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## Reception/Y1 curriculum map overview 2022 – 2023

<u>Cycle A</u>	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Explorers		Eureka		Once upon a time	
Possible general themes	<b>My World</b> Starting school Who is in my family? Where do I live? (community and familiar places) Being kind What do I look like?	<b>Blast Off!</b> Space and stars Ambitions Who is Mae Jemison? What is the moon? Can we build a rocket? Maps	<b>Into the Woods</b> Winter Who lives in the woods? Whose tracks are these? Hibernation Being brave Safety/Why do we need rules?	<b>Magic!</b> Spells and potions Friendships Africa Food/recipes What is a scientist? (Ada Lovelace/Marie Curie)	<b>Traditional Tales</b> Growing and planting Life cycles Materials	<b>Everyone's a Hero</b> Do all princesses need rescuing? Can a vegetable be a superhero? Healthy eating Where is Australia and how does it differ from here? What is courage? How can we save the environment?
Possible texts	The Colour Monster Goes to School All Are Welcome Be More Bernard Everywhere Bear Goldilocks and the Three Bears Funnybones	Astro Girl Moon Bear Look Up! Whatever Next? How to Catch a Star The Darkest Dark The Marvellous Moon Map (maps) Beegu	Owl Babies Wild Things Stick Man Bear Hunt Leaf Man	Room on the Broom The Princess & Wizard Quill Soup (Africa) Ada Twist Scientist Spells (Emily Gravett) Potion Commotion	Jack and the Beanstalk Jack and the Jellybean Stalk The Enormous Turnip Gingerbread Man The Ugly Duckling Three Little Pigs The Troll (3 Billy Goats Gruff)	Paper Bag Princess Supertato Superworm What the Ladybird Heard Greta and the Giants/Litterbug Doug/Elliott Superhero The Koala Who Could
'Wow' moments	Rescuing Everywhere Bear – celebrating with teddy bear tea party	Make a rocket/ Tasting space food	We're Going on (our own) Bear Hunt!	Spell to save Mr Cox	Growing our own cress/sunflowers or making our own gingerbread versions	Veggie rescue, capturing the Evil Pea



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<b>Cycle B</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
	<b>Time Travel</b>		<b>Blue Planet</b>		<b>Art Through the Ages</b>	
<b>Possible general themes</b>	<b>My Life Story</b> Starting school Who is in my family? My family tree My grandparents Where do I live? (community and familiar places) Being kind How have I changed?	<b>Dinosaurs</b> Prehistoric times Looking after the planet Fossil hunting Mary Anning Life cycles (eggs) Carnivores and herbivores Rhyming	<b>Snow and Ice</b> What animals inhabit the Arctic and Antarctic? How are animals adapted to live in such a cold environment? Do people live in the Polar Regions? How are their lives similar and different to ours? What is global warming? Climate change David Attenborough	<b>Jungles and Rainforests</b> The Amazon Tigers Safety – what to do if lost Appearances Gardens Disabilities Our talents Celebrating differences	<b>Rainbow of colour</b> Colour mixing Kandinsky Painting techniques How are rainbows made Art and colour in nature; Matisse - minibeasts	<b>We are Artists –</b> Growth mindset (linked to Beautiful Oops) Transition (linked to The Dot) Yayoi Kusama (linked to The Dot) Art galleries Famous artists (linked to Through the Magic Mirror) Our talents
<b>Possible texts</b>	Peepo Peace at Last Aunt Amelia's House Grandma Bird The Growing Story In Every House on Every Street	Dinosaurs and All That Rubbish A Girl Called Mary Tyrannosaurus Drip Bumpus Jumpus Dinosaur Rumpus Harry and the Bucketful of Dinosaurs Dinosaurs Love Underpants	Lost and Found A Dot in the Snow The Journey Home The Bear (Raymond Briggs) The Emperor's Egg Blue Penguin Polar Bear, Polar Bear, What do you Hear?	Cinnamon Monkey Puzzle There's a Tiger in the Garden The Mixed Up Chameleon Rumble in the Jungle Giraffes Can't Dance Tiger, Tiger	The Colour Monster The Emperor Who Hated Yellow A Rainbow of My Own Mouse Paint What Colour is Night? Nature is an Artist	The Dot Through the Magic Mirror Beautiful Oops The Pencil The Magic Paintbrush Shu Lin's Grandpa
<b>'Wow' moments</b>	Grandparent tea/ Time capsule	Dinosaur egg discovery and hatching	Build an igloo	Jungle party or tropical fruit tasting	Favourite colour dress up day	Create our own art exhibition



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## Cycle A and B

### Communication and language

Listening, Attention and Understanding ELG Children at the expected level of development will:

Speaking ELG Children at the expected level of development will:

*Daily story time to emerge children in books rich in vocabulary and to give children opportunities for children to discuss and question the book.*

- 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;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.

Circle games and rich variety of stories, rhymes, songs to develop listening skills	Continuation of focus on developing listening skills	Listen attentively in a range of situations; maintain attention during appropriate activity	Understand why listening is important; maintain attention in different contexts	Developing own narrative based on familiar stories	Discussion and debate – expressing opinions and clarifying thinking and ideas
Engage in story times - listen to stories and talk about them; begin to retell familiar stories	Listen and maintain attention in familiar and new situations	Engage in non-fiction books; listen to and talk about selected non-fiction to develop a deep familiarity with new vocabulary and knowledge	Two-channelled attention (listening and doing)	Articulate thoughts in well-formed sentences, using connectives	Listen and respond with relevant questions, comments or actions
Maintain attention in whole class/groups	Engage in story times	Retell stories orally	Use talk to help work out problems and organise thinking, explaining how things work and why they might happen	Use language to reason	Attend to others in play.
	Build on vocabulary development and story language; opportunities to reuse throughout the day	Ask how and why questions		Listen and understand instructions while busy with another task	Using talk to communicate ideas, make a plan and reach a goal



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	<p>Talk about ourselves and our families</p> <p>Introduce/use school vocab; developing social phrases</p> <p>1-step instructions</p> <p>Role play with adult support and modelling; use talk to organise play</p>	<p>Start conversation with peers and familiar adults and continue for many turns</p> <p>Ask questions to find out more and to check understanding; Answer how and why questions</p> <p>Learn a poem</p> <p>Follow 2-part instructions</p>	<p>Consider the listener and take turns - participate in discussions and listen to others' responses</p> <p>Invent own stories (oral)</p> <p>Begin to use past tense and to recount past events; Describe events in detail using time connectives</p> <p>Use talk to organise play</p>	<p>Ask questions to find out more and check understanding</p> <p>Participate in small group, class and one-to-one discussions, offering own ideas and using recently introduced vocabulary</p> <p>Begin to connect one idea or action to another using a range of connectives</p> <p>Describe events in some detail</p>	<p>Understand how, why, where questions</p> <p>Describe events in some detail</p> <p>Express ideas about feelings and experiences</p> <p>Learning a poem and using newly introduced vocabulary as basis of own poem</p> <p>Learn and apply new vocabulary throughout the day and in different contexts</p>	<p>Express ideas and feelings using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support</p> <p>Retell stories (once developed a deep familiarity with the text); some as exact repetition, some in own words</p> <p>Learn and apply new vocabulary throughout the day and in different contexts</p>
<p><b>Possible storytime texts</b> <i>(to include PSED; diversity; Understanding the World)</i></p>	<p>Starting School What Makes Me a Me? Only One You Family and Me Who's in my Family? Our Class is a Family When I Grow Up The Growing Story Once There Were Giants</p>	<p>Bob, The Man on The Moon Non fiction books about space and astronauts Other Jill Murphy books Here We Are – Notes for Living on Planet Earth Curiosity: The Story of Mars Rover</p>	<p>The Gruffalo Gruffalo's Child Billy and the Beast Bog Baby Hansel and Gretel Non fiction books about woodland animals, hibernation, autumn Percy the Park Keeper</p>	<p>The Magic Paintbrush Winnie and Wilbur series Meg and Mog The Witch's Cat and The Cooking Catastrophe Handa's Surprise Handa's Hen Bringing the Rain to Kapiti Plain</p>	<p>Other traditional tales Alternative versions of traditional tales Books about growing and planting Books about life cycles Books about building Pattan's Pumpkin</p>	<p>Princess Smartypants Prince Cinders Supertato series Books about minibeasts Books about Australia Real Superheroes Nat Fantastic Michael Recycle George Saves the World By Lunchtime</p>



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	Head to Toe Burglar Bill Aunt Amelia's House Lunchtime Peace at Last	The Skies Above My Eyes	The Foggy Foggy Forest Winter Sleep The Very Last Leaf Orange, Pear, Apple, Bear	We're Going on a Lion Hunt Iggy Peck Architect Rose Revere Engineer	Chapati Moon (India/Runaway Pancake) Oliver's Vegetables	Ten Little Superheroes Super Duck
<b>Personal, social and emotional development</b> Self-Regulation ELG Children at the expected level of development will:  Managing Self ELG Children at the expected level of development will:  Building Relationships ELG Children at the expected level of development will:	<ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>• Give focused 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.</li> </ul>					
	<ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</li> </ul>					
	<b>Settling into school/making friends</b>  Class and school rules and behaviour expectations  Getting to know each other – peer	<b>Staying safe</b>  Staying safe – know reasons for rules and understand/follow them; explain safety measures to others  What does it mean to be brave?	<b>Celebrating differences</b>  Understanding and embracing differences Identify and moderate their own feelings socially and emotionally;	<b>Friendship focus</b>  The feelings, needs and perspectives of others; what makes a good friend?  Listening to others and exploring their points of view	<b>Perseverance</b>  Setting own goals and working to achieve them  Expressing opinions and preferences	<b>Times of change</b>  Celebrating our successes  Perseverance and resilience: reviewing what we will work on



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	<p>and adult relationships</p> <p>Talking about ourselves, likes and dislikes, worries</p> <p>Seeing ourselves as valuable individuals</p> <p>Recognising and identifying emotions; showing kindness</p> <p>Independently organise belongings in morning</p> <p>RSE: My Feelings</p>	<p>Building self-confidence and speaking in a small group</p> <p>Managing own hygiene and personal needs</p> <p>Continuing to build constructive and respectful relationships</p> <p>Independently choose where they would like to play</p> <p>Begin to take turns and share resources</p> <p>RSE: My Relationships and My beliefs</p>	<p>controlling impulses</p> <p>Working cooperatively to achieve a goal; taking turns; listening to others' ideas</p> <p>Show pride in achievements</p> <p>Understand behavioural expectations of setting</p> <p>Explain right from wrong</p> <p>Seek others to share activities</p> <p>Begin to know that others think and respond in different ways</p> <p>RSE: Asking or help</p>	<p>Problem solving and negotiation. Getting on and falling out</p> <p>Understanding importance of healthy food choices</p> <p>Following instructions with several parts; Giving focused attention</p> <p>Make choices and communicate needs</p> <p>Begin to show persistence</p> <p>Keep play going by cooperating, listening, speaking and explaining</p> <p>RSE: My rights and responsibilities</p>	<p>Reflect on the work of others and self-evaluate own work</p> <p>Talk about own abilities positively</p> <p>Show resilience and perseverance in the face of challenge</p> <p>Developing confidence to try new activities</p> <p>Rule-based games – inventing own</p> <p>Talking to whole class group</p> <p>RSE: My Body</p>	<p>Know and talk about factors that support health and wellbeing</p> <p>Looking after the environment</p> <p>Showing confidence in social situations – performing in front of other</p> <p>Adjusting behaviour; taking change of routine in our stride</p> <p>Seek out challenge and enjoy the process</p> <p>Show sensitivity to others' needs and feelings</p> <p>RSE: Enterprise</p>
Y1 RSHE	My Feelings	My Relationships	My beliefs	My rights and responsibilities Asking for help	My Body	Enterprise
	Fine motor					



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## Physical Development

Fine Motor Skills ELG Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Daily fine motor activity – e.g. threading, peg boards, weaving, pouring, stirring, dough disco	Daily fine motor activity – as before, plus cutting, tracing	Daily fine motor activities – as before	Fine motor carousel – as before	Fine motor carousel – as before	Fine motor carousel – as before
Using cutlery	Using different sized paintbrushes	Junk modelling rockets	Chopping; Using clay; Dressing dolls	Spray bottles Planting and looking after plants; Melon and tee hammering;	Hole punching; Woodwork (tbc); Dot painting
Opportunities to draw/paint freely	Using tools to effect change to materials	Opportunities to draw freely and in structured activities	Handle tools, construction and malleable materials with control	Daisy chains	Form recognisable letters most correctly formed
Teach and model letter formation	Opportunities to draw - freely and structured	Begin to form letters correctly	Begin to form letters correctly	Form recognisable letters most correctly formed	Hold pencil effectively using tripod grip
Hold pencil beyond whole hand grasp	Teach/model correct letter formation, pencil grip, cutlery use	Hold pencil effectively with comfortable grip; dominant hand	Hold pencil effectively with comfortable grip	Tripod grip	

Gross Motor Skills ELG Children at the expected level of development will:

### Gross motor

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Developing upper arm and shoulder strength in	Obstacle courses Balance bikes and other wheeled	Dancing - beginning to move in time with music	Dance - progress towards a more fluent style	Dancing - developing control and grace	Combine different movements with ease and fluency
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	<p>preparation for early writing</p> <p>Opportunities to crawl, climb, pull up, hang</p> <p>Different ways of moving/controlling/making shapes with our bodies</p> <p>Changing for PE</p>	<p>equipment - developing overall body strength, co-ordination, balance and agility</p> <p>Building rockets using large construction equipment confidently and safely</p> <p>Opportunities for children to, spin, rock, tilt, fall, slide and bounce</p>	<p>Animal dens using large construction: lifting, carrying, pushing, pulling, stacking</p> <p>Opportunities for children to, spin, rock, tilt, fall, slide and bounce</p>	<p>Team games - coordination and cooperation and gross motor – including parachute games</p> <p>Ball skills- aiming, dribbling, pushing, throwing &amp; catching, patting, kicking</p>	<p>Obstacle activities -children moving over, under, through and around equipment</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>Develop confidence, precision, and accuracy in activities that involve a ball</p> <p>Revise and refine the fundamental movement skills already acquired</p>
<b>YR PE</b>	<p><b>Personal</b></p> <p>Coordination: footwork</p> <p>Static balance: one leg</p>	<p><b>Social</b></p> <p>Dynamic balance to agility: jumping and landing</p> <p>Static balance: seated</p>	<p><b>Cognitive</b></p> <p>Dynamic balance: on a line</p> <p>Static balance: stance</p>	<p><b>Creative</b></p> <p>Coordination: ball skills</p> <p>Counter balance: with a partner</p>	<p><b>Physical</b></p> <p>Coordination: sending and receiving</p> <p>Agility: reaction/response</p>	<p><b>Health &amp; Fitness</b></p> <p>Agility: ball chasing</p> <p>Static balance: floor work</p>
<b>Y1 PE</b>	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities;</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Perform dances using simple movement patterns</p>					





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## Literacy

Comprehension ELG Children at the expected level of development will:

## Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Listen and enjoy sharing a range of books	Experience and respond to different types of books	Use picture clues to help read a simple text	Retell stories in the correct sequence, draw on language patterns of stories	Correctly sequence a story or event using pictures and/or captions	Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary
Know that a book has a beginning and an end, hold book the right way up and turn pages with care	Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations	Make a simple prediction based on the pictures or text of a straightforward story that is read aloud	Suggest how an unfamiliar story might end	Make simple, plausible suggestions about what will happen next in a book they are reading	Recall the main points in text in the correct sequence, using own words and include new vocabulary
Know that text in English is read top to bottom and l-r	Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts	Show understanding of some words and phrases in a story that is read aloud	Give a simple opinion on a book they have read, when prompted	Know the difference between different types (fiction/non poetry, etc)	When prompted, say whether they liked or disliked a book, and give a simple justification
Know difference between text and illustrations		Express a preference for a book, song or rhyme, from a limited selection	Recognise repetition of words or phrases in a short passage	Make inferences to answer a question beginning 'Why do you think...?' in a book that has been read to	
Recognise some familiar words in print, e.g. name		Play is influenced by experience of books (small	Play influenced by experience of books		
Enjoy joining in with rhyme, songs and poems	Sequence two events from a familiar story, using puppets,				



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Word Reading ELG Children at the expected level of development will:	Explain in simple terms what is happening in a picture in a familiar story	pictures from book or role-play  Complete a repeated refrain in a familiar rhyme, story or poem being read aloud	world, role play)	Innovate a well-known story with support	them, where answer is clearly signposted  Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations	or make a relevant comment  With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud
	<b>Word Reading</b>					
	<ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>• Read words consistent with their phonic knowledge by sound-blending;</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>					
	Hear general sound discrimination  Be able to orally blend and segment  Begin to read individual letters by saying the sounds for them  Begin to blend sounds together	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 a few common exception words	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 a few common exception words	Read some letter groups that each represent one sound and say sounds for them  Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few	Read some letter groups that each represent one sound and say sounds for them  Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few	Read all taught Common Exception words matched to the school's phonic programme  Re-read what they have written to check that it makes sense



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Writing ELG Children at the expected level of development will:	to read words (VC,CVC)	matched to the school's phonic programme	matched to the school's phonic programme	common exception words	common exception words	
	<b>Writing</b>					
	<ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed;</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>					
	<p><b>Emergent writing:</b> Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.</p> <p><b>Composition:</b> Use talk to organise describe events and experiences.</p>	<p><b>Emergent writing:</b> Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.</p>	<p><b>Emergent writing:</b> Use appropriate letters for initial sounds.</p> <p><b>Composition:</b> Orally compose a sentence and hold it in memory before attempting to write it.</p> <p><b>Spelling:</b> Spell to write VC and CVC words independently using Phase 2 graphemes.</p> <p><b>Handwriting:</b> Show a dominant hand. Write from left to right and</p>	<p><b>Emergent writing:</b> Build words using letter sounds in writing.</p> <p><b>Composition:</b> Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p> <p><b>Spelling:</b> Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common</p>	<p><b>Emergent writing:</b> Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.</p> <p><b>Composition:</b> Write a simple sentence with a full stop.</p> <p><b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible</p>	<p><b>Emergent writing:</b> Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p><b>Composition:</b> Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write</p>



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	<p><b>Spelling:</b> Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.</p> <p><b>Handwriting:</b> Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles</p>	<p><b>Composition:</b> Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p> <p><b>Spelling:</b> Orally spell VC and CVC words by identifying the sounds. Write own name.</p> <p><b>Handwriting:</b> Form letters from their name correctly. Recognise that after a word there is a space.</p>	<p>top to bottom. Begin to form recognisable letters.</p>	<p>(tricky) words e.g. the, to, no, go independently.</p> <p><b>Handwriting:</b> Holds a pencil effectively to form recognisable letters.</p>	<p>attempts when writing more complex unknown words.</p> <p><b>Handwriting:</b> Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.</p>	<p>different text forms for different purposes (e.g. lists, stories, instructions. Begin to discuss features of their own writing e.g. what kind of story have they written.</p> <p><b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC words. Spell irregular common (tricky) words e.g., he, she, we, be, me independently.</p>
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						<b>Handwriting:</b> Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.
<b>YR Phonics</b> <i>Phonics Shed</i>	Chapter 1 Intro Chapter 2 sets 1 - 4 Recap Consolidations and interventions	Chapter 2 sets 5 - 7 Recap Consolidations and interventions	Chapter 2 set 8 Recap Consolidations and interventions	Assessments Consolidations and interventions Chapter 2 alphabet order Vowels and consonants	Chapter 3 Sets 1 - 3 Assessments Consolidations and interventions	Chapter 3 set 4-5 Assessments Consolidation and interventions
<b>Y1 Phonics</b> <i>Phonics Shed</i>	Assessment Consolidation of chapters 2 & 3 Chapter 4a sets 1 -4	Chapter 4a set 5 Assessments Consolidation and interventions Chapter 4b set 1	Chapter 4b set 2-6 Recap	Chapter 4b set 7 Consolidation and interventions Phonics screen practice	Consolidation and targeted interventions Phonics screening Chapter 4c consonants	Chapter 4c consonants Consonant digraphs
<b>Maths</b> Number ELG Children at the expected level of development will:  Numerical Patterns ELG Children at the expected level of development will:	<b>Number and Numerical Pattern</b>					
	<ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number;</li> <li>• Subitise (recognise quantities without counting) up to 5;</li> <li>• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul>					
	<ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>					



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	<b>NCETM Number Blocks</b>  <b>NCETM Mastering Number:</b> Subitising and counting skills Composition of numbers within 5 Comparing sets of objects Using the language of comparison	<b>NCETM Number Blocks</b>  <b>NCETM Mastering Number:</b> Subitising and counting skills Composition of numbers within 5 Comparing sets of objects Using the language of comparison	<b>NCETM Number Blocks</b>  <b>NCETM Mastering Number:</b> Continue to develop subitising and counting skills Composition of numbers within and beyond 5 Identify when 2 sets are equal/unequal Connect 2 equal groups to doubles Connect quantities to numerals	<b>NCETM Number Blocks</b>  <b>NCETM Mastering Number:</b> Continue to develop subitising and counting skills Composition of numbers within and beyond 5 Identify when 2 sets are equal/unequal Connect 2 equal groups to doubles Connect quantities to numerals	<b>NCETM Number Blocks</b>  <b>NCETM Mastering Number:</b> Consolidate counting skills Counting to larger numbers Developing a wider range of counting strategies Secure knowledge of number facts	<b>NCETM Number Blocks</b>  <b>NCETM Mastering Number:</b> Consolidate counting skills Counting to larger numbers Developing a wider range of counting strategies Secure knowledge of number facts
	<b>Shape, Space and Measure</b>					
	Comparing size, mass and capacity (1)  Simple patterns	Circles, triangles, squares  Positional language  Night and day	Comparing mass and capacity  Length and height	Time  3D shape  Pattern	Spatial awareness: - Match, rotate, manipulate - Compose and decompose	Spatial awareness: - Visualise and build - Mapping
<b>Y1 Maths – Maths Shed</b>	Number and place value	Number and place value	Number and place value	Number facts Number and place value	Number and place value	Position and direction Time



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			Addition and subtraction		Addition and subtraction	
<p><b>Y1 Maths – NCETM Mastering Number</b></p>	<p>subitise within 5, including when using a rekenrek, and re-cap the composition of 5</p> <p>develop their understanding of the numbers 6 to 9 using the '5 and a bit' structure</p> <p>compare numbers within 10 and use precise mathematical language when doing so • re-cap the order of numbers within 10 and connect this to '1 more' and '1 less' than a given number</p> <p>explore the structure of even numbers (including that even numbers can be composed by doubling any number, and can be composed of 2s)</p> <p>explore the structure of the odd numbers as being composed of 2s and 1 more</p> <p>explore the composition of each of the numbers 6, 8, and 10</p> <p>explore number tracks and number lines and identify the differences between them</p>		<p>explore the composition of each of the numbers 7 and 9</p> <p>explore the composition of odd and even numbers, seeing that even numbers can be made of two odd or two even parts, and that odd numbers can be composed of one odd part and one even part</p> <p>identify the number that is two more or two less than a given odd or even number, identifying that two more/ less than an odd number is the next/ previous odd number, and two more/ less than an even number is the next/ previous even number</p>		<p>explore the composition of the numbers 11 to 19 as '10 and a bit' and compare numbers within 20</p> <p>connect the composition of the numbers 11 to 19 to their position in the linear number system, including identifying the midpoints of 5, 10 and 15</p> <p>compare numbers within 20</p> <p>understand how addition and subtraction equations can represent previously explored structures of addition and subtraction (aggregation/ partitioning/ augmentation/ reduction)</p> <p>practise retrieving previously taught facts and reason about these</p>	
<p><b>Understanding the world</b> Past and Present ELG Children at the expected level of development will:</p>	<ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society;</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling;</li> </ul>					



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People Culture and Communities ELG Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;
- 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;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The Natural World ELG Children at the expected level of development will:

- 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;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Talk about members of immediate family and community	Understand effects of changing seasons on the natural world around us; Describe what we see, hear and feel whilst outside	Recognise that some environments are different from the one in which we live (the Moon)	Recognise some similarities and differences between life in this country and life in other countries (Africa)	Create own maps of a familiar place	Recognise some similarities and differences between life in this country and life in other countries (Australia)
Name and describe people who are familiar to us	Nocturnal animals; different environments and habitats	Describe immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps	Compare and contrast characters from stories, including figures from the past (scientists)	What do plants need to grow?	Plant growth, change, decay
Draw similarities and make comparisons between own and other families	Observational drawings of the natural world, including animals and plants	Draw information from maps	Understand the past through settings, characters and events encountered in books read in	Observations of animals – life cycles	Know some similarities and differences between the natural world around them and contrasting environments, drawing on own experiences and what has been read in class
People in our community – church visit; librarian	Family traditions at Christmas	Use Google Earth		Talk about the differences between materials and changes we notice/ Explore collections of materials with similar and/or	





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	<p>Show interest in different occupations - librarian visit</p> <p>Understand that some places are special to members of our community - church visit</p> <p>Draw information from a simple map to navigate around our class and school environment</p>	<p>Comment on images of familiar situations (Christmas) in the past</p> <p>Recognise that people have different beliefs and celebrate at different times of year; Know some similarities and differences between different religious and cultural communities in this country</p> <p>Key historical events – bonfire night, Remembrance Day, Diwali</p>	<p>Follow simple maps using Beebots</p> <p>Compare and contrast characters from stories, including figures from the past (Mae Jemison)</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>Show interest in different occupations - astronauts</p>	<p>class and storytelling</p> <p>Understand some important processes and changes in the natural world around them, including seasons and changing states of matter</p>	<p>different properties</p> <p>Understand some important processes and changes in the natural world around them, including seasons and changing states of matter</p>	<p>Recycling and taking care of our world</p> <p>Australian animals</p> <p>Know similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>
<p>Y1 History</p>	<ul style="list-style-type: none"> <li>the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods</li> </ul>	<ul style="list-style-type: none"> <li>changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</li> <li>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the</li> </ul>	<ul style="list-style-type: none"> <li>significant historical events, people and places in their own locality (1066)</li> <li>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane</li> </ul>			



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		<p>first aeroplane flight or events commemorated through festivals or anniversaries]</p>	<p>flight or events commemorated through festivals or anniversaries]</p>
<p>Y1 Geography</p>	<ul style="list-style-type: none"> <li>• identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>• use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map</li> </ul>	<ul style="list-style-type: none"> <li>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>• 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</li> <li>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• name and locate the world's 7 continents and 5 oceans</li> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>▪ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>▪ 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.</li> </ul>



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Y1 Science	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>		
Y1 Science continuous	<p>Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>				
R.E	<p>The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.</p>				
	<p>Being Special (F4) Where do we belong?</p>	<p>Incarnation (UC-F2) Why do Christians perform Nativity plays at Christmas?  Diwali - Hinduism</p>	<p>Creation (UC-F1) Why is the word 'God' so important to Christians?</p>	<p>Salvation (UC-F3) Why do Christians put a cross in an Easter garden?</p>	<p>Stories told by Jesus (F6) Which stories are special and why?</p>



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					Buddhism, Christianity, Islam, Hinduism, Sikhism	Christianity, Islam, Judaism
Y1 RE	1.10 What does it mean to belong to a faith Community?	1.1 What do Christians believe God is like?	1.7 Who is Jewish and how do they live?	1.2 Who do Christians say made the world?	1.9 How should we care for others and the world and why does it matter?	
<b>Expressive arts and design</b> Creating with Materials ELG Children at the expected level of development will:  Being Imaginative and Expressive ELG Children at the expected level of development will:	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;</li> <li>• Share their creations, explaining the process they have used;</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>					
	<ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>• Sing a range of well-known nursery rhymes and songs;</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</li> </ul>	Explore a range of media/materials and experiment with ways of combining them	Explore different materials freely, in order to develop own ideas about how to use them and what to make	Develop own ideas and then decide which materials to use to express them.  Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Explore different materials and patterns in the environment.  Investigate ways of creating different textures.  Begin to develop complex storylines in their pretend play and	Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Develop complex storylines in their pretend play; Invent, adapt and recount narratives and



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	<p>continuous lines, and begin to use these shapes to represent objects.</p> <p>Role play: home corner. Begin to develop simple storylines in pretend play</p> <p>Begin to develop simple stories using small world equipment</p> <p>Play instruments with increasing control</p> <p>Sing a range of well-known nursery rhymes and songs</p> <p>Artist focus: Jackson Pollock – experimenting with colour and design</p>	<p>play, using an object to represent something else even though they are not similar</p> <p>Begin to develop simple stories using small world equipment</p> <p>Sing a range of well-known nursery rhymes and songs</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Artist focus: Joan Miro – taking a line for a walk</p>	<p>Explore and engage in music making and dance, performing solo or in groups</p> <p>Begin to develop complex storylines in their pretend play and when using small world equipment</p> <p>Artist focus: Claude Monet – printing and experimenting with colour and form</p>	<p>when using small world equipment</p> <p>Explore and engage in music making and dance, performing solo or in groups</p> <p>Artist focus: Barbara Hepworth - sculpture: plasticene and air drying clay. Experimenting with texture, form and function</p>	<p>stories with peers and teacher</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music</p> <p>Artist focus: Tony Cragg - collage: stick 2D shapes inside an outline of a chosen object</p>	<p>Develop complex storylines in their pretend play; Make use of props and materials when role playing characters in narratives and stories</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music</p> <p>Artist focus: Alberto Giacometti Sculpture – experimenting with texture and form</p>
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<p><b>Y1 Art</b></p>	<p>Artist focus: Jackson Pollock – experimenting with colour and design</p>	<p>Artist focus: Joan Miro – taking a line for a walk</p>	<p>Artist focus: Claude Monet – printing and experimenting with colour and form</p>	<p>Artist focus: Barbara Hepworth - sculpture: plasticene and air drying clay. Experimenting with texture, form and function</p>	<p>Artist focus: Tony Cragg - collage: stick 2D shapes inside an outline of a chosen object</p>	<p>Artist focus: Alberto Giacometti Sculpture – experimenting with texture and form</p>
<p><b>Y1 DT</b></p>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria            Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]            Evaluate their ideas and products against design criteria            Explore and evaluate a range of existing products            Build structures, exploring how they can be made stronger, stiffer and more stable            Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products            Understand where food comes from            Use the basic principles of a healthy and varied diet to prepare dishes</p>					
<p><b>Y1 Music</b></p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes            Play tuned and untuned instruments musically            Listen with concentration and understanding to a range of high-quality live and recorded music            Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>					
<p><b>Y1 Computing</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.            Recognise common uses of information technology beyond school</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.            Use technology purposefully to create, organise, store, manipulate and retrieve digital content</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.            Create and debug simple programs            Use logical reasoning to predict the behaviour of simple programs</p>			



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	Use technology purposefully to create, organise, store, manipulate and retrieve digital content		Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions		
Possible special events/visits/visitors	Librarian to visit school Harvest	Diwali Remembrance Christmas	Pancake Day Chinese New Year	Easter Mother's Day	Father's Day Sports Day