

		Autumn	Spring		Summer		
Spoken Language		<ul style="list-style-type: none">- Listen and respond appropriately to adults and their peers- Ask relevant questions to extend their understanding and knowledge- Use relevant strategies to build their vocabulary- Articulate and justify answers, arguments and opinions- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings - - Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - - Speak audibly and fluently with an increasing command of Standard English- Participate in discussions, presentations, performances, role play, improvisations and debates- Gain, maintain and monitor the interest of the listener(s)- Consider and evaluate different viewpoints, attending to and building on the contributions of others- Select and use appropriate registers for effective communication.					
Listening, Attention and Understanding ELG		<ul style="list-style-type: none">• 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.					
Speaking ELG		<ul style="list-style-type: none">• 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.					
Reading	Word reading	Pupils should be taught to (Year 1): <ul style="list-style-type: none">👉 apply phonic knowledge and skills as the route to decode words👉 respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes👉 read accurately by blending sounds in unfamiliar words containing GPCs that have been taught👉 read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word👉 read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings👉 read other words of more than one syllable that contain taught GPCs👉 read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s)👉 read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words👉 re-read these books to build up their fluency and confidence in word reading (p. 10, NC English PoS).					
	EYFS ELG Word Reading	<ul style="list-style-type: none">• Say a sound for each letter in the alphabet and at least 10 digraphs.• Read words consistent with their phonic knowledge by sound-blending.• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.					
	Comprehension	Pupils should be taught to (Year 1): <ul style="list-style-type: none">• develop pleasure in reading, motivation to read, vocabulary and understanding by:<ul style="list-style-type: none">👉 listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently👉 being encouraged to link what they read or hear read to their own experiences👉 becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics👉 recognising and joining in with predictable phrases👉 learning to appreciate rhymes and poems, and to recite some by heart👉 discussing word meanings, linking new meanings to those already known• understand both the books they can already read accurately and fluently and those they listen to by:<ul style="list-style-type: none">👉 drawing on what they already know or on background information and vocabulary provided by the teacher👉 checking that the text makes sense to them as they read and correcting inaccurate reading👉 discussing the significance of the title and events👉 making inferences on the basis of what is being said and done👉 predicting what might happen on the basis of what has been read so far👉 participate in discussion about what is read to them, taking turns and listening to what others say👉 explain clearly their understanding of what is read to them.					
	EYFS ELG Comprehension	<ul style="list-style-type: none">• 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, nonfiction, rhymes and poems and during role play.					
		Text types include: wide range of fiction (including fairy stories, myths and legends, Traditional Stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions), poetry, plays, non-fiction texts and reference books / text books. CLPE, Accelerated reader/ Guided reading/ Comprehension activities/ 1:1 reading – ongoing throughout the year.					
Writing	Text Types	Non-Fiction	Building Stamina	Picture Books	Non-Fiction	Contemporary Fiction	Traditional Tales and Twists
	CLPE Books	Our Very Own Dog by Amanda McCardie	Billy's Bucket by Kes Gray	Emily Brown & the Thing by Cressida Cowell	Winter Sleep by Sean Taylor	The Lonely Beast by Chris Judge	The Story Tree by Hugh Lupton
	EYFS ELG	<ul style="list-style-type: none">• Write recognisable letters, most of which are correctly formed.• Spell words by identifying sounds in them and representing the sounds with a letter or letters.• Write simple phrases and sentences that can be read by others					
Maths	Y1	Adapted from <i>White Rose Maths</i> : Number and Place Value, Addition and Subtraction, Multiplication & Division, Fractions (decimals and percentages), Measures, Geometry- Properties of Shape, Geometry- Position and Direction, Statistics, Algebra, Ratio and Proportion					

	ELG	Number – deep understanding to 10, subitise to 5, recall number bonds Numerical Patterns – Count beyond 20, compare quantities, explore and represent patterns including doubles, evens, odds and equal distribution					
Science	Y1	Everyday Materials	Seasonal Changes Autumn / Winter	Seasonal Changes Winter / Spring	Plants	Animals including Humans	Seasonal changes Spring / Summer
		Statutory requirements During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: <ul style="list-style-type: none">asking simple questions and recognising that they can be answered in different waysobserving closely, using simple equipmentperforming simple testsidentifying and classifyingusing their observations and ideas to suggest answers to questionsgathering and recording data to help in answering questions.					
The Natural World ELG		<ul style="list-style-type: none">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					
Computing (Y1)		Computer Systems and Networks Technology around us	Creating Media Digital Painting	Programming A Moving a Robot	Data and Information Grouping Data	Creating Media Digital Writing	Programming B Programming Animations
Computing (EYFS)		Barefoot Computing					
Online Safety		Owning Your Creative Work Computing: Online Safety: Owning Your Creative Work Year 1 Lesson Pack 1 (twinkl.co.uk)	Safe Image Searching Computing: Online Safety: Safe Image Searching Year 1 Lesson Pack 2 (twinkl.co.uk)	Staying SMART Online Internet Safety for Kids SMART Primary Resources (twinkl.co.uk)	My Personal Information Computing: Online Safety: My Personal Information Year 1 Lesson Pack 4 (twinkl.co.uk)	What is email? Computing: Online Safety: What Is Email? Year 1 Lesson Pack 5 (twinkl.co.uk)	Keeping ZIBB Safe Online Computing: Online Safety: Keeping Zibb Safe Online Year 1 Lesson 6 (twinkl.co.uk)
Geography			Continents and oceans		Mugurameno Village, Zambia		Local area (integrates fieldwork)
History		How am I making history?		How have toys changed?		How did we learn to fly?	
Past and Present ELG		<ul style="list-style-type: none">Talk about the lives of the people around them and their roles in society.Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.Understand the past through settings, characters and events encountered in books read in class and storytelling.					
People, Culture and Communities ELG		<ul style="list-style-type: none">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.					
British Values		We respect the culture & beliefs of others. We treat everybody equally. We know that we are all special. We listen to and respect other people’s opinions and values. We understand right from wrong. We understand the consequences of our actions. We understand and respect the roles of people who may help us. We try to help other people.					
Art			Spirals Using drawing, collage and mark making to explore spirals. Introducing sketchbooks		Simple Print Making Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry		Playful Making Exploring materials and intention through a playful approach
D&T		Mechanisms Wheels and Axles		Food Preparing Fruit and Vegetables (including cooking and nutrition requirements KS1)		Textiles Templates and joining techniques	
Creating with materials ELG		<ul style="list-style-type: none">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					
Being Imaginative and Expressive ELG		<ul style="list-style-type: none">Invent, adapt and recount narratives and stories with peers and their teacher.Sing a range of well-known nursery rhymes and songs.Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.					
Music		Our World	Big Bear Funk	Reflect, Rewind and Replay	Round and Round	Your Imagination	Reflect, Rewind and Replay

	<ul style="list-style-type: none"> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes. - Play tuned and untuned instruments musically. - Listen with concentration and understanding to a range of high quality live and recorded music. - Experiment with, create, select and combine sounds using the interrelated dimensions of music. 					
P.E.	Fundamental Movement Skills	Dance	Games (Attacking and defending)	Gymnastics	Athletics	Outdoor Adventurous activities
Gross Motor Skills ELG	<ul style="list-style-type: none"> • 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. 					
Fine Motor Skills ELG	<ul style="list-style-type: none"> • 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, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. 					
R.E.	What can we learn about Christianity (church)?		Why is the Bible special to Christians? (including story of St Cuthbert)		How do Humanists express their beliefs?	
RSE/ PSCE	My Feelings	Special relationships	Taking on challenges	Listening & following instructions	My family & friends	My wellbeing
Links to ELGs	Building relationships – special relationships/my family & friends	Managing self – my wellbeing Self-regulation – My feelings	Managing self – taking on challenges	Self-regulation – listening & following instructions	Building relationships – my family & friends	Managing self: my wellbeing
RSE/ PSCE Year 1	Families and Relationships	Health and Wellbeing	Economic Wellbeing	Citizenship	Safety and the Changing Body	Transition
Self-regulation ELG	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • 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. 					
Managing Self ELG	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 					
Building Relationships ELG	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs 					



SCHOOL MEMBER

