|  |
| --- |
| PSHE |
| **Health and wellbeing*** 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.
 | **Relationships*** 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.
 | **Living in the wider world*** 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.
 |
| English (Y1) | Art & Design (KS1) | Computing (KS1) | P.E. (KS1) |
| **Reading*** Match graphemes for all phonemes
* Read accurately by blending sounds
* Read words with very common suffixes
* Read contractions & understand purpose
* Read phonics books aloud
* Link reading to own experiences
* Join in with predictable phrases
* Discuss significance of title & events
* Make simple predictions
 | **Writing*** Name letters of the alphabet
* Spell very common ‘exception’ words
* Spell days of the week
* Use very common prefixes & suffixes
* Form lower case letters correctly
* Form capital letters & digits
* Compose sentences orally before writing
* Read own writing to peers or teachers
 | **Grammar*** Leave spaces between words
* Begin to use basic punctuation: . ? !
* Use capital letters for proper nouns.
* Use common plural & verb suffixes

**Speaking & Listening*** Listen & respond appropriately
* Ask relevant questions
* Maintain attention & participate
 | * Use a range of materials
* Use drawing, painting and sculpture
* Develop techniques of colour, pattern, texture, line, shape, form and space
* Learn about range of artists, craftsmen and designers
 | * Understand use of algorithms
* Write & test simple programs
* Use logical reasoning to make predictions
* Organise, store, retrieve & manipulate data
* Communicate online safely and respectfully
* Recognise uses of IT outside of school
 | * Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination
* Participate in team games
* Perform dances using simple movement
* Swimming proficiency at 25m (KS1 or KS2)
 |
| Maths (Y1) | Design & Technology (KS1) | Geography (Y1) | R.E. |
| **Number/Calculation** * Count to / across 100
* Count in 1s, 2s, 5s and 10s
* Identify ‘one more’ and ‘one less’
* Read & write numbers to 20
* Use language, e.g. ‘more than’, ‘most’
* Use +, - and = symbols
* Know number bonds to 20
* Add and subtract one-digit and two-digit numbers to 20, including zero
* Solve one-step problems, including simple arrays
 | **Geometry & Measures** * Use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest
* Begin to measure length, capacity, weight
* Recognise coins & notes
* Use time & ordering vocabulary
* Tell the time to hour/half-hour
* Use language of days, weeks, months & years
* Recognise & name common 2-d and 3-d shapes
* Order & arrange objects
 | * Describe position & movement, including half and quarter turns

**Fractions*** Recognise & use ½ & ¼
 | * Design purposeful, functional & appealing products
* Generate, model & communicate ideas
* Use range of tools & materials to complete practical tasks
* Evaluate existing products & own ideas
* Build and improve structure & mechanisms
* Understand where food comes from
 | * Name & locate the four countries and capital cities of the United Kingdom using atlases & globes
* identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world
* Use basic geographical vocabulary to refer to local & familiar features
* Use four compass directions & simple vocab
 | * Continue to follow locally- agreed syllabus for RE
 |
| Great Experiences |  | Science (Y1) | History (KS1) | Music (KS1) | Languages |
| * See a stage production in a theatre
* Visit an art gallery
* Work with a professional artist
* Meet a professional writer
* Learn to play an instrument
* Perform in front of an audience
* Meet an international visitor
* Hold a short conversation in another language
 | * Visit Places of Worship
* A residential visit
* Take part in a competitive sporting event
* Teach another person a skill
* Be an active citizen in the community
* Make and eat a healthy meal of their own design
* Take part in outdoor learning
 | **Biology** * Identify basic plants
* Identify basic plant parts (roots, leaves, flowers, etc.)
* Identify & compare common animals
* Identify & name basic body parts

**Chemistry*** Distinguish between objects & materials
* Identify & name common materials
* Describe simple properties of some materials
* Compare & classify materials

**Physics*** Observe weather associated with changes of season
 | **Key Concepts*** Changes in living memory (linked to aspects of national life where appropriate)

**Key Individuals*** Lives of significant historical figures, including comparison of those from different periods
* Significant local people

**Key Events*** e.g. Bonfire night
* Events of local importance
 | * Sing songs
* Play tuned & untuned instruments musically
* Listen & understand live and recorded music
* Make and combine sounds musically
 | * Not required at KS1
 |