recite some rhymes and poems by heart</div> <div>Check that texts make sense as they read and correcting inaccurate reading</div> <div>Understand and answer questions about books they can read accurately and fluently</div> <div>Reading Vipers: Vocabulary, Retrieve, Sequence, Predict, Infer, Explain</div>						
<div>Reception</div> <div></div> <div>Word Reading</div> <div>Reception Phonics</div>	<div>Experiment with sounds and words</div> <div>Oral blending and segmenting</div> <div>Awareness of rhyme, rhythm and alliteration</div> <div>Sounds-Write Initial Code Units 1-3</div>	<div>Blend, read and manipulate CVC words including known phonemes / graphemes.</div> <div>Sounds-Write Initial Code Units 3-5</div>	<div>Blend, read and manipulate CVC words including known phonemes / graphemes.</div> <div>Blend, read and manipulate VCC and CVCC words including known phonemes / graphemes.</div> <div>Sounds-Write Initial Code 6 - 7</div>	<div>Blend, read, segment and manipulate CCVC, CCVCC words including known phonemes / graphemes.</div> <div>Sounds-Write Initial Code 8-9</div>	<div>Say a sound for each letter in the alphabet and at least 10 digraphs.</div> <div>Read words consistent with their phonic knowledge by sound-blending.</div> <div>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</div> <div>Sounds-Write Initial Code 10 - 11 + consolidation</div>	<div>Sounds-Write Initial Code consolidation</div>	<div>Sounds-Write Initial Code consolidation</div>
<div>Year 1</div>	<div>Applies phonic knowledge and skills as a route to decode words, and reads common exception words</div>						






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Phonics	Sounds-Write Extended Code	Sounds-Write Extended Code	Sounds-Write Extended Code	Sounds-Write Extended Code	Sounds-Write Extended Code	Sounds-Write Extended Code	Sounds-Write Extended Code
<div>Reception Writing</div> <div></div>	<p>Ascribes meaning to signs, symbols and words.</p> <p>Talk about ideas they want to write about.</p> <p>Writes some letters accurately.</p> <p>Write some or all of their name.</p>	<p>Know phonemes are represented by graphemes.</p> <p>segment 19 common consonants and vowels.</p> <p>Writes own name</p> <p>Says a simple sentence for writing (oral and count words).</p>	<p>Create texts to communicate meaning</p> <p>Articulate ideas before writing</p> <p>Write words, simple phrases and sentences using phonic knowledge and learnt common exception words.</p> <p>Start to use capital letters, full stops and spaces between words.</p> <p>Form lower case and capital letters correctly.</p> <p>Re-read what they have written.</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>			
<div>English Year 1</div> <div></div>	Transcription Spell words using known phonemes Spell some Y1 common exception words.		Transcription Spell words using known phonemes Spell some Y1 common exception words Spell some days of the week Name the letters of the alphabet		Transcription Spell words using known phonemes Spell most Y1 common exception words and days of the week Name the letters of the alphabet in order Add suffixes - s /es, -ing, -ed Add prefix – un-		
	Write simple dictated sentences						
	Composition Talk about what they want to write Compose sentences orally Write a simple sentence Order events	Composition Order events and write sentences Sequence sentences Re-reading what they have written	Composition Use time adverbials to sequence and order sentences. Write simple descriptions of characters	Composition Use different sentence openers and story language e.g once upon a time, later that day Re-reading what they have written to check it makes sense	Composition Re-reading what they have written to check it makes sense	Composition Order events and write sentences clearly linked to beginning middle and end Be aware of which tense they’re writing in. and setting using a range of carefully chosen adjectives. - etc –	




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			Re-reading and checking writing.			Re-reading what they have written to check it makes sense
	Discuss what they have written with adults and other children Read aloud their writing					
Writing Purposes 	Writing to inform Labels Captions Speech bubbles Sentences Writing to entertain Retell a story (oral) Retell a story (Story Map)	Writing to inform Lists Messages Letters	Writing to entertain Poems Writing to inform Instructions Recount/ memories	Writing to entertain Descriptions Alien Stories Writing to inform Non-chronological reports	Lost and found narratives character descriptions retellings advice /instructions non-chronological reports write and publish a story as a book The Great Explorer character descriptions predictions diary entries	Izzy Gizmo Simple explanation Signage letters of advice lists labelled diagrams Oi Frog! Own version rhyming narratives Posters of rules rhyming flipbooks questions labels and captions
Terminology for pupils	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark					
Year 1 GPS	Ready to Write Sentences Spaces between words	Sentences Capital Letters and full stops Assess and review	Conjunctions Exclamations Exclamation marks	Capital Letters 2 People and places Assess and review	Questions Singular and Plural Question marks	Prefixes / suffixes Compound Words
Handwriting Letter-Join	Sit correctly at a table, hold a pencil comfortably and correctly, form lower case-letters, capital letters and digits (0-9) correctly, understand 'letter families'					



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Specific Area: Mathematics						
<div> Reception</div> <div></div> <div>Number</div>	Getting to know you Compare amounts	Representing, Comparing It's me 1, 2, 3 Composition of 1,2,3 Representing Numbers to 5	Introducing Zero 6, 7 and 8 Combining 2 groups	9 and 10 Bonds to 10	Building Numbers Beyond 10 Adding More Taking Away	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts.
<div>Reception</div> <div></div> <div>Numerical Patterns</div>	Match, sort and compare Exploring Pattern	1 more and less	Comparing Numbers to 5	Comparing Numbers to 10	Counting Patterns Patterns and Relationships Doubling, Sharing and Grouping Even and Odd	Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
<div>Reception</div> <div></div>	Talk about measure and pattern	Circles and Triangles Positional Language Shapes with 4 sides	Compare Mass/ Capacity Length and Height Time	3D Shape and Pattern	Visualise, Build and Map	
<div>Year 1 Maths</div> <div></div>	<div>Develop Fluency, reasoning mathematically and problem solving</div> <div>Develop confidence and mental fluency with whole numbers, counting, place value, addition and subtraction</div> <div>Recognise, describe, draw, compare and sort different shapes</div> <div>Use a range of simple measures for length, mass, capacity / volume, time and money</div> <div>Use the full range of Y1 mathematical vocabulary identified in the National Curriculum and White Rose Maths resources</div>					


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White Rose	Place Value (10) Addition and Subtraction (10)	Addition and Subtraction (10) Shape	Place Value (20) Addition and Subtraction (20)	Place Value (50) Length and Height Mass and Volume	Multiplication and Division Fractions Position and Direction	Place Value (100) Money Time	Ready to Progress
Mastering Number	Units 1-5	Units 6-10	Units 11 -15	Units 16-20	Units 21- 26	Ready to Progress	
Maths Cross Curricular	Measuring– Making gingerbread men Science: Measuring body parts YR Number rhymes	YR How tall? YR Shopping	Compare Animal facts (Top Trump style) Games: Dominoes Tiddlywinks		Opening times	Measuring	Shape and pattern
	 What is your favourite story? A: How am I making History? B: What is History?	 A: What is it like here? B: Where am I?	 A: How have toys changed? B: How have homes changed?	 A: What is the weather like in the UK?	 A: How have explorers changed the world? B: How has space exploration changed?	 A: What is it like to live in Shanghai? B: What is it like to live in Kenya?	 Art Week Colour
Specific Area: Understanding the World							
Reception	Talk about sequences relevant to them.	Knows the days of the week and their order	Knows 'then' and 'now' as a concept.	Knows the order of the seasons	Talk about the lives of the people around them/ their roles in society.		

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<div>Past and Present</div> <div></div>	<div>Sequence stories.</div>		<div>Use ordering language e.g. first, next, after that.</div> <div>Compare personal experiences with what they can find out about the past.</div>	<div>Know similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</div> <div>Understand the past through settings, characters and events encountered in books read in class and storytelling.</div>		
	<div>Sequence family members, explaining who they are. Explain the key differences in what family members of different ages can and can't do.</div> <div>Describe some family memories.</div> <div>Notice and celebrate things they can do now that they could not do when they started school.</div>		<div>Can identify similarities and differences in jobs</div> <div>Understands wider roles in society e.g. student, volunteer, parent, retired</div> <div>Can identify the role of the emergency services in society and know how to call for help</div> <div>Can talk about their aspirations for their own role in society.</div>			
<div>Year 1</div> <div></div> <div>History</div>	<div>Changes within living memory</div> <div>Events beyond living memory that are significant nationally or globally</div> <div>Lives of significant individuals in the past</div>					
	<div>A: How am I making History?</div> <div>B: What is History?</div> <div>Range and depth of historical knowledge</div> <div>Recount stories from the past</div> <div>Interpretations of history</div> <div>Use stories to distinguish between fact and fiction.</div>		<div>A: How have toys changed?</div> <div>B: How have homes changed?</div> <div>Chronological Understanding</div> <div>distinguish between past and present.</div> <div>Order and sequence events and objects.</div> <div>Identify similarities and differences.</div>		<div>A: How have explorers changed the world?</div> <div>B: How has space exploration changed?</div> <div>Chronological Understanding</div> <div>distinguish between past and present.</div> <div>Order and sequence events and objects.</div> <div>Identify similarities and differences.</div>	


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			<p>Use some everyday terms about the passing of time.</p> <p>Historical enquiry Find answers to simple questions using sources of information e.g artefacts</p>		<p>Use some everyday terms about the passing of time.</p> <p>Lives of significant individuals Christopher Columbus Dame Ellen MacArthur Matthew Henson Mary Kingsley Captain Cook</p>	
<p>Reception</p> <p>People, Cultures and Communities</p> 	<p>Talk about the world around and the people and places that are familiar.</p> <p>Identifies some features on a map</p> <p>Through stories begin to recognise that different places have different features, e.g. recognising the difference between life in this country and other countries</p>				<p>Understand differences between where they live and another area in the UK – using observation, discussion and books</p> <p>Compare life for children in different countries.</p> <p>Use a range of ways to find out about life in the UK compared with other countries and articulate these.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p>
<p>Reception</p> <p>People, Cultures and Communities</p>	<p>Know some of the things that makes them unique and can talk about some of the similarities and differences in relation to friends or family.</p> <p>Talk about past and present events in their own life and in the lives of family members.</p> <p>Know that other children do not always enjoy the same things and be sensitive to this.</p> <p>Know about similarities and differences between themselves and others, and among families, communities and traditions.</p>					

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	Shows positive attitudes about differences between people. Join in with celebrations and recalls what happened last time on that day.	Name some places of worship. Know why religious venues are special and who goes there.	Articulate what others celebrate and understand that some special days repeat annually.	Discover what might happen on some special days e.g. Christmas, Eid.		
<div>RE</div> <div></div>	Know that Collective Worship is part of the life of the school community. Talks about some features of a Christian Church and knows that the school is connected to Shottery St Andrew’s Church					
	F1 Which stories are special and why?	F2 Which people are special and why?	F3 Which places are special and why?	F4 Which times are special and why?	F5 Where do we belong?	F6 What is special about our World?
Celebrations and Enrichments	Halloween	Bonfire Night Remembrance Day Poppy Trail Diwali Advent / Christmas	New Year Chinese New Year Shrove Tuesday Ash Wednesday	Mother’s Day Easter 100 Days of School Shakespeare Week	Eid Al Fitr Ramadan	Father’s Day Transition
<div>Reception</div> <div></div> <div>The Natural World</div>	Explore the natural world around them. Identifies some features on a map Name different settings in familiar stories (e.g. hill / forest / town/ farm/ pond etc	Know what plants and animals need to survive. Talks about a range of different life cycles. Talk about the features of their own immediate environment and how environments might vary from one another.	Comments and asks questions about aspects of their familiar world. Talks about some of the things they have observed. Looks closely at similarities, differences, patterns and change. Know about similarities and differences in relation to objects and materials.	Know some similarities and differences between the natural world around them and contrasting environments. Develop an understanding of the effect their behaviour can have on the environment.	Observes some features in the natural world in a contrasting environment from where they live and draw what is seen Knows that organic things decay over time e.g. compost. Understand some of the effects their behaviour can have on the environment.	Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

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<p>Reception</p>  <p>The Natural World</p>		<p>Understands the effect of changing seasons on the natural world.</p>	<p>Observe and interact with natural processes, such as a sound causing a vibration, a magnet attracting an object.</p> <p>Observe the natural process of light casting a shadow</p>	<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>
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<div>Year 1 Science</div> <div></div>	<div>Experience and observe phenomena, look closely at the natural and humanly-constructed world around them</div> <div>Be curious and ask questions about what they notice, Group and classify things</div> <div>Perform simple tests, Observe changes over time</div> <div>Use a range of appropriate scientific vocabulary (reading and spelling words in line with their reading and spelling knowledge)</div>					
	<div>Animals including Humans: Sensitive Bodies</div> <div>Identifying and naming body parts and conducting practical activities with the senses to spot patterns and answer questions.</div>	<div>Comparing Animals</div> <div>Comparing and grouping animals based on similarities and differences in their characteristics, physical features and diets.</div>	<div>Everyday Materials:</div> <div>Identifying and naming objects and the materials from which they are made. Pupils compare and group materials based on how they look and feel and carry out tests to sort materials based on unobservable properties.</div>	<div>Forces and Space: Seasonal Changes</div> <div>Reflecting on their own experiences, children learn about the four seasons and the weather associated with each. Pupils explore how seasonal changes affect trees, daylight hours and clothing choices. They plan and carry out their own weather reports, considering the knowledge required for this job.</div>	<div>Plants: Introduction to Plants</div> <div>Venturing outside, children identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. They use magnifying glasses to observe and name plant parts and sort leaves into groups based on appearance. Pupils investigate if beans need water for growth and identify edible plant parts.</div>	<div>Making connections: Investigating science through stories</div> <div>Bringing together pupils' learning from multiple Science units, helping them to make connections between the key concepts and skills.</div>
<div>Year 1 Geography</div> <div></div>	<div>Develop knowledge about the world, United Kingdom and locality</div> <div>Understand basic subject specific vocabulary relating to human and physical geography</div> <div>Use geographical skills including first-hand observations and develop greater locational awareness</div>					
	<div>Locational Knowledge</div> <div>Identify features of different settings in familiar stories</div> <div>Human & Physical Geography</div> <div>Identify key human and physical geographical features within a setting</div>	<div>What is it like here?</div> <div>Locating where they live on an aerial photograph, recognising features within a local context. Creating maps using classroom objects before drawing simple maps of the school grounds. Following</div>		<div>What is the weather like in the UK?</div> <div>Looking at the countries and cities that make up the UK, keeping a daily weather record and finding out more about hot and cold places in the UK.</div>		<div>What is it like to live in Shanghai?</div> <div>Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Children identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Shanghai</div>

	Geographical Skills and Fieldwork Draw a simple picture map	simple routes around the school grounds and carrying out an enquiry as to how their playground can be improved.				to features in the local area and make a simple map using data collected through fieldwork.
	Understand and use a range of appropriate geographical vocabulary					
Specific Area: Expressive Arts and Design						
<div>Reception</div> <div></div> <div>Creating with Materials</div>	Drawing: Mark Making and Printing Use a range of different techniques and variety of materials, e.g. paint, collage. Cut continuously with scissors to make lines or snips and uses a paintbrush to form lines and circles. Use drawing materials to create pictures with a range of lines and shapes.	Craft and Design: Let’s get Crafty Independent choices about the resources Talk about creations. Use different textures in creations and combine media. Cut along curved lines with scissors Use moulding tools with malleable materials. Use shapes and colours in observational drawings.	Sculpture and 3D: Creation station To explore playdough and its properties. To use tools safely and with confidence. To explore clay and its properties. To create natural 3D landscape pictures using found objects. To generate inspiration and conversation about sculpture art and artists. To create a design for a 3D animal sculpture.	Painting and Mixed Media: Paint My World Use different techniques and materials to achieve the desired effect and talk about what has been created. Mix colours to produce different shades and combine materials to create different textures Begin to plan a design before starting. Use a range of tools and equipment and selects the most appropriate tool or joining material for the job.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.	

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Use a range of materials creatively to design and make products Use drawing, painting and sculpture to share ideas, experience and imagination Use colour, pattern, texture, line and shape in their work Discover the work of artists and make links to their own work							
Year 1  Art and Design	Drawing: Mark Making and Printing A: Marvellous Marks B: Make your Mark	Craft and Design: Woven Wonders		Sculpture and 3D: A: Paper Play Artist: Louise Bourgeois B: Creation Station Artist: Julie Wilson			Painting and Mixed Media: Colour Splash A: Artist- Clarice Cliff B: Artist- Kandinsky
	International Dot Day The Big Draw Festival	Poppies Hibernation Boxes Sliding Santa Chimneys Tree decorations Christmas cards		Spring Petal Mandalas			Art Week
Use creativity and imagination to design, make and evaluate products that solve a real and relevant problem in a variety of contexts							
Year 1 D&T 	Cooking and Nutrition Measuring, mixing, observing changes Focus: Making gingerbread men (Cross curricular)		Design, Make and Evaluate Textiles A: Puppets B: Bookmarks		Build structures exploring how they can be made stronger, stiffer and more stable Focus: A: Boats B: Windmills	Cooking and Nutrition Focus: A: Smoothies B: Rainbow Salads	

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Reception Being Imaginative	Experiment with a range of percussion instruments.	Play alongside others to develop storylines in role play or small world.	Play a range of percussion instruments and glockenspiel.		Invent, adapt and recount narratives and stories with peers and their teacher.		
	Join in with singing in a familiar group.	Sing and perform familiar songs.	Use instruments to compose own music.		Sing a range of well-known nursery rhymes and song		
	Access role play and small world resources.	Move in response to music.	Collect resources to develop own role play storylines.		Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.		
Music 	Develop a love of music Use their voices expressively and creatively by signing songs and rhymes Play untuned instruments Listen to a range of music						
	Introducing Beat	Performance Christmas Nativity Rhythm and pitch	Introducing tempo and dynamics	Combining pulse, rhythm and pitch	Fun with improvisation	Explore sound and creating a story	
Computing 	Develop digital literacy - Use technology safely with the support of an adult Recognise common uses of information technology beyond school Use technology to create and store digital content						
	Online safety Grouping and Sorting	Pictograms Lego Builders	Maze Explorers	Animated Stories	Coding	Spreadsheets Technology Outside School	Computer Art
	Autumn Memorable experiences: Super Starter/ Fabulous Finish EYFS / KS1 Nativity Christmas theatre experience Hatton World – Enchanted Christmas Kingdom Road Safety		Spring Memorable experiences: Super Starter/ Fabulous Finish Careers experiences: Jobs in the community - police, fire, nurse.		Summer Memorable experiences: Super Starter/ Fabulous Finish Careers experiences: Enterprise Experience		
	Church and Community	Harvest Festival	Remembrance Day St Andrew’s Day Carol Service	Shrove Tuesday Ash Wednesday	Easter Service	St George’s Day Christening at Church	
	International Dot Day (15 th September)		Visit Church	100 Days of School Shakespeare Week	Shakespeare’s Birthday		

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This plan ensures that the curriculum is sequenced and progressive across the year and allows year 1 children to develop their learning further within a mixed age class. It uses the curriculum guidance for EYFS including Development Matters and Early Learning Goals and the National Curriculum for Year 1 and is in-line with school policies allowing progression of skills and knowledge throughout the school. The plan is further developed through the medium term and weekly/ daily planning for the class.

Examples of vocabulary are inclusive but not exhaustive.