



Eversfield Preparatory School

Year I

Curriculum Design 2023-2024

Compassion Aspiration Respect Endeavour



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Year 1 Annual Overview 2023-24

Year 1	English	Mathematics	Science	History	Geography	Digital Literacy	RE
Michaelmas 1	Stories with familiar settings Rhyme: predictable and repeating pattern Rhyming sentences	Number and place value Addition and subtraction 2D shape	Materials and their properties		Mapping skills and weather	We are operators: learning how to use different computers	Belonging: celebrations
Michaelmas 2	Stories with repeated and patterned language Traditional tales Sentence punctuation Alphabetical order Writing instructions	Sequencing and sorting Length 3D shape	Animals	Toys of the past		We are celebrating: creating a card electronically	
Lent 1	Non-chronological reports Dictionary skills Poetry	Number and place value Length Fractions Arrays and multiplication	Pushes and pulls		The local area	We are treasure hunters: control and following instructions	Belonging in Christianity
Lent 2	Stories on a theme Funny stories Comprehension skills	Position and direction Money Time	Light	Castles		We are personal trainers: get-up- and-go graphs	The Easter story
Summer 1	Comprehension skills Seaside letters and postcards	Length Capacity and volume Fractions Weight Multiplication and division	Plants		Seasides Mapping skills – cities and countries	We are TV chefs: filming a recipe	Beliefs & practice
Summer 2	Fantasy stories Poems with repeated and patterned language	Time Money and place value Subtraction/ difference Addition and subtraction Word problems Data Handling 2D and 3D shape		Homes of the past		We are storytellers: producing a talking book	Bible stories

Year 1	Philosophy Skills	PSHE	Games	PE	Art and Design	Music	MFL
Michaelmas 1	First thoughts	Relationships: social	Hockey	Gymnastics	Art: Andy Goldsworthy Art: drawing skills	Exploring patterns: rhythm patterns	Spanish: animals
Michaelmas 2	Questions	Health and wellbeing: mental	Tag Rugby	Sports skills	Art: Andy Goldsworthy Art: drawing skills	Exploring Performance: Christmas Christingle	
Lent 1	Concepts	Health and wellbeing: physical	Football	Swimming	Art: painting <i>The Starry Night</i> Van Gogh	Exploring elements: dynamics & pitch	French: numbers and greetings
Lent 2	Listen and respond	Keeping safe	Netball		Textiles: sewing – Van Gogh <i>Sunflowers</i>	Exploring elements: tempo & duration	French: weather
Summer 1	Giving reasons	Economic wellbeing	Athletics	Swimming	Futurism – and animation	Exploring instruments: whole class violin project	French: colours
Summer 2	Enquiry	Being a responsible citizen	Cricket		Flick books and zoetrope	Exploring celebrations: Open Day /Thanksgiving	

Year I Michaelmas Term Curriculum Design 2023-24

Subject	Topic	Termly Objectives
ENGLISH	Reading and comprehension	<p>Example Texts: <i>Julia Donaldson focus:</i></p> <ul style="list-style-type: none"> • <i>The Gruffalo</i> • <i>The Snail & The Whale</i> • <i>Room On The Broom</i> • <i>Zog</i> • <i>Tiddler</i> • <i>Five Minutes Peace</i> by Jill Murphy • <i>Knuffle Bunny</i> by Mo Willems
	Writing - composition	<p>Narratives <i>Stories with familiar settings</i></p> <p><i>Stories with repeated patterned language</i></p> <p><i>Traditional tales</i></p>
		<ul style="list-style-type: none"> • practice hearing, identifying and segmenting words into known sounds and use contextual and phonetic clues to help with unfamiliar words • explore rhyming patterns • take note of simple punctuation to influence the tone and rhythm of my reading • extend the number of high frequency words that they can read on sight to include the first 100 HFW (and beyond) • sequence events, follow instructions and develop the ability to answer questions orally • use picture clues to help with simple texts • answer questions based on a familiar story • understand use of complete sentences
		<ul style="list-style-type: none"> • sequence a story in the correct order • role play a story in a group • write sentences to retell main events in a story • write in the first person • rewrite a simple familiar story • take an active part as one of the characters from a story • describe a character a story using several adjectives • use repeated language when retelling a story e.g. <i>Silly old fox, doesn't he know? There's no such thing as a Gruffalo!</i> • read and explore traditional stories and learn to sequence them

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		Patterned language	<ul style="list-style-type: none"> compose a sentence orally before writing it write more than one sentence about an idea re-read writing to check that it is correct writing can be read, without teacher's help
		Non-fiction Writing instructions	<ul style="list-style-type: none"> explain what instructions are write a set of instructions in the correct order, to enable someone else to follow the instructions
		Poetry	
		Writing - vocabulary, grammar and punctuation	<ul style="list-style-type: none"> add capital letters and full stops to simple sentences write, and match capital letters to lower case letters on an alphabet strip rewrite sentences adding a capital letter and a full stop in the correct places (e.g. proper nouns, days of week and the pronoun 'I') reorder a mixed up sentence and identify where the capital letter and full stop should go
		Writing - handwriting and presentation	<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
	Speaking and listening	<ul style="list-style-type: none"> develop speaking and listening skills becoming more confident speaking with a partner and to the whole class retell stories and act as a character in a role play situation participate in discussions about what is read to me, taking turns and listening to what others say learn to ask relevant questions and join in group discussions 	
MATHEMATICS	Number - place value	<ul style="list-style-type: none"> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number read and write numbers from 1 to 20 in numerals and words count, read and write numbers to 100 in numerals recognise the place value of numbers beyond 20 (tens and ones) 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 solve problems and practical problems involving all of the above given a number, identify one more and one less count in multiples of, twos, fives and tens 	

		<ul style="list-style-type: none"> • solve problems and practical problems involving all of the above
	Number - addition and subtraction	<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 zero (using concrete objects and pictorial representations) • solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems, such as $7 = \square - 9$ • present and interpret data in block diagrams using practical equipment • ask and answer simple questions by counting the number of objects in each category • ask and answer questions by comparing categorical data • recognise and create repeating patterns with numbers, objects and shapes • identify odd and even numbers linked to counting in twos from 0 and 1 • sort objects, numbers and shapes to a given criterion and their own
	Number - multiplication and division	
	Length	<ul style="list-style-type: none"> • compare and describe lengths and heights (for example; long/short, longer/shorter, tall/short, double/half) • measure and begin to record lengths and heights, using non-standard and then manageable standard units (m and cm) within children's range of counting competence
	Geometry - properties of shapes	<ul style="list-style-type: none"> • recognise and name common 2D shapes, including rectangles (including squares), circles and triangles • recognise and name common 3D shapes, including cuboids (including cubes), pyramids and spheres
SCIENCE	Materials and their properties	<ul style="list-style-type: none"> • name different types of materials • explore and describe materials by sight and touch • identify different objects made of the same material • group objects according to whether they are natural or not • understand that materials can be used for different uses according to their properties • group materials according to whether they are solid, liquid or gas

	Animals	<ul style="list-style-type: none"> • identify the life cycles of different animals • match the names of mothers and their young • identify females and males of different animals • identify mammals, fish and birds • identify reptiles and amphibians • describe the features of different classifications • identify a herbivore, carnivore and omnivore
HISTORY	Toys of the past Chronological awareness	<ul style="list-style-type: none"> • sequence simple pictures within my own experience • match toys to people of different ages
	Depth and range of historical knowledge	<ul style="list-style-type: none"> • describe similarities and differences between artefacts • use of a range of toys to find out characteristic features of them
	Understanding historical enquiry	<ul style="list-style-type: none"> • sort toys 'then' and 'now' • sequence toys from different periods to identify similarities and differences • use toys from the past to handle, observe and question • use photographic evidence to ask questions and answer questions
	Understanding historical interpretations	<ul style="list-style-type: none"> • identify how reliable memories are
GEOGRAPHY	Mapping skills and weather	<ul style="list-style-type: none"> • explore different maps and start to locate different places on them • identify the countries and capital cities that make up the United Kingdom • explore a world map and beginning to identify and name the seven continents and five oceans • use simple locational and directional language (near and far; left and right) • discuss the weather and seasons in different parts of the world • identify seasonal and daily weather patterns in the United Kingdom • look at weather symbols and use these to make an individual weather chart • record the weather over a short period of time using the school weather station
DIGITAL LITERACY	We are operators - learning how to use different computers Skills	<ul style="list-style-type: none"> • log on and off a school computer • basic keyboard and mouse skills • introduction to typing
	Knowledge and understanding	<ul style="list-style-type: none"> • control the mouse and keyboard to log on and off the computer • understand the difference between desktop PC's and mobile/tablet devices

		<ul style="list-style-type: none"> develop keyboard skills to increase typing speed
	We are celebrating - creating a card electronically <i>Skills</i>	<ul style="list-style-type: none"> understand that devices respond to commands discuss devices in the home that are controlled by commands
	<i>Knowledge and understanding</i>	<ul style="list-style-type: none"> use an iPad keyboard for typing make use of graphics to enhance text select text using an appropriate method create simple presentations for different purposes using templates for support develop use of a keyboard select appropriate images to add to work add captions to photographs and graphics
RE	Belonging	<ul style="list-style-type: none"> learn about belonging to different groups both in and out of school recognise the symbols associated with different religious group
	Celebrations	<ul style="list-style-type: none"> appreciate that light is an important symbol to lots of different groups discuss important festivals of Harvest, Diwali and Christmas
PHILOSOPHY SKILLS	First thoughts	<ul style="list-style-type: none"> introduce first thoughts about a stimulus listen carefully to other opinions
	Questions	<ul style="list-style-type: none"> ask wondering questions about stimulus introduce concepts from a stimulus
PSHE	Relationships – social	<ul style="list-style-type: none"> explain what makes a good friend describe what makes you unique describe what makes my family special explore that we are all different understand that my actions affect others recognise when you or someone else feels lonely and know what to do
	Health and wellbeing - mental	<ul style="list-style-type: none"> describe feelings recognise what others might be feeling (facial expressions/ body language) know what makes you feel good understand what to do if something makes me feel bad know how loss can make people feel and what helps to feel better

GAMES	Hockey Skill development	<ul style="list-style-type: none"> • hold a Unihoc stick correctly • control the ball using the front face of the stick • control the ball using the back face of the stick
	Knowledge and understanding	<ul style="list-style-type: none"> • play a small sided game with reduced numbers
	Applying tactics	<ul style="list-style-type: none"> • move the ball forward to score a goal
	Tag rugby Skill development	<ul style="list-style-type: none"> • carry the ball correctly using both hands • pass the ball to a standing target • create a target to pass to
	Knowledge and understanding	<ul style="list-style-type: none"> • understand how to tag a player correctly • know that you must run forward with the ball to score
	Applying tactics	<ul style="list-style-type: none"> • play a small sided game (3v3), where the ball is passed once a tag is made
PE	Gymnastics	<ul style="list-style-type: none"> • transfer body weight from one foot to another • use your body to make shapes • jump and land safely from apparatus • mirror a partner • use a ribbon or scarf
	Sports skills	<ul style="list-style-type: none"> • throw and catch a large ball • throw and catch a small ball • understand what effect exercise has on your body • identify how to stay healthy • use a skipping rope
ART AND DESIGN	Andy Goldsworthy	<ul style="list-style-type: none"> • to develop skills in drawing with a variety of art materials: 2B pencil, colour pencil, oil/chalk pastel • to create work inspired by the artist Andy Goldsworthy • to understand context of why artists create their work • to use sketchbook to record their work
	Drawing and painting	<ul style="list-style-type: none"> • to be able to identify what a natural form is • to be able to describe a natural form and how it differs from man-made • to develop skills in drawing from observation • develop skills in applying paint accurately to match colours • to know how to use a paintbrush correctly
MUSIC	Exploring rhythm - beat and pulse	An exploration into what is meant by pulse and rhythm

	Composing	<ul style="list-style-type: none"> compose a short, memorable pattern on either a metal, wooden or skinned instrument and place in a simple structure context question and answer rhythm patterns
	Performing	<ul style="list-style-type: none"> perform using a pulse, adding simple rhythms using body sounds copy rhythm patterns using skinned, wooden and metal percussion instruments
	Appraising	<ul style="list-style-type: none"> identify the difference between pulse and rhythm
	Exploring performance - Christingle Assembly	An exploration of preparing for a public performance, culminating in an assembly for parents celebrating the symbolism of the Christingle at Christmas
	Composing	
	Performing	<ul style="list-style-type: none"> learn and perform a selection of songs as part of the Christingle theme
	Appraising	<ul style="list-style-type: none"> introduce concepts of good breath control, use of dynamics and clear diction
MFL	Spanish - animals	<ul style="list-style-type: none"> learn the names of animals use 'tengo' to talk about my pets be able to recognise plurals in Spanish
		<ul style="list-style-type: none"> be able to talk about the colours of animals understand that adjectives come after the noun form simple sentences to invent an animal park talk about how Christmas is celebrated in Spain

Year I Lent Term Curriculum Design 2023-24

Subject	Topic	Termly Objectives	
ENGLISH	Reading and comprehension	Example Texts: <ul style="list-style-type: none"> <i>Owl Babies</i> – Martin Waddell <i>There's a Lion in my Cornflakes</i> by Michelle Robinson <i>The day Louis got Eaten</i> by John Fardell <i>No Thank You</i> (Hamilton Trust text) <i>Night Animals</i> by Susan Meredith 	
		<ul style="list-style-type: none"> read common 'tricky' words, i.e. those which cannot be decoded read familiar endings to words (-s, -es, -ing, -ed, -er, -est) use phonic knowledge to blend sounds in words, recognising graphemes taught so far including long phonemes and polysyllabic words recognise alternative graphemes for different phonemes, e.g. ea, ee, y and e-e for /ee/ recognise and use story language to re-tell a traditional tale or fairy story in their own words identify the main events or key points in a text show awareness that stories are set in different times and places develop inference about what might happen, what characters feel or why something has occurred 	
	Writing - composition	Narratives <i>Stories on a theme</i>	<ul style="list-style-type: none"> begin to punctuate sentences using capital letters, full stops, exclamation marks and question marks sequence sentences to form short narratives compose a sentence orally before writing it
		Non-fiction <i>Non-chronological reports</i>	<ul style="list-style-type: none"> explore events from different points of view recognise the difference between fiction and non-fiction use some basic descriptive language - colour, size, simple emotions use connectives that show time, e.g. then, after, before
Poetry <i>Predictable repeating patterns Rhyming sentences</i>		<ul style="list-style-type: none"> recognise features of a poem write a simple poem using a certain theme understand that words that rhyme end with the same sound cut and stick rhyming words from a poem 	

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	Writing - vocabulary, grammar and punctuation	<ul style="list-style-type: none"> • use a capital letter at the start of a sentence and a full stop at the end • use the pronoun 'I' to avoid repetition • begin to vary sentence openings • join words and clauses using the connective 'and'
	Writing - handwriting and presentation	<ul style="list-style-type: none"> • form capital letters accurately • form digits 0-9 • form lower case letters of the correct size, relative to one another
	Speaking and listening	<ul style="list-style-type: none"> • ask questions to find things out about topics which interest them • discuss what new words mean, linking new meanings to those already known • give a detailed description of an object or event • be prepared to speak when working in a group and listen carefully at appropriate points • take an active part in role play
MATHEMATICS	Number - place value	<ul style="list-style-type: none"> • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • read and write numbers from 1 to 20 in numerals and words • count, read and write numbers to 100 in numerals • begin to recognise the place value of numbers beyond 20 (tens and ones) • 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 • given a number, identify one more and one less • given a number, identify ten more and ten less • order numbers to 50 • solve problems and practical problems involving all of the above
	Number - multiplication and division	<ul style="list-style-type: none"> • recall and use doubles of all numbers to 10 and corresponding halve • solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher
	Number - fractions	<ul style="list-style-type: none"> • understand that a fraction can describe part of a whole • understand that a unit fraction represents one equal part of a whole

		<ul style="list-style-type: none"> recognise, find and name a half as one of two equal parts of an object, shape or quantity (including measure) recognise, find and name a quarter as one of four equal parts of an object, shape or quantity
	Measurements	<ul style="list-style-type: none"> recognise and know the value of different denominations of coins and notes tell the time to the hour and half past the hour and draw the hands on a clock face to show these times compare, describe and solve practical problems for time (quicker, slower, earlier, and later) measure and begin to record the following time (hours, minutes, seconds)
	Geometry – position and direction	<ul style="list-style-type: none"> describe position, directions and movements, including half, quarter and three-quarter turns
SCIENCE	Pushes and pulls	<ul style="list-style-type: none"> name different ways that we can move identify objects that move through either a push or a pull show a push or pull movement suggest reasons why some objects are dangerous to stop investigate how a force can change objects observe, experience and identify different causes of movement including pedal power wind and water
	Light	<ul style="list-style-type: none"> identify light sources as natural or artificial investigate whether or not we need light to see things investigate what happens when light is shone onto different types of material make predictions know that our bodies make shadows
HISTORY	Castles Chronological awareness	<ul style="list-style-type: none"> order castles in chronological order identify differences between castles and their own home use appropriate terminology such as past, then, now
	Depth and range of historical knowledge	<ul style="list-style-type: none"> observe and discuss the different parts of a castle discuss and explain why castles were built describe the key features of a castle and give reasons for their observations use sources to name key features of the people living and working in a castle

	Understanding historical enquiry	<ul style="list-style-type: none"> • use sources to observe and ask questions about it • use pictorial sources to find out information about the past
	Understanding historical interpretations	<ul style="list-style-type: none"> • understand the difference between fact and fiction through real life facts about knights and castles and fiction stories
GEOGRAPHY	The local area	<ul style="list-style-type: none"> • learn about the local environment and recognise some of the physical and human features in the school's locality • use simple fieldwork and observational skills to study the geography of my school • use simple locational and directional language (near and far; left and right) • carry out surveys on parking and traffic and try to work out some solutions to improve the environment • identify dangers on and by roads and discuss what the parking is like near school • use basic geographical vocabulary to refer to key physical features and human features • create simple maps and plans to follow directions and routes • investigate the school and its local environment • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom
DIGITAL LITERACY	We are treasure hunters - control and following instructions Skills	<ul style="list-style-type: none"> • follow commands to navigate around a course • follow a sequence of commands to complete a task
	Knowledge and awareness	<ul style="list-style-type: none"> • control the mouse to log on and off the computer • follow commands to navigate around a course • follow a sequence of commands to complete a task
	We are personal trainers - get-up-and-go graphs Skills	<ul style="list-style-type: none"> • use simple graphing software to produce pictograms • use a more advanced graphing software to enter data and change a graph type • interpret and draw conclusions from graphs, discuss information contained and answer simple questions • save work
	Knowledge and awareness	<ul style="list-style-type: none"> • understand that ICT can be used to sort items and information

		<ul style="list-style-type: none"> understand that ICT can be used to create, display, add to and change graphs quite easily
RE	Belonging in Christianity	<ul style="list-style-type: none"> talk about the symbols of Christianity identify the features found inside a church discuss the special ceremonies that take place in church such as Baptisms discuss the qualities that make a good leader and look at some famous leaders
	The Easter story	<ul style="list-style-type: none"> learn about the Easter story identify the key events in the Easter story empathise with how characters felt about different events
PHILOSOPHY SKILLS	Concepts	<ul style="list-style-type: none"> ask wondering questions about stimulus identify some simple concepts share thoughts about stimulus with others
	Listen and respond	<ul style="list-style-type: none"> set ground rules for discussion give responses to others during discussion actively listen to each other and take turns to speak
PSHE	Health and wellbeing – physical	<ul style="list-style-type: none"> understand the importance of basic hygiene understand how to clean teeth properly explain why sleep is important identify dangers to avoid at home and school know how to keep safe in the Sun
	Keeping safe	<ul style="list-style-type: none"> identify what keeps us safe at home and school understand when secrets are safe/ unsafe name someone I can turn to if I feel unsafe list the adults who keep us safe and what their role is (eg: police)
GAMES	Football sills Skill development	<ul style="list-style-type: none"> know the direction in which your team is playing understand that your team needs to score a goal to win
	Knowledge and understanding	<ul style="list-style-type: none"> pass the ball forward look for space
	Applying tactics	<ul style="list-style-type: none"> pass with accuracy, using a variety of passes (chest and bounce) create a target to throw to
	Netball skills Skill development	<ul style="list-style-type: none"> know the direction in which your team is playing understand that your team needs to score to win

	Knowledge and understanding	<ul style="list-style-type: none"> pass the ball forward look for space
	Applying tactics	<ul style="list-style-type: none"> know the direction in which your team is playing understand that your team needs to score a goal to win
PE	Swimming	<ul style="list-style-type: none"> water safety front crawl legs front crawl arms breathing while swimming on your front push and glides getting in and out of the pool safely backstroke legs body position in the water on your back backstroke arms
ART AND DESIGN	Painting – Van Gogh <i>The Starry Night</i>	<ul style="list-style-type: none"> to know about Van Gogh and recognise some of his key works use story telling skills to understand the context/story of <i>The Starry Night</i> replicate a painting in the style of Van Gogh complete a final outcome using Van Gogh as an influence
	Sewing – Van Gogh <i>Sunflowers</i>	<ul style="list-style-type: none"> practise cutting skills know how to transfer a pattern piece onto felt use stitching to join fabric and create decoration
MUSIC	Exploring elements - dynamics and pitch Composing	An exploration of musical opposites in relation to pitch and dynamics <ul style="list-style-type: none"> compose simple patterns using loud and quiet dynamics compose simple patterns using high and low pitch
	Performing	<ul style="list-style-type: none"> perform simple patterns using loud and quiet perform simple patterns using high and low pitch
	Appraising	<ul style="list-style-type: none"> opposites game reinforce concepts of high and low (pitch) and loud and quiet (dynamics) King and Queen game to reinforce understanding of pitch contrast game
	Exploring elements - tempo and duration Composing	An exploration of musical opposites in relation to tempo and duration <ul style="list-style-type: none"> compose simple patterns using fast and slow tempo compose simple patterns using short and long notes duration
	Performing	<ul style="list-style-type: none"> perform simple patterns using fast and slow

		<ul style="list-style-type: none"> perform simple patterns using short and long notes
	Appraising	<ul style="list-style-type: none"> reinforce concepts of fast and slow (tempo) and long and short (duration) sound game
MFL	French – numbers and greetings	<ul style="list-style-type: none"> be able to introduce themselves and greet someone count to 15 say how old they are
	French – weather	<ul style="list-style-type: none"> understand 4 weather phrases answer the question ‘quel temps fait-il?’ sing a song about the weather talk about how Easter is celebrated in France

Year I Summer Term Curriculum Design 2023-24

Subject	Topic	Termly Objectives	
ENGLISH	Reading and comprehension	Example Texts: <ul style="list-style-type: none"> • <i>Tim Peake biography</i> • <i>Man On The Moon</i> by Simon Bartram • <i>Bubbles – Literacy Shed</i> • <i>The Lighthouse Keeper’s Lunch</i> by David & Ronda Armitage • <i>The Secret of Black Rock</i> by Joe Todd-Stanton • <i>The Beach</i> by Roland Harvey 	
		<ul style="list-style-type: none"> • discover the difference between spoken and written texts • explore direct speech in texts • understand and identify a verb and examine powerful/interesting verb choices in texts • tackle more difficult words by identifying the syllables contained in them • investigate the format of non-fiction texts and the uses of alphabetical order • use dictionaries, content and index pages • practise answering questions in complete sentences and study the structures of stories and characters, with an emphasis on fantasy worlds • choose books of an appropriate level independently 	
	Writing - composition	Narratives <i>Fantasy stories</i>	<ul style="list-style-type: none"> • explore the differences between fantasy and reality • identify thoughts and feelings in a fantasy setting • create own fantasy stories using correct story structure • identify predictable and repeating pattern in stories • use a simple structure in my writing, e.g. beginning middle and end
		Letters & postcards	<ul style="list-style-type: none"> • use the layout and basic format of a letter • use interesting adjectives to describe people, objects and settings • give basic information for the reader using the correct words for the target audience
	Poetry <i>Poems with repeated and</i>	<ul style="list-style-type: none"> • recite rhymes and poems off by heart to an audience of peers • identify predictable and repeating pattern in poems 	

		patterned language	
	Writing - vocabulary, grammar and punctuation		<ul style="list-style-type: none"> • revise spelling patterns as necessary from previous terms • explore end blends and long phonemes • look in detail at the punctuation of sentences • punctuate sentences, using a capital letter and a full stop, question mark or exclamation mark
	Writing - handwriting and presentation		<ul style="list-style-type: none"> • develop a joined style of writing, using the approach stroke • use spacing between words that reflects the size of the letters
	Speaking and listening		<ul style="list-style-type: none"> • retell personal news in a sequence of sentences, taking account of the needs of the listeners • read my writing back to an adult confidently • participate effectively as speakers and listeners, in class and small group discussions • take part in role-play situations within the classroom
MATHEMATICS	Number - place value		<ul style="list-style-type: none"> • read and write numbers from 1 to 20 in numerals and words • count, read and write numbers to 100 in numeral • begin to recognise the place value of numbers beyond 20 (tens and ones) • 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 • give a number, identify one more and one less • give a number, identify ten more and ten less • order numbers to 50 • solve problems and practical problems involving all of the above • recognise and create repeating patterns with numbers, objects and shapes • identify odd and even numbers linked to counting in twos from 0 and 1 • sort objects, numbers and shapes to a given criterion and their own
	Number - addition and subtraction		<ul style="list-style-type: none"> • represent and use number bonds and related subtraction facts within 20 • add and subtract one-digit and two-digit numbers to 20, including zero (using concrete objects and pictorial representations) • ask and answer simple questions by counting the number of objects in each category

		<ul style="list-style-type: none"> • subtract one-digit and two-digit numbers to 20 using 'difference' as finding how many more to make (using concrete objects and pictorial representations) • solve problems involving how many more to make • ask and answer simple questions by counting the number of objects in each category • ask and answer questions by comparing categorical data
	Number - multiplication and division	<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
	Number - fractions	<ul style="list-style-type: none"> • understand that a fraction can describe part of a whole • understand that a unit fraction represents one equal part of a whole • recognise, find and name a half as one of two equal parts of an object, shape or quantity (including measure) • recognise, find and name a quarter as one of four equal parts of an object, shape or quantity
	Measurements	<ul style="list-style-type: none"> • compare, describe and solve practical problems capacity/volume (full/empty, more than, less than, quarter) • measure and begin to record capacity and volume using non- standard and then standard units (litres and ml) within children's range of counting competence • compare and describe lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) • measure and begin to record lengths and heights, using non-standard and then manageable standard units (m and cm) within children's range of counting competence • compare and describe mass/weight (for example, heavy/light, heavier than, lighter than) • measure and begin to record mass/weight, using non-standard and then standard units (kg and g) within children's range of counting competence • solve practical problems for lengths, heights and masses/weights • sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening

		<ul style="list-style-type: none"> recognise and use language relating to dates, including days of the week, weeks, months and years measure and begin to record time (hours, minutes, seconds) compare, describe and solve practical problems for time (quicker, slower, earlier, later) tell the time to the hour and half past the hour and draw the hands on a clock face to show these times present and interpret data in block diagrams
	Geometry - properties of shapes	<ul style="list-style-type: none"> recognise and name common 2D shapes, including rectangles (including squares), circles and triangles recognise and name common 3D shapes, including cuboids (including cubes), pyramids and spheres
	Geometry - position and direction	<ul style="list-style-type: none"> describe position, directions and movements, including half, quarter and three-quarter turns
SCIENCE	Plants	<ul style="list-style-type: none"> identify and know the names of some common flowering plants and trees identify the main parts of a plant name some plants that we eat
HISTORY	Homes of the past Chronological awareness	<ul style="list-style-type: none"> sort houses in chronological order use appropriate terminology such as past, then and now
	Depth and range of historical knowledge	<ul style="list-style-type: none"> identify similarities and differences between homes now and long ago use sources to name key features about people in the past use sources to name key features about homes in the past
	Understanding historical enquiry	<ul style="list-style-type: none"> use sources to observe and question what we would find inside a home long ago use sources to research about a Victorian home sort artefacts using the term 'now' and 'then'
	Understanding historical interpretations	
GEOGRAPHY	Seasides	<ul style="list-style-type: none"> identify how people travel to holiday destinations from Solihull use coordinates to place holiday resorts on a UK map name geographical features common to seaside locations identify whether seaside features are natural or manmade identify similarities and differences between land use in Solihull and in a UK seaside resort

		<ul style="list-style-type: none"> • use basic geographical vocabulary to refer to key physical features and human features • create a map of an imaginary seaside resort
	Mapping skills - cities and countries	<ul style="list-style-type: none"> • label blank maps of Great Britain and the World and demonstrate current levels of knowledge of the location of countries and cities within them
DIGITAL LITERACY	We are TV chefs - filming a recipe Skills	<ul style="list-style-type: none"> • create a sequence of images to form a short animation • begin to add text to each image • add instructions to each slide • enhance text by changing colour, font and adding sound
	Knowledge and awareness	<ul style="list-style-type: none"> • know text can be different colours, sizes and styles • know that multimedia includes sound, text and graphics • know ICT can be used to communicate ideas in different ways
	We are storytellers - producing a talking book Skills	<ul style="list-style-type: none"> • develop correct use of the iPad keyboard • select appropriate images to add to work • add captions to photo's • make simple changes to text • save and amend work • word process short texts, working directly at the iPad • make use of graphics, video and sound to enhance text in multimedia work • select text using an appropriate method e.g. highlighting or clicking • select and record sounds to add to work • create simple presentations for different purposes • make use of graphics, video and sound to enhance text in multimedia work
	Knowledge and awareness	<ul style="list-style-type: none"> • talk about use of text, graphics and sound • understand that images, sounds and text can be subject to copyright • be able to share recordings with a known audience • talk about use of text, graphics and sound
RE	Beliefs and practice	<ul style="list-style-type: none"> • explore beliefs and find out what people of faith believe • explore and discuss sacred stories • find out about different religious festivals and rituals • name some religious festivals and celebrations • find out about different ways in which people worship

		<ul style="list-style-type: none"> • name different ways people may worship • find out about how a person of faith lives their life
	Bible stories	<ul style="list-style-type: none"> • learn stories from the Old Testament, including Joseph and Moses • investigate what life would have been like from the point of view of different people
PHILOSOPHY SKILLS	Giving reasons	<ul style="list-style-type: none"> • identify and explore concepts • begin to agree and disagree in discussions • start to give reasons for their ideas • actively listen to each other and take turns to speak
	Enquiry	<ul style="list-style-type: none"> • move to full enquiries • able to agree and disagree with others
PSHE	Economic wellbeing	<ul style="list-style-type: none"> • know the value of UK coins • understand what some common items cost • explain how we can save money • explain the difference between a want and a need • know that people have jobs to earn money
	Being a responsible citizen	<ul style="list-style-type: none"> • name the people in your community • list similarities and differences between me and other people • identify why we need rules • name some ways of improving/harming the local environment
GAMES	Athletics <i>Skill development</i>	<ul style="list-style-type: none"> • improve the ability to throw a ball for a longer distance
	<i>Knowledge and understanding</i>	<ul style="list-style-type: none"> • know how to start a race • know how to take part in the different events
	Cricket <i>Skill development</i>	<ul style="list-style-type: none"> • hold the bat correctly • hit the ball off the top of a tee (front foot drive) • bowl keeping a star shape
	<i>Knowledge and understanding</i>	<ul style="list-style-type: none"> • know the basic rules of cricket • know that when you field the ball, you have to get it back to the bowler
PE	Swimming	<ul style="list-style-type: none"> • breaststroke legs • breaststroke arms • breathing in breaststroke and the timing of this with legs and arms • push and glide

		<ul style="list-style-type: none"> • refinement of the strokes that have been taught • water safety • jumping in the pool safely
ART AND DESIGN	Futurism	<ul style="list-style-type: none"> • know why and how Duchamp painted 'model walking down a staircase' • understand how their bodies work and move when carrying out different tasks • know who Eadweard Muybridge is • use photographs of a horse galloping to make a moving puppet • Giacomo Balla <i>Dynamism of a Dog on Leash</i>, use the image to inspire pupils own outcome
	Flick books and zoetrope	<ul style="list-style-type: none"> • to know what a flick book and zoetrope is and how they have influenced filmmaking today • know how to create a flick book • plan a sequence of images for a zoetrope • produce an animated outcome
MUSIC	Exploring instruments – whole class violin project	An exploration of the violin as a stringed instrument
	Composing	
	Performing	<ul style="list-style-type: none"> • perform simple patterns and cycles using pizzicato (plucking) and the bow
	Appraising	<ul style="list-style-type: none"> • investigate what the violin is and how it sounds • introduce holding position, strings, pizzicato and bowing
	Exploring celebrations - Open Day / Thanksgiving Songs	An exploration of what Open Day and Thanksgiving means in the life of the school, culminating in public performances of suitable songs
	Composing	
Performing	<ul style="list-style-type: none"> • perform vocal warm-up pitched and rhythmic patterns • learn and perform selected songs suitable for each occasion 	
Appraising	<ul style="list-style-type: none"> • what is Open Day about? • what is Thanksgiving about? • reinforce concepts of good breath control, secure intonation, dynamics and clear diction 	
MFL	French - colours	<ul style="list-style-type: none"> • learn 6 colours • be able to answer the question 'quelle est ta couleur préférée?' • sing a song about the colours

		<ul style="list-style-type: none">• listen to and understand the story of <i>Pop mange de toutes les couleurs</i>• choose the correct words to complete French sentences• copy individual French words correctly
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