

Progression in Year 1

Links to Wider Curriculum				
<ul style="list-style-type: none">➤ PCSO Bonfire and Halloween Safety Night➤ Anti-Bullying Week➤ Safer Internet Day➤ PCSO Road Safety Visit➤ Internet Safety Assembly➤ PCSO Visit Anti-bullying and Hate Crime		<ul style="list-style-type: none">➤ Pupil Parliament➤ Black History Month➤ Class Community Deed➤ World Autism Acceptance Week – Neurodiversity Celebration➤ World Book Day➤ Before and After School Clubs		
British Values				
Democracy <i>Consider how citizens can influence decision making through democratic process, encourage respect for and participation in democratic processes</i>	Rule of Law <i>Distinguish right from wrong. Develop a respect and an understanding that it protects what is essential for wellbeing a safety. The role of the police and courts in maintaining the rule of law</i>	Individual Liberty <i>The freedom to choose and hold other faiths and beliefs is protected in law</i>	Mutual Respect <i>The importance of identifying and combatting discrimination</i>	Tolerance of those with Different Faiths and Beliefs <i>Other people having different faiths and beliefs to us (or having none) should be accepted and tolerated, and should not be the cause of discriminatory behaviour</i>
RHSE Living in the Wider World <i>How do I join in?</i> <i>How can I look after my school?</i>	RHSE Living in the Wider World <i>Why do we follow rules?</i> RHSE Health and Wellbeing <i>How do I stay safe at home?</i> RHSE Drugs and Alcohol <i>Who should give us medicine?</i> RHSE Sex and Relationships <i>To explore who can help when families make us feel happy or unsafe</i>	RHSE Living in the Wider World <i>Proud to be me</i> RHSE Health and Wellbeing <i>What am I good at?</i>	RHSE Relationships <i>I share the world with lots of people</i> RHSE Relationships <i>To show respect for other people</i> RHSE Living in the Wider World <i>To work together</i> RHSE Sex and Relationships <i>To understand that we are all different but can still be friends</i>	RHSE Relationships <i>To agree and disagree respectfully</i> RHSE Sex and Relationships <i>To explore different types of family</i>
Visits				
English: Visitors – Grandparents with toys		RE: Local Church		Science/History: Chester Zoo
Expeditionary Learning				
Windmills		Healthy Smoothie Bar		Summer Production

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Toys and Tales		Our Local Life		Our Zoo	
Reading Vocabulary	History – Living Memory Toys	Reading Breadth: Fairy Stories and Rhymes	Geography – Locality	Reading Breadth: Traditional Tales and Poems	Science – Animals Including Humans	Reading Breadth: Stories and Poems.
Discussion Connect knowledge Reference the text Skimming Scanning	<p><i>Word Reading Throughout Year 1</i></p> <ul style="list-style-type: none"> ⊕ Read words containing taught GPCs ⊕ Read other words of more than one syllable that contain taught GPCs ⊕ Apply phonic knowledge and skills as the route to decode words with increasing accuracy and fluency ⊕ Read all capital letters and the days of the week ⊕ Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes and many alternative sounds for graphemes ⊕ Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught ⊕ Read aloud accurately decodable books that are consistent with their developing phonic knowledge ⊕ Re-read books to build up fluency and confidence ⊕ Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) 					
Comprehension	<p><i>Comprehension Throughout Year 1</i></p> <ul style="list-style-type: none"> ⊕ Listen to and discuss poems, stories and non-fiction at a level beyond that at which they can read independently ⊕ Link what they read or hear read to their own experiences ⊕ Recognise and join in with predictable phrases with increased confidence ⊕ Recite by heart many poems ⊕ Participate in discussion and explain clearly about what is read to them, taking turns and listening to what others say ⊕ Make inferences on the basis of what is being said and done 					
	<p><i>Skills and Strategies - Apply the following reading strategies with increasing independence:</i></p> <ul style="list-style-type: none"> ⊕ Use a phonics first approach for decoding unfamiliar words and practicing known graphemes ⊕ Blend known graphemes when reading words ⊕ Segment known graphemes when reading words ⊕ Identify simple text features such as titles and pictures to indicate what a text is about ⊕ Talk about books (when not decoding) make meaning from visual features of the text, e.g. illustrations and captions to help discussions (decoding) ⊕ Develop reading accuracy decodable text ⊕ Self-correction including re-reading words ⊕ Identify and locate pre-taught vocabulary ⊕ Re read sentences for fluency 					
Writing Immerse	Paper Planes	Rapunzel	Hermelin	Where the Wild Things Are	There's a Tiger in the Garden	The Last Wolf
	Floppy's Phonics Programme of Study - https://www.oxfordowl.co.uk/for-school/floppy-s-phonics					



Phonics and Spelling

Term 1	Oxford Level	Sounds Book	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Oxford Level 4	Book 19	a e i o u s t p n m	a e i o u s t p n m	k - k r	z e o u d g k - k r	Consolidate
Week 2	Oxford Level 4	Book 19	a e i o u h b f - f l - l e - s	a e i o u h b f - f l - l e - s	a e i o u j v - y x z - z q u	a e i o u j v - y x z - z q u	Consolidate
Week 3	Oxford Level 4		ch sh th - ng - nk	ch sh th - ng - nk	a i e e - i g h o a	a i e e - i g h o a	Consolidate
Week 4	Oxford Level 4	Book 20	- o o o o t t e r u t e r - e	- o o o o t t e r u t e r - e	o w o e a i r	o w o e a i r	Consolidate. Children can start reading <i>Fluffy's Phonics</i> independently from Oxford Level 4 point.
Week 5	Oxford Level 4	Book 21	/a i / a i - a y /	/a i / a i - a y /	/o i / o i - o y /	/o i / o i - o y /	Consolidate
Week 6	Oxford Level 4	Book 21	/e e / e e a /	/e e / e e a /	/i g h t - i g h t -	/i g h t - i g h t -	Consolidate

TERM 2	OXFORD LEVEL	SOUNDS BOOK	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Oxford Level 4	Book 22	/oʊ/ oʊ oʊ	/oʊ/ oʊ oʊ	/yoʊ/ -yew ew	/yoʊ/ -yew ew	Consolidate
Week 2	Oxford Level 4	Book 22	/oʊ/ oʊ -ew	/oʊ/ oʊ -ew	/yoʊ/ oʊ -ew	/yoʊ/ oʊ -ew	Consolidate
Week 3	Oxford Level 4	Book 23	/ʊr/ ur ur	/ʊr/ ur ur	/aɪr/ air -are	/aɪr/ air -are	Consolidate
Week 4	Oxford Level 4	Book 23	/eər/ eer eer	/eər/ eer eer	/aɪr/ air -are	/aɪr/ air -are	Consolidate
Week 5	Oxford Level 4	Book 24	/ɪ/ s -ce	/ɪ/ s -ce	/e/ e -ea	/e/ e -ea	Consolidate
Week 6	Oxford Level 4	Book 24	/ɪ/ s -ce	/ɪ/ s -ce	-ed (AI DI)	-ed (AI DI)	Consolidate

TERM 3	OXFORD LEVEL	SOUNDS BOOK	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Oxford Level 5	Book 23	/ai/ ai-ay eigh- ey	/ai/ ai-ay eigh- ey	/ai/ a-e-a-ee -ea	/ai/ a-e-a-ee -ea	Consolidate
Week 2	Oxford Level 5	Book 25	/ee/ ee-ey igh- igh-	/ee/ ee-ey igh- igh-	/ee/ ee-ee -ee	/ee/ ee-ee -ee	Consolidate
Week 3	Oxford Level 5	Book 26	/igh/ igh-y	/igh/ igh-y	/igh/ ee-ee -ee	/igh/ ee-ee -ee	Consolidate
Week 4	Oxford Level 5	Book 26	/igh/ oa oow	/igh/ oa oow	/igh/ ee-ee -ee	/igh/ ee-ee -ee	Consolidate
Week 5	Oxford Level 5	Book 27	/is/ s-ss-ee	/is/ s-ss-ee	/is/ ee-ee -ee	/is/ ee-ee -ee	Consolidate
Week 6	Oxford Level 5	Book 27	/is/ ss-ss-ee	/is/ ss-ss-ee	/is/ ee-ee -ee	/is/ ee-ee -ee	Consolidate

TERM 4	OXFORD LEVEL	SOUNDS BOOK	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Oxford Level 5	Book 28	/j/ /g/ <i>gi</i> g/	/j/ /g/ <i>gi</i> g/	/j/ /g/ - <i>ge</i> -ge	/j/ /g/ - <i>ge</i> -ge	Consolidate
Week 2	Oxford Level 5	Book 28	/l/ /ai/ - <i>el</i> -el	/l/ /ai/ - <i>el</i> -el	/l/ /ai/ - <i>el</i> -el	/l/ /ai/ - <i>el</i> -el	Consolidate
Week 3	Oxford Level 5	Book 29	/y/ /oo/ - <i>ue</i> -ue	/y/ /oo/ - <i>ue</i> -ue	/y/ /oo/ - <i>ue</i> -ue	/y/ /oo/ - <i>ue</i> -ue	Consolidate
Week 4	Oxford Level 5	Book 29	long /oo/ - <i>ou</i> -ou	long /oo/ - <i>ou</i> -ou	long /oo/ - <i>ou</i> -ou	long /oo/ - <i>ue</i> -ue	Consolidate
Week 5	Oxford Level 5	Book 30	/oi/ oi <i>oi</i> oi	/oi/ oi <i>oi</i> oi	/oi/ oi <i>ou</i> -ough	/oi/ oi <i>ou</i> -ough	Consolidate
Week 6	Oxford Level 5	Book 30	/oi/ oi - <i>our</i> -our	/oi/ oi - <i>our</i> -our	/oi/ ai <i>au</i> -au	/oi/ ai <i>au</i> -au	Consolidate

TERM	OXFORD LEVEL	SOUNDS BOOK	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Oxford Level 5	Book 31	<i>hst / ur / ts / er</i>	<i>hst / ur / ts / er</i>	<i>hst / er / ur / ts</i>	<i>hst / er / ur / ts</i>	Consolidate
Week 2	Oxford Level 5	Book 31	<i>-out / u - ou - ou</i> <i>/sh/ 's - si - ge</i>	<i>/ul u - ou - ou</i> <i>/sh/ 's - si - ge</i>	<i>/st / ar / al</i>	<i>/st / ar / al</i>	Consolidate
Week 3	Oxford Level 5	Book 32	<i>/t - ge</i>	<i>/t - ge</i>	<i>/w / wh - u -</i>	<i>/w / wh - u -</i>	Consolidate
Week 4	Oxford Level 5	Book 32	<i>/f - ge</i>	<i>/f - ge</i>	<i>/h / ph - gh</i>	<i>/h / ph - gh</i>	Consolidate
Week 5	Oxford Level 5	Book 33	<i>ch /ch /sh /f /s</i>	<i>ch /ch /sh /f /s</i>	<i>-le /igh /</i>	<i>-le /igh /</i>	Consolidate
Week 6	Oxford Level 5	Book 33	<i>ow /ow /ow /ow</i>	<i>ow /ow /ow /ow</i>	<i>a /al /al</i>	<i>a /al /al</i>	Consolidate

TERM	OXFORD LEVEL	SOUNDS BOOK	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Oxford Level 5	Book 34	/tʃ/ ch -ti -ch tʃi/ tʃ -ture	/tʃ/ ch -ti -ch tʃi/ tʃ -ture	/ʃ/ sh -ch ʃi/ sh -ch	/ʃ/ sh -ch ʃi/ sh -ch	Consolidate
Week 2	Oxford Level 5	Book 34	/tʃ/ ch -ti -ch -sci -sci	/tʃ/ ch -ti -ch -sci -sci	/g/ g -qu -gue gh	/g/ g -qu -gue gh	Consolidate
Week 3	Oxford Level 5	Book 35	/eə/ ear -ear -ear -ter	/eə/ ear -ear -ear -ter	/aɪ/ air -are -are -ere	/aɪ/ air -are -are -ere	Consolidate
Week 4	Oxford Level 5	Book 35	/n/ n -nn kn gn	/n/ n -nn kn gn	/r/ r -rr wr	/r/ r -rr wr	Consolidate
Week 5	Oxford Level 5	Book 36	/m/ m -mm -mb -mm	/m/ m -mm -mb -mm	/k/ k -k -ck -que	/k/ k -k -ck -que	Consolidate

Week 6	Oxford Level 5	Book 36	/oi/ or ore -our -oor oar	/oi/ or ore -our -oor oar	/oi/ sw au al -augh ough	/oi/ sw au al -augh ough	Children can start reading <i>Phonics</i> Flippy's decodable readers Oxford Level 5 independently from this point
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Writing at the Expected Standard in Year 1

For Working Towards and Greater Depth expectations please see the Padlet - <https://millviewprimary.padlet.org/jessthomson2/rwubeztch2f1079v>

Composition

- ✦ Draw upon what they have read
- ✦ Orally rehearse most sentences before writing them
- ✦ Sequence sentences to form short narratives
- ✦ Read their writing aloud clearly enough

Grammar & Punctuation

- | | |
|---|--|
| ✚ | Join words together to make a coherent sentence |
| ✚ | Leave spaces between words |
| ✚ | Join words and clauses using and |
| ✚ | Can separate words in writing using spaces most of the time |
| ✚ | Use capital letters for names of people, some places, some days of the week and the personal pronoun I mostly correctly |
| ✚ | Use some capital letters, full stops, question marks and exclamation marks to demarcate sentences with increasing accuracy mostly correctly |
| ✚ | Understand and use specific Y1 terminology (letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark) |

Handwriting

- ✦ Sit correctly at a table, holding the pencil comfortably and correctly
- ✦ Form lower case letters in the right direction, starting and finishing in the right place
- ✦ Form capital letters and digits 0 – 9 Begin to understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways)

Evaluate & Edit

- ✦ Discuss what has been written with a teacher/other pupils
- ✦ Re-read what they have written to check it makes sense
- ✦ Change some errors with support and some independently

Maths	For full progression of skills see Padlet - https://millviewprimary.padlet.org/laurarobinson5/g7y3mon81njjy6no					
Computing fluently	Numbers to 10 Part-whole within 10 Addition and subtraction within 10 (1) Addition and subtraction within 10 (2) 2D and 3D shapes Numbers to 20		Additions within 20 Subtraction within 20 Numbers to 50 Introducing length and height Introducing weight and volume		Multiplication Division Halves and Quarters Position and Direction Numbers to 100 Time Money	
Solving problems						
Reasoning logically						
Justifying and explaining						
Flexible thinking						
Science	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					
Asking questions	Everyday Materials		The Human Body		Planting A – 1 week	
Making predictions					Seasonal Changes – 1 week	
Observing closely over time					Plants	
Taking measurements					Caring for the Planet	
Seeking patterns	⊕ distinguish between an object and the material from which it is made		⊕ identify, name, draw and label the basic parts of the human body		⊕ identify and describe the basic structure of a variety of common flowering plants	
Recording data	⊕ 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		⊕ say which part of the body is associated with each sense		⊕ observe changes across the four seasons	
Interpreting and communicating					⊕ observe and describe weather associated with the seasons and how day length varies	
Evaluating	⊕ compare and group together a variety of everyday materials on the basis of their simple				⊕ identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	
					⊕ describe some ways I can care for my planet	
					⊕ describe some helpful and harmful actions for my planet	

	physical properties.					
	Seasonal Changes – 1 week	Seasonal Changes – 1 week	Animals	Planting B – 1 Week	Planting C – 1 Week	Seasonal Changes – 2 Weeks
	<ul style="list-style-type: none"> describe weather types and identify seasons observe changes across the four seasons 	<ul style="list-style-type: none"> observe and describe weather associated with the seasons and how day length varies 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> identify and describe the basic structure of a variety of common flowering plants 	<ul style="list-style-type: none"> observing change identify and describe the basic structure of a variety of common flowering plants 	<ul style="list-style-type: none"> describe weather types and identify seasons observe changes across the four seasons
Key Questions	<ul style="list-style-type: none"> Can I identify and classify materials based on their physical features? Can I carry out a simple test to answer a question about materials? Can I name a variety of everyday materials? 	<ul style="list-style-type: none"> Can I identify the human body parts and say which of the senses each part uses? Can I ask simple questions about the human body? 	<ul style="list-style-type: none"> Can I describe the basic structure of a flowering plant? Can I identify and name common and wild garden plants? 	<ul style="list-style-type: none"> Can I use my observations and gathered recordings of the seasons across the year to identify key changes? Can I perform a simple test with equipment to find out what happens to the length of the day? 	<ul style="list-style-type: none"> Can I describe the basic structure of a flowering plant? Can I identify and name common and wild garden plants? Can I use observations to describe changes? 	<ul style="list-style-type: none"> Can I describe some helpful things I can do for my planet? Can I identify some harmful things people do for our planet?
	<ul style="list-style-type: none"> Can I use my observations and gathered recordings of the seasons across the year to identify key changes? 	<ul style="list-style-type: none"> Can I describe how seasons are different? 	<ul style="list-style-type: none"> Can I identify and classify animals including fish, amphibians, reptiles, birds and mammals? Can I explain what an omnivore, carnivore and herbivore is, with an example of each? 	<ul style="list-style-type: none"> Can I describe the basic structure of a flowering plant? 		<ul style="list-style-type: none"> Can I use my observations and gathered recordings of the seasons across the year to identify key changes? Can I perform a simple test with equipment to find out weather patterns?

Geography		Our Local Life (An Investigation)	Our Wonderful Weather	Our Zoo (My City and Others)
Observing patterns Making connections Developing a sense of place, space and scale Conducting fieldwork	<ul style="list-style-type: none"> ⊕ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features ⊕ use and construct basic symbols in a key 			
		<ul style="list-style-type: none"> ⊕ use <u>simple fieldwork</u> and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environments ⊕ use and construct basic symbols in a key ⊕ devise a simple map ⊕ use simple compass directions (N,S,E,W) and locational/directional language (e.g. near, far, left, right) to describe location of features and routes ⊕ Ask simple questions about where they live ⊕ Use fieldwork of the local area including: looking at shops in the locality – look at how the local area is used ⊕ Look at materials used in local environment (link to science); 	<ul style="list-style-type: none"> ⊕ use <u>simple fieldwork</u> and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environments ⊕ identify seasonal and daily weather patterns in the UK ⊕ use and construct basic symbols in a key ⊕ 	<ul style="list-style-type: none"> ⊕ Understand geographical similarities and differences through studying the human and physical geography of Chester compared to another place in the UK ⊕ use basic geographical vocabulary to refer to: key physical features including: beach, cliff, coast, forest, hill, mountain etc. and human features: city, town, village, factory, shops, port, harbour etc. Locate these on a simple map of the local area ⊕ Ask simple questions about where they live ⊕ use maps to identify UK and its countries

Big Ideas and Key Assessment Questions		Investigation I will answer questions by collecting data and sharing it with people I can ask questions about my locality I know some features of my local area	Observation I know some weather types I know ways to record the weather I can research and present my data	Place, Compare I know what is it like in Chester I know how Chester compares to other places I know I know some things which make Chester a special place
History	Toys and Tales – Changes in Living Memory			Chester Zoo – Significant People and Places
Making interpretations and raising questions Explaining significance Finding similarities and differences Seeing change and continuity Identifying causes and consequences Develop a sense of chronology	⊕ Show awareness of the past, showing common words associated with the passing of time ⊕ Be able to say how we know about the past and how some artefacts might tell us things about the past;			
	⊕ I can sort some old and new toys; ⊕ I know some ways toys have changed over time and some ways they used to be played with; ⊕ I can use words about the past – old, new, recent, long ago. ⊕ I know what a museum is. ⊕ Use words and phrases such as: old, new, long ago, recent, years ⊕ Be able to give reasons about how and why things change from the past to now; ⊕ Be able to put events in a chronological order ⊕ State how things are similar and how they are different. ⊕ Recount changes which have occurred in their own lives			⊕ I can use words from the past to describe old photos; ⊕ I can identify some ways the zoo was different when it was first built to now; ⊕ I can describe what it might have been like to visit the zoo when it first opened; ⊕ I can use words to describe George Mottershead from the sources. ⊕ Use dates where appropriate; ⊕ Ask questions about things which have happened in the past ⊕ Use the language of ‘comparing’ and look at how things are similar and different in the past to how they are now ⊕ Be able to consider what it might have been like to be in the past
Big Ideas and Key Assessment Questions	Similarities and Differences I can ask questions about the past I can make links in my learning I can find things which are similar and different with the past I can use words associated with history How do we know about the past? Why have toys changed over time? What was the world like when my grandparents played with toys?			Similarities and Differences I can ask questions about the past I can make links in my learning I can find things which are similar and different with the past I can use words associated with history How has Chester Zoo changed over time? What did George Mottershead do for zoos and animals? How is Chester zoo different from other zoos?
Computing	Online Safety (1 session at the start of each unit) ⊕ Logging in and out and saving work on their own account			

Code Connect Communicate Collect	<ul style="list-style-type: none">Understand the importance of a password • When using the internet to search for images, learning what to do if they come across something online that worries them or makes them feel uncomfortableRecognising when someone has been unkind onlineLearning some top tips for staying safe onlineUnderstanding how we ‘share’ information on the internet					
	Computing Systems and networks: mouse skills	Programming 1: Algorithms unplugged	Programming 2: Bee-Bot	Creating Media: Digital imagery	Data Handling: Introduction to Data	Skills Showcase: Rocket to the Moon
	<ul style="list-style-type: none">Developing control of the mouse through dragging, clicking and resizing of images to create different effectsDeveloping understanding of different software toolsRecognising common uses of information technology, including beyond schoolUnderstanding some of the ways we can use the internetLearning where keys are located on the keyboardUnderstanding what the internet is	<ul style="list-style-type: none">Learning that decomposition means breaking a problem down into smaller partsUsing decomposition to solve unplugged challengesDeveloping the skills associated with sequencing in unplugged activitiesLearning that an algorithm is a set of step by step instructions used to carry out a task, in a specific orderFollow a basic set of instructionsAssembling instructions into a simple algorithmUnderstanding that computers and devices around us use inputs and outputs, identifying some of these	<ul style="list-style-type: none">Programming a Bee-bot/Virtual Bee-bot to follow a planned routeLearning to debug instructions when things go wrongDeveloping a how to video to explain how the Bee-bot works.Learning to debug an algorithm in an unplugged scenarioLearning how to explore and tinker with hardware to find out how it worksUsing logical reasoning to predict the behaviour of simple programs	<ul style="list-style-type: none">Using a basic range of tools within graphic editing softwareTaking and editing photographsUnderstanding how to create digital art using an online paint toolSearching and downloading images from the internet safelyLearning how to operate a camera	<ul style="list-style-type: none">Introduction to spreadsheetsRepresenting data in tables, charts and pictogramsSorting data and creating branching databaseIdentifying where digital content can have advantages over paper when storing and manipulating data	<ul style="list-style-type: none">Review and application of these skillsI can apply my knowledge to a project
	Key Assessment Questions	Can I show good control of a mouse? Can I show how we can use the internet?	Can I break down a problem in to smaller bits? Can I explain what an	Can I programme a BeeBot to follow a route? Can I make corrections when things go wrong?	Can I take photos and edit them to change them? Can I download and search for images?	Can I represent data in tables, charts and pictograms? Can I sort data?

	Can I explain how we use information technology and give some examples?	algorithm is? Can I follow a simple set of instructions?	Can I explain my thinking behind my program?	Can I operate a camera?	Can I explain why digital data might be more useful than paper data?	problems?
DT	Structures – Constructing a Windmill		Food – Fruit and Vegetables	Textiles - Puppets	Mechanisms – Making a Moving Story Book	Mechanisms – Wheels and Axels
Knowledge of tools	<ul style="list-style-type: none"> ⊕ Learning the importance of a clear design criteria ⊕ Including individual preferences and requirements in a design ⊕ Evaluating a product according to the design criteria, testing whether the structure is strong and stable and altering it if it isn't ⊕ Suggest points for improvements ⊕ Reflecting on a finished product, explaining likes and dislikes ⊕ Testing a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed 					
Responsible designers and makers						
Show innovation	<ul style="list-style-type: none"> ⊕ Making stable structures from card, tape and glue ⊕ Following instructions to cut and assemble the supporting structure of a design ⊕ Making functioning turbines and axles which are assembled into a main supporting structure ⊕ Describing the purpose of structures, including windmills ⊕ Learning how to turn 2D nets into 3D structures ⊕ Learning that the shape of materials can be changed to improve the strength and stiffness of structures ⊕ Understanding that cylinders are a strong type of structure that are often used for windmills and lighthouses ⊕ Understanding that windmill turbines use wind to turn and make the machines inside work ⊕ Understanding that axles are used in structures and mechanisms to make parts turn in a circle ⊕ Developing awareness of different structures for different purposes 		<ul style="list-style-type: none"> ⊕ Chopping fruit and vegetables safely to make a smoothie ⊕ Identifying if a food is a fruit or a vegetable ⊕ Learning where and how fruits and vegetables grow ⊕ Tasting and evaluating different food combinations ⊕ Describing appearance, smell and taste ⊕ Suggesting information to be included on packaging ⊕ Understanding the difference between fruits and vegetables ⊕ Describing and grouping fruits by texture and taste 		<ul style="list-style-type: none"> ⊕ Using a template to create a design for a puppet ⊕ Cutting fabric neatly with scissors ⊕ Using joining methods to decorate a puppet ⊕ Sequencing steps for construction 	
Work safely					<ul style="list-style-type: none"> ⊕ Explaining how to adapt mechanisms, using bridges or guides to control the movement ⊕ Designing a moving story book for a given audience ⊕ Creating clearly labelled drawings which illustrate movement ⊕ Following a design to create moving models that use levers and sliders ⊕ Adapting mechanisms ⊕ Learning that levers and sliders are mechanisms and can make things move ⊕ Identifying whether a mechanism is a lever or slider and determining what movement the mechanism will 	
Knowledge of brief					<ul style="list-style-type: none"> ⊕ Testing mechanisms, identifying what stops wheels from turning, knowing that a wheel needs an axle in order to move ⊕ Designing a vehicle that includes wheels, axles and axle holders, which will allow the wheels to move ⊕ Using the vocabulary: up, down, left, right, vertical and horizontal to describe movement ⊕ Identifying what mechanism makes a toy or vehicle roll forwards ⊕ Learning that for a wheel to move it must be attached to an axle 	

				make	
Key Assessment Questions	Can I test a finished product, explaining likes and dislikes? Can I describe the purpose of structures? Can I improve the strength of structures? Can I turn a 2D net in to a 3D structure?	Can I test and evaluate different food combinations? Can I describe and classify fruit and vegetables by taste and texture? Can I suggest information that should be on packaging?	Can I follow some design criteria? Can I cut neatly and safely? Can I use joining methods, justifying my choice?	Can I follow a design to create a moving model which uses sliders and levers? Can I identify whether it is a lever or slider and predict what the movement will be?	Can I follow a design to create a moving model which uses wheels and an axle? Can I identify what makes a toy or vehicle roll forwards? Can I suggest improvements to my design and final product?
PE	FMS	Dance	Gymnastics	Athletics	Cricket
skill	Evaluate ⊕ Watch and describe performances. ⊕ Begin to say how they could improve				
agility	Throwing and catching ⊕ Throw underarm and overarm. ⊕ Catch with some degree of accuracy.	⊕ Copy and repeat actions. ⊕ Put a sequence of actions together to create a motif.	⊕ Create and perform a movement sequence. ⊕ Copy actions and movement sequences with a beginning, middle and end.	Running: ⊕ Vary their pace and speed when running. ⊕ Run with a basic technique over different distances.	⊕ To hold a cricket bat correctly. ⊕ To use a cricket bat to strike a ball or beanbag with control.
balance	Striking and Hitting a Ball: ⊕ Practise basic striking, sending and receiving.	⊕ Vary the speed of their actions.	⊕ Link two actions to make a sequence.	⊕ Show good posture and balance.	⊕ To apply striking skills to a target game.
co-ordination	Travelling with a ball: ⊕ Travel with a ball in different ways, changing direction.	⊕ Begin to improvise independently to create a simple dance.	⊕ Recognise and copy contrasting actions (small/tall, narrow/wide).	⊕ Sprint in a straight line.	⊕ To throw overarm with some control.
health and fitness	Passing a ball: ⊕ Pass the ball to another player in a game.		⊕ Travel in different ways, changing direction and speed.	⊕ Jumping: ⊕ Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.	⊕ To catch with some degree of accuracy.
co-operative and competitive	Using space: ⊕ Begin to use space in a game.		⊕ Hold still shapes and simple balances.	⊕ Jump as high and as far as possible.	⊕ Practise basic striking, sending and receiving.
	Balance/Stability: ⊕ Develop some basic balance and co-ordination skills.		⊕ Begin to move with control and care.	⊕ Land safely and with control.	⊕ Apply bat and ball skills to play a small sided game.
	Locomotor: ⊕ Move at different speeds. ⊕ Move along different pathways. ⊕ Jump for height.			Throwing:	⊕ Understand basic game rules.

	<ul style="list-style-type: none">⊕ Jump for distance.⊕ Jump in different ways.⊕ Perform a jumping sequence.⊕ Change direction.⊕ Move at different speeds. <p>Object/ball skills:</p> <ul style="list-style-type: none">⊕ Track and receive a ball.⊕ Bounce a ball with control.⊕ Throw and catch a ball with a partner.⊕ Throw overarm with some control			<ul style="list-style-type: none">⊕ Throw underarm and overarm.⊕ Improve the distance they can throw by using more power.		
Key Assessment Questions	Can you develop some basic balance and co-ordination skills? Can you jump in different ways, including jumping for height, distance and in a sequence? Can you move along different pathways at different speeds? Can you change direction? Can you demonstrate object/ball skills with control?	Can you demonstrate imagination and creativity in movements? Can you compose individual, partner and group dances?	Can you apply skills and techniques learnt to a sequence? Can you travel in different ways? Can you hold a simple balance?	Can you show me how to run, jump and throw using a variety of techniques?	Can you throw overarm and catch with some control? Can you understand basic game rules? Can you practise striking, sending and receiving with some control in a game based situation?	
RE Religious tolerance Reflection Self-Understanding Wonder Sense of Community	Christianity		World Views	Free Choice - Hinduism	Islam	
	⊕ What does it mean to belong?	⊕ Why is Christmas celebrated by Christians? How will Christians celebrate Christmas in our local churches?	⊕ How do different and similar worldviews believe the world began and how should we look after it?	⊕ Who are some Hindu Gods and how are they worshipped?	⊕ What do Muslims believe about Allah and Muhammad?	⊕ How do Muslims express new beginnings in their lives?
	Children can.... ⊕ Explore what it means to Christians to belong to a church, e.g. Baptism (both adult and infant)	Children can.... ⊕ Explore what it means to Christians to belong to a church, e.g. Baptism (both adult and infant)	Children can.... ⊕ Explain how Christians view the creation of the world and try to take care for it, (stewardship).	Children can.... talk respectfully about faith ⊕ show respect for the views of other people	Children can.... ⊕ Talk about who Muslims say Allah and Muhammad (pbuh) are e.g. 99 names of Allah / Prophet of God.	Children can.... ⊕ Describe at least three things that might happen at a Muslim baby's naming ceremony. (Whispering into baby's ear, sweet taste of dates, hair shaved and weighed)
	⊕ Describe key important things	⊕ Describe key important things Christians believe	⊕ Retell two stories that explain how the world was made.		⊕ Explain that the Qur'an is the holy	

Open-mindedness	Christians believe about Jesus. (Life of Jesus)	about Jesus. (Life of Jesus) ⊕ Identify key aspects of the Christmas story and explain why Jesus was good news for Christians.	⊕ Explain how different groups of people believe the world was made (Hindu, Genesis, Big Bang Theory.) ⊕ Describe how religious and non-religious people say we should care for the world. (St Francis, David Attenborough)		book of Islam and say how it should be treated. ⊕ Show an understanding of at least two Muslim artefacts and explain how they are used. (Qur'an stand and Misbaha (Islamic Prayer Beads))	⊕ Describe at least three things that might happen at a Muslim marriage. (Gifts, clothing, contract.)
Key Assessment Questions	Can I express ways I am special? Can I talk about what it means to belong? Can I name some religions in the world? Can I suggest why some Christian adults might want to be baptised?	Can I suggest why something is precious? Can I retell the events of Jesus' birth? Can I say why the birth of Jesus is good news for Christians?	Can I talk about things I think are beautiful in the world? Can I identify how different groups believe the world was created? Can I describe ways religious and non-religious people say we can care for our world?	Can I talk respectfully about faith? Can I show respect for the views of other people?	Can I identify who Muhammed was? Can I name some of the 99 names? Can I ask questions about my faith and that of others? Can I explain who Allah is and why he is important to Muslims?	Can I show how the Muslim and Christian stories of creation compare? Can I share how a Muslim baby is welcomed?
Music	Hey You!	Rhythm in the Way We Walk Infant Nativity Play	In the Groove	Round and Round	Your Imagination Key Stage 1 Production	Reflect, Rewind and Replay Key Stage 1 Production

Listen and appraise Sing and play Composing Improvise Performance	Listen and Appraise <ul style="list-style-type: none"> ⊕ To learn songs by heart ⊕ To talk about the songs Sing and Play <ul style="list-style-type: none"> ⊕ To recognise the sound and names of instruments used ⊕ To know that music has a steady pulse, like a heartbeat ⊕ To create rhythms from words ⊕ To move to music Sing and Play <ul style="list-style-type: none"> ⊕ To sing songs confidently ⊕ To sing at different pitches ⊕ To make different sounds with voices ⊕ To start and stop singing when following a leader ⊕ To learn the names of notes in their instrumental part ⊕ To learn the names of the instruments they play ⊕ To treat instruments with respect. ⊕ To play a tuned instrumental part ⊕ To follow musical instructions from leader. Compose and Improvise <ul style="list-style-type: none"> ⊕ To clap and Improvise ⊕ To sing, play and improvise ⊕ To create a simple melody using 1, 2 or 3 notes together ⊕ To learn how the notes of a composition can be written down and changed Perform <ul style="list-style-type: none"> ⊕ To perform a song ⊕ To express how they felt about a performance 			Can I sing some songs by heart? Can I recognise the sound and name of some instruments? Can I keep a beat and move to music? Can I sing confidently at different pitches? Can I make different sounds with my voice? Can I name the notes of my instrument part? Can I treat instruments with respect? Can I clap and improvise? Can I create a simple melody with 1,2,3 notes? Can I make simple written recordings of my compositions? Can I perform and express my feelings about a performance?		
	RSHE			Online Safety – link to Computing Unit		
	manage relationships			Personal Development – Relationships		
	how and who to ask for help			Living in the Wider World		
	unique individuals			Sex and Relationships		
	recognise beauty in difference			Personal Development – Health and Wellbeing		
	express emotions and			Drugs and Alcohol		
	<ul style="list-style-type: none"> ⊕ I can share how I feel ⊕ I know which parts of my body are private ⊕ I can tell you about special people in my life ⊕ I can share my views with others ⊕ I show respect for others ⊕ I understand that there are different types of families. ⊕ I know what makes a good friend ⊕ I value difference 			<ul style="list-style-type: none"> ⊕ I know how to join in ⊕ I am proud to be me ⊕ I can work together with others ⊕ I know what rules are and why they are important ⊕ I know where money comes from ⊕ I know how to keep money safe ⊕ I know how to look after the local environment ⊕ I know that I can be friends with people who are different to me 		
				<ul style="list-style-type: none"> ⊕ I know what keeps our bodies healthy ⊕ I know how to keep clean ⊕ I recognise what I am good at and can set a target ⊕ I know how to play safely at home ⊕ I know how to ask for help when I need it ⊕ I understand how to keep my body healthy ⊕ I know how medicines get into our bodies ⊕ I know why people use medicines ⊕ I know when we should take medicine and who can give it to me 		

<p>opinions respectfully</p> <p>manage risk</p> <p>know rights and responsibilities of my citizenship</p>		<ul style="list-style-type: none"> I understand that babies need care and support I know there are different types of families I know who to ask for help 	
<p>Key Assessment Questions</p>	<p>How would you share how you feel?</p> <p>What parts of your body are private?</p> <p>Who are the special people in your life?</p> <p>What is respect and how can you show respect for others?</p> <p>Are all families the same? How are families different?</p> <p>Why is difference good?</p> <p>What makes a good friend?</p>	<p>How can you join in an activity?</p> <p>Why are you proud of you?</p> <p>What are rules? Why should we follow them?</p> <p>Where does money come from?</p> <p>How can we keep money safe?</p> <p>How can you look after the local environment?</p> <p>Are you and your friends different?</p> <p>Why do babies need care?</p> <p>Tell me about different types of families</p> <p>Who can you ask for, for help?</p>	<p>How can we keep our bodies healthy and clean?</p> <p>What are you good at?</p> <p>How can you play safely at home?</p> <p>Why do we need medicine and how does it get into our bodies?</p> <p>When should we take medicine? Who can give it to me?</p>
<p>Art</p> <p>Developing ideas</p> <p>Mastering technique - Drawing</p> <p>Painting</p> <p>Texture, pattern, colour, line and tone</p> <p>Taking inspiration from the greats</p>	Developing ideas		
	<ul style="list-style-type: none"> Start to record simple media explorations in a sketch book 		
	Mastering technique - Drawing		
	<ul style="list-style-type: none"> Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. Begin to control the types of marks made with the range of media. Draw on different surfaces with a range of media. Develop a range of tone using a pencil and use a variety of drawing techniques 		
	Mastering technique - Painting		
	<ul style="list-style-type: none"> Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads Explore techniques such as lightening and darkening paint without the use of black or white Begin to show control over the types of marks made Paint on different surfaces with a range of media Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours. 		
	Mastering technique - Print making		
	<ul style="list-style-type: none"> Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge Experience impressed printing: e.g. printing from objects Use equipment and media correctly and be able to produce a clean printed image Explore printing in relief: e.g. String and card Begin to identify forms of printing: Books, posters pictures, fabrics Use printmaking to create a repeating pattern 		
	Texture, pattern, colour, line and tone		
	<ul style="list-style-type: none"> Investigate textures by describing, naming, rubbing, copying. Produce an expanding range of patterns and textures. 		

	⊕ Begin to understand how colours can link to moods and feelings in art.					
	⊕ Taking inspiration from the greats					
	⊕ Look at and talk about own work					
	⊕ Explore the work of a range of artists, craft makers and designers.					
	⊕ Express their likes and dislikes					
Key Assessment Questions	Developing ideas	Mastering technique - Drawing	Mastering technique - Painting	Mastering technique - Print making	Texture, pattern, colour, line and tone	Taking inspiration from the greats
	Does your sketchbook have information you have found out?	Can you draw on different surfaces with a range of media?	What are the primary and secondary colours? Can you paint on different surfaces with a variety of techniques?	Can you create a repeating pattern using printmaking?	Can you show me a range of patterns and texture? How do colours link to mood?	Can you tell me about work by.....? What do you like and dislike?