

Reading	
<b>Word reading</b> <ul style="list-style-type: none"> <li>o Use phonics to decode words.</li> <li>o Say phoneme for each grapheme.</li> <li>o Blend sounds in words (taught GPCs).</li> <li>o Rd common exception words.</li> <li>o Words (taught GPCs and endings) : -s, -es, -ing, -ed, -er, -est</li> </ul>	
<ul style="list-style-type: none"> <li>o Rd words with &gt;1 syllable &amp; taught GPCs.</li> <li>o Rd words with contractions &amp; understand that apostrophe represents missing letters.</li> <li>o Rd aloud accurately, books matched to phonic knowledge.</li> <li>o Re-read to build up fluency and confidence.</li> </ul>	
Comprehension	
<b>Develop pleasure, motivation, vocabulary, understanding:</b> <ul style="list-style-type: none"> <li>o Listen &amp; discuss wide range poems, stories, non-fiction (beyond own reading level).</li> <li>o Link reading to own experiences.</li> <li>o Become familiar: key / fairy stories, traditional tales; retell and characteristics.</li> <li>o Recognise / join in with predictable phrases.</li> <li>o Value rhymes / poems; recite some by heart.</li> <li>o Discuss word meanings &amp; link with known words.</li> </ul>	<b>Understand books that they read / listen to:</b> <ul style="list-style-type: none"> <li>o Use own knowledge &amp; info / words provided.</li> <li>o Check it makes sense and self-correct.</li> <li>o Discuss significance of title and events.</li> <li>o Make inferences based on what's said / done. phrases.</li> <li>o Predict future events,</li> </ul>
<b>Share ideas about texts:</b> <ul style="list-style-type: none"> <li>o Participate in discussions; take turns &amp; listen.</li> <li>o Explain understanding clearly.</li> </ul>	
Spoken language (KS1 and KS2)	
<ul style="list-style-type: none"> <li>o Listen/respond to adults/peers.</li> <li>o Ask relevant questions to extend knowledge / understanding.</li> <li>o Use strategies to build vocabulary. o Articulate / justify answers, arguments &amp; opinions.</li> <li>o Give structured descriptions, explanations &amp; narratives.</li> <li>o Maintain attention &amp; participate in conversations.</li> <li>o Speculate, hypothesise, imagine &amp; explore ideas.</li> <li>o Speak audibly &amp; fluently with improving Standard English.</li> <li>o Participate: discussions, presentations, performances, role play, improvisations and debates.</li> <li>o Gain, maintain &amp; monitor listener interest.</li> <li>o Consider &amp; evaluate PoVs; respect &amp; build on contributions.</li> <li>o Select and use appropriate register for communication.</li> </ul>	
Music	
<ul style="list-style-type: none"> <li>o Use voices expressively and creatively by collectively singing songs, speaking chants and rhymes.</li> <li>o Play un-tuned instruments musically with others.</li> </ul>	<ul style="list-style-type: none"> <li>o Listen with concentration and understanding to a range of high quality live and recorded music.</li> <li>o Experiment with, create, select and combine sounds focussing on: pitch, duration, dynamics, tempo, timbre, texture, structure and simple forms of notation.</li> </ul>

Writing	
Transcription	
<b>Spelling (see Appendix 1):</b> <ul style="list-style-type: none"> <li>o Words containing each phoneme taught.</li> <li>o Common exception words o Days of the week.</li> <li>o Apply spelling rules &amp; guidance (Appendix)</li> </ul>	<b>Alphabet:</b> <ul style="list-style-type: none"> <li>o Name letters in order.</li> <li>o Use all letter names as well as sounds</li> </ul>
<b>Handwriting:</b> <ul style="list-style-type: none"> <li>o Sit correctly; comfortable / correct grip.</li> <li>o Lower case: right direction, start / end points.</li> <li>o All capital letters and digits 0-9.</li> </ul>	
Composition	
<b>Write sentences:</b> <ul style="list-style-type: none"> <li>o Say what going to write about.</li> <li>o Compose a sentence aloud.</li> <li>o Sequence to form short narratives.</li> <li>o Re-read to check for sense.</li> </ul>	<b>Share their writing:</b> <ul style="list-style-type: none"> <li>o Discuss with staff member or other pupils.</li> <li>o Read aloud clearly to peers and teachers.</li> </ul>
Vocabulary, Grammar, Punctuation	
<b>Understand concepts (Appendix 2):</b> <ul style="list-style-type: none"> <li>o Leave spaces between words.</li> <li>o Join words / clauses using 'and'.</li> <li>o Begin to punctuate using <i>capital letter, full stop, question mark, exclamation mark.</i></li> <li>o Use capital letter for names: people, places, days of week, 'I'.</li> <li>o Use following words appropriately to discuss writing: <i>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</i></li> </ul>	
Science	
Working scientifically	
<ul style="list-style-type: none"> <li>o Ask simple questions &amp; recognise different ways to answer.</li> <li>o Observe closely using simple equipment.</li> <li>o Perform simple tests.</li> <li>o Identify and classify.</li> <li>o Use observations and ideas to suggest answers to questions.</li> <li>o Gather and record data to help answer questions.</li> </ul>	
Plants	
<ul style="list-style-type: none"> <li>o Identify &amp; name a variety of common wild &amp; garden plants, including deciduous and evergreen trees.</li> <li>o Identify &amp; describe structure of common flowering plants / trees.</li> </ul>	
Animals	
<ul style="list-style-type: none"> <li>o I.D. &amp; name animals: fish, amphibians, birds, reptiles, mammals.</li> <li>o I.D. &amp; name common animals: carnivores, herbivores, omnivores.</li> <li>o Describe / compare structure of common animals (groups above).</li> <li>o I.D., name, draw, label basic human anatomy &amp; related senses.</li> </ul>	
Seasonal changes	
<ul style="list-style-type: none"> <li>o Observe changes across four seasons; describe weather associated with each &amp; how day length varies.</li> </ul>	
Materials	
<ul style="list-style-type: none"> <li>o Distinguish between the object and the material from which it is made</li> <li>o I.D. &amp; name a variety of materials (wood, Plastic, glass, metal, rock)</li> <li>o Describe the simple properties of everyday materials</li> <li>o Compare and group a variety of everyday materials on the basis of their simple properties.</li> </ul>	

Maths	
Number	
<ul style="list-style-type: none"> <li>o Count to / across 100 □□; from 0/1/other number.</li> <li>o Count/read/write □100 in 1s/2s/5s/10s.</li> <li>o Recognise odd/even nos. to 100.</li> <li>o 1 more/less; 10 more/less (multiples of 10).</li> <li>o Identify and represent nos. using objects / pix including a number line.</li> <li>o Use language of: <i>more than less than (fewer), most, least.</i></li> <li>o Read/write nos. 1-20: numerals &amp; words.</li> <li>o Place value of digits in 2-digit nos.</li> <li>o Read / write / interpret no.</li> <li>o Sentences: +, -, =</li> </ul>	<ul style="list-style-type: none"> <li>o No. bonds &amp; related subtraction facts &gt;20</li> <li>o Add / subtract 1 &amp; 2-digit nos. to 20, including zero (money: same unit).</li> <li>o Show addition is commutative; begin to show that subtraction not.</li> <li>o Solve 1-step +/- problems, using objects / pix,</li> <li>o Begin to solve problems like using 7=□-9.</li> <li>o Solve 1-step x/division problems using objects &amp; pix with the help of a teacher.</li> <li>o Find &amp; name ½: objects, shapes, nos. quantities.</li> <li>o Find &amp; name a quarter: object /shape.</li> </ul>
Measurement	
<b>Compare / describe / solve practical problems &amp; begin to record using informal / formal measures:</b> <ul style="list-style-type: none"> <li>o Lengths &amp; heights: <i>longer, shorter, long, short, tall, double, half.</i></li> <li>o Mass &amp; weight: <i>heavy, light, heavier than, lighter than.</i></li> <li>o Capacity &amp; volume: <i>full, empty, more than, less than, half, half full, quarter.</i></li> <li>o Time: <i>quicker, slower, earlier, later.</i> Including <i>hours, minutes, seconds</i> &amp; telling the time to the hour and half past the hour.</li> </ul>	
Geometry	
<ul style="list-style-type: none"> <li>o Recognise &amp; name 2D/3D shapes, at least: <i>rectangles (including squares), circles, triangles, cuboids (including cubes), pyramids, spheres.</i></li> <li>o Identify and describe properties of 2D shapes, including number of sides and line symmetry in a vertical line.</li> <li>o Compare / sort / order / arrange: common 2D/3D shapes and everyday objects using different criteria; combinations of maths objects in patterns and sequences.</li> </ul>	
Statistics	
<ul style="list-style-type: none"> <li>o Construct simple pictograms.</li> <li>o Ask / answer simple questions: counting nos. of objects in each category &amp; sorting categories by quantity.</li> </ul>	
History	
<ul style="list-style-type: none"> <li>o Develop awareness of passing using common words &amp; phrases relating to the passing of time</li> <li>o Know where people and event fit within a time framework</li> <li>o I.D. similarities/ different between ways of life (compare two periods linked to LVC or other study).</li> <li>o Use a wide vocabulary of everyday historical terms</li> <li>o Ask &amp; answer questions, choosing/using parts of sources (artefact/painting/photo) to show they know &amp; understand key features of events.</li> <li>o Understand some ways we find out about the past and I.D. ways in which it is represented.</li> <li>o Explore changes in living memory (&amp; national life if appropriate).</li> <li>o Significant events, people and places in own locality.</li> <li>o Significant people in locality (Henry Blogg) ; focus on LV displayed and LVC's (where relevant).</li> </ul>	

## Year 1 – Curriculum on page

*This is only a summary to aid curriculum mapping.*

Computing	
<p><b>Computer Science</b></p> <ul style="list-style-type: none"> <li>o That algorithms are programs on computers. Write algorithms on paper &amp; explain what intended to do.</li> <li>o Program moveable devices with simple patterns.</li> </ul> <p>Identify 'bugs' in a simple algorithm and 'debug' it.</p> <ul style="list-style-type: none"> <li>o Predict behaviour of simple programs created by others.</li> </ul>	<p><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>o Select programs / apps from menus.</li> <li>o Create, organise store and retrieve content: <i>paint program, word processing (spacing; capital letters; amending font, colour, size), storing work in appropriate location, retrieving images and using with text.</i></li> <li>o Turn tablet devices on &amp; off, using gestures to switch apps.</li> <li>o Closing tablet apps.</li> <li>o Log on / off / shut down independently.</li> </ul>
<p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>o Use digital technology to record sounds and take still and moving images.</li> <li>o Common uses of IT within school. Using technology safely: safeguarding personal information &amp; raising concerns.</li> </ul>	
Art and Design	
<p><b>Seek inspiration:</b></p> <ul style="list-style-type: none"> <li>o Identify, analyse, select, compare, speculate, imagine, question, interpret &amp; evaluate (<i>pix, film, books, repros, website and original works</i>).</li> <li>o About artists, craft makers &amp; designers &amp; their works.</li> <li>o Relate work of practitioners to groups of which they're part: artistic movement, genre, period / culture.</li> </ul>	<p><b>Create with intent and skill:</b></p> <ul style="list-style-type: none"> <li>o Using range of materials creatively to design &amp; make products.</li> <li>o Share their ideas, experiences and imagination through: <i>drawing and mark making; painting and colour mixing; sculpture (inc. assembling, constructing, modelling), printing and pattern making; cutting, tearing, sticking and collaging.</i></li> <li>o Develop art &amp; design techniques using colour, pattern, texture, shape, form and space.</li> <li>o Discuss similarities &amp; differences (techniques) &amp; link with work.</li> </ul>
<p><b>Reflect and improve:</b></p> <ul style="list-style-type: none"> <li>o Share, evaluate &amp; develop ideas to inform future actions.</li> </ul>	
Design and Technology	
<p><b>Design:</b></p> <ul style="list-style-type: none"> <li>o Purposeful, functional, appealing products based on design criteria.</li> </ul> <p><b>Make:</b></p> <ul style="list-style-type: none"> <li>o Select &amp; use a range of tools &amp; equipment to perform practical tasks (<i>including cutting, shaping, joining and finishing</i>).</li> <li>o Select and use wide range of materials &amp; components for construction, textiles activities and cookery, according to characteristics.</li> </ul>	<p><b>Evaluate:</b></p> <ul style="list-style-type: none"> <li>o Explore &amp; evaluate a range of existing products.</li> <li>o Evaluate their ideas and products against design criteria.</li> </ul> <p><b>Technical knowledge:</b></p> <ul style="list-style-type: none"> <li>o Build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>o Explore using mechanisms (including wheels and axles) in their products.</li> </ul>

Geography	
<ul style="list-style-type: none"> <li>o Develop knowledge about: world, UK, our local area</li> <li>o Understand basic geographical language (people &amp; places).</li> <li>o Use first-hand observation to enhance locational awareness and link to our LV's &amp; LVC's (where relevant)</li> </ul>	
<p><b>Locational knowledge:</b></p> <ul style="list-style-type: none"> <li>o Name, locate, identify 4 countries / capital cities in UK; also, seas that surround the U.K.</li> </ul>	<p><b>Place knowledge:</b></p> <ul style="list-style-type: none"> <li>o Understand similarities and differences between people and places through studying human and physical geography of small area of U.K (refer to different time periods)</li> </ul>
<p><b>Human / physical geography:</b></p> <ul style="list-style-type: none"> <li>o I.D. seasonal &amp; daily weather patterns in the U.K.</li> </ul>	
<p><b>Geographical skills &amp; fieldwork:</b></p> <ul style="list-style-type: none"> <li>o Use world, maps, atlases and globes to I.D. the UK and it's countries and the seas that surround the UK.</li> <li>o Use language of location and direction to describe features and routes on a map.</li> </ul>	<ul style="list-style-type: none"> <li>o Use aerial photos and plan views to recognise landmarks and basic human &amp; physical features.</li> <li>o Devise a simple map with a key.</li> <li>o Use simple fieldwork &amp; observational skills to study the school and its grounds, and the human / physical features of its surrounding environment (including local shops and park)</li> </ul>
Physical Education	
<p><b>Mastering / combining movements:</b></p> <ul style="list-style-type: none"> <li>o Develop agility, balance, confidence &amp; co-ordination: <i>multi-skills, team games, dance, athletics, gymnastics, small group and class activities, designing and playing small games for others.</i></li> <li>o Basic movements including running, jumping, throwing, catching, striking and kicking.</li> <li>o Create / remember / repeat movement sequences.</li> <li>o Understand muscle memory: talk about how bodies feel before, during &amp; after certain movements</li> </ul>	
<p><b>Becoming aware of fitness, health &amp; sport:</b></p> <ul style="list-style-type: none"> <li>o Learn how important it is to be active.</li> <li>o Recognise &amp; describe how bodies feel during different activities.</li> <li>o Research different disciplines &amp; begin to identify the sports that are contained within it (i.e. gymnastics, athletics).</li> </ul>	
<p><b>Exploring possibilities:</b></p> <ul style="list-style-type: none"> <li>o Select from a small range of P.E. equipment &amp; explain how it helps develop a particular skill.</li> <li>o Finds ways to adjust an activity to change the level of challenge.</li> <li>o Create and resource their own multi-skills activities.</li> </ul>	
<p><b>Assessing risk:</b></p> <ul style="list-style-type: none"> <li>o Identify risks to themselves / others before an activity using <i>STEPs: Space, Task, Equipment, People.</i></li> <li>o Begin to identify risks as they occur during P.E. sessions.</li> <li>o Understand reasons for appropriate clothing for P.E.</li> </ul>	
<p><b>Communicating and co-operating:</b></p> <ul style="list-style-type: none"> <li>o Share knowledge / ideas / learning age-appropriately.</li> </ul>	
<p><b>Reflecting to celebrate and improve:</b></p> <ul style="list-style-type: none"> <li>o Watch themselves and others participating (live, video, photos) and begin to identify: <i>performance strengths (including sequences of movements; own improvements over time; own areas for development.</i></li> </ul>	

Wellbeing	
<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>o How behaviour affects others; being polite and respectful</li> <li>o Pupils understand the importance of listening to other people, to play and work cooperatively including strategies to resolve simple arguments through negotiation.</li> <li>o Pupils can identify and respect the differences and similarities between people.</li> <li>o Roles of different people; families; feeling cared for</li> <li>o Pupils can identify the people who look after them, who to go to if they are worried and how to attract their attention.</li> <li>o Recognising privacy; staying safe; seeking permission</li> </ul>	<p><b>Health &amp; wellbeing</b></p> <ul style="list-style-type: none"> <li>o 5 Elements of Mental Health: SMILE Curriculum</li> <li>o Recognising what makes them unique and special; feelings; managing when things go wrong</li> <li>o Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond.</li> <li>o Safety in different environments: road safety</li> <li>o Pupils can correctly name the main parts of the body, including external genitalia using scientific terms.</li> <li>o How rules and age restrictions help us; keeping safe online</li> <li>o Keeping healthy; food and exercise; hygiene routines; sun safety</li> <li>o Pupils understand how some diseases are spread, including the right to be protected from diseases and the responsibility to protect others.</li> </ul>
<p><b>Living in the wider world:</b></p> <ul style="list-style-type: none"> <li>o What rules are; caring for others' needs; looking after the environment</li> <li>o Using the internet and digital devices; communicating online</li> <li>o Strengths and interests; jobs in the community</li> </ul>	
Religious Education	
<p><b>Theology: thinking through believing (Why is light important symbol for Christians and Hindus?)</b></p> <ul style="list-style-type: none"> <li>o Understand why light is an important symbol to Hindus.</li> <li>o Retell the story of Rama and Sita and explain its significance to Hindus. Explain simply how the Diwali story reflects Hindu beliefs about good and evil.</li> <li>o Explore aspects of the Diwali celebration and how it reflects Hindu beliefs about good and evil.</li> <li>o Understand why light is an important symbols to Christians, including: that they believe Jesus to be the 'light of the world' (John 8:11); the significance of candles and Christmas lights.</li> </ul>	
<p><b>Philosophy: thinking through thinking (What do my senses tell me about the world of religion and belief?)</b></p> <ul style="list-style-type: none"> <li>o Ask 'I wonder' questions about the world of belief.</li> <li>o Use all of their five senses to explore some key practices / artefacts of two different faiths.</li> <li>o Use their senses to explain and justify ideas they hold.</li> <li>o Treat religious artefacts with appropriate respect and begin to understand why.</li> </ul>	
<p><b>Human/Social Science: thinking through living (How do Christmas and Diwali bring people together? Why are symbols and artefacts important to some people?)</b></p> <ul style="list-style-type: none"> <li>o Learn that a festival is a period of celebration.</li> <li>o Use the term 'religion' appropriately when talking about the beliefs of themselves or others.</li> <li>o Identify ways that people come together to celebrate Christmas and Diwali.</li> <li>o Understand why some religious symbols and artefacts are important to people of the Christian and Hindu faiths.</li> <li>o Know that the cross is a Christian symbol.</li> <li>o Understand what 'Namaste' means and why it's sometimes said by Hindus.</li> </ul>	