



<p>PSHE</p> <p>Health and wellbeing</p> <ul style="list-style-type: none"> • What is meant by a healthy lifestyle • How to maintain physical, mental and emotional health and wellbeing. • How to manage risks to physical and emotional health and wellbeing. • Ways of keeping physically and emotionally safe. • About managing change, such as puberty, transition and loss. • How to respond in an emergency. • Identify different influences on health and wellbeing. <p>Relationships</p> <ul style="list-style-type: none"> • How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts • How to recognise and manage emotions within a range of relationships • How to recognise risky or negative relationships including all forms of bullying and abuse • How to respond to risky or negative relationships and ask for help • How to respect equality and diversity in relationships. <p>Living in the wider world</p> <ul style="list-style-type: none"> • Respect for self/others and the importance of responsible behaviours & actions. • About rights and responsibilities as members of groups and as citizens. • About different groups and communities. • To respect equality and to be a productive member of a diverse community. • About the importance of respecting and protecting the environment. • About where money comes from, keeping it safe and managing it effectively. • A basic understanding of enterprise. 											
<p>English (Y1)</p> <p>Reading</p> <p>Word reading</p> <ul style="list-style-type: none"> • Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. • 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. • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, • alternative sounds for graphemes. • Apply phonic knowledge and skills as the route to decode words. • Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s). • Read other words of more than one syllable that contain taught GPCs. • Re-read these books to build up their fluency and confidence in word reading. <p>Comprehension</p> <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. 		<p>Writing</p> <p>Composition</p> <ul style="list-style-type: none"> • Saying out loud what they are going to write about • Composing a sentence orally before writing it • Sequencing sentences to form short narratives • Re-reading what they have written to check that it makes sense • Discuss what they have written with the teacher or other pupils • Read aloud their writing clearly enough to be heard by their peers and the teacher <p>Transcription- handwriting</p> <ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly • Begin to form lower-case letters in the correct direction, starting and finishing in the right place • From capital letters • Form digits 0-9 • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these <p>Grammar</p> <ul style="list-style-type: none"> • Suffixes that can be added to verbs where no change is needed in the spelling of root words (eg, helping, helped, helper). • Using the prefix –un and understanding how the prefix un- changes the meaning of verbs and adjectives (negation, for example, unkind, or • undoing; untie the boat) • How words can combine to make sentences • Joining words using and • Sequencing sentences • The effects of regular plural noun suffixes –s or –es on the meaning of the noun • Separation of words with spaces • Introduction to capital letters to demarcate sentences 		<p>Transcription- spelling</p> <ul style="list-style-type: none"> • Words containing each of the 40+ phonemes already taught. • Common exception words. • The days of the week. • Naming the letters of the alphabet in order. • Using letter names to distinguish between alternative spellings of the same sound. • Sit correctly at a table, holding a pencil comfortably and correctly • Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. • Using –ing, –ed, –er and –est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, • quickest). • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. • Division of words into syllables • Compound words • Common exception words • Working within Phase 3 sounds and letters 		<p>Art & Design (KS1)</p> <ul style="list-style-type: none"> • Use a range of materials creatively to design and make products • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. <ul style="list-style-type: none"> ○ Drawing- Autumn ○ Painting (printing)- Spring ○ Sculpture (clay)- Summer • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <ul style="list-style-type: none"> ○ Autumn- Kandinsky and Piet Mondrian- Abstract mark making ○ Spring- Jan Griffier- Landscapes ○ Summer- Barbara Hepworth- Abstract sculptures 		<p>Computing (KS1)</p> <ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school. • 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. • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • Create and debug simple programs • Use logical reasoning to predict the behaviour of simple programs • Recognise common uses of information technology beyond school. 		<p>PE (KS1)</p> <p>Autumn</p> <p>Attack Defend Shoot</p> <ul style="list-style-type: none"> -Practice basic movements including running, jumping, throwing and catching -Begin to engage in competitive activities -To experience opportunities to improve agility, balance and coordination <p>Gymnastics</p> <ul style="list-style-type: none"> -Identify and use simple gymnastics actions and shapes -Apply basic strength to a range of gymnastics actions -Begin to carry basic apparatus such as mats and benches -To recognise like actions and link <p>Spring</p> <p>Dance</p> <ul style="list-style-type: none"> -Respond to a range of stimuli and types of music -Explore space, directions, levels and speeds -Experiment creating actions and performing movements with different body parts <p>Send and Return</p> <ul style="list-style-type: none"> -Able to send an object with increased confidence using a hand or bat -Move towards a moving ball to return -Sending and returning a variety of balls <p>Summer</p> <p>Hit Catch Run</p> <ul style="list-style-type: none"> -Able to hit objects with hand or bat -Track and retrieve a rolling ball -Throw and catch a variety of balls and objects <p>Run Jump Throw</p> <ul style="list-style-type: none"> -Link running and jumping -To learn and refine a range of running which includes carrying pathways and speeds -Develop throwing techniques to send objects over long distances 	

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<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 as they read 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. <ul style="list-style-type: none"> • Using a capital letters for names • letter, capital letter, word, singular, plural • Joining clauses using and • Introduction to full stops to demarcate sentences • Introduction to question marks to demarcate sentences • Introduction to exclamation marks to demarcate sentences • Capital letters for the personal pronoun 'I' • sentence, punctuation, full stop • question mark, exclamation mark <p style="text-align: center;">Speaking and listening – woven through strands</p>	<ul style="list-style-type: none"> • Working within Phase 4 sounds and letters • Working within Phase 5a sounds and letters • Working within Phase 5b sounds and letters • Working within Phase 5c sounds and letters • The /v/ sound at the end of words 		
<p>Maths (Y1)</p> <p>Number: Place Value</p> <ul style="list-style-type: none"> • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s • given a number, identify 1 more and 1 less • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least • read and write numbers from 1 to 20 in numerals and words <p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> • read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • add and subtract one-digit and two-digit numbers to 20, including 0 • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ <p>Number: Multiplication and Division</p> <ul style="list-style-type: none"> • solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher <p>Number: Fractions</p> <ul style="list-style-type: none"> • recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity • recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity 	<p>Design & Technology (KS1)</p> <p>Design</p> <ul style="list-style-type: none"> -Design purposeful, functional, appealing products for themselves and other users based on design criteria -Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> -Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) -Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> -Explore and evaluate a range of existing products -Evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> -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. <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> -Use the basic principles of a healthy and varied diet to prepare dishes -Understand where food comes from. <p>Autumn- Cooking and Nutrition</p>	<p>Geography (Y1)</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> -Use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom. -Summarise the geographical location of the UK. -List (and show on a map) the countries that make up: Great Britain, the UK, the British Isles. -Know which ocean the UK is in and the closest seas to the UK -Recognise and name some continents and oceans on a globe or atlas. -Locate on a map the seven continents, the five oceans and describe the location of the oceans. <p>Place knowledge:</p> <ul style="list-style-type: none"> -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 <p>Human and physical geography:</p> <ul style="list-style-type: none"> -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 -Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> -key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p>RE</p> <p>What do Christians believe God is like? (God) 1.1</p> <p>Why does Christmas matter to Christians? (incarnation) 1.2</p> <p>Beginning to learn Sikhism: Stories of the Sikh Gurus 1.4</p> <p>Beginning to learn Sikhism: the Gurdwara a place to belong, 1.5</p> <p>How and why are some books Holy? Unit 1.10</p> <p>Questions that Puzzle us</p> <p><i>Make sense of the text or belief:</i></p> <ul style="list-style-type: none"> • Identify what a parable is. • Tell the story of the Lost Son from the Bible simply and recognise a link with the concept of God as a forgiving Father. • Give clear, simple accounts of what the story means to Christians. <p><i>Understand the impact</i></p> <ul style="list-style-type: none"> • Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. • Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.

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Measurement

- compare, describe and solve practical problems for:
 - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
 - mass/weight [for example, heavy/light, heavier than, lighter than]
 - capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
 - time [for example, quicker, slower, earlier, later]
- measure and begin to record the following:
 - lengths and heights
 - mass/weight
 - capacity and volume
 - time (hours, minutes, seconds)
 - recognise and know the value of different denominations of coins and notes
 - sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- recognise and use language relating to dates, including days of the week, weeks, months and years
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

Geometry- Properties of Shapes

- recognise and name common 2-D and 3-D shapes, including:
 - 2-D shapes [for example, rectangles (including squares), circles and triangles]
 - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]

Geometry- Position and Direction

- describe position, direction and movement, including whole, half, quarter and three-quarter turns

Spring- Materials-Textiles

Summer- Mechanisms

Geographical skills and fieldwork:

- 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
- 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
- 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.
- 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.

Make connections

- Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.

Science (Y1)

History (KS1)

Music (KS1)

Languages

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Working scientifically

- Asking simple questions and recognising that they can be answered in different ways.
- Observing closely, using simple equipment.
- Performing simple tests.
- Identifying and classifying.
- Using their observations and ideas to suggest answers to questions.
- Gathering and recording data to help in answering questions.

Plants

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees
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Animals, including humans

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Everyday materials

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties

Seasonal changes

- observe changes across the 4 seasons
- observe and describe weather associated with the seasons and how day length varies

-Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

-Events beyond living memory that are significant nationally
-The lives of significant individuals in the past who have contributed to national and international achievements.

-Significant historical events and places in their own locality.

Cause and Consequence

- Why do we celebrate bonfire night today?
- Causes and consequences of the Great Fire of London, Plague, Gunpowder Plot.
- Why do the Gunpowder Plot happen?
- Impact of The Plague and The Great Fire of London
- How did WW2 affect lives of people where I live?
- Why do the people of Birmingham remember the night of 19th November 1940?
- Why was the seaside only enjoyed by the rich in the past?
- Why did Columbus Sail across an unknown ocean?

Change in Continuity

- What was it like at the seaside over a 100 years ago?

Similarities and Differences

- The 17th century- a tumultuous century- Gunpowder Plot, The Plague, Great Fire of London.
- What was life like for the Catholics during the reign of King James I?
- How has our high street, town, roads, school changed over time?
- How did holidays at the seaside change over the 20th century?

Historical Significance

- Significance of the Gunpowder plot and why we still celebrate Bonfire Night today.
- Reign of King James I
- Why do we remember The Plague?
- Why did we remember what happened in London on the night of 1666?
- How did WW2 affect the lives of people who came to our school and lived in our local area?
- Why do Birmingham remember the night of 19th November 1940?
- What is an explorer? What contribution to Christopher Columbus make to history?
Who is Captain Cook – why was his exploration significant?

- 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.

Year 1 will learn to play the glockenspiels throughout the year.

- Not required at KSI

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