



Joydens Wood Infant School Curriculum 2023-2024



Curriculum Intent

Joydens Wood Infant School's curriculum allows the children to develop independence and expertise through a succinctly planned Progression of Skills and Knowledge. Every element is carefully considered so the children have a strong grasp of how their prior learning enables them to be successful in their future learning.

Our Curriculum is designed to ensure our children have a progressive educational journey that enables them to:

- **Develop strong fluency and confidence** in the foundations in Literacy and Mathematics
- **Lead their own learning** through child-led and enquiry-based opportunities
- **Think critically and make links** through a cross curricular approach which is underpinned by key texts

We are proud our curriculum design as it is ambitious and diverse, enabling all children regardless of their background and barriers to have the right opportunities to flourish in their learning. We provide a 'Nurture' approach for our children who require the curriculum to be delivered in a more holistic and pastoral way.

Curriculum Implementation

The implementation of our curriculum is simple, teachers and leaders must ensure:

- Planning is underpinned by carefully considered and progressively planned skills and knowledge. The planning is broken down into Medium Term and Short-Term planning. Planning and teaching ensures the children are drawing upon their prior learning to help them move forward.
- Progress is measured by the level of independence, resilience and confidence in the application of skills, knowledge and vocabulary, this is called 'learning autonomy'. Learning autonomy is defined by our team as 'being able to use and apply skills and knowledge independently and in a range of situations'. The autonomy enables us to strongly identify when learning has been committed to long term memory.
- Evidence is measured through a combination of book looks, learning walks, planning scrutiny and teacher, parent and pupil surveys. This feeds into the evaluation of the overall impact of the curriculum.

Curriculum Impact

Everyone is accountable for the curriculum impact through a non-hierarchical structure of responsibility to provide a secure understanding of:

- How the Progression of Skills and Knowledge enables children to use their prior learning to help them to be successful
- Whether any aspects of the curriculum need to be retaught to gain further depth of knowledge and expertise
- How the key texts enable children to acquire high level vocabulary and conceptual understanding

Leaders are responsible for ensuring they have a carefully planned and developed Progression of Skills and Knowledge (PoSK) and policy for each subject area. Leaders are responsible for ensuring all staff involved in teaching and learning have secure subject knowledge and that CPD is implemented without delay.

Teachers and Learning Support Assistants are responsible for tracking the children's progression through the curriculum content and ensuring they are planning regular opportunities to check children's depth of knowledge and learning autonomy. Teachers must ensure that progress is fed back to parents and subject leaders regularly.

Parents are responsible for ensuring they challenge teachers on how their child is progressing through the curriculum and how they can support at home. Parents must have a strong understanding of what has already been taught, what needs to be taught next and how this will help their child in the next stages of their education.

Children are responsible for ensuring they share their views on their learning and reflect on how confident they feel in different aspects of the curriculum. Children must be provided regular opportunities to share their 'Pupil Voice'.

Curriculum Overview and Progression of Skills and Knowledge 2022-2023

This document shares our school's Progression of Skills and Knowledge (PoSK) that is succinctly linked to the National Curriculum, Early Years Framework and Development Matters 2021. All statements have been taken from statutory documentation and put into a progressive journey across the course of their infant schooling and beyond. The school follow a cross-curricular approach (where possible) which links to Power of Reading texts from CLPE, the cross curricular approach is broken down into 6 topics which are themed and linked directly to our PoSK. This enables planning to be inspiring and creative whilst ensuring a depth of knowledge and conceptual understanding underpins each topic. Where subjects are taught discretely; Mathematics, RE, PE, PSHE, Computing and Art (Year 2 only), a specific scheme of work is followed.

EYFS

Subject	Autumn Term		Spring Term		Summer Term	
		We are on a Mission...	Our Amazing Planet!	Let's Grow!	Worms, Webs and Wings...	Zoom, Zoom, Zoom we are going to the moon!
Little Wandle	Phase 2 (10 weeks)		Phase 3 (10 weeks)		Phase 4 (10 weeks)	
Little Wandle Book Band	Wordless Books	Phase 2 sets 1-3	Phase 2 sets 4-5	Phase 3 set 1	Phase 3 set 2	Phase 4 set 1
Word Reading	<ul style="list-style-type: none">● read individual letters by saying the sounds for them● blend sounds into words so they can read short words made up of known letter sound correspondences● read some letters that each represent one sound and say sounds for them● read a few common exception words matched to Little Wandle			<ul style="list-style-type: none">● Say a sound for each letter in the alphabet and at least 10 digraphs● Read words consistent with their phonic knowledge by sound-blending● read simple phrases and sentences made up of words with known letter-sound correspondence and, where necessary, a few common exception words		
Reading comprehension (Developing understanding of a text)	<ul style="list-style-type: none">● Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words● Use new vocabulary in different contexts.● Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary● Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary● Anticipate – where appropriate – key events in stories					
Reading for Enjoyment (Reading Forest)	Amazing Authors and Inspiring Illustrators (Read Aloud Texts): Autumn 1: Author: Julia Donaldson and Axel Scheffler Focus: Familiar Texts Autumn 2: Author: Traditional Tales and Stories Focus: Archaic Language Performing Puppets Small Stories Fact and Fiction (facts to link to specific animals, settings and characters) (Resources added overtime based on cohort interests) Discovery Den Borrow a Book		Amazing Authors and Inspiring Illustrators (Read Aloud Texts): Spring 1: Author: John Burningham Focus: Non-Linear Time Sequences Spring 2: Author: Melanie Watt Focus: Narratively Complex Performing Puppets Small Stories Fact and Fiction (facts to link to specific animals, settings and characters) (Resources added overtime based on cohort interests) Discovery Den Borrow a Book		Amazing Authors and Inspiring Illustrators (Read Aloud Texts): Summer 1: Author: Judith Kerr Focus: Figurative/Symbolic Text Summer 2: Author: Jeanne Willis Focus: Resistant Texts Performing Puppets Small Stories Fact and Fiction (Resources added overtime based on cohort interests) Discovery Den Borrow a Book	


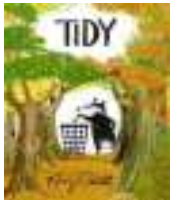

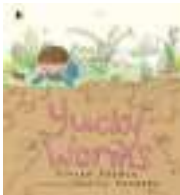
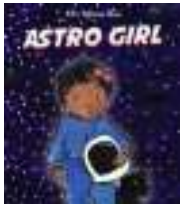
EYFS

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		We are on a Mission...	Our Amazing Planet!	Let's Grow!	Worms, Webs and Wings...	Zoom, Zoom, Zoom we are going to the moon!
	<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • Reread books to build up their confidence in word reading, their fluency and their understanding and enjoyment • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. • Listen to and talk about stories to build familiarity and understanding. • Invent, adapt and recount narratives and stories with peers and their teacher; 					

EYFS

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		We are on a Mission...	Our Amazing Planet!	Let's Grow!	Worms, Webs and Wings...	Zoom, Zoom, Zoom we are going to the moon!
Handwriting (PD Fine Motor)	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 			<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; • Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. 		
Happy Handwriting			Week 1: c, a, Week 2: d, g Week 3: o, q, e Week 4: s, f Week 5: Revision of curly caterpillar family Week 6: i, l, t Week 7: u, y Week 8: j, k Week 9: Revision of Long Ladder Family Week 10: r, n		Week 1: m Week 2: h Week 3: b Week 4: p Week 5: Revision of Robot Family Week 6: v Week 7: w Week 8: x Week 9: z Week 10: Revision of Zigzag Family	

EYFS

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		We are on a Mission...	Our Amazing Planet!	Let's Grow!	Worms, Webs and Wings...	Zoom, Zoom, Zoom we are going to the moon!
Key Texts (follow CLPE planning)		<p>The Great Explorer (no CLPE planning)</p> 	<p>Tidy</p> 	<p>Errol's Garden</p> 	<p>Yucky Worms</p> 	<p>Astrogirl</p> 
Language Development	<ul style="list-style-type: none"> ● Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate ● Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher. ● Articulate their ideas and thoughts in well-formed sentences. ● Connect one idea or action to another using a range of connectives ● Ask questions to find out more and to check they understand what has been said to them. ● Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary ● Make comments about what they have heard and ask questions to clarify their understanding; 					
Writing Composition	<ul style="list-style-type: none"> ● re-read what they have written to check that it makes sense ● Write simple phrases and sentences that can be read by other 					
Writing Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> ● write short sentences with words with known sound-letter correspondences using a capital letter and full stop. ● Spell words by identifying sounds in them and representing the sounds with a letter or letters 					

EYFS

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		We are on a Mission...	Our Amazing Planet!	Let's Grow!	Worms, Webs and Wings...	Zoom, Zoom, Zoom we are going to the moon!
Science			Animals and Growing ● Explore the natural world around them, making observations and drawing pictures of animals and plants; ● Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. what has been read in class;			
History					● Talk about the lives of the people around them and their roles in society ● Know some similarities and differences between things in the past and now drawing on their experiences and what has been read in class ● Understand the past through settings, characters and events encountered in books read in class and storytelling ● Comment on images of familiar situations in the past. ● Understand that some places are special to members of their community ● Compare and contrast characters from stories, including figures from the past.	
Geography	● Recognise some environments that are different from the one in which they live ● Maps and directional language ● Draw information from a simple map.		● Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps ● Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.			
Outdoor Learning	Health and Safety		Changes in Seasons and Environment: - Personal skills - Building skills		Being an Independent Outdoor Learner	
DT, Art and Design Provision Based (Follow Art Scheme of Work)	● Using Media and designing for a purpose ● Explore, use and refine a variety of artistic effects to express their ideas and feelings. ● Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function ● Share their creations, explaining the process they have used ● Make use of props and materials when role playing characters in narratives and stories					
	Colour	Printing	Pattern	Texture	Form	Drawing
RE (Kent Syllabus)	Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.					

EYFS

Summer Term	Autumn Term		Spring Term		Summer Term	
		We are on a Mission...	Our Amazing Planet!	Let's Grow!	Worms, Webs and Wings...	Zoom, Zoom, Zoom we are going to the moon!
Cooking	<ul style="list-style-type: none"> Measuring, mixing (link to Fine Motor and use of tools and techniques) Following visual recipes Basic food hygiene (bacteria hand test) Explore senses (smell, taste, feel,) Using knives and cutting skills Shape, assemble, measure, weigh Introduction to healthy eating 		Where is your food from? <ul style="list-style-type: none"> Sustainable eating and growing practices. Looking at packaging where is it from. Looking at foods from around the world (linked to their texts). Composting of waste for growing. Explore around the world foods (how different countries eat different foods, special recipes) · Using recipes to incorporate seasonal produce 		Space Snacks! <ul style="list-style-type: none"> What do astronauts eat? How is it stored and packaged? Creating a 'Space Station' Menu Design a healthy space collage menu. Discuss what astronauts may eat Make a variety of space themed recipes, e.g. Moon bread, star biscuits, Fruity rockets 	
Gardening	Using composted waste <ul style="list-style-type: none"> https://www.lovethegarden.com/uk-en/article/uk-vegetable-planting-calendar How to make compost (what food waste could we use?) Plant seasonal seeds, bulbs etc. Explore indoor and outdoor growing 		Planting and Growing <ul style="list-style-type: none"> Planting wildflower seeds Planting for next season https://www.lovethegarden.com/uk-en/article/uk-vegetable-planting-calendar Using home grown ingredients in our recipes · Preparing mini stanhill for summer harvest 		Planting for next season <ul style="list-style-type: none"> Using composting waste https://www.lovethegarden.com/uk-en/article/uk-vegetable-planting-calendar Discuss and discover the effects of the environment on how our seeds, bulbs etc have grown/not grown. · How has the wild life contributed to our growing/not growing Weather effects 	
PE (Follow PE scheme of work)	Body Management and BEAM	Speed, agility and travel Body Management and BEAM	Gymnastics and Dance	Gymnastics/Dance: Manipulation and coordination	Problem solving and games	Athletics and Multi skill
Computing (Follow Barefoot Curriculum)						<ul style="list-style-type: none"> Understanding what algorithms are
Music Provision Based	Listen attentively, move to and talk about music, expressing their feelings and responses.					
PPA Structure	PE, Reading Forest, Cooking/Gardening, Child Initiated Play					

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			We are on a Mission...	Our Amazing Planet!	Let's Grow!	Worms, Webs and Wings...	Zoom, Zoom, Zoom we are going to the moon!
	Maths Meetings	<p>Number:</p> <ul style="list-style-type: none"> ● Recognising numerals to 10 ● Show an awareness of even and odd numbers to 5 ● Count reliably with numbers from 1 to 10 both forwards and backwards along a number line ● Say which number is one more or one less than a given number within 10 ● Add and subtract two single-digit numbers ● Represent and use number bonds within 5 ● Subitising within 5 ● Composition of numbers to 5 <p>Shape:</p> <ul style="list-style-type: none"> ● Recognise, describe and create patterns that are the same and different ● Explore characteristics of everyday objects and shapes and use mathematical language to describe them ● Use common shape names ● Responds to and uses language of position and direction e.g. on top of. <p>Measure:</p> <ul style="list-style-type: none"> ● Order objects according to length or height and use everyday language to talk about size, weight, capacity <p>Time:</p> <ul style="list-style-type: none"> ● Days of the week and months of the year ● Orders and sequences events in everyday life and stories <p>Money:</p> <ul style="list-style-type: none"> ● Introduce coins 1p, 2p, 5p and 10p 		<p>Number:</p> <ul style="list-style-type: none"> ● Subitising within 10 ● subitise larger numbers by subitising smaller groups within the number e.g. sees six raisins on a plate as three and three ● Show an awareness of even and odd numbers to 10 ● Say which number is one more or one less than a given number within 20 ● Count reliably with numbers from 1 to 10 (Spring 1) 1 - 20 (Spring 2) forwards and backwards ● Represent and use number bonds within 5 and recall these automatically ● represent doubling facts using resources and begin to recall these automatically using numbers to 10 (Spring 2) ● Use a range of representations to model adding and subtracting ● Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same ● Share/group a number of objects into 2's, 5's and 10's equally ● Composition of numbers to 10 <p>Shape:</p> <ul style="list-style-type: none"> ● Explore, recognise, naming and matching 2D and 3D shapes and use mathematical language to describe them ● Ordering lengths and using comparative vocabulary <p>Time:</p> <ul style="list-style-type: none"> ● Days of the week (today, tomorrow and yesterday) and months of the year ● Introduce the clock and talk about familiar times of the day <p>Money:</p> <ul style="list-style-type: none"> ● Use everyday language to talk about money, recognise coins up to 50p and their values <p>Measures:</p> <ul style="list-style-type: none"> ● use spatial language, including following and giving directions, using reactive terms and describing what they see from different view points 		<p>Number:</p> <ul style="list-style-type: none"> ● Subitising 5, 10 and 15. ● Count reliably with numbers from 1 - 20 forwards and backwards ● Show an awareness of even and odd numbers to 20 ● Explore counting on and back from any number within 50 in 2's, 5's and 10's. ● Double and half numbers (within 10) ● Add and subtract two single-digit numbers and count on or back to find the answer using a range of strategies (ten frame, number line etc.) ● Composition of numbers to 5, 10 and 15. ● Represent and use number bonds within 5 and 10 and recall these automatically e.g. number bond tennis ● Represent doubling facts using resources and recall these automatically using numbers to 10 e.g. double tennis ● Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same <p>Shape:</p> <ul style="list-style-type: none"> ● Naming and matching 2D and 3D shapes and use mathematical language to describe them including face, edge, side and vertices <p>Measure:</p> <ul style="list-style-type: none"> ● Compare two or more objects and quantities in length, weight and capacities <p>Time:</p> <ul style="list-style-type: none"> ● Introduce o'clock 	

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			We are on a Mission...	Our Amazing Planet!	Let's Grow!	Worms, Webs and Wings...	Zoom, Zoom, Zoom we are going to the moon!
	<p>Maths</p> <p>Progression Key:</p> <p>'has an awareness of'</p> <p>'developing knowledge in'</p> <p>'can independently do'</p>	<p>Early mathematical experiences</p> <ul style="list-style-type: none"> counting objects using one-to-one correspondence up to 5 using some number names and number languages match equal sets using one-to-one correspondence match unequal sets using one to-one correspondence compare objects according to size compare sets without counting order objects according to length or height order sets without counting Count objects, actions and sounds 	<p>Addition and subtraction within 5</p> <ul style="list-style-type: none"> understand the composition of numbers up to 5 add and subtract two single-digit numbers estimate a number of objects and check by counting up to 5 introduce the concept of 0 as the empty set represent and use number bonds within 5 use quantities and objects to add and subtract two single digit numbers solve real world mathematical problems up to 5 	<p>Numbers within 10</p> <ul style="list-style-type: none"> say which number is one more or one less than a given number estimate a number of objects and check by counting counting forwards and backwards reliably with numbers from 1 to 10 develop an understanding of zero create representations for numbers 0-10 place numbers 0-10 in order recognise the numerals 0-10 match the numeral with a group of items to show how many there are up to 10 use ordinal numbers: 1st, 2nd...last understand the conservation of numbers Counts out up to 10 objects from a larger group 	<p>Shape and Pattern</p> <ul style="list-style-type: none"> use informal language as well as mathematical terms to describe and name shapes talk about properties of shapes explore characteristics of everyday objects and shapes and use mathematical language to describe them explore characteristics of everyday objects and shapes (focusing on 2-D shapes) classify and sort shapes partitions and combines shapes to make new shapes with 2D and 3D shapes recognise, create, and describe patterns with shapes as well as identifying the pattern rule recognise and create patterns beyond AB patterns and can recognise the unit of repeat use mathematical language to describe size and position 	<p>Doubling and Halving to 20</p> <ul style="list-style-type: none"> solve problems, including doubling, halving and sharing model doubling using a range of representations (CPA) model halving using a range of representations (CPA) Explore the relationship between doubling Explore the relationship between halving 	<p>Measures</p> <ul style="list-style-type: none"> use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and solve problems estimate, measure, weigh and compare and order objects order two or three items by length or height order two items by weight or capacity compare objects and quantities solve size problems involving measures explore measuring objects using non standard units

Subject		Autumn		Spring		Summer	
			We are on a Mission...	Our Amazing Planet!	Let's Grow!	Worms, Webs and Wings...	Zoom, Zoom, Zoom we are going to the moon!
	<p>Maths</p> <p>Progression Key:</p> <p>'has an awareness of'</p> <p>'developing knowledge in'</p> <p>'can independently do'</p>	<p>Pattern and Early Number</p> <ul style="list-style-type: none"> recite numbers past 5. count 1, 2 or 3 objects, images or sounds reliably recognise if a number of objects is the same or different (working with numbers 1, 2 and 3) develop fast recognition of up to 3 objects, without having to count them individually (subitising). recognise the numerals 1, 2 and 3 create representations for numbers 1, 2 and 3 talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. extend and create ABAB patterns – stick, leaf, stick, leaf. notice and correct an error in a repeating pattern. begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 	<p>Measures</p> <ul style="list-style-type: none"> use everyday language to talk about size, weight, capacity estimate, measure, weigh and compare and order objects compare objects and quantities to accurately understand the difference between tall, small, short, long, light and heavy. solve size problems related to measures <p>Shape and Sorting</p> <ul style="list-style-type: none"> explore characteristics of everyday objects and shapes and use mathematical language to describe them use common shape names and show an interest in shape and space by playing with shapes by sustained construction activity e.g. flat surface for a building and triangular shape for a roof. explore characteristics of everyday objects and shapes (focusing on 3-D shapes) use positional language classify and sort (similarities and differences) everyday objects 	<p>Addition and subtraction within 10</p> <ul style="list-style-type: none"> estimate a number of objects and check by counting up to 10 adds one and subtracts one with numbers to 10 add and subtract two single-digit numbers and count on or back to find the answer use quantities and objects to add and subtract two single-digit numbers recall some number bonds to 10 Use number names, symbols (+ or -), tallies when comparing numbers and exploring mathematical problems shows interest in large numbers use a range of representations to model adding and subtracting (part-whole model, ten frame, number line, bead string) show awareness that numbers are made up of smaller numbers, exploring partitioning in different ways with a wide range of objects subitise larger numbers by subitising smaller groups within the number e.g. sees six raisins on a plate as three and three 	<p>Double and Halving to 10</p> <ul style="list-style-type: none"> solve problems, including doubling, halving, and sharing model doubling using a range of representations (CPA) model halving using a range of representations (CPA) Explore the relationship between doubling Explore the relationship between halving <p>Grouping and Sharing</p> <ul style="list-style-type: none"> solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups explore counting on in steps of 2 from zero explore counting on in steps of 5 from zero explore counting on in steps of 10 from zero share/group a number of objects into 2's, 5's and 10's solve practical problems that involve grouping and sharing 	<p>Addition and Subtraction</p> <ul style="list-style-type: none"> estimate a number of objects and check by counting up to 20 add and subtract two single-digit numbers and count on or back to find the answer explore the relationship between addition and subtraction solve problems, including doubling, halving and sharing say which number is one more or one less than a given number from 1 - 20 use quantities and objects to add and subtract two single-digit numbers <p>Money</p> <ul style="list-style-type: none"> compare quantities and objects to solve problems use everyday language to talk about money, recognise coins up to 50p and their values compare the value of coins use quantities and objects to count on and back to add and subtract 	<p>Depth of numbers within 20</p> <ul style="list-style-type: none"> solve problems including grouping, sharing, doubling and halving Records using marks that they can interpret and explain Begins to identify own mathematical problems based on own interests and fascinations <p>Numbers beyond 20</p> <ul style="list-style-type: none"> say which number is one more or one less than a given number solve problems including grouping and sharing estimate a number of objects and check by counting explore counting on and back from any number within 50 solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups

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	<p>Maths</p> <p>Progression Key:</p> <p>'has an awareness of'</p> <p>'developing knowledge in'</p> <p>'can independently do'</p>	<p>Numbers within 5</p> <ul style="list-style-type: none"> say which number is one more or one less than a given number estimate a number of objects and check by counting recognise the numerals 1-5 count reliably with numbers as well as objects from 1 to 5 and understanding when counting that the last number is the total amount create representations for numbers 1- 5 place numbers 1- 5 in order count an amount up to 5 and match it to the corresponding numeral use a range of their own marks and signs which they ascribe mathematical meanings subitise within 5 (without counting) recognise that each counting number is one more than the one before say which number from 1-5 is one more or one less than a given number 	<p>Calendar and Time</p> <ul style="list-style-type: none"> use everyday language to talk about time, days of the week and months of the year measures short periods of time in simple ways orders and sequences events using everyday language related to time use ordinal numbers: 1st, 2nd...last use timers and calendars to measure time and experiences 	<p>Numbers within 15</p> <ul style="list-style-type: none"> say which number is one more or one less than a given number estimate a number of objects and check by counting count reliably with numbers from 0 to 15 Create representations for numbers 0-15 place numbers from 0- 15 in order considering equal and unequal groups 	<p>Numbers within 20</p> <ul style="list-style-type: none"> count reliably with numbers from one to 20 create representations for numbers 0-20 say which number is one more or one less than a given number solve practical problems that involve grouping and sharing estimate a number of objects and check by counting, considering equal and unequal groups 		<p>Problem Solving</p> <ul style="list-style-type: none"> show an interest in number problems begin to identify own mathematical problems based on own interests and fascinations solve problems including doubling, halving and sharing



YEAR 1



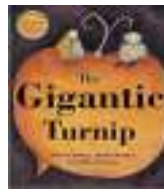

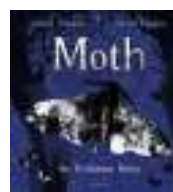

Subject		Autumn Term		Spring Term		Summer Term	
		Awesome Inventions!	We are on a Mission...	Our Amazing Planet!	Let's Grow!	Worms, Webs and Wings...	Zoom, Zoom, Zoom we are going to the moon!
	Reading and Spelling	<ul style="list-style-type: none"> to have a developing awareness of Y1 common exception words read and spell common exception words taught so far, noting unusual correspondences between spelling name the letters of the alphabet, naming the letters of the alphabet in order and using letter names to distinguish between alternative spellings of the same sound To have an awareness of: <ul style="list-style-type: none"> using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling 				<ul style="list-style-type: none"> To know Y1 common exception words To read and spell words taught with pre fixes and suffixes 	
	Spelling Shed <i>This means 90% accuracy to be expected on each given term's set.</i>	Spellings: Week 1: no, go, so, my, by, to, into, out, the, Week 2: what, when, he, she, we be, me, have, love Week 3: was, they, some, come, were, there, sure, pure Week 4: said, says, you, do, like, little, push, put, pull, full Week 5: all, are, I, of, one, here, today, Week 6: here, today, one, their, people, oh, your Week 7: your, people, their, oh, Mr, Mrs, Ms, ask, Monday, Tuesday Week 8: Mr, Mrs, Ms, ask, could, would, should, our, Monday, Tuesday Week 9: could, would, should, our, house, mouse, water, want, Wednesday, Thursday Week 10 – 11: a review of all spellings taught and teachers to create a list for commonly misspelt words from above.		Spellings: Week 1: want, water, any, many, again, Wednesday, Thursday Week 2: could, would, should, who, whole, where, two, Friday, Saturday Week 3: ask, Mr, Mrs, Ms, school, call, different, Friday, Saturday Week 4: people, your, their, thought, through, friend, work, Sunday, Monday Week 5: a review of all spellings taught and teachers to create a list for commonly misspelt words from above. Week 6: oh, their, once, our, laugh, Sunday, Monday Week 7: once, our, laugh, because, eye, Tuesday, Wednesday Week 8: who, whole, because, eye, people, thought, through, Tuesday, Wednesday Week 9: many, any, friend, through, two, your, Thursday, Friday Week 10: laugh, because, eye, our, once, thought Week 11: a review of all spellings taught and teachers to create a list for commonly misspelt words from above.		Spellings: Week 1: eye, sure, pure, said, were, Saturday, Sunday Week 2: were, one, says, here, today, Saturday, Sunday Week 3: today, their, people, your, any, Monday, Tuesday Week 4: any, many, who, whole, two, Monday, Tuesday Week 5: two, eye, thought, through, friend, Wednesday, Thursday Week 6: friend, once, our, because, laugh, Wednesday, Thursday Week 7: our, their, two, once, busy, beautiful, pretty, hour, Friday, Saturday Week 8: friend, eye, because, move, improve, laugh, parents, shoe, Friday, Saturday Week 9: busy, beautiful, pretty, hour, any, many, through (any days of the week) Week 10: move, improve, parents, shoe, thought, whole, who (any days of the week) Week 11: a review of all spellings taught and teachers to create a list for commonly misspelt words from above.	
	Little Wandle	Phase 3-4 review (3weeks) Phase 5 (8 weeks)		Phase 5 (10weeks)		Phase 5 review (6weeks) Phase 6 (6weeks)	
	Little Wandle Book Band	Autumn 1 Phase 4 (Set 2) Phase 5 (Set 1)	Autumn 2 Phase 5 (Set 2)	Spring 1 Phase 5 (Set 3)	Spring 2 Phase 5 (Set 4)	Summer Phase 5 (Set 5)	

	Word Reading	<ul style="list-style-type: none"> ● apply phonic knowledge and skills as the route to decode words ● respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes and sound and where these occur in the word ● read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words ● re-read these books to build up their fluency and confidence in word reading ● To read some words containing -s, -es, -ing, -ed and -est endings.
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	Wording Reading Strategies (Reading Moderating will include the fluency observed in the use of these strategies)	<ul style="list-style-type: none"> chunking method blending in their heads retrieval from orthographic store (READ THIS article https://keystoliteracy.com/blog/the-role-of-orthographic-mapping-in-learning-to-read/) 		<ul style="list-style-type: none"> All strategies from previous term to be established to know all phase 5 digraphs and split digraphs 		<ul style="list-style-type: none"> All children to read fluently using phase 5 sounds 	
	Word Reading (based on fluency development)	<ul style="list-style-type: none"> To independently use segmenting and blending to decode unfamiliar words. To confidently use Phase 2-4 and taught Phase 5 sounds to read unfamiliar words To use syllables to decode words. 		<ul style="list-style-type: none"> To know what an apostrophe represents eg (the apostrophe represents the omitted letter(s)) To have awareness of words with contractions (eg. I'm, I'll, we'll) To use apply knowledge of taught Phase 5 sounds including the use of alternative sounds 		<ul style="list-style-type: none"> To know all the alternative sounds from phase 5 and use them to read with increased accuracy. read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) 	
	Reading comprehension (based on fluency development)	<ul style="list-style-type: none"> To begin to link what they have read or have read to them to their own experiences. To predict what might happen on the basis of what has been read so far. 		<ul style="list-style-type: none"> With adult encouragement, discuss new word meanings and link new meanings to those already known. To begin to make simple inferences. Checking that a text makes sense to them as they read. 		<ul style="list-style-type: none"> To lead discussions about a text, taking turns and listening to what others say. 	

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	Handwriting	<ul style="list-style-type: none"> begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 sit correctly at a table, holding a pencil comfortably and correctly 				<ul style="list-style-type: none"> understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. 	
	Happy Handwriting	<p>Teaching Focus</p> <p>(left handed children MUST be provided with the right scaffold)</p> <p>Week 1: c, a, d Week 2: g, o, q Week 3: e, s, f Week 4: Curly Caterpillar Capitals Week 5: l, i, t Week 6: u, y Week 7: j, k Week 8: Long Ladder Capitals Week 9: r, n, m Week 10: h, b, p</p>		<p>Teaching Focus</p> <p>(left handed children MUST be provided with the right scaffold)</p> <p>Week 1: Robot Capitals Week 2: v, w Week 3: x, z Week 4: Zigzag Capitals Week 5: Formation of Digits Week 6: sh, th Week 7: ck, qu Week 8: ll, ss, zz, ff Week 9: ai Week 10: Joining ai</p>		<p>Teaching Focus</p> <p>(left handed children MUST be provided with the right scaffold)</p> <p>Week 1: ch Week 2: Joining ch Week 3: wa Week 4: Joining wa Week 5: wh Week 6: Joining wh Week 7: ad Week 8: Joining ad Week 9: Mixed Capital and Lower Case Letters Week 10: Self Assessment</p>	

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	Year 1 Reading Forest Sessions Reading for Enjoyment	<p>Amazing Authors and Inspiring Illustrators (Read Aloud Texts): <u>Autumn 1:</u> Author: Julia Donaldson and Axel Scheffler Focus: Familiar Texts</p> <p><u>Autumn 2:</u> Author: Dr. Seuss Focus: Archaic Language</p> <p>Performing Puppets Small Stories Fact and Fiction (facts to link to specific animals, settings and characters)</p> <p>(Resources added overtime based on cohort interests) Discovery Den Borrow a Book</p>		<p>Amazing Authors and Inspiring Illustrators (Read Aloud Texts): <u>Spring 1:</u> Author: John Burningham Focus: Non-Linear Time Sequences</p> <p><u>Spring 2:</u> Author: Mini Grey Focus: Narratively Complex</p> <p>Performing Puppets Small Stories Fact and Fiction (facts to link to specific animals, settings and characters)</p> <p>(Resources added overtime based on cohort interests) Discovery Den Borrow a Book</p>		<p>Amazing Authors and Inspiring Illustrators (Read Aloud Texts): <u>Summer 1:</u> Author: Benji Davies Focus: Figurative/Symbolic Text</p> <p><u>Summer 2:</u> Author: Oliver Jeffers Focus: Resistant Texts</p> <p>Performing Puppets Small Stories Fact and Fiction</p> <p>(Resources added overtime based on cohort interests) Discovery Den Borrow a Book</p>	
	<ul style="list-style-type: none">● develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently● being encouraged to link what they read or hear read to their own experiences● becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics● recognising and joining in with predictable phrases● learning to appreciate rhymes and poems, and to recite some by heart● discussing word meanings, linking new meanings to those already known						

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	Cold Task	Instructional Writing – How to make a...	Traction Man – mission to planet duvet (wordless)	Gingerbread Man - retell	Pattan's Pumpkin – opening scene	Hungry Caterpillar retell	Diary Entry - Day in the life of me!
	Key Texts (follow CLPE texts)	The Eggbox Dragon 	Traction Man 	The Gigantic Turnip 	Pattan's Pumpkin 	Moth - Yr1 	Man on the Moon (Neil Armstrong and Tim Peake focus) 
	Genre Type/ Genre Toolkit	Instructional Writing Characterisation – making alternative character	Action	Openings and Endings	Description	Factual Writing Description	Characterisation
	Writing Composition	● saying out loud what they are going to write about ● composing a sentence orally before writing it ● sequencing sentences to form short narratives		● re-reading what they have written to check that it makes sense ● sequencing sentences to form short narratives with increasing stamina		● read aloud their writing clearly enough to be heard by their peers and the teacher. ● discuss what they have written with the teacher or other pupils ● demonstrating a stamina for writing (e.g. half a page)	
	Presentation	● to write from left to right consistently ● to use spaces between words		● to write on the line with increased consistency ● to use spaces between words with increased consistency ● to know how to correct mistakes without 'scribbling' ● punctuation is formed mostly correctly e.g. full stops are the correct size)			
	Writing Vocabulary, Grammar and Punctuation	● to know how words can combine to make sentences ● to explore the different sentence types ● apply taught spellings		● joining words and joining clauses using and ● beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ● apply taught spellings		● using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' ● To have an awareness of expanded noun phrases to describe and specify (e.g. the blue butterfly). ● begin to make simple revision to their spelling ● explore using a range of connectives (and, because, but, so, also)	

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	Science	<ul style="list-style-type: none">● Distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock● Describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties		<ul style="list-style-type: none">● Identify and describe the basic structure of a variety of common flowering plants, including trees● Notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air)● Explore and compare the differences between things that are living, dead, and things that have never been alive● Identify and name a variety of common animals that are carnivores, herbivores and omnivores● Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals			
	History			<i>Study the life of David Attenborough</i> <ul style="list-style-type: none">● Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life		<i>Historical Events - Neil Armstrong, Tim Peake</i> <ul style="list-style-type: none">● Events beyond living memory that are significant nationally or globally● Significant historical events, people and places in their own locality.	
	Geography	<ul style="list-style-type: none">● use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right],● to describe the location of features and routes on a map● Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.● use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key		<ul style="list-style-type: none">● Name and locate the world's seven continents and five oceans● Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non European country● Use basic geographical vocabulary to refer to: ○<ul style="list-style-type: none">○ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather○ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop			
	Outdoor Learning (Follow Outdoor Learning scheme of work)	Confident Constructors and Observers		Outdoor Explorers			
	Art and Design	To use a range of materials creatively to design and make products to use drawing, painting, and sculpture (teachers must provide appropriate resources to develop skills) To develop and share their ideas, experiences and imagination (teachers must model the designing and improving stage to enable children to self-reflect)				<i>To be covered across the term in provision and through discrete lessons)</i> About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work - Jan van Eyck - Peter Blake - Pat Hutchins - Anthony Browne - John Burningham	

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	DT	· Design purposeful, functional, appealing products for themselves and other users based on design criteria. · Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]					
	Art and DT Provision Based (Follow Art Scheme of Work)	Textiles and Weaving		Pattern, Printing and Sculpture (focus on African and Indian Art)		Mixed Media, Drawing and Colour	Influential Artists
	Music Provision Based	· use their voices expressively and creatively by singing songs and speaking chants and rhymes · experiment with, create, select and combine sounds using the inter-related dimensions of music. · play tune untuned instruments musically					
	PSHE	Meet Your Brain Understanding how your brain works and how to ensure we look after it so that we can manage our emotions and be at our best. Growth mind-set is a key part of this too.	Celebrate Understanding your unique character strengths and learning to celebrate them. This is a fantastic module for building self-esteem.	Appreciate Understanding why gratitude matters and how you can develop gratitude as a habit. Gratitude is key to well-being and resilience and we're all about making it a habit!	Relate Understanding why positive relationships matter and how to build them. We're focussed on the building blocks of good relationships and friendships.	Engage Understanding how to set meaningful goals that matter and how to keep resilient in times of challenge. This module is all about building self-esteem and resilience too.	Relationship Education Understanding how to create healthy and happy relationships.
	Cooking	How to feed a dragon! · Creating recipes based on a balanced diet (including 5 a day) Explore the healthy eating plate and food groups. · Basic nutrition (proteins, carbohydrates, fats etc) · Food hygiene and safety	Seasonal Cooking (link to DT curriculum) · Focus on creating designs for a given brief e.g. firework biscuits · Food celebrations e.g. Diwali, bonfire night, Christmas · Customs and practices from around the world, explore the different tastes, foods,	Where is your food from? · Sustainable eating and growing practices. Looking at packaging where is it from. Looking at foods from around the world (linked to their texts). Composting of waste for growing. · Customs and practices from around the world, explore the different tastes, foods, · Discuss ideas of what we could make · During lessons · Understand different skills in cookery; Knife skills, Creaming, Whisking, Rubbing in, Rolling, Shaping		Space Snacks & The magic of science in cookery! · What do astronauts eat? How is it stored and packaged? Creating a 'Space Station' Menu · An introduction to food preservatives · How to store food · Prepare food to last · Allergens · How to plan a menu	
	Gardening	Provision Based. Focusing on Gardening jobs and roles and how to record accurately the impact these roles have on plants.		· Using composted waste · https://www.lovethegarden.com/uk-en/article/uk-vegetable-planting-calendar · To understand the basics of seasonality, sustainability and ecology · Recycling of food waste for compost		Planting for next season · Using composting waste · https://www.lovethegarden.com/uk-en/article/uk-vegetable-planting-calendar · Recycling of food waste for compost · Discuss and research the importance of water, insects, bees etc ing the garden	

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	Barefoot Computing (Follow scheme of work)	Understand what algorithms are and how algorithms are implemented as programs on digital devices.	Understand that programs execute by following precise and unambiguous instructions (link to Traction Man)	Create and debug simple programs	Use logical reasoning to predict the behaviour of simple programs	Health, well-being, and lifestyle	Online reputations and managing online information
	PE (Follow PE scheme of work)	Invasion Games (attack, defend, shoot)	Net and Wall Games (Send and Return) Striking & Fielding (Hit, Catch, Run)	Gymnastics and Dance	Gymnastics Hit, Catch, Run	Net and Wall Games (send & Return) Athletics (Run, Jump, Throw)	Multi Skills Athletics (Run, Jump, Throw)
	RE (Follow Kent Agreed Syllabus)	GOD What do Christians believe that God is like?	INCARNATION Why does Christmas matter to Christians? CORE LEARNING	GOSPEL What is the good news that Jesus brings? CORE LEARNING	SALVATION Why does Easter matter to Christians? CORE LEARNING	JUDAISM Who is Jewish and what do they believe? JUDAISM Who is Jewish and what do they believe?	
	PPA Structure	PE Cooking/Computing PSHE RE					

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	Maths Meetings	<p>Number:</p> <ul style="list-style-type: none"> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens Double and halve numbers within 10 Represent and use number bonds within 10 (using a range of representations including part-whole model) <p>Shape:</p> <ul style="list-style-type: none"> Name, recognise, sort and classify 2D and 3D shapes <p>Measures:</p> <ul style="list-style-type: none"> Compare, describe and order capacities, lengths and heights <p>Time:</p> <ul style="list-style-type: none"> Tell the time to the hour and introduce half past the hour Measure and begin to record time (hours, minutes, seconds) Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening) <p>Money:</p> <ul style="list-style-type: none"> Recognise and know the value of different denominations of coins and notes 		<p>Number:</p> <ul style="list-style-type: none"> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (starting with an odd or even number) count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens Represent and use number bonds within 10 (using a range of representations including part-whole model) Double and halve numbers within 20 Using calculation strategies including: known fact, make 10, near doubles Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs and use inverse to check answers Sharing and grouping of sets of objects up to 20 <p>Shape:</p> <ul style="list-style-type: none"> Name, recognise, sort and classify 2D and 3D shapes using mathematical language to describe them <p>Measures:</p> <ul style="list-style-type: none"> Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume <p>Time:</p> <ul style="list-style-type: none"> Tell the time to the hour and half past the hour and 1 or 2 hours before/after <p>Money:</p> <ul style="list-style-type: none"> Recognise and know the value of different denominations of coins and notes Begin to be able to add denominations of coins together Begin to exchange coins for others of equal amounts e.g. 5p = 5 1ps. 		<p>Number:</p> <ul style="list-style-type: none"> count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens Addition and subtraction strategies including: known fact, make 10, near doubles Recognise the place value of each digit in a two-digit number (tens, ones) Explore repeated addition on a part whole model (make links to multiplication and division) <p>Shape:</p> <ul style="list-style-type: none"> Name, recognise, sort and classify 2D and 3D shapes using mathematical language to describe them <p>Time:</p> <ul style="list-style-type: none"> Describe position, direction and movement, including whole, half, quarter and three-quarter turns, with reference to the clock face <p>Money:</p> <ul style="list-style-type: none"> Recognise and know the value of different denominations of coins and notes Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations 	

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	<p>Maths</p> <p>Progression Key:</p> <p>'has an awareness of'</p> <p>'developing knowledge in'</p> <p>'can independently do'</p>	<p>Numbers and Place Value within 10</p> <ul style="list-style-type: none"> sort objects based on an amount provided count to ten, forwards and backwards, beginning with 0 or 1, or from any given number as well as counting objects ranging from 0-10 identify and represent numbers using objects and pictorial representations including the number line compare groups using the language of: equal to, more than, less than (fewer), most, least read and write numbers to 10 in numerals and words given a number, identify one more and one less introduce >, < and = symbols order numbers and groups of objects introduce ordinal numbers including 1st, 2nd and 3rd. count in multiples of twos, fives and tens double and halve numbers within 10 estimate numbers within 10 	<p>Numbers and Place Value within 20</p> <ul style="list-style-type: none"> count to twenty, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers from 1 to 20 in numerals and words making reference to odd and even numbers count one more and one less from a given number to 20 using a range of strategies compare groups of objects and numbers using language; greater, less, more, fewer and difference. 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 count in multiples of twos and fives double and halve numbers within 20 	<p>Time</p> <ul style="list-style-type: none"> recognise and use language relating to dates, including days of the week, weeks, months and years compare, describe and solve practical problems for time for example, quicker, slower, earlier, later and measure and begin to record time in hours, minutes, seconds sequence events in chronological order using language for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening tell the time to the hour and half past the hour and draw the hands on a clock face to show these times compare time describe position, direction and movement, including whole, half, quarter and three-quarter turns, with reference to the clock face 	<p>Fractions</p> <ul style="list-style-type: none"> recognise, find and name a half as one of two equal parts of an object, shape or quantity recognise, find and name a quarter as one of four equal parts of an object, shape or quantity be able to write correctly $\frac{1}{2}$ and $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ understanding that the line is straight, the numerator is the amount of parts and denominator is how many parts altogether connect halves and quarters to the equal sharing and grouping of sets of objects and to measures, as well as recognising and combining halves and quarters as parts of a whole 	<p>Numbers 50 to 100 and beyond</p> <ul style="list-style-type: none"> represent and use number bonds and related subtraction facts within 20 and beyond based on their knowledge of number bonds add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers (Y2) read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems add and subtract one digit and two-digit numbers, including zero, regrouping and bridging 10 estimate to check answers 	<p>Multiplication and division</p> <ul style="list-style-type: none"> recognise, find and name a half and double as one of two equal parts of a quantity counting in two's, fives and tens – skip counting in 2's or in multiples e.g. 10, 20, 30 or 1 ten, 2 tens, 3 tens arrays; make connections between arrays, number patterns grouping and sharing small quantities to begin understanding multiplication and division; doubling numbers and quantities' finding simple fractions of objects, number and quantities by adding equal groups, making equal groups by grouping and making equal groups by sharing 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.

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	<p>Maths</p> <p>Progression Key:</p> <p>'has an awareness of'</p> <p>'developing knowledge in'</p> <p>'can independently do'</p>	<p>Addition and subtraction within 10</p> <ul style="list-style-type: none"> read, write and interpret mathematical statements involving addition (+) and equals (=) signs begin with using conceptual notations of a part whole model combining two quantities and partitioning quantities read, write and interpret mathematical statements involving subtraction (−) and equals (=) signs begin with using conceptual notations of a part whole model combining two quantities and partitioning quantities introduce fact families and addition facts represent and use number bonds to 10 as well as beginning to compare these provide systematic methods for number bonds to 10 (ten frame; numicon; bead strings) solve one-step problems that involve addition to 10 and 0 using concrete objects and pictorial representations, and missing number problems – using first then and now. 	<p>Addition and subtraction within 20</p> <ul style="list-style-type: none"> Find, represent and use number bonds and related subtraction facts within 20 add one-digit and two-digit numbers to 20, including zero subtract one-digit and two-digit numbers to 20, including zero read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems begin to estimate to check answers 	<p>Exploring calculation strategies within 20</p> <ul style="list-style-type: none"> represent and use number bonds and related addition and subtraction facts within 20 add and subtract one digit and two-digit numbers to 20, including zero read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems using calculation strategies including: known fact, make 10, near doubles 	<p>Measures: Length and Mass</p> <ul style="list-style-type: none"> compare, describe and solve practical problems for: lengths and heights for example, long/short, longer/shorter, tall/short, double/half; mass/weight for example, heavy/light, heavier than, lighter than measure and begin to record the following: lengths and heights; mass/weight use both standard and non-standard units to use manageable common standard units using measuring tools, such as a rule, weighing scales and containers 	<p>Addition and Subtraction within 100</p> <ul style="list-style-type: none"> represent and use number bonds and related subtraction facts within 20 and beyond based on their knowledge of number bonds add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers (Y2) read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems add and subtract one digit and two-digit numbers, including zero estimate to check answers discuss and solve one step problems that involve addition and subtraction, using pictorial representations, concrete objects and missing number problems 	<p>Measures: Capacity and Volume</p> <ul style="list-style-type: none"> compare, describe and solve practical problems for: lengths and heights for example, long/short, longer/shorter, tall/short, double/half; mass/weight for example, heavy/light, heavier than, lighter than; capacity and volume for example, full/empty, more than, less than, half, half full, quarter measure and begin to record the following: lengths and heights; mass/weight; capacity and volume

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	<p>Maths</p> <p>Progression Key:</p> <p>'has an awareness of'</p> <p>'developing knowledge in'</p> <p>'can independently do'</p>	<p>Shape and patterns</p> <ul style="list-style-type: none"> recognise and name common 2-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] recognise and name common 3-D shapes, including: 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] make comparisons and share differences of structures of the same shape e.g. long fat cylinder, short thin cylinder however they are both cylinders sort and classify 2D shapes sort and classify 3D shapes make, interpret and create 2D and 3D shape patterns compose and decompose 2D shapes e.g. arranging shapes to match a 2D image be able to find shapes within shapes compose and decompose 3D shapes to make a model e.g. interlinking cubes to make an L and being able to compare two of the same shapes in different positions describe position, direction and movement, including whole and half turns 		<p>Addition and subtraction within 20</p> <ul style="list-style-type: none"> find, represent and use number bonds and related addition and subtraction facts within 20 add and subtract one digit and two-digit numbers to 20, including zero add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers (Y2) read, write, and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems begin to estimate to check answers 	<p>Numbers and Place Value to 50 and Beyond</p> <ul style="list-style-type: none"> count to 50 and 100, forwards and backwards, beginning with 0 or 1, or from any given number count in twos, fives and tens. count, read and write numbers from 1 to 50 and to 100 in numerals and begin to in words identify, represent and compare 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 order numbers within 50 using a place value chart and dienes recognise the place value of each digit in a two-digit number (tens, ones) 	<p>Money</p> <ul style="list-style-type: none"> understand the properties of coins including shape and colour recognise and know the value of different denominations of coins and notes compare values of coins based on knowledge of what they are made up of solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems 	<p>Problem Solving</p> <ul style="list-style-type: none"> practise ordinal numbers and solve simple concrete problems discuss and solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems solve problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with support of teacher


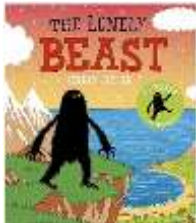


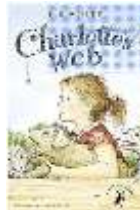
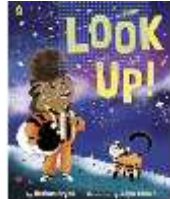


YEAR 2

Subject		Autumn Term		Spring Term		Summer Term	
		Awesome Inventions!	We are on a Mission...	Our Amazing Planet!	Let's Grow!	Worms, Webs and Wings...	Zoom, Zoom, Zoom we are going to the moon!
	Reading and Spelling	<ul style="list-style-type: none">● segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others● learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones● learning to read and spell common exception words● read words containing common suffixes● read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word● segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly● learning to read and spell more words with contracted forms● learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly● write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.					
	Spelling Shed <i>This means 90% accuracy to be expected on each given term's set.</i>	Spellings: Week 1: door, floor, poor, because, find, kind, mind, behind, child, children Week 2: wild, climb, most, only, both, old, cold, gold, hold, told Week 3: every, everybody, even, great, break, steak, pretty, beautiful, after, fast Week 4: last, past, father, class, grass, pass, plant, path, bath, hour Week 5: move, prove, improve, sure. Sugar, eye, could, should, would, who Week 6: whole, any, many, clothes, busy, people, water, again, half, money Week 7: Mr, Mrs, parents, Christmas, door, floor, poor, because, find, Week 8: kind, mind, behind, child, children, wild, climb, most, only, both Week 9: old, cold, gold, hold, told, every, everybody, even, break, Week 10-11: a review of all spellings taught and teachers to create a list for commonly misspelt words from above.	Spellings: Week 1: steak, pretty, beautiful, after, fast, last, past, father, class, grass Week 2: pass, plant, path, bath, hour, move, prove, improve, sure, sugar Week 3: eye, could, should, would, who, whole, any, many, clothes, busy Week 4: people, water, again, half, money, Mr, Mrs, Ms, parents, Christmas Week 5: door, floor, poor, because, find, kind, mind, behind, child, children Week 6: wild, climb, most, only, both, old, cold, gold, hold, told Week 7: every, everybody, even, great, break, steak, pretty, beautiful, after, fast Week 8: last, past, father, class, grass, pass, plant, path, bath, hour Week 9, 10 and 11: a review of all spellings taught and teachers to create a list for commonly misspelt words from above.	Spellings: Week 1: whole, any, many, clothes, busy, people, water, again, half, money Week 2: Mr, Mrs, parents, Christmas, door, floor, poor, because, find, Week 3: kind, mind, behind, child, children, wild, climb, most, only, both Week 4: old, cold, gold, hold, told, every, everybody, even, break, Week 5: steak, pretty, beautiful, after, fast, last, past, father, class, grass Week 6: pass, plant, path, bath, hour, move, prove, improve, sure, sugar Week 7: eye, could, should, would, who, whole, any, many, clothes, busy Week 8: people, water, again, half, money, Mr, Mrs, Ms, parents, Christmas Week 9: door, floor, poor, because, find, kind, mind, behind, child, children Week 10-11: a review of all spellings taught and teachers to create a list for commonly misspelt words from above.			
	Spelling Shed Teaching Sequence	Follow Spelling Shed Stage 2 'Full Scheme of Work' (covers 36 weeks)					
	Big Cat Book Band	Turquoise	Turquoise/Purple	Gold	White	White/Lime	Lime

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	Word Reading (based on fluency development)	<ul style="list-style-type: none">continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluentread accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemesread accurately words of two or more syllables that contain the same graphemes as above		<ul style="list-style-type: none">read most words quickly and accurately, without overt sounding and blending, when they have been frequently encounteredsound out most unfamiliar words accurately, without undue hesitationread aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitationre-read these books to build up their fluency and confidence in word reading			
	Reading Comprehension	<ul style="list-style-type: none">drawing on what they already know or on background information and vocabulary provided by the teacherdiscussing and clarifying the meanings of words, linking new meanings to known vocabularydiscussing their favourite words and phraseschecking that the text makes sense to them as they read and correcting inaccurate readingpredicting what might happen on the basis of what has been read so farmaking inferences on the basis of what is being said and doneanswering and asking questions				<ul style="list-style-type: none">continue to seek clarification and understanding of new words/phrases with more independenceparticipate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others sayexplain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	
	Reading Forest Sessions Reading for Enjoyment	Amazing Authors and Inspiring Illustrators (Read Aloud Texts): <u>Autumn 1:</u> Author: Julia Donaldson and Axel Scheffler Focus: Familiar Texts <u>Autumn 2:</u> Author: Paul Galdone Focus: Archaic Language Performing Puppets Small Stories Fact and Fiction (facts to link to specific animals, settings and characters) (Resources added overtime based on cohort interests) Discovery Den Borrow a Book	Amazing Authors and Inspiring Illustrators (Read Aloud Texts): <u>Spring 1:</u> Author: John Burningham Focus: Non-Linear Time Sequences <u>Spring 2:</u> Author: Roald Dahl Focus: Narratively Complex Performing Puppets Small Stories Fact and Fiction (facts to link to specific animals, settings and characters) (Resources added overtime based on cohort interests) Discovery Den Borrow a Book	Amazing Authors and Inspiring Illustrators (Read Aloud Texts): <u>Summer 1:</u> Author: Oliver Jeffers Focus: Figurative/Symbolic Text <u>Summer 2:</u> Author: Anna Llenas Focus: Resistant Texts Performing Puppets Small Stories Fact and Fiction (Resources added overtime based on cohort interests) Discovery Den Borrow a Book			
	Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none">listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can reading independentlydiscussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional talesbeing introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetrycontinuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear						

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	Handwriting	<ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters 				<ul style="list-style-type: none"> use spacing between words that reflects the size of the letters. 	
	Happy Handwriting	<p>Teaching Focus</p> <p>(left handed children MUST be provided with the right scaffold)</p> <p><u>Diagonal joins</u> Week 1: ai, ay Week 2: ie, ue, ae Week 3: ir, ar, ur Week 4: ch, th Week 5: al, all, alk</p> <p><u>Horizontal joins</u> Week 6: oa, ow, out Week 7: we, oe, ve Week 8: wh, oh</p> <p>Week 9: 1-10 Week 10: Capitals are in taught be in relative size to lowercase (Mr, Mrs, Miss, Ms, Names)</p>		<p>Teaching Focus</p> <p>(left handed children MUST be provided with the right scaffold)</p> <p><u>Diagonal joins</u> Week 1: ea, ad, Week 2: dg, ng Week 3: igh, ing</p> <p><u>Joins from 'e'</u> Week 4: ee, ea, ey</p> <p><u>Horizontal joins</u> Week 5: oo, oa Week 6: wa, wo, vi</p> <p>Week 7: Making small letters the same size (or, aw,au)</p> <p>Week 8: Reviewing main joins (an, mb, wr, wh) Week 9: Mixing the joins (air, ear, our) Week 10: Diagonal joins to round letters (ea, ad)</p>		<p>Teaching Focus</p> <p>(left handed children MUST be provided with the right scaffold)</p> <p>Week 1: Checking height and space of letters (ily, ely, kly) Week 2: Joins with f and t (of, ful, to, at) Week 3: Checking diagonal joins with small letters (ui, aw, ip) Week 4: Checking diagonal joins to ascenders (ck, el, il) Week 5: Horizontal joins to small letters (on, op, wi) Week 6: Horizontal joins to ascenders (ol, ob, ot) Week 7: Diagonal joins to round letters (ag, dd, ug) Week 8: Horizontal joins to round letters (oc, og, va) Week 9: Unjoined letters (b, g, j, p, q, x, y z) Week 10: Self Assessment</p>	

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	Cold Task	How to make an Egg-box Dragon Traction Man – mission (wordless)	Jack and the Beanstalk – retell	Picture stimulus of a natural disaster with animals/sea life present – what are the animals thinking?	Opening page of Secret Sky Garden – descriptive writing	Comparing Characters – Gruffalo vs Mouse	Diary Entry - Day in the life an astronaut!
	Key Texts and Writing Opportunities (Follow CLPE planning)	The Dragon Machine 	The Lonely Beast 	The Great Kapok Tree 	The Secret Sky Garden 	Charlotte's Web 	Look Up  (Mae Jemison and other female astronauts - link to previous learning on flight looking at Bessie Coleman and Amelia Earhart)
	Genre Type/ Genre Toolkit	Non-Fiction: Instructional Writing (1 week) Fiction: Action	Fiction: Openings and Endings	Fiction: Dialogue Non-Fiction: Persuasive Leaflet	Fiction: Setting and Description – places and objects Non-Fiction: Instructional Writing	Fiction: Characterisation Non-Fiction: Information – non chronological report	Fiction: Characterisation (Diary Entry) Non-Fiction: Explanation
	Developing Writing Composition	Develop consistency: (Autumn term - some consistency, Spring term - mostly consistent, Summer term - consistently in relation to KS1 writing exemplifications): <ul style="list-style-type: none"> • write simple, coherent narratives about personal experiences and those of others (real or fictional) • encapsulating what they want to say, sentence by sentence • write about real events, recording these simply and clearly 					

	Writing Composition	<ul style="list-style-type: none">● planning or saying out loud what they are going to write about● writing down ideas and/or key words, including new vocabulary● evaluating their writing with the teacher● re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form● show a degree of stamina when writing in a familiar genre about a familiar narrative	<ul style="list-style-type: none">● proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]● have a stamina for writing across a range of genres e.g. poetry, non fiction, narratives● read aloud what they have written with appropriate intonation to make the meaning clear	<ul style="list-style-type: none">● evaluating their writing with the teacher and other pupils● have an established stamina for writing that is appropriate for their age● adopt an appropriate style to writing e.g. beginning to organise writing into paragraphs and/or sometimes using subheadings		
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	Awesome Inventions!	We are on a Mission...	Our Amazing Planet!	Let's Grow!	Worms, Webs and Wings...	Zoom, Zoom, Zoom we are going to the moon!
	Presentation	<ul style="list-style-type: none">● starting on the left side of the page at the beginning of each line● Write on the line consistently● use spacing between words that reflects the size of the letters.● to know how to correct mistakes without 'scribbling'● punctuation is formed correctly and size is consistent from sentence to sentence.	<ul style="list-style-type: none">● to maintain good presentation when making revisions● to maintain good presentation across writing genres, including underlining titles and subheadings● to know when to use pencil and when to use pen e.g. when drawing, underlining● punctuation is formed correctly			
	Writing Vocabulary, Grammar and Punctuation	Develop consistency: (Autumn term - some consistency, Spring term - mostly consistent, Summer term - consistently in relation to KS1 writing exemplifications): <ul style="list-style-type: none">● learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)● use sentences with different forms: statement, question, exclamation, command,● use expanded noun phrases to describe and specify [for example, the blue butterfly]● use the present and past tenses correctly and consistently including the progressive form● use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)			<ul style="list-style-type: none">● demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required● use present and past tense mostly correctly and consistently● use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses● apply taught spelling rules with a degree of consistency that is relative to KS1 exemplification materials	

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	Science	<ul style="list-style-type: none">Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular usesFind out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching		<ul style="list-style-type: none">Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each otherObserve and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthyIdentify and name a variety of plants and animals in their habitats, including microhabitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food (Touch upon the life work of David Attenborough and if relevant Greta Thunburg and how social media has supported the knowledge of global warming)			
	History	<i>Comparing different explorers from the past, Ernest Shackleton and Wright Brothers</i> <ul style="list-style-type: none">The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.				<ul style="list-style-type: none">he lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	
	Geography	<ul style="list-style-type: none">Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stageUse basic geographical vocabulary to refer to:<ul style="list-style-type: none">key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weatherkey human features, including: city, town, village, factory, farm, house, office, port, harbour and shopIdentify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South PolesName, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas					
	Outdoor Learning (Follow Outdoor Learning Scheme of Work)	Confident Constructors	Survival Skills	Outdoor Explorers			
	Art and Design (follow Art Scheme of Work)	<ul style="list-style-type: none">To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (children must be able to self select appropriate media)Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work (find a historical and modern-day artist to compare - e.g. technology in one artist and simple tools)					
		Design and Technology	Mixed Media, Pattern and Printing	Textiles – Texture & Weaving (focusing on Mayan culture and Muertos festival in Guatemala)		Colour & Drawing	

	DT	<ul style="list-style-type: none"> · Generate, develop, model and communicate their ideas through talking, drawing, templates, mockups and, where appropriate, information and communication technology (teachers to ensure that children are using previously taught DT provision skills in their independent work) · Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 		<ul style="list-style-type: none"> · Explore and evaluate a range of existing products evaluate their ideas and products against design criteria
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	Music			<ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the inter-related dimensions of music Listen with concentration and understanding to a range of high-quality live and recorded music Use their voices expressively and creatively by singing songs and speaking chants and rhymes (Linked to production) 			
	PSHE (Follow Jigsaw)	Being me in My World	Relationships	Healthy Me	Celebrating Differences	Dreams and Goals	Changing Me
	Cooking	How to feed a dragon! <ul style="list-style-type: none"> How dragons from around the world may differ in the foods they eat. Touch upon the difference between omnivores, herbivores and carnivores etc. Creating recipes based on a balanced diet (including 5 a day) (link to DT curriculum) Discuss and explore food groups and nutrition Incorporate seasonal produce into recipes 		Where is your food from? <ul style="list-style-type: none"> Sustainable eating and growing practices. Looking at packaging where it is from. Looking at foods from around the world (linked to their texts). Composting of waste for growing. To understand the basics of seasonality, sustainability and ecology Celebrate and create recipes from around the world using a selection of skills such as: Knife cutting, Mixing, Blending, Assembling, Modelling, Rolling and shape cutting. 		Space Snacks! <ul style="list-style-type: none"> What do astronauts eat? How is it stored and packaged? Creating a 'Space Station' Menu Discuss how astronauts may store and preserve foods Look at expiry dates and how these would have a big impact on the food that astronauts took into space and how it was packaged. Undertake a mould experiment before designing our 'one bowl space pot' meals, to determine good ingredients. Design a menu suitable focussing on healthy eating and nutrition. 	
	Gardening	Planting for season Using composted waste https://www.lovethegarden.com/uk-en/article/uk-vegetable-planting-calendar Prepare and plant seeds, bulbs		Using composted waste https://www.lovethegarden.com/uk-en/article/uk-vegetable-planting-calendar Discuss and understand the effects of the environment on our plants What should we recycle? How? Why? Use and make compost		Planting for next season Using composting waste https://www.lovethegarden.com/uk-en/article/uk-vegetable-planting-calendar Discuss the importance of insects in the garden. How bees make honey	
	Computing (Follow Barefoot Scheme)	Understand what algorithms are and how algorithms are implemented as programs on digital devices.	Understand that programs execute by following precise and unambiguous instructions	Create and debug simple programs	Use logical reasoning to predict the behaviour of simple programs	Health, well-being, and lifestyle	Online reputations and managing online information.
	PE (Follow PE Scheme)	Invasion Games (Attack, Defend, Shoot)	Striking & Fielding (Hit, Catch, Run)	Dance and Gymnastics	Gymnastics and Games (Hit, Catch, Run)	Net and Wall Games (Send and Return) Athletics (Run, Jump, throw)	Multi Skills Athletics (Run, Jump, Throw)

	RE (Follow Kent Agreed Syllabus)	CREATION Who made the world?	INCARNATION Why does Christmas matter to Christians? DIGGING DEEPER	GOSPEL What is the good news that Jesus brings? DIGGING DEEPER	SALVATION Why does Easter matter to Christians? DIGGING DEEPER	ISLAM Who is a Muslim and what do they believe?	
	PPA Structure	PE Cooking/Computing PSHE RE					

Subject		Autumn Term		Spring Term		Summer Term	
		Awesome Inventions!	We are on a Mission...	Our Amazing Planet!	Let's Grow!	Worms, Webs and Wings...	Zoom, Zoom, Zoom we are going to the moon!
	Maths Meetings	<p>Number:</p> <ul style="list-style-type: none"> Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward Recognise the place value of each digit in a two-digit number (tens, ones) Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 Add and subtract number, explaining their method verbally using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens find 10 more and 10 less from any given number <p>Shape:</p> <ul style="list-style-type: none"> Identify and describe the properties of 2-D and 3-D shapes, including the number of edges, vertices and faces and begin to make comparisons Use mathematical vocabulary to describe position, direction and movement <p>Measures:</p> <ul style="list-style-type: none"> Measure and compare using cm, m and mm and record information using the correct standard abbreviations Compare, describe and order capacities, lengths and heights Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume <p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables (create a daily tally chart e.g. travel to school/weather)</p> <p>Time:</p> <ul style="list-style-type: none"> Know o'clock, half past, quarter past and quarter to <p>Money:</p> <ul style="list-style-type: none"> Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value 		<p>Number:</p> <ul style="list-style-type: none"> Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 Add and subtract number, explaining their method verbally using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens (regrouping) Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers <p>Shape:</p> <ul style="list-style-type: none"> Identify and describe the properties of 2-D and 3-D shapes, including the number of edges, vertices and faces Use mathematical vocabulary to describe position, direction and movement <p>Time:</p> <ul style="list-style-type: none"> Know o'clock, half past, quarter past and quarter to Tell, read and write the time to five minutes, including quarter past/to the hour/half hour Connect the multiplication table to place value, and the 5 multiplication table to the divisions of a clock <p>Money:</p> <ul style="list-style-type: none"> solve simple and two step problems in a practical context involving addition and subtraction of money of the same unit <p>Measures:</p> <ul style="list-style-type: none"> Compare, describe and order capacities, lengths and heights Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume Recall standard units measurement including how many l in a L and how many cm in a m 		<p>Number:</p> <ul style="list-style-type: none"> Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 Add and subtract number, explaining their method verbally using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens (regrouping) Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers Begin to recognise the place value of each digit in a three-digit number (hundreds, tens, ones) Solve problems with addition and subtraction using chosen mental and written methods Use and apply the inverse method to check answers <p>Measures:</p> <ul style="list-style-type: none"> Compare, describe and order capacities, lengths and heights Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume Recall standard unit's measurement including how many l in a L and how many cm in a m choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels <p>Time:</p> <ul style="list-style-type: none"> Know o'clock, half past, quarter past and quarter to Tell, read and write the time to five minutes, including quarter past/to the hour/half hour Connect the multiplication table to place value, and the 5 multiplication table to the divisions of a clock compare and sequence intervals of time <p>Money:</p> <ul style="list-style-type: none"> solve simple and two step problems in a practical context involving addition and subtraction of money of the same unit 	

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	<p>Maths</p> <p>Progression Key:</p> <p>'has an awareness of'</p> <p>'developing knowledge in'</p> <p>'can independently do'</p>	<p>Number and Place Value within 100</p> <ul style="list-style-type: none"> count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward using bead strings, number lines and 100 squares with increasing fluency recognise the place value of each digit in a two-digit number (tens, ones) compare and order numbers from 0 up to 100; use <, > and = signs read and write numbers to at least 100 in numerals and in words use place value and number facts to solve problems and compare numbers within 50 and beyond Connect the way that numerals are written and their value e.g. 2 groups of 10 and 3 ones is 23 using place value of tens and ones to add numbers together and represent numbers using a part whole model represent numbers to 100 by composing and decomposing two-digit numbers using standard and nonstandard partitioning identify, represent and estimate numbers to 100 using different representations, including the number line 	<p>Measures: Length</p> <ul style="list-style-type: none"> to compare measures including simple multiples such as 'half as high', 'twice as wide'. measure using cm, m and mm and record information using the correct standard abbreviations compare and order length and record the results using >, < and = choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers and scales apply knowledge of numbers to 100 to read scales to the nearest appropriate standard unit in the context of length (m/cm) 	<p>Time</p> <ul style="list-style-type: none"> know the number of minutes in an hour and the number of hours in a day know o'clock, half past, quarter past and quarter to tell, read and write the time to five minutes, including quarter past/to the hour/half hour and draw the hands on a clock face to show these times compare and sequence intervals of time to find durations of time and compare them become fluent in telling the time on an analogue clock and recording it 	<p>Money</p> <ul style="list-style-type: none"> fluent in counting and recognising coins recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value counting money e.g. pence, pounds, notes and coins find and use different combinations of coins that equal the same amounts of money finding the total, difference and change solve simple and two step problems in a practical context involving addition and subtraction of money of the same unit, including giving change 	<p>Exploring Calculation Strategies</p> <ul style="list-style-type: none"> recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot add and subtract numbers mentally, including: a two-digit number and ones; a two-digit number and tens; adding three one digit numbers add and subtract numbers with up to two digits, using written methods 	<p>Measures: Capacity and Volume</p> <ul style="list-style-type: none"> choose and use appropriate standard units to estimate and measure capacity (litres/ml) and temperature (°C) to the nearest appropriate unit, using scales, thermometers and measuring vessels compare and order volume and capacity and record the results using >, < and = apply knowledge of numbers to 1000 to read scales to the nearest appropriate standard unit in the context of capacity (litres/ml) and temperature (°C) using known facts to derive new facts (2ml + 2ml =4ml so 200ml + 200ml =400ml)

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	<p>Maths</p> <p>Progression Key:</p> <p>'has an awareness of'</p> <p>'developing knowledge in'</p> <p>'can independently do'</p>	<p>Addition and Subtraction of 2-digit numbers</p> <ul style="list-style-type: none"> ● recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 of 10s ● recall and use addition and number bonds to 10, 20 and use these to reason with and calculate bonds to and within 20 recognising other additive relationships ● find 10 more and 10 less from any given number ● add and subtracts 10's ● show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot ● subtracting tens or ones by crossing the 10 barrier ● adding tens and ones by crossing the 10 barrier ● add and subtract number, explaining their method verbally using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers ● recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?" ● calculating/adding with three numbers 	<p>Multiplication and Division 2,5,10</p> <ul style="list-style-type: none"> ● grouping and sharing small quantities to begin understanding multiplication and division; doubling numbers and quantities' finding simple fractions of objects, number and quantities, adding equal groups, making equal groups by grouping and making equal groups by sharing ● calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs ● solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts 	<p>Fractions</p> <ul style="list-style-type: none"> ● make equal parts ● Identify, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, number, shape, set of objects or quantity and know that all parts must be equal parts of the whole ● write simple fractions for example, $\frac{1}{2}$ of 6 = 3 ● recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ ● unit fractions and non unit fractions ● count in fractions 	<p>Face, shape and patterns; line and turns</p> <ul style="list-style-type: none"> ● identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces ● identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] ● identify and describe the properties of 2-D shapes, including the number of sides and line of symmetry in a vertical line ● compare and sort common 2-D and 3-D shapes and everyday objects ● order and arrange combinations of mathematical objects in patterns and sequences ● discuss and understand the differences of properties between both 2D and 3D shapes ● understand the line of symmetry and multiple ways this can be found on a shape ● use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise) 	<p>Problem Solving</p> <ul style="list-style-type: none"> ● to use place value and number facts to solve related problems to develop fluency ● solve problems with addition and subtraction: using concrete objects and pictorial representations, involving numbers, quantities and measures applying their increasing knowledge of mental and written methods ● solve problems involving multiplication and division using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts ● use reasoning about numbers and relationships to solve more complex problems and explain their thinking ● solve unfamiliar word problems that involve more than one step 	<p>Numbers within 1000</p> <ul style="list-style-type: none"> ● use place value and number facts to solve problems ● identify, represent and estimate numbers to 1000 using different representations (Y3) ● recognise the place value of each digit in a three-digit number (hundreds, tens, ones) (Y3) ● compare and order numbers up to 1000 (Y3) ● read and write numbers up to 1000 in numerals and in words (Y3) ● count from 0 in multiples of 100; find 10 or 100 more or less than a given number (Y3) ● apply knowledge of numbers to 1000 to read scales ● begin to understand zero as a place holder

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