



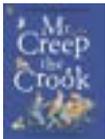
## Key Stage 1 Unit: Curriculum Overview 2024-25

Curriculum Overview 2024-25

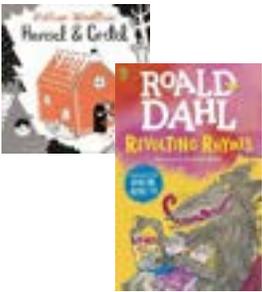
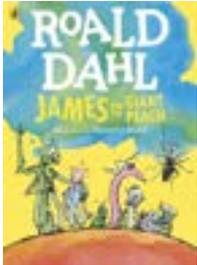
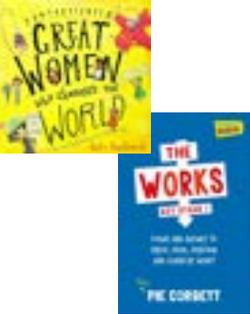
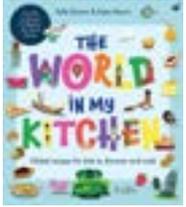
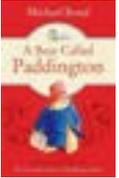
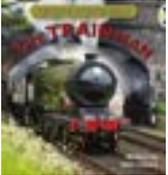
Cycle: 1

Cohort: Key Stage 1 Unit

Partnership schools: Berwick St Mary's CE First School and Norham St Ceolwulf CE First School  
Curriculum Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Overview:	Curriculum Overview:	Curriculum Overview:	Curriculum Overview:	Curriculum Overview:	Curriculum Overview:
Our Local Area What's it like where we live?	Bonfire Night and the Great Fire of London  Did the Great Fire make London a better or worse place?	Journeys - Food  Where does our food come from?	Change - Holidays  How have holidays changed over time?	Wonders of the World  What are the seven wonders of the world?	Inventions  How did the first flight change the world?
Christian Core Value:	Christian Core Value:	Christian Core Value:	Christian Core Value:	Christian Core Value:	Christian Core Value:
Endurance	Service	Friendship	Compassion	Justice	Celebration
CCV Experience:	CCV Experience:	CCV Experience:	CCV Experience:	CCV Experience:	CCV Experience:
<ul style="list-style-type: none"> <li>Blessing for the school year.</li> <li>Harvest Service.</li> </ul>	<ul style="list-style-type: none"> <li>All Saints Day.</li> <li>Advent Service.</li> <li>Christmas Nativity.</li> </ul>	<ul style="list-style-type: none"> <li>Epiphany Service</li> <li>Lent Service</li> </ul>	<ul style="list-style-type: none"> <li>Easter Service.</li> <li>Mothering Sunday Service.</li> </ul>	<ul style="list-style-type: none"> <li>Pentecost</li> </ul>	<ul style="list-style-type: none"> <li>Celebration Service.</li> </ul>
Biblical Text:	Biblical Text:	Biblical Text:	Biblical Text:	Biblical Text:	Biblical Text:
The Widow Who Never Gave Up (Luke 18:1-8)	Queen Esther Serves her People (Book of Esther)	Jesus Heals the Leper (Mark 2:1-12)	The Good Samaritan (Luke 10:29-37)	Jonah and the Whale (Book of Jonah)	Philippians 4:13-14
British Value:	British Value:	British Value:	British Value:	British Value:	British Value:
Individual Liberty	Democracy	Tolerance	Mutual Respect	Democracy	Rule of Law
British Value Text:	British Value Text:	British Value Text:	British Value Text:	British Value Text:	British Value Text:
					

Advocacy Experience:	Advocacy Experience:	Advocacy Experience:	Advocacy Experience:	Advocacy Experience:	Advocacy Experience:
MacMillan Coffee Morning	Samaritans Operation Christmas Child Carol Service at the Care Home	Comic Relief (Red Nose Day)	Recycling Uniform Event	Race for Life	BARK Fundraising Day

Literacy					
Core Text:	Core Text:	Core Text:	Core Text:	Core Text:	Core Text:
					
Supplementary Texts	Supplementary Texts	Supplementary Texts	Supplementary Texts	Supplementary Texts	Supplementary Texts
					
Texts to be shared from Reading Spine:	Texts to be shared from Reading Spine:	Texts to be shared from Reading Spine:	Texts to be shared from Reading Spine:	Texts to be shared from Reading Spine:	Texts to be shared from Reading Spine:
Peace at Last Elmer	Dogger Can't You Sleep Little Bear?	Avocado Baby The Tiger Who Came to Tea	The Elephant and the Bad Baby Beegu	Where the Wild Things Are Lost and Found	Knuffle Bunny Cops and Robbers

Traction Man is Here! Who's Afraid of the Big Bad Wolf? The Owl Who Was Afraid of the Dark	Pumpkin Soup Not Now Bernard	Amazing Grace Gorilla	The Flower Flat Stanley	Dr Xargle's Book of Earthlets Fantastic Mr Fox	Tuesday The Giraffe, the Pelly and Me The Hodgeheg
Author of the Half Term	Author of the Half Term	Author of the Half Term	Author of the Half Term	Author of the Half Term	Author of the Half Term
Nick Butterworth	Walt Disney	Nathan Bryon	Tom Percival	Enid Blyton	Maria Isabel Sanchez Vegara
Writing Focus:	Writing Focus:	Writing Focus:	Writing Focus:	Writing Focus:	Writing Focus:
<b>Labels and Captions (Y1)</b> Sentence structure & oral composition <b>Description (Y2)</b> Focus on character (adjectives) <b>Narrative (Alternative Fairy Tales)</b> Opening Further apply description of setting	<b>Diary Entry (Y1) / News Report (Y2)</b> (T4W) Structure & sequence non-fiction <b>Poetry</b> Recite poem & repetitive language by heart	<b>Narrative (T4W)</b> Opening – build up – problem Apply setting & character <b>Instructions</b> Writing for a clear purpose Use of different punctuation & improving vocab	<b>Narrative</b> Problem – solution/ending Focus on developing & adding detail <b>Advert (T4W)</b> Purpose further developed & embedded Use of questions & exclamations	<b>Recount</b> Past tense (-ed) Linked to personal experience (pronouns) & used of openers to structure Chronological order <b>Narrative (T4W)</b> Opening – build up – problem – solution – ending Applications of parts taught previous	<b>Non- Chronological report</b> Present facts & group information in structure (use of headings) <b>Poetry</b> Perform out loud to audience
SPAG/ Composition:	SPAG/ Composition:	SPAG/ Composition:	SPAG/ Composition:	SPAG/ Composition:	SPAG/ Composition::
<b>Labels and Captions</b> Form capital letters. Form digits 0-9. Sit correctly at a table, holding a pencil comfortably and correctly. Hold my pencil with an effective grip. Understand what a sentence is (how words combine to make sentences).	<b>Diary Entry</b> Form lower-case letters of the correct size relative to one another. Sequence sentences to form short non-fiction texts. Say every sentence before writing it. Discuss own writing with the teacher. Punctuate sentences with a capital letter and a full stop.	<b>Narrative</b> Understand which letters belong to handwriting families (i.e. letters that are formed in similar ways) and to practise these. Form lower-case letters in the correct direction, starting and finishing in the right place. Say every sentence before writing it. Discuss own writing with the teacher or other pupils.	<b>Narrative</b> Form lower-case letters in the correct direction, starting and finishing in the right place. Write sentences by saying out loud what they are going to write about. Create writing from my own ideas. Write a simple sentence when my teacher dictates it. Use adjectives in my writing.	<b>Recount</b> Write a simple sentence when my teacher dictates it. Write simple and compound sentences. Read aloud own writing clearly enough to be heard by the teacher. Spell the days of the week. Use a capital letter for the days of the week.	<b>Non-Chronological Report</b> Begin to join my handwriting (cursive). Re-read every sentence to check it makes sense. Spell compound words. Join words and clauses using 'and', 'but' and 'or'. Spell words with /v/ sound at the end of words e.g. have, give

<p>Write sentences by saying out loud what they are going to write about.</p> <p>Write simple sentences.</p> <p>Revise the phonics rules covered in Reception including consonant digraphs (sh, th, ch, ng) and vowel digraphs.</p> <p><b>Narrative</b> Compose a sentence orally before writing.</p> <p>Sequence sentences to form short narratives.</p> <p>Revise the process of segmenting spoken words into sounds before choosing graphemes to represent sounds.</p> <p>Leave spaces between words.</p>	<p>Use a capital letter for the personal pronoun 'I'.</p> <p>Join words and clauses using 'and'.</p> <p><b>Poetry</b> Create writing from my own ideas.</p> <p>Begin to use adjectives in my writing.</p> <p>Discuss own writing with other pupils.</p> <p>Use -ed where no change is needed in the spelling of root words (e.g. helped).</p>	<p><b>Instructions</b> Use phonics (40+ graphemes already taught) to sound out and write words correctly and make plausible attempts.</p> <p>Spell some Year 1 common exception words.</p> <p>Use -ing where no change is needed in the spelling of root words (e.g. helping eating).</p> <p>Begin to punctuate sentences using a question mark.</p> <p>Join words and clauses using 'but'.</p>	<p>Re-read some sentence to check it makes sense with support.</p> <p>Use capital letters for the names of people.</p> <p><b>Advert</b> Spell words containing each of the 40+ phonemes already taught.</p> <p>Use letter names to distinguish between the alternative spellings of the same sound.</p> <p>Add the prefix un- to the beginning of words (e.g. kind, unkind)</p> <p>Use -er and -est where no change is needed in the spelling of root words (e.g. helper, quicker, quickest).</p> <p>Begin to punctuate sentences using an exclamation mark.</p> <p>Join words and clauses using 'or'.</p>	<p>Write from memory simple sentences dictated by the teacher that contain words using GPCs and common exception words taught so far.</p> <p><b>Narrative</b> Spell words ending in -y e.g. very, happy, funny</p> <p>Divide words into syllables.</p> <p>Spell most Year 1 common exception words.</p> <p>Make singular nouns plurals using 's' and 'es'.</p> <p>Spell words containing graphemes: ff, ll, ss, zz, ck, nk, ph, wh.</p> <p>Use a capital letter for places.</p>	<p>Use question marks and exclamation marks to punctuate sentences.</p> <p><b>Poetry</b> Read aloud own writing clearly enough to be heard by their peers.</p> <p>Spell words containing grapheme tch.</p>
<p><b>Description</b> Sit correctly at a table without prompting, holding a pencil comfortably and correctly.</p> <p>Maintain consistency in handwriting size using the appropriate line size.</p> <p>Use capital letters appropriately e.g. not always writing B as a capital.</p>	<p><b>News Report</b> Write capital letters and digits of the correct size, orientation and relationship to one another.</p> <p>Use different sentence openers.</p> <p>Use adventurous adjectives.</p>	<p><b>Narrative</b> Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Start using some of the diagonal and horizontal strokes needed to join letters. Write narratives about personal experiences and</p>	<p><b>Narrative</b> Use all four handwriting joins.</p> <p>Proof-read to check for errors in punctuation (e.g. ends of sentences punctuated correctly).</p> <p>To apply the spelling rules and guidance in Appendix 1 to add –ed to words ending in y.</p>	<p><b>Recount</b> Understand which letters, when adjacent to one another, are best left unjoined.</p> <p>To join most letters consistently and correctly. (cursive)</p> <p>To learn the possessive apostrophe (singular) [for</p>	<p><b>Non-Chronological Report</b> To join letters consistently and correctly. (cursive)</p> <p>To add suffixes to spell longer words, including –ly, –ful, –less, –ment and –ness.</p> <p>To use a subheading.</p> <p>To use the progressive form of verbs in the present and</p>

<p>Plan or say out loud what they are going to write about.</p> <p>Write down ideas and/or key words, including new vocabulary.</p> <p>To form noun phrases by compounding (For example, whiteboard, superman)</p> <p>To use pronouns- he, she, his, her.</p> <p><b>Narrative</b> Use spacing that reflects the size of the letters.</p> <p>Ensure that capital letters are larger than lower case letters.</p> <p>Encapsulate what they are going to say, sentence by sentence.</p> <p>Write sentences that are sequenced to form short narratives.</p> <p>To segment spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>To use expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>To use co- ordination (using 'and' or 'but')</p>	<p>To add –ing, -ed, -er, - est and y to words of one syllable ending in a consonant after a single vowel letter.</p> <p>To spell words with // at the end of words spelt le.</p> <p>To understand the purpose of and write statement sentences. To use full stops and capital letters consistently.</p> <p>To use subordination (using because)</p> <p><b>Poetry</b> Develop positive attitudes towards writing.</p> <p>Make simple additions, revisions and corrections to their own writing.</p> <p>Reread to check that own writing makes sense.</p> <p>To distinguish between homophones and near-homophones There/their/they're Here/hear quiet/quite See/sea bare/bear One/won sun/son To/too/two be/bee Blue/blew night/knight</p> <p>To understand the purpose of and write question sentences.</p> <p>To use a question mark correctly in a sentence.</p>	<p>those of others (real and fictional).</p> <p>Develop writing stamina so that I can write at length.</p> <p>To spell words ending in –y e.g. cry, reply</p> <p>To add –er, -ed, -y and est to words ending in e preceded by a consonant.</p> <p>To use the past tense correctly and consistently throughout writing.</p> <p>To use co- ordination (using or, and, or but)</p> <p><b>Instructions</b> Write for different purposes, effectively and draw on my reading experiences to inform the vocabulary and grammar in my writing.</p> <p>Use verbs that make my writing more interesting to the reader.</p> <p>Include adverbs in my writing e.g. the lion roamed loudly.</p> <p>To add suffixes to spell longer words, including –ly</p> <p>Use time connectives such as next, then, after, first.</p> <p>To learn new ways of spelling phonemes for which one or more spellings are already known e.g. /r/ spelt wr (see Appendix 1 for full</p>	<p>To add suffixes to spell longer words, including –ful.</p> <p>To spell Year 2 common exception words. (Appendix 1)</p> <p>To use commas to separate items in a list correctly.</p> <p>To use subordination (using when, if, that, or because)</p> <p><b>Advert</b> Evaluate their writing with the teacher and other pupils.</p> <p>Proof-read to check for errors in spelling.</p> <p>To spell words with // at the end of words spelt al.</p> <p>To spell words ending in il.</p> <p>To learn to spell more words with contracted forms e.g. can't, couldn't.</p> <p>To apply the spelling rules and guidance in Appendix 1 to add -est to words ending in y.</p> <p>To understand the purpose of and write exclamation sentences.</p> <p>To use an exclamation mark correctly in a sentence.</p> <p>To use the present tense correctly and</p>	<p>example, the girl's book] –s e.g. the dog's collar</p> <p>To add suffixes to spell longer words, including –ment, –ness.</p> <p>To form noun phrases using suffixes such as –ness, -er</p> <p>To use the punctuation taught in Yrs 1&amp; 2 mostly correctly</p> <p>To use subordination (using when, if, that, or because) and co- ordination (using or, and, or but)</p> <p><b>Narrative</b> Reread to check that verbs to indicate time are used correctly and consistently in the continuous form.</p> <p>Proof-read to check for errors in grammar (e.g. ends of sentences punctuated correctly).</p> <p>To spell words ending in -tion e.g. station</p> <p>To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>To apply the spelling rules and guidance in Appendix 1 to add –es to words ending in y.</p>	<p>past tense to mark actions in progress (For example, she is drumming, he was shouting)</p> <p><b>Poetry</b> Read aloud what they have written with appropriate intonation to make the meaning clear.</p>
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		list), and learn some words with each spelling, including a few common homophones.  To understand the purpose of and write command sentences.  To use subordination (using when, if)	consistently throughout writing.	To add suffixes to spell longer words, including –less.  To be introduced to inverted commas for speech.	
Reading Focus:	Reading Focus:	Reading Focus:	Reading Focus:	Reading Focus:	Reading Focus:
<p><b>Comprehension (Positive attitudes and love of reading)</b> – To develop pleasure in reading, motivation to read, vocabulary and understanding</p> <p><b>Comprehension (Accuracy, fluency and understanding)</b> – To understand both the books they can already read accurately and fluently and those they listen to</p>					
<p><b>Word Reading</b></p> <p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To use picture clues to help with reading texts.</p> <p>To recognise and read some previously taught read common exception words (e.g. the, I, he, she)</p> <p><b>Comprehension (Positive attitudes and love of reading)</b></p> <p>To recognise and join in with predictable phrases.</p> <p>To recognise repetition of language in reading.</p> <p>To recognise obvious story language, for example, once upon a time, big bad wolf.</p> <p><b>Comprehension (accuracy, fluency and understanding)</b></p>	<p><b>Word Reading</b></p> <p>To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>To break words down into smaller 'chunks' to help with reading.</p> <p>To begin to read some Y1 common exception words.</p> <p>To read words containing taught GPCs and –ed suffix.</p> <p><b>Comprehension (Positive attitudes and love of reading)</b></p> <p>To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>To learn to appreciate rhymes and poems, and to recite some by heart.</p>	<p><b>Word Reading</b></p> <p>To count the syllables in words.</p> <p>To read words of more than one syllable that contain taught GPCs.</p> <p>To read words containing taught GPCs –ing ending.</p> <p>To read books aloud accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word after a discussion with an adult.</p> <p><b>Comprehension (Positive attitudes and love of</b></p>	<p><b>Word Reading</b></p> <p>To reread books to build up fluency and confidence in word reading.</p> <p>To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>To read words containing taught GPCs –er and –est endings.</p> <p><b>Comprehension (Positive attitudes and love of reading)</b></p> <p>To link what they have read to their own experiences, with encouragement.</p> <p>To choose their own books/stories to read after a discussion with an adult. and say why they have chosen it verbally and in written form.</p>	<p><b>Word Reading</b></p> <p>To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes e.g ow in snow and cow</p> <p>To read words containing taught GPCs and –s and –es endings.</p> <p><b>Comprehension (Positive attitudes and love of reading)</b></p> <p>To recognise the difference between fiction and non-fiction.</p> <p>To discuss word meanings, linking new meanings to those already known.</p> <p>To choose their own books/stories to read and say why they have chosen it</p>	<p><b>Word Reading</b></p> <p>To read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p><b>Comprehension (Positive attitudes and love of reading)</b></p> <p>To recall and write about specific information in fiction and non-fiction texts.</p> <p><b>Comprehension (accuracy, fluency and understanding)</b></p> <p>To express opinions verbally and in written form about main events and characters in a story based on what is being said and done.</p> <p>To recognise verbally and in written form why a character is feeling a certain way based</p>

<p>To check that a text makes sense to them as they read, and correct inaccurate reading.</p> <p>To identify and discuss the main characters in stories that they read themselves.</p> <p>To answer questions on a text they have read relating to who and what.</p> <p><b>Comprehension (discussion, retrieval and analysis)</b></p> <p>To begin to participate in discussions about what it read to them with an adult.</p>	<p><b>Comprehension (accuracy, fluency and understanding)</b></p> <p>To discuss the significance of title and events.</p> <p>To record what is read to them through representations and in writing.</p> <p>To answer questions on a text they have read relating to where and when.</p> <p><b>Comprehension (discussion, retrieval and analysis)</b></p> <p>To participate in discussions about what it read to them, taking turns and listening to what others say.</p>	<p><b>reading)</b></p> <p>To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that which they can read independently.</p> <p>To use drama and role-play to retell stories and take on the role of a character.</p> <p>To retell verbally and in written form.</p> <p><b>Comprehension (accuracy, fluency and understanding)</b></p> <p>To make predictions verbally and in written form based on what they have read so far.</p> <p>To answer questions on a text they have read relating to why.</p> <p><b>Comprehension (discussion, retrieval and analysis)</b></p> <p>To explain clearly their understanding of what is read to them after a discussion.</p>	<p><b>Comprehension (accuracy, fluency and understanding)</b></p> <p>To identify and discuss the main events or key points in stories that are read independently.</p> <p>To draw on own background knowledge or on background information and vocabulary provided by the teacher.</p> <p>To answer questions on a text they have read relating to why and how.</p> <p><b>Comprehension (discussion, retrieval and analysis)</b></p> <p>To explain clearly their understanding of what is read to them to adults and peers.</p>	<p>verbally and in written form.</p> <p><b>Comprehension (accuracy, fluency and understanding)</b></p> <p>To make inferences based on what is said and done.</p> <p>To express opinions verbally and in written form about main events and characters in a story based on what is being said.</p> <p>To recognise verbally and in written form why a character is feeling a certain way based on what is being said.</p> <p>To answer questions on a text they have read relating to who, what, where, when, why and how.</p> <p><b>Comprehension (discussion, retrieval and analysis)</b></p> <p>To locate information on a simple fact sheet.</p> <p>To begin to retrieve form non-fiction texts including using contents pages and glossaries.</p>	<p>on what is being said and done.</p> <p><b>Comprehension (discussion, retrieval and analysis)</b></p> <p>To discuss how vocabulary choice affects meaning, for example, crept lets you know he is trying to be quiet.</p>
<p><b>Word Reading</b></p> <p>To read aloud books that continue to apply phonic knowledge and skills to decode unfamiliar words accurately and automatically.</p> <p>To focus on all the letters in the word. e.g not reading place for palace.</p> <p>To read further common exception words.</p>	<p><b>Word Reading</b></p> <p>To read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially</p>	<p><b>Word Reading</b></p> <p>To read aloud books that continue to apply phonic knowledge and skills to decode unfamiliar words accurately and automatically without overt sounding out and blending e.g. at over 90 words per minute.</p> <p>To accurately read words with 2 or more syllables that contain alternative sounds for</p>	<p><b>Word Reading</b></p> <p>To read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>To read words containing common suffixes e.g. <i>-ness, -ment, -ful, -less -ly</i>.</p> <p><b>Comprehension (Positive attitudes and love of</b></p>	<p><b>Word Reading</b></p> <p>To read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To use tone and intonation when reading aloud.</p>	<p><b>Word Reading</b></p> <p>To read words containing common suffixes e.g. <i>-ness, -ment, -ful, -less, -ly, -ing, -ed, -er, -est, -y, -le, -tion, el, -al</i></p> <p><b>Comprehension (Positive attitudes and love of reading)</b></p> <p>To recognise and write about key themes and ideas within a text.</p>

<p>To read words containing the prefix un-.</p> <p>To use a range of decoding strategies e.g. chunking, noting similar word patterns etc</p> <p><b>Comprehension (Positive attitudes and love of reading)</b></p> <p>To become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</p> <p>To sequence, discuss and write about some of the main events in stories and recounts.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To identify and comment on vocabulary and literary features for example, all fairy tales start with once upon a time.</p> <p><b>Comprehension (accuracy, fluency and understanding)</b></p> <p>To check that the text makes sense to them as they read, and correct inaccurate reading.</p> <p>To answer and ask questions about a story.</p> <p>To explain and discuss their understanding of books, poems and other material, both those that they listen to</p>	<p>recognising alternative sounds for graphemes.</p> <p>To reread books to build up their fluency and confidence in word reading.</p> <p><b>Comprehension (Positive attitudes and love of reading)</b></p> <p>To listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>To be introduced to non-fiction books that are structured in different ways</p> <p>To sequence, discuss and write about the main events in stories and recounts.</p> <p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some.</p> <p><b>Comprehension (accuracy, fluency and understanding)</b></p> <p>To make and write about predictions based on what has been read so far.</p> <p>To demonstrate and write about their understanding of fiction, poetry and non-fiction texts by asking and answering questions.</p>	<p>graphemes e.g. shoulder, roundabout, grouping.</p> <p>To read words containing common suffixes e.g. <i>-ing, -ed, -er, -est, -y</i>.</p> <p><b>Comprehension (Positive attitudes and love of reading)</b></p> <p>To listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To understand and write about why a writer has written a text, for example, she wants you to know how to make a kite.</p> <p><b>Comprehension (accuracy, fluency and understanding)</b></p> <p>To draw on own knowledge or on background information and vocabulary provided by the teacher.</p> <p>To make verbal and written predictions about familiar and unfamiliar texts.</p> <p><b>Comprehension (discussion, retrieval and analysis)</b></p> <p>To participate in discussions about books, poems and other works that are read to them and those that they</p>	<p><b>reading)</b></p> <p>To make choices about which texts to read, based on prior reading experience.</p> <p>To use own experiences to relate to what they read, both verbally and in written form.</p> <p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss and write about favourite words and phrases.</p> <p>To identify and comment on vocabulary and a range of literary features by the same author (e.g. Roald Dahl).</p> <p><b>Comprehension (accuracy, fluency and understanding)</b></p> <p>To make and write inferences on the basis of what is said. e.g James was feeling scared when...because...</p> <p><b>Comprehension (discussion, retrieval and analysis)</b></p> <p>To begin to retrieve information from non-fiction texts including using, contents pages, glossaries and index.</p> <p>To explain own responses to a text.</p>	<p>To read words containing common suffixes e.g. <i>-le, -tion, el, -al</i></p> <p><b>Comprehension (Positive attitudes and love of reading)</b></p> <p>To make links between texts, based on prior reading experience.</p> <p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p><b>Comprehension (accuracy, fluency and understanding)</b></p> <p>To make and write inferences on the basis of what is said and done. e.g Hansel was clever when he put stones in his pocket because...</p> <p><b>Comprehension (discussion, retrieval and analysis)</b></p> <p>To explain own responses to a text.</p> <p>To identify and write about how vocabulary choice affects meaning, for example, crept lets you know that he is trying to be quiet.</p>	<p><b>Comprehension (discussion, retrieval and analysis)</b></p> <p>To retrieve specific information from non-fiction texts using, contents pages, glossaries and index.</p>
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and those that they read for themselves		can read for themselves, taking turns and listening to what others say			
Spelling Focus:	Spelling Focus:	Spelling Focus:	Spelling Focus:	Spelling Focus:	Spelling Focus:
ay ee igh ow oo ar  Review and assessment of spellings taught this half term.	ai, oi / ay, oy a-e, e-e i-e, o-e u-e, ar ee ea (/i:/) /ea (/ɛ/)  Review and assessment of spellings taught this half term.	er (/ɜ:/) / er (/ə/) ir, ur oo (/u:/) oo (/ʊ/) oa oe, ou ow (/aʊ/), ow (/əʊ/) / ue, ew  Review and assessment of spellings taught this half term.	ie (/aɪ/), ie (/i:/) igh or, ore aw, au air, ear and ear (/ɛə/) are (/ɛə/)  Review and assessment of spellings taught this half term.	Words ending <b>-y</b> . New consonant spellings <b>ph</b> and <b>wh</b> . Using <b>k</b> for the /k/ sound. The sounds /f/, /l/, /s/, /z/ and /k/ <b>spelt ff, ll, ss, zz and ck</b> . The /ŋ/ sound spelt <b>n before k</b> .  Division of words into syllables.  Review and assessment of spellings taught this half term.	Adding <b>s and es</b> to words (plural of nouns and the third person singular of verbs). Adding the endings <b>-ing, -ed and -er</b> to verbs where no change is needed to the root word. Adding <b>-er and -est</b> to adjectives where no change is needed to the root word. Adding the prefix <b>-un</b> . Compound words. Common exception words. Review and assessment of spellings taught this half term.
Division of words into syllables. Contractions (not). Revisit <b>adding s and es</b> to words (plural of nouns and the third person singular of verbs). The /i:/ sound spelt <b>-ey</b> . Revisit adding the endings <b>-ing, -ed and -er</b> to verbs where no change is needed to the root word. Revisit adding <b>-er and -est</b> to	Homophones and near-homophones. The /ɔ:/ sound spelt <b>a before l and ll</b> . The /u/ sound spelt <b>o</b> . The /ɜ:/ sound spelt <b>s</b> . The /j/ sound spelt as <b>dge</b> at the end of words. The /j/ sound spelt as <b>ge</b> at the end of words. Review and assessment of spelling taught this half term.	The alternative /j/ sound can be spelt as g elsewhere in words before e, i and y. The /s/ sound spelt <b>c before e, i and y</b> . The /n/ sound spelt <b>kn</b> and (less often) <b>gn</b> at the beginning of words. The /r/ sound spelt <b>wr</b> at the beginning of words. The /l/ sound spelt <b>-le</b> at the end of words. The /l/ sound spelt <b>-el</b> at the	The /l/ sound spelt <b>-al</b> at the end of words / Words ending <b>-il</b> . The /igh/ sound spelt <b>-y</b> at the end of words. Adding <b>-es</b> to nouns and verbs ending in <b>-y</b> Adding <b>-ed, -ing, -er and -est</b> to a root word ending in <b>-y</b> with a consonant before it. Adding the endings <b>-ing, -ed, -er, -est and -y</b> to words ending in <b>-e</b> with a consonant before it.	The /er/ sound spelt or after w / The /or/ sound spelt ar after w The suffixes <b>-ment, -ness, -ful, -less and -ly</b> The suffixes <b>-ment, -ness, -ful, -less and -ly</b> Words ending in <b>-tion</b> Contractions. The possessive apostrophe (singular nouns). Review and assessment of	Common exception words. Common exception words. Common exception words. The /l/ sound spelt <b>-el</b> at the end of words. The possessive apostrophe (singular nouns). Homophones and near-homophones. Review and assessment of spelling taught this half term.

adjectives where no change is needed to the root word.  Review and assessment of spellings taught this half term.		end of words.  Review and assessment of spelling taught this half term.	Adding <i>-ing, -ed, -er, -est</i> and <i>-y</i> to words of one syllable ending in a single consonant letter after a single vowel letter.  Review and assessment of spelling taught this half term.	spelling taught this half term.	
Phonic Focus:	Phonic Focus:	Phonic Focus:	Phonic Focus:	Phonic Focus:	Phonic Focus:
<b>Continuous practise of:</b> <b>Red words-</b> Words that are not easily decodable and challenge words to extend children's vocabulary. <b>Green words-</b> Words that are linked to the sounds they have been learning and are easily decodable. <b>Real and Nonsense words-</b> As well as reading and blending real words children will have to apply their sound recognition skills on reading 'Nonsense words'.					
ay ee igh ow oo oo ar	or air ir ou oy ea oi	a-e e-e i-e o-e u-e aw	are ur er ow ai oa	ew ire ear ure tion cious tious	Recap and consolidation of Set 2 and 3 sounds to exit programme.
Maths:	Maths:	Maths:	Maths:	Maths:	Maths:
<b>Place value</b> Count, read and write numbers from any number. Sort, count and represent objects. Compare and order numbers.  <b>Addition and subtraction</b> Write addition and subtraction calculations (using part-whole model). Number bonds to 10.  <b>Geometry (Shape)</b> Recognise and name 2D and 3D shapes.	<b>Measurement (Money)</b> Recognise coins. Counting in coins.  <b>Fractions of shapes</b> Find a half. Find a quarter.  <b>Addition and subtraction</b> Find and make number bonds. Add a two digit and one digit number. Subtract a one digit from a two-digit number.	<b>Place value</b> Write numbers in words. Tens and ones.  <b>Addition and subtraction</b> Add a multiple of ten. Subtract a multiple of ten. Related addition and subtraction calculations.  <b>Measurement (Length/ Height, Mass, Temperature in °C)</b> Measure lengths using cm. Measure weight. Problem solve by measuring weight.	<b>Measurement (Money)</b> Add and combine amounts of money. Subtract money totals.  <b>Fractions of numbers</b> Find a half. Find a quarter.  <b>Statistics</b> Interpret a pictogram. Construct a block graph.  <b>Addition and subtraction</b> Represent and use number bonds and related subtraction	<b>Place Value</b> Partition and represent two-digit numbers. Compare two numbers using <, > and =.  <b>Addition and subtraction</b> Solve one-step problems that involve addition and subtraction. Solve addition and subtraction word problems.  <b>Multiplication and division</b> Make equal groups for sharing. Make arrays.	<b>Measurement (Money)</b> Solve problems by adding money together. Solve problems to give change.  <b>Measurement (Capacity)</b> Measure capacity. Compare capacity.  <b>Measurement (Time)</b> Compare time. Use the language of time, including telling the time

<p>Patterns with 2D and 3D shapes.</p> <p><b>Measurement (Length/ Height/ Mass)</b> Compare mass. Measure weight. Compare length and height. Measure length.</p> <p><b>Multiplication and division</b> To double numbers. To count in tens and twos.</p>	<p><b>Measurement (Time)</b> Dates. Sequence events in time order.</p> <p><b>Statistics</b> Sort information. Construct a pictogram.</p>	<p><b>Multiplication and division</b> Make equal groups. Count equal groups.</p> <p><b>Geometry (Properties of shape)</b> Sort 2D shapes. Describe 3D shape properties. Sort 3D shapes. To use positional direction and language.</p>	<p>facts within 20. Solve missing number problems.</p> <p><b>Measurement (Time)</b> Tell the time to the o'clock and half past. Write the time.</p>	<p><b>Geometry (Shape)</b> Solve 2D shape puzzles. Describe simple patterns and relationships (invol. numbers and shapes).</p> <p><b>Geometry (Position and Direction)</b> Describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p>	<p>throughout the day.</p> <p><b>Addition and subtraction</b> Problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than.</p>
<p><b>Place value</b> Count, read and write numbers to 100 in numerals and words. Partition 2 digit numbers. Compare numbers using &lt;, &gt; and = signs.</p> <p><b>Addition and subtraction</b> Addition and subtraction to 20. Add three one-digit numbers. Bonds to 100 (tens). Add a two-digit and one digit number. Subtract a one-digit from a two-digit number.</p> <p><b>Geometry (Shape)</b> Identify 2D shapes. Describe 2D shapes. Identify 3D shapes. Describe 3D shapes.</p> <p><b>Measurement (Length/ Height/ Mass)</b> Estimate and measure length/height (m/cm). Estimate and measure mass (kg/g)</p>	<p><b>Measurement (Money)</b> Count money. Make the same amount.</p> <p><b>Fractions of shapes and numbers</b> Recognise and find fractions of shapes: <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math>. Recognise and find fractions of a number: <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math>.</p> <p><b>Addition and subtraction</b> Add two two-digit numbers. Add by partitioning.</p> <p><b>Multiplication and division</b> Make arrays Divide by 2, 5 and 10.</p> <p><b>Measurement (Time)</b> Tell the time the hour, half past the hour. Tell the time to quarter past/to the hour.</p> <p><b>Statistics</b> Construct and interpret a tally chart. Construct and interpret a</p>	<p><b>Place value</b> Partition 2-digit numbers in different ways. Solve partitioning problems.</p> <p><b>Addition and subtraction</b> Subtract on a blank number line. Bonds to 100 (tens and ones).</p> <p><b>Measurement (Length/ Height, Mass, Temperature in °C)</b> Read the numbered divisions on a scale and interpret the divisions between them. Measure temperature.</p> <p><b>Multiplication and division</b> Use arrays in multiplication and division and recall times tables. Recognise and use the inverse relationship.</p> <p><b>Geometry (Shape)</b> Lines of symmetry. Identify 2D shapes on the surface of 3D shapes.</p>	<p><b>Measurement (Money)</b> Find the total. Find the difference. Find the change.</p> <p><b>Equivalent Fractions</b> Unit fractions. Non-unit fractions. Equivalence of <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math>.</p> <p><b>Statistics</b> Construct block diagrams and simple tables, counting in 2s, 5s 10s. Interpret block diagrams and simple tables.</p> <p><b>Addition and subtraction</b> Understand that halving is the inverse of doubling and vice versa. Add two, 2-digit numbers on a blank number line. Subtract a 2-digit number from a 2-digit number.</p> <p><b>Measurement (Time)</b> Compare and sequence intervals of time.</p>	<p><b>Place Value</b> Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward. Identify, represent and estimate numbers on a number line. Recall the multiples of 10 below and above.</p> <p><b>Addition and subtraction</b> Add and subtract numbers using written methods. Recognise and use the inverse relationship between addition and subtraction.</p> <p><b>Multiplication and division</b> Calculate multiplication and division within the multiplication tables. Solve problems involving multiplication and division.</p> <p><b>Geometry (Shape)</b> Draw lines and shapes using a straight edge.</p> <p><b>Position and Direction</b></p>	<p><b>Measurement (Money)</b> Find change to solve money problems. Solve money word problems using addition and subtraction.</p> <p><b>Measurement (Capacity)</b> Estimate and measure capacity (litres/ml). Compare and order volume/capacity and record the results using &gt;, &lt; and =.</p> <p><b>Time</b> Become fluent in telling the time on analogue clocks and recording it.</p> <p><b>Addition and subtraction</b> Add two, 2-digit numbers by column addition without crossing tens boundary. Subtract two, 2-digit numbers by column subtraction without crossing tens boundary.</p>

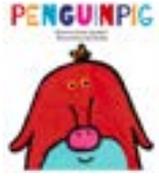
Compare and order lengths and mass using >, < and =.  <b>Multiplication and division</b> Odd and even numbers. Understand repeated addition as multiplication. Represent arrays as multiplication.	pictogram.	Compare and sort 2D and 3D shapes.	Tell and write the time to five minutes.	Describe movement and turns.	
Science:	Science:	Science:	Science:	Science:	Science:
<b>Working Scientifically</b>					
<p><b>Autumn:</b> Ask simple questions and recognise that they can be answered in different ways. Identify and classify. Observe closely, using simple equipment.</p> <p><b>Spring:</b> Perform simple tests. Gather and record data to help in answering questions.</p> <p><b>Summer:</b> Use observations and ideas to suggest answers to questions.</p>					
<b>Seasonal Change</b>					
<p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>					
<b><u>Animals including Humans</u></b>	<b><u>Materials</u></b>	<b><u>Animals including Humans</u></b>	<b><u>Plants</u></b>	<b><u>Animals</u></b>	<b><u>Materials</u></b>
Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	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.	Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.  Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).	Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.  Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.	Identify and name a variety of common animals that are carnivores, herbivores and omnivores.	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.
<b>Working Scientifically</b>					
<p><b>Autumn:</b> Make and record observations and simple comparisons. Think about what is expected to happen. Decide whether the results support the prediction.</p> <p><b>Spring:</b> Turn ideas into questions that can be investigated. Present results. Explain what has been found out.</p> <p><b>Summer:</b> Present information in charts and tables. Decide whether a test was fair. Use results to draw conclusions.</p>					
<b><u>Animals including Humans</u></b>	<b><u>Materials</u></b>	<b><u>Animals including Humans</u></b>	<b><u>Plants</u></b>	<b><u>Living Things and their Habitats</u></b>	<b><u>Materials</u></b>
Find out about and describe the basic needs of animals,	Find out how the shapes of solid objects made from	Describe the importance for humans of exercise, eating			Identify and compare the suitability of a variety of

<p>including humans, for survival (water, food and air).</p> <p>Identify ways in which the appearance of humans changes as they get older.</p> <p>Know that some characteristics will not alter with age.</p> <p>Recognise that animals produce young.</p>	<p>some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>the right amounts of different types of food, and hygiene.</p> <p>Identify some types of food that make up their diet and name some examples of each.</p> <p>Recognise an adequate diet and exercise is necessary for them to grow and stay healthy.</p>	<p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>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 other.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>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.</p>	<p>everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p>
<p>Science Texts:</p>	<p>Science Texts:</p>	<p>Science Texts:</p>	<p>Science Texts:</p>	<p>Science Texts:</p>	<p>Science Texts:</p>
					
<p>Computing:</p>	<p>Computing:</p>	<p>Computing:</p>	<p>Computing:</p>	<p>Computing:</p>	<p>Computing:</p>
<p style="text-align: center;">Evolve (E-Safety) to be revisited each lesson.</p> <p style="text-align: center;"><b>Computing Skills to support working independently and safely:</b></p>					

- To log onto a computer/Chromebook using a login (School 360) and use a mouse/track pad.
- To log onto an iPad.
- To click and drag to make objects on a screen.
- To type using a keyboard/touch screen (capital letter and space).
- To save and open work.
- To draw an on-screen image.
- To count and group objects.
- To make a sequence of 4 commands.
- To group and classify objects in different ways.
- To edit text on a computer document, using backspace.
- To change the values in Scratch Jr.

<b>E-Safety /Computing Systems and Networks – Technology Around Us</b>	<b>Creating Media – Digital Painting</b>	<b>Programming A – Moving a Robot (floor turtles)</b>	<b>Data and Information – Grouping Data</b>	<b>Creating Media – Digital Writing</b>	<b>Programming B – Programming Animations (Scratch Jr)</b>
<p>Observe and follow the school's safer internet rules, discuss why they are in place.</p> <p>Observe how to use the internet safely for learning and communicating with others, with links to current social medias (e.g. Roblox, Tiktok, Snapchat etc).</p> <p>Name a trusted adult they can talk to.</p> <p>Log onto a computer using a login (School 360).</p> <p>Classify a computer and its main parts (e.g., mouse, keyboard, screen, touch screen).</p> <p>Select how to use a mouse in different ways (e.g. saving and opening files with support) (Practice - Busy Things, Digital Literacy –</p>	<p>Observe what different freehand tools do.</p> <p>Select and use the shape and line tools.</p> <p>Select careful choices when painting a digital picture.</p> <p>Classify reasons why I chose a tool I used.</p> <p>Use a computer on my own to paint a picture <b>(RE – Christmas Drawing)</b>.</p> <p>Categorise differences between painting a picture on a computer and on paper <b>(History – Great Fire of London Picture)</b>.</p>	<p>Observe what a given command will do.</p> <p>Act out a given word.</p> <p>Combine forwards and backwards commands to make a sequence.</p> <p>Combine four direction commands to make sequences <b>(Geography – Navigate Floor Turtle around World Map)</b>.</p> <p>Plan a simple program.</p> <p>Classify more than one solution to a problem.</p>	<p>Observe how to label objects.</p> <p>Observe that objects can be counted.</p> <p>Classify objects in different ways.</p> <p>Categorise and count objects with the same properties.</p> <p>Categorise and compare groups of objects <b>(Science – Plants)</b>.</p> <p>Select and answer questions about groups of objects.</p>	<p>Use a computer to write <b>(RE – Christianity, Gospel)</b>.</p> <p>Add and remove text on a computer.</p> <p>Observe that the look of text can be changed on a computer.</p> <p>Make careful choices when changing text.</p> <p>Observe why I used the tools that I chose.</p> <p>Classify the differences between typing on a computer to writing on paper.</p>	<p>Choose a command for a given purpose.</p> <p>Observe that a series of commands can be joined together.</p> <p>Observe the effect of changing a value.</p> <p>Observe that each sprite has its own instructions.</p> <p>Design parts of a project.</p> <p>Use my algorithm to create a program <b>(History – First Flight)</b>.</p>

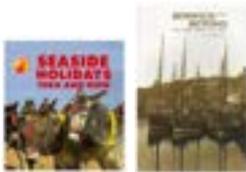
<p>Body Boggle, Alphabet Tracing, Name Tracing).</p> <p>Observe how to use a keyboard to type on a computer. (Practice – Busy Things, Digital Literacy – Tree Keys, Brid Word).</p> <p>Categorise how to use keyboard to edit text <b>(Science – Animals Including Humans Links)</b>.</p> <p>Select and create rules for using technology responsibly.</p>					
<p>Recall and follow the school's safer internet rules and speculate why they are in place.</p> <p>Speculate how to use the internet safely for learning and communicating with others, with links to current social medias (e.g., ROBLOX, TikTok, snapchat etc).</p> <p>Reason why a trusted adult must be told if someone they don't know tries to contact them on the internet, explore the meaning of 'trusted adult' (e.g. teacher, parent, siblings, postman, doctor).</p> <p>Can email safely as a class using school 360.</p> <p>Log onto a computer using a login (School 360).</p>	<p>Compare what different freehand tools do.</p> <p>Contrast and use the shape and line tools.</p> <p>Recall careful choices when painting a digital picture.</p> <p>Classify reasons why I chose a tool I used.</p> <p>Use a computer on my own to paint a picture <b>(RE – Christmas Drawing)</b>.</p> <p>Contrast differences between painting a picture on a computer and on paper <b>(History – Great Fire of London Picture)</b>.</p>	<p>Speculate what a given command will do.</p> <p>Act out a given word.</p> <p>Combine forwards and backwards commands to make a sequence.</p> <p>Combine four direction commands to make sequences <b>(Geography – Navigate Floor Turtle around World Map)</b>.</p> <p>Plan a simple program.</p> <p>Classify more than one solution to a problem.</p>	<p>Recall how to label objects.</p> <p>Recall that objects can be counted.</p> <p>Compare objects in different ways.</p> <p>Sequence and count objects with the same properties.</p> <p>Compare and contrast groups of objects <b>(Science – Plants)</b>.</p> <p>Recall and answer questions about groups of objects.</p>	<p>Use a computer to write <b>(RE – Christianity, Gospel)</b>.</p> <p>Add and remove text on a computer.</p> <p>Speculate how the look of text can be changed on a computer.</p> <p>Make careful choices when changing text.</p> <p>Reason why I used the tools that I chose.</p> <p>Classify the differences between typing on a computer to writing on paper.</p>	<p>Choose a command for a given purpose.</p> <p>Recall that a series of commands can be joined together.</p> <p>Compare the effect of changing a value.</p> <p>Classify that each sprite has its own instructions.</p> <p>Design parts of a project.</p> <p>Use my algorithm to create a program <b>(History – First Flight)</b>.</p>

<p>Recall technology (e.g. laptop, phone, games consoles).</p> <p>Classify a computer and its main parts (e.g., mouse, keyboard, screen, touch screen).</p> <p>Sequence how to use a mouse in different ways (e.g. saving and opening files with support) (Practice - Busy Things, Digital Literacy – Body Boggle, Alphabet Tracing, Name Tracing).</p> <p>Speculate how to use a keyboard to type on a computer. (Practice – Busy Things, Digital Literacy – Tree Keys, Brid Word).</p> <p>Reason how to use keyboard to edit text. (<b>Science – Animals Including Humans Links</b>).</p> <p>Speculate and create rules for using technology responsibly.</p>					
Computing Texts:	Computing Texts	Computing Texts	Computing Texts	Computing Texts	Computing Texts
					

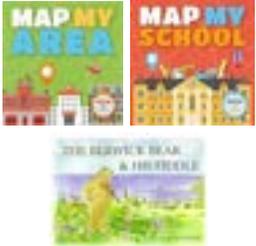
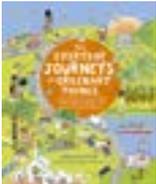
RE:	RE:	RE:	RE:	RE:	RE:
<b>Skills to explore religions, worldviews and beliefs:</b>					
<p><b>Autumn:</b></p> <ul style="list-style-type: none"> <li>• give examples of how stories show what people believe (e.g. the meaning behind a festival)</li> <li>• think, talk and ask questions about whether the ideas they have been studying have something to say to them</li> </ul> <p><b>Spring:</b></p> <ul style="list-style-type: none"> <li>• give clear, simple accounts of what stories and other texts mean to believers</li> <li>• give examples of how people use stories, texts and teachings to guide their beliefs and actions</li> </ul> <p><b>Summer:</b></p> <ul style="list-style-type: none"> <li>• identify the core beliefs and concepts studied and give a simple description of what they mean</li> <li>• give examples of ways in which believers put their beliefs into action</li> <li>• give a good reason for the views they have and the connections they make</li> </ul>					
<p><b><u>Christians (Creation) –</u></b> <b>Who do Christians say made the world?</b></p> <p>Retell the story of creation from Genesis 1:1–2.3 simply. Observe that ‘Creation’ is the beginning of the ‘big story’ of the Bible.</p> <p>Select key points that show what the story tells Christians about God, Creation and the world.</p> <p>Select at least one example of what Christians do to say thank you to God for the Creation (e.g. at Harvest celebrations)</p> <p>Think and ask questions about living in an amazing world.</p>	<p><b><u>Christians (Incarnation) –</u></b> <b>Why does Christmas matter to Christians?</b></p> <p>Give a clear, simple account of the story of Jesus’ birth and select reasons why Jesus is important for Christians.</p> <p>Observe that stories of Jesus’ life come from the Gospels.</p> <p>Select examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas (e.g. giving gifts and saying thank you).</p> <p>Select what they personally have to be thankful for at Christmas time.</p>	<p><b><u>Muslims –</u></b> <b>Who is Muslim and how do they live?</b></p> <p>Observe that the words of the <i>Shahadah</i> is very important for Muslims.</p> <p>Select some of the key Muslim beliefs about God found in the <i>Shahadah</i> and the 99 names of Allah and give a simple description of what some of them mean.</p> <p>Classify examples of how Muslims use the <i>Shahadah</i> to show what matters to them.</p> <p>Classify examples of how stories about the Prophet show what Muslims believe about Muhammad (e.g. the story of the tiny ants).</p> <p>Think, talk about and ask questions about Muslim beliefs</p>	<p><b><u>Jews –</u></b> <b>Who is Jewish and how do they live?</b></p> <p>Observe the words of the Shema as a Jewish prayer.</p> <p>Select and understand simply some stories used in Jewish celebrations (e.g. Chanukah)</p> <p>Select examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah).</p> <p>Select an example of how some Jewish people might remember God in different ways (e.g. <i>mezuzah</i>).</p> <p>Categorise what they think is good about reflecting, thanking, praising and remembering for Jewish people, beginning to give a good reason for their ideas</p>	<p><b><u>Christians (Gospel) –</u></b> <b>What is the ‘good news’ Christians say Jesus brings?</b></p> <p>Tell stories from the Bible and recognise a link with a concept of ‘Gospel’ or good news.</p> <p>Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.</p> <p>Observe that Jesus gives instructions to people about how to behave.</p> <p>Select at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace and bringing good news to the friendless.</p> <p>Select at least two examples of how Christians put these beliefs into practice in the Church community and their</p>	<p><b><u>Thematic –</u></b> <b>How should we care for others and the world and why does it matter?</b></p> <p>Select a story or text that says something about each person being unique and valuable (e.g. Jews and Christians Psalm 8 David praises God’s creation and how each person is special in it; non-religious ‘Golden Rule’)</p> <p>Select an example of a key belief some people find in one of these stories (e.g. that God loves all people)</p> <p>Observe an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories</p> <p>Categorise examples of how Christians and Jews can show care for the natural earth</p>

				<p>own lives (for example: charity, confession).</p> <p>Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.</p>	<p>Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world.</p>
<p>Sequence the story of creation from Genesis 1:1–2:3.</p> <p>Recall what the story tells Christians about God, creation and the world.</p> <p>Recall at least two examples of what Christians do to look after the world for God (e.g. Eco-churches, caring for others)</p> <p>Think, talk and ask questions about living in an amazing world.</p>	<p>Recall that Incarnation is part of the 'Big Story' of the Bible.</p> <p>Sequence and tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth'.</p> <p>Recall at least two examples of ways in which Christians use the nativity story in churches and at home (e.g. using nativity scenes and carols to celebrate Jesus' birth, the Samaritans Operation Christmas Child)</p> <p>Think, talk and ask questions about the Christmas story and the lessons they might learn from it (e.g. about being kind and generous).</p>	<p>Recall the words of the <i>Shahadah</i> and that it is very important for Muslims.</p> <p>Reason and give a simple description of what some key Muslim beliefs about God in the <i>Shahadah</i>.</p> <p>Compare how Muslims use the <i>Shahadah</i> to show what matters to them and how stories about the Prophet show what Muslims believe about Muhammad.</p> <p>Think, talk about and ask questions about Muslim beliefs and ways of living</p> <p>Speculate about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas.</p> <p>Reason their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</p>	<p>Reason what the words of the Shema as a Jewish prayer show about beliefs in God.</p> <p>Recall examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like</p> <p>Compare and contrast links between Jewish ideas of God found in the stories and how people live (e.g. Favoured People's time in the wilderness and gathering of harvest at Sukkot).</p> <p>Recall examples of how some Jewish people might remember God in different ways (e.g. <i>mezuzah</i>, on Shabbat)</p> <p>Reason their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</p>	<p>Tell stories from the Bible and recognise a link with a concept: for example, the idea of 'good news' links to the practice of being thankful.</p> <p>Recall clear, simple accounts of what the texts mean to Christians: for example, that people can trust God, and that they should say thank you to God for his good gifts.</p> <p>Speculate how Christians show their beliefs (e.g. thanking God in prayer)</p> <p>Recall at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and their own lives (e.g. Newcastle Cathedral helping the homeless people during Covid, local church charity).</p> <p>Think, talk and ask questions about whether Jesus' 'good news' matters to anyone other than Christians, exploring different ideas.</p>	<p>Recall a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world.</p> <p>Compare and contrast examples of how people show that they care for others (e.g. by giving to charity, Fairtrade), making a link to one of the stories.</p> <p>Reason and speculate why Christians and Jews might look after the natural world.</p> <p>Reason why everyone (religious and non-religious) should care for others and look after the natural world.</p>
RE Texts:	RE Texts:	RE Texts:	RE Texts:	RE Texts:	RE Texts:

<p>Creation Story</p> <p><a href="https://ecochurch.arocha.org.uk/wp-content/uploads/2022/02/Kids-age-4-7-Session-4-Sharing-Creation-Community-and-Global-Engagement.pdf">https://ecochurch.arocha.org.uk/wp-content/uploads/2022/02/Kids-age-4-7-Session-4-Sharing-Creation-Community-and-Global-Engagement.pdf</a></p> 	 <p><a href="https://berwickparishchurch.co.uk/service-times/">https://berwickparishchurch.co.uk/service-times/</a></p>			<p><a href="https://www.thenorthernecho.co.uk/news/23991677-newcastle-cathedral-opens-doors-homeless-christmas/">https://www.thenorthernecho.co.uk/news/23991677-newcastle-cathedral-opens-doors-homeless-christmas/</a></p> 	 <p><a href="https://www.christianaid.org.uk">https://www.christianaid.org.uk</a></p>
<p>History:</p>	<p>History:</p>	<p>History:</p>	<p>History:</p>	<p>History:</p>	<p>History:</p>
	<p><b><u>Significant Event</u></b>  <b>Did the Great Fire make London better or worse?</b></p> <p>Observe how Bonfire Night is celebrated today.</p> <p>Select the main events of the Gunpowder Plot and when it happened in history e.g. Stuart period during King James I reign.</p> <p>Categorise how Bonfire Night has changed over the years (past and present).</p> <p>Classify reasons for and against Bonfire Night still being celebrated.</p> <p>Select reasons why the fire spread so quickly.</p> <p>Understand that there are a range of eyewitness accounts about the fire including Samuel Pepys diary.</p>		<p><b><u>Change (Holidays)</u></b>  <b>How have holidays changed over time?</b></p> <p>Observe some of the key features of a seaside holiday when our grandparents were children (e.g. Punch and Judy shows, bandstands)</p> <p>Select key information about seaside holidays and resorts by interviewing a visitor (fact).</p> <p>Classify souvenirs and their significance in understanding the past and present.</p> <p>Observe information about seaside holidays from a story (fiction).</p> <p>Categorise holiday experiences (past and present).</p>		<p><b><u>Inventions (First Flight)</u></b>  <b>How did the first flight change the world?</b></p> <p>Observe reasons why the Wright brothers may have wanted to pilot the first flight.</p> <p>Select sources of evidence we can use to find out about the first flight.</p> <p>Observe some key features of the Wright's Flyer including engine, propeller, cockpit, landing gear.</p> <p>Select ways the invention of the aeroplane has impacted life today.</p> <p>Classify ways the steam engine impacted life in the past and now.</p>

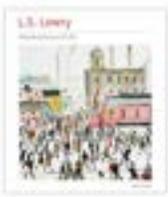
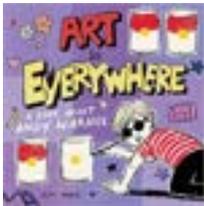
			Select key areas to research holidays in the past and compile a questionnaire		Identify the impact that George Stephenson had on the local area.
	<p>Reason why Guy Fawkes took the action he did in 1605 e.g. treason.</p> <p>Sequence the main events of the Gunpowder Plot.</p> <p>Compare and contrast a range of evidence when studying an event.</p> <p>Speculate using different sources to reach a conclusion about why the fire spread so quickly.</p> <p>Recall reasons for and against Bonfire Night being celebrated.</p> <p>Compare and contrast eyewitness accounts of the Great Fire of London considering difficulties with orally retelling stories.</p>		<p>Compare and contrast information gained from different historical sources e.g. interview, photographs, souvenirs</p> <p>Reason and reach a conclusion about holidays from the past using different historical sources e.g. interview, photographs, souvenirs</p> <p>Recall the importance of using more than one source to reach a conclusion.</p> <p>Compare and contrast a seaside holiday in the past with one today (e.g. entertainment, accommodation, leisure).</p> <p>Classify information about holidays in the past and the present to research and compile a questionnaire.</p>		<p>Sequence the story of the first flight.</p> <p>Compare and contrast aviation from the past and the present (modern aeroplane/jet and Wright's Glider).</p> <p>Recall when and why the Rainhill Trials happened (e.g. locomotive competition for the Liverpool and Manchester Railway).</p> <p>Reason why some events were key events of the Rainhill Trials.</p> <p>Compare and contrast sources to find out information about the Rainhill Trials.</p>
Historical Texts:	Historical Texts:	Historical Texts:	Historical Texts:	Historical Texts:	Historical Texts:
	 <p>Samuel Pepys Diary extract</p>				
	<b><u>Courageous Advocate - Rosa Parks</u></b>		<b><u>Courageous Advocate - Emmeline Pankhurst</u></b>		<b><u>Courageous Advocate - Nelson Mandela</u></b>

					
Geography:	Geography:	Geography:	Geography:	Geography:	Geography:
<p><b><u>Our Local Area</u></b>  <b>What is it like where we live?</b></p> <p>Observe and explore the local area and name key landmarks, such as the nearest local green space (e.g. from a vocabulary list of features of the local area, identify which are human or physical and describe these features)</p> <p>Talk about a natural environment, naming its features using some key vocabulary e.g. River Tweed, North Sea</p> <p>Locate places on a map of the local area using locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a simple base map using everyday directions and locational language prompted by their journey stick).</p>		<p><b><u>Journeys (countries)</u></b>  <b>Where does our food come from?</b></p> <p>Select foods that can be bought on the local high street.</p> <p>Classify what cereal crops are made into (e.g. cereal, bread, pasta)</p> <p>Categorise and describe where everyday products (milk) come from.</p> <p>Observe that many different types of food come from the UK and Europe.</p>		<p><b><u>Wonders of the World (continents)</u></b>  <b>What are the seven wonders of the world?</b></p> <p>Identify and name continents.</p> <p>Identify and name some of the wonders of the world (e.g. Great Wall of China, River Nile, Mount Everest).</p> <p>Select appropriate atlases, maps and globes to locate some of the wonders.</p> <p>Reason and speculate about the significance of local (e.g. Lindisfarne, St Cuthbert's Cave, Bamburgh Castle) and global wonders.</p>	
Recall features of the local area and its physical and human geography (e.g.		Classify types of food: fast, fresh, processed and recall reasons for this.		Recall detailed geographical information about the countries where the wonders	

<p>investigate how other people view the local area, e.g. tourism websites, create a vocabulary list of the human and physical features of the local area, and how people can use and change these and describe these features and locate them on a map using images or drawings)</p> <p>Compare different natural environments and describe them using a range of key vocabulary (e.g. open space, coast, A1).</p> <p>Sequence a journey on a map of the local area, locating features and landmarks seen on the journey (e.g. after a walk to a nearby green space, describe with confidence the route taken on a large-scale OS map using compass directions and locational language prompted by their journey stick).</p>		<p>Recall foods that can be bought on the local high street and can describe how food has been processed (e.g. bread, pizza).</p> <p>Classify and describe regional products from the UK and Europe.</p> <p>Reason and speculate why different foods come from specific regions (UK and Europe).</p>		<p>are located (e.g. Uluru, Suez Canal, Christ the Redeemer).</p> <p>Express and share opinions about world wonders.</p> <p>Compare and contrast explain geographical processes that formed the natural wonders</p> <p>Reason and speculate a choice of a local wonder (with significance and impact e.g. Lindisfarne, St Cuthbert's Cave, Bamburgh Castle).</p>	
Geographical Texts:	Geographical Texts	Geographical Texts	Geographical Texts	Geographical Texts	Geographical Texts
		<p>Does Food Grow on Shelves?</p> 			

<b><u>Courageous Advocate - David Attenborough</u></b>		<b><u>Courageous Advocate - Zac Efron</u></b>		<b><u>Courageous Advocate - Greta Thunberg</u></b>	
					
Art & Design:	Art & Design:	Art & Design:	Art & Design:	Art & Design:	Art & Design:
<p><b><u>Drawing/Painting - Lowry</u></b> compare with other artists that paint seascapes, John Dyer for a contrast. Art movement: Naïve Art Link to 'Lowry and the Sea' exhibition</p> <p><b>Drawing:</b> Begin to control types of marks made with a range of media, e.g. crayons, felt tips, pastels, oil pastels, chalk etc.</p> <p>Draw from first hand observation, observing detail.</p> <p>Begin to explore use of line, shape and colour.</p> <p><b>Painting:</b> Know and name primary and secondary colours.</p> <p>Mix, use and apply secondary colours.</p> <p>Warm and cold colours.</p>			<p><b><u>Printing - Andy Warhol,</u></b> compare with other printmakers, e.g. Doris Lee, Franz Marc. Art movement: Pop Art (print making theme)</p> <p><b>Printing</b> Use simple relief printing.</p> <p>Create patterns using a repeated pattern.</p> <p>Roll printing ink over found objects to create patterns.</p> <p><b>Knowledge:</b> Describe what they can see and like in the work of other artists.</p> <p>Categorise and describe some simple characteristics of different kinds of art.</p> <p>Explore a range of work by other artists.</p>	<p><b><u>Painting -</u></b> <b>Artists: Aboriginal artists,</b> compare both traditional and contemporary works. <b>Art movement: Aboriginal Art</b></p> <p><b>Painting:</b> Know and name primary and secondary colours.</p> <p>Mix, use and apply secondary colours.</p> <p>Warm and cold colours.</p> <p>Explore adding white to lighten or black to darken paint.</p> <p><b>Knowledge:</b> Describe what they can see and like in the work of other artists.</p> <p>Categorise and describe some simple characteristics of different kinds of art.</p>	

<p>Explore adding white to lighten or black to darken paint.</p> <p><b>Knowledge:</b> Describe what they can see and like in the work of other artists.</p> <p>Begin to categorise and describe some simple characteristics of different kinds of art.</p> <p>Explore a range of work by other artists.</p> <p>Describe what they like in their own work.</p>			<p>Begin to select ideas from an artist to create own work.</p> <p>Describe what they like in their own work.</p>	<p>Explore a range of work by other artists.</p> <p>Select ideas from an artist to create own work.</p> <p>Describe what they like in their own work.</p>	
<p><b>Drawing:</b> Experiment with and select three different grades of pencil.</p> <p>Explore quality of line and shape.</p> <p>Begin to create different tone using light and dark.</p> <p>Begin to use side of pencil to add shading.</p> <p><b>Painting:</b> Explore what happens when secondary colours are mixed.</p> <p>Make tints of one colour adding white.</p>			<p><b>Printing</b> Make marks on rollers and printing palettes.</p> <p>Build repeating patterns and recognise more complex pattern in the environment.</p> <p><b>Knowledge:</b> Compare and contrast different forms of creative works by artists from different cultures and periods in history. Describe how other artists have used colour and shape.</p> <p>Replicate some of the techniques used by an artist.</p>	<p><b>Painting:</b> Explore what happens when secondary colours are mixed.</p> <p>Make tints of one colour adding white.</p> <p>Make shades of one colour by adding black.</p> <p><b>Knowledge:</b> Compare and contrast different forms of creative works by artists from different cultures and periods in history.</p> <p>Describe how other artists have used colour and shape.</p>	

<p>Make shades of one colour by adding black.</p> <p><b>Knowledge:</b> Compare and contrast different forms of creative works by artists from different cultures and periods in history.</p> <p>Begin to create an original piece of work influenced by an artist.</p> <p>Describe what they like in their own work and that of others.</p>			<p>Create an original piece of work influenced by an artist.</p> <p>Describe what they like in their own work and that of others..</p>	<p>Replicate some of the techniques used by an artist.</p> <p>Create an original piece of work influenced by an artist.</p> <p>Describe what I like in my own work and that of others..</p>	
Art Texts:	Art Texts:	Art Texts:	Art Texts:	Art Texts:	Art Texts:
					
Design & Technology:	Design & Technology:	Design & Technology:	Design & Technology:	Design & Technology:	Design & Technology:
	<p><b>Using tools safely –</b> <b>Why did the fire spread so easily in Pudding Lane?</b> <b>(Sir Christopher Wren/Frank Lloyd Wright)</b></p> <p><u>Design:</u> After a discussion with a teacher, select own ideas to</p>	<p><b>Cooking and Nutrition -</b> <b>Can we create a dish using local produce?</b> (Hugh Fearnley-Whittingstall /Lisa Faulkner)</p> <p><u>Design:</u></p>			<p><b>Mechanism -</b> <b>How do boats travel through the water?</b> <b>(Espen Oeino)</b></p> <p><u>Design:</u> Observe boat/ship designs for specific purposes (e.g. Berwick's lifeboat, fishing</p>

	<p>create a design from (e.g. designs based around houses/buildings from 1600's)</p> <p>Select a 'target audience' – who my design is for?</p> <p>Observe an design and how this is fit for purpose (or not fit for purpose) e.g. street design in the 1600s.</p> <p>Generate own ideas by drawing and simple labels (e.g. which materials to use).</p> <p><u>Make:</u> Identify what I am making and why.</p> <p>With a partner, build a mock up structure and explore how it can be made stronger and more stable e.g. slot, L Brace</p> <p>Observe and select which tool is best for performing practical tasks (e.g. using scissors or knife for cutting and glue or tape for joining).</p> <p>Select appropriate materials according to their basic characteristics to match needs (e.g. using materials to represent the wooden structures).</p> <p><u>Evaluate:</u> Categorise similarities between existing products</p>	<p>Classify what a 'healthy diet' is and how to be hygienic while cooking.</p> <p>Categorise key features found in local produce (e.g. seasonal food)</p> <p>Observe what ingredients we can source locally or internationally.</p> <p>Draw a sketch with labels of your packaging and product (ingredients labelled for dish).</p> <p><u>Make:</u> Select from and use an appropriate tool and equipment from a given selection to perform practical tasks safely (e.g. knives and chopping board for cutting fruit)</p> <p>Select from and use appropriate ingredients, according to their characteristics from a given selection.</p> <p><u>Evaluate:</u> Explore and categorise existing products and ingredients based on their flavour and appeal (e.g. colour).</p> <p>Classify the reasons for success or failure through discussion (what went well and what could be improved next time).</p>			<p>boat, cargo ships, super yachts, cruise liners).</p> <p>Design functional and appealing products for other users based on design criteria and show ideas using IT</p> <p><u>Make:</u> Categorise useful mechanisms that could be used on a boat (e.g. lever/pulley for sail).</p> <p>Select appropriate materials and consider which is best based on criteria (e.g. waterproof etc. ).</p> <p><u>Evaluate:</u> Categorise and research key features of boats/ships (e.g. materials used and designs chosen to represent the purpose of the boat/ship) and begin to compare boats/ships for different purposes by designers.</p> <p>Classify the reasons for success or failure through discussion (what went well and what could be improved next time) for own design and product and a peer's.</p>
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	<p>(from the past and present) to inform own design choices.</p> <p>Select an appropriate building to make from own designs (at least 2).</p> <p>Classify the reasons for success through discussion (what went well and why).</p>				
	<p><u>Design:</u> Generate and develop own ideas and designs by drawing and labelling diagrams appropriately (e.g. materials, properties)</p> <p>Classify appropriate design choices based on design criteria for a 'customer' (other users e.g. homeowners, tenants).</p> <p>Compare and contrast existing designs and how these are fit for purpose (e.g. houses and building past and present)</p> <p>Classify materials based on useful qualities for purpose (e.g. using card to make the structure.)</p> <p><u>Make:</u> Compare and contrast useful tools and techniques that could be used to perform practical tasks (e.g. tools for</p>	<p><u>Design:</u> Classify what a 'healthy diet' is and sequence how to be hygienic before, during and after cooking.</p> <p>Speculate and reason about what ingredients we can source locally and internationally now (discuss sourcing local produce to reduce environmental impact).</p> <p>Compare and contrast different ingredients based on their properties and against a design criterion.</p> <p>Sequence the steps in preparation, cooking and hygiene practises after cooking for others to follow.</p> <p><u>Make:</u> Compare and contrast the use a range of tools and equipment to perform practical tasks safely (e.g. slicing, grating).</p>			<p><u>Design:</u> Generate different ideas through talking, drawing, templates, mock-ups and IT.</p> <p>Reason and speculate which design is most purposeful, functional and appealing for the customer against the design criteria.</p> <p><u>Make:</u> Compare and contrast useful mechanisms that could be used on a boat (lever/pulley for sail)</p> <p>Compare and contrast materials (e.g. rigid waterproof, etc.) and consider which is best based on criteria (e.g. waterproof etc.).</p> <p><u>Evaluate:</u> Recall key features of boats/ships (e.g. materials used and designs chosen for a particular purpose) and reason why boats/ships are made for different purposes for leisure, transporting</p>

	<p>cutting and use of folds, flanges, brace)</p> <p>Build a mock up structure and investigate ways it can be made stronger, stiffer, and more stable e.g. slot, L Brace, tie</p> <p>Sequence safely the steps to make a card building and recall it to demonstrate to a peer how to perform.</p> <p><u>Evaluate:</u> Compare and contrast similarities and differences between existing products (from the past and present) to inform own design choices.</p> <p>Observe success of design when testing with target audience considering different criteria.</p> <p>Compare and contrast the reasons for success or failure, consider through each stage of designing and making.</p>	<p>Compare and contrast different ingredients according to their characteristics (e.g. colour, flavour and healthy).</p> <p><u>Evaluate:</u> Compare existing products against a success criterion for the 'customer'.</p> <p>Evaluate and reason why a product was successful or not against the given criterion.</p>			<p>goods, saving lives or by different designers.</p> <p>Speculate the reasons for success or failure of own product and others, consider through each stage of designing and making against a criterion.</p>
D&T Texts:	D&T Texts:	D&T Texts:	D&T Texts:	D&T Texts:	D&T Texts:
		<p><a href="https://www.rivercottage.net/recipes-in/recipes-to-make-with-the-kids">https://www.rivercottage.net/recipes-in/recipes-to-make-with-the-kids</a></p>			

					
Music:	Music:	Music:	Music:	Music:	Music:
<p><b><u>Introducing Beat</u></b>  <b>Play and Perform</b>  Use voices in different ways such as speaking, singing and chanting.</p> <p><b>Create and Compose</b>  Know about and experiment with sounds.</p> <p><b>Respond and Review</b>  Talk about how music makes you feel or want to move e.g. it makes me want to jump/sleep/shout etc</p> <p><b>Listen and Apply</b>  Begin to identify simple repeated patterns and follow basic instructions.</p> <p>Listen to short, simple pieces of music and talk about when they may hear it e.g. a lullaby or Wedding March</p>	<p><b><u>Adding Rhythm and Pitch</u></b>  <b>Play and Perform</b>  Use voices in different ways such as speaking, singing and chanting.</p> <p>Create and choose sounds.</p> <p><b>Create and Compose</b>  Identify and organise sounds using simple criteria e.g. loud, soft, high, low</p> <p><b>Respond and Review</b>  Talk about how music makes you feel or want to move e.g. it makes me want to jump/sleep/shout etc</p> <p><b>Listen and Apply</b>  Begin to identify simple repeated patterns and follow basic instructions.</p> <p>Listen to short, simple pieces of music and talk about when they may hear it e.g. a lullaby or Wedding March</p>	<p><b><u>Introducing Tempo &amp; Dynamics</u></b>  <b>Play and Perform</b>  Create and choose sounds.</p> <p>Perform simple rhythmical patterns, beginning to show an awareness of pulse.</p> <p>Think about others when performing.</p> <p><b>Create and Compose</b>  Know about and experiment with sounds.</p> <p>Recognise and explore how sounds can be organised.</p> <p>Identify and organise sounds using simple criteria e.g. loud, soft, high, low</p> <p><b>Respond and Review</b>  Think about and make simple suggestions about what could make their own word better e.g. play faster or louder</p> <p><b>Listen and Apply</b>  Begin to identify simple repeated patterns and follow basic instructions.</p> <p>Begin to understand that musical elements can be used to create different moods and effects.</p>	<p><b><u>Combining Pulse, Rhythm and Pitch</u></b>  <b>Play and Perform</b>  Create and choose sounds.</p> <p>Perform simple rhythmical patterns, beginning to show an awareness of pulse.</p> <p>Think about others when performing.</p> <p><b>Create and Compose</b>  Know about and experiment with sounds.</p> <p>Recognise and explore how sounds can be organised.</p> <p>Identify and organise sounds using simple criteria e.g. loud, soft, high, low</p> <p><b>Respond and Review</b>  Think about and make simple suggestions about what could make their own word better e.g. play faster or louder</p> <p><b>Listen and Apply</b>  Begin to understand that musical elements can be used to create different moods and effects.</p> <p>Listen to short, simple pieces of music and talk about when and why they may hear it e.g.</p>	<p><b><u>Having Fun with Improvisation</u></b>  <b>Play and Perform</b>  Use voices in different ways such as speaking, singing and chanting.</p> <p>Perform simple rhythmical patterns, beginning to show an awareness of pulse.</p> <p><b>Create and Compose</b>  Recognise and explore how sounds can be organised.</p> <p>Identify and organise sounds using simple criteria e.g. loud, soft, high, low</p> <p><b>Respond and Review</b>  Think about and make simple suggestions about what could make their own word better e.g. play faster or louder</p> <p><b>Listen and Apply</b>  Begin to understand that musical elements can be used to create different moods and effects.</p> <p>Begin to represent sounds with simple sounds including shapes and marks.</p>	<p><b><u>Explore Sound and Create</u></b>  <b>Play and Perform</b>  Create and choose sounds.</p> <p>Perform simple rhythmical patterns, beginning to show an awareness of pulse.</p> <p>Think about others when performing.</p> <p><b>Create and Compose</b>  Know about and experiment with sounds.</p> <p>Recognise and explore how sounds can be organised.</p> <p>Identify and organise sounds using simple criteria e.g. loud, soft, high, low</p> <p><b>Respond and Review</b>  Think about and make simple suggestions about what could make their own word better e.g. play faster or louder</p> <p><b>Listen and Apply</b>  Begin to understand that musical elements can be used to create different moods and effects.</p> <p>Begin to represent sounds with simple sounds including shapes and marks.</p>

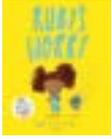
			a lullaby or Wedding March		
<p><b><u>Introducing Beat</u></b>  <b>Play and Perform</b>  Use voices expressively and creatively.</p> <p>Sing with the sense of shape of the melody.</p> <p><b>Create and Compose</b>  Repeat short rhythmic and melodic patterns.</p> <p><b>Respond and Review</b>  Respond to different moods in music and explain thinking about changes in sound.</p> <p><b>Listen and Apply</b>  Identify and recognise repeated patterns and follow a wider range of musical instructions.</p>	<p><b><u>Adding Rhythm and Pitch</u></b>  <b>Play and Perform</b>  Use voices expressively and creatively.</p> <p>Sing with the sense of shape of the melody.</p> <p>Create and choose sounds for a specific effect.</p> <p><b>Create and Compose</b>  Begin to explore and choose and order sounds using the inter-related dimensions of music.</p> <p><b>Respond and Review</b>  Respond to different moods in music and explain thinking about changes in sound.</p> <p><b>Listen and Apply</b>  Identify and recognise repeated patterns and follow a wider range of musical instructions.</p> <p>Listen to pieces of music and discuss where they may be heard explaining why using simple musical vocabulary e.g. it's quiet and smooth so it would be good for a lullaby.</p>	<p><b><u>Introducing Tempo &amp; Dynamics</u></b>  <b>Play and Perform</b>  Create and choose sounds for a specific effect.</p> <p>Perform rhythmical patterns and accompaniments, keeping a steady pulse.</p> <p>Think about others while performing.</p> <p><b>Create and Compose</b>  Begin to explore and choose and order sounds using the inter-related dimensions of music.</p> <p><b>Respond and Review</b>  Respond to different moods in music and explain thinking about changes in sound.</p> <p>Identify what improvements could be made to own work and make these changes, including altering playing of and choice of instruments.</p> <p><b>Listen and Apply</b>  Identify and recognise repeated patterns and follow a wider range of musical instructions.</p> <p>Understand how musical elements create different moods and effects.</p> <p>Listen to pieces of music and discuss where they may be heard explaining why using simple musical vocabulary e.g. it's</p>	<p><b><u>Combining Pulse, Rhythm and Pitch</u></b>  <b>Play and Perform</b>  Create and choose sounds for a specific effect.</p> <p>Perform rhythmical patterns and accompaniments, keeping a steady pulse.</p> <p>Think about others while performing.</p> <p><b>Create and Compose</b>  Begin to explore and choose and order sounds using the inter-related dimensions of music.</p> <p><b>Respond and Review</b>  Respond to different moods in music and explain thinking about changes in sound.</p> <p>Identify what improvements could be made to own work and make these changes, including altering playing of and choice of instruments.</p> <p><b>Listen and Apply</b>  Identify and recognise repeated patterns and follow a wider range of musical instructions.</p> <p>Understand how musical elements create different moods and effects.</p> <p>Listen to pieces of music and discuss where and when they may be heard explaining why using simple musical</p>	<p><b><u>Having Fun with Improvisation</u></b>  <b>Play and Perform</b>  Use voices expressively and creatively.</p> <p>Create and choose sounds for a specific effect.</p> <p>Perform rhythmical patterns and accompaniments, keeping a steady pulse.</p> <p>Think about others while performing.</p> <p><b>Create and Compose</b>  Repeat short rhythmic and melodic patterns.</p> <p>Begin to explore and choose and order sounds using the inter-related dimensions of music.</p> <p><b>Respond and Review</b>  Respond to different moods in music and explain thinking about changes in sound.</p> <p>Identify what improvements could be made to own work and make these changes, including altering of voice, playing of and choice of instruments.</p> <p><b>Listen and Apply</b>  Understand how musical elements create different moods and effects.</p> <p>Confidently represent sounds with a range of symbols,</p>	<p><b><u>Explore Sound and Create</u></b>  <b>Play and Perform</b>  Use voices expressively and creatively.</p> <p>Sing with the sense of shape of the melody.</p> <p>Perform rhythmical patterns and accompaniments, keeping a steady pulse.</p> <p>Think about others while performing.</p> <p><b>Create and Compose</b>  Repeat short rhythmic and melodic patterns.</p> <p>Begin to explore and choose and order sounds using the inter-related dimensions of music.</p> <p><b>Respond and Review</b>  Identify what improvements could be made to own work and make these changes, including altering of voice, playing of and choice of instruments.</p> <p><b>Listen and Apply</b>  Identify and recognise repeated patterns and follow a wider range of musical instructions.</p> <p>Confidently represent sounds with a range of symbols, shapes or marks.</p> <p>Listen to pieces of music and</p>

		quiet and smooth so it would be good for a lullaby.	vocabulary e.g. it's quiet and smooth so it would be good for a lullaby.	shapes or marks. Listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary e.g. it's quiet and smooth so it would be good for a lullaby..	discuss where and when they may be heard explaining why using simple musical vocabulary e.g. it's quiet and smooth so it would be good for a lullaby.
PE:	PE:	PE:	PE:	PE:	PE:
<b>Sportsmanship/Well-being:</b> Encourage classmates to do well. Categorise rules that help them to play fairly.					
<b>Health &amp; Fitness:</b> Describe how my body feels before, during and after an activity. Demonstrate how to exercise safely. Explore moving for longer periods of time and identify how it makes them feel.					
<b>Fundamental Movement Skills</b> Explore changing direction and dodging.  Discover how the body moves at different speeds.  Move with some control and balance.  Look ahead to aid balance.  Dance Demonstrate different directions, speed and levels.  Demonstrate change in rhythm.  Copy, remember and repeat actions to represent a theme.	<b>Gymnastics</b> Perform balances tensing their body, stretching and curling.  Observe and demonstrate control when performing different travelling movements.  Select, plan and demonstrate a sequence of movements.  <b>Fundamental Movement Skills</b> Demonstrate landing on feet to aid balance.  Explore stability and landing safely.  Demonstrate control in take off and landing when jumping.  Demonstrate co-ordination when turning a skipping rope.	<b>Dance*</b> Create my own actions in relation to a theme.  Select and begin to sequence actions to create a dance.  Perform on their own and with others to an audience.  <b>Games</b> <b>Throwing and catching a large ball</b>  Begin to develop overarm and underarm throwing techniques.  Develop co-ordination to catch a ball.  <b>Evaluation &amp; Improvement</b> Observe and select what they like and dislike about a performance.	<b>Games - Football*</b> <b>Controlling a ball with their feet</b>  Use dribbling to move with a ball.  Explore changing direction to move away from a partner to help pass the ball.  Explore tracking and moving to stay with a partner to make it more difficult for them to receive a ball.  Can use kicking in a game. Can follow rules.  <b>Gymnastics</b> Observe and demonstrate control when performing different rolls.	<b>Games – Kwik Cricket</b> <b>Throwing and catching a small ball</b> <b>Batting skills</b>  Begin to develop overarm and underarm throwing techniques.  Develop co-ordination to catch a ball.  Can use hitting, and/or rolling in a game. Can follow rules  <b>Athletics</b> <b>Fundamental Movement Skills</b>  Demonstrate landing on feet to aid balance.  Explore stability and landing safely.  Demonstrate control in take off and landing when jumping.	<b>Games – Tag Rugby</b> <b>Apply passing and receiving skills in games</b>  Develop underarm throwing techniques.  Develop co-ordination to catch a ball. Explore changing direction to move away from a partner to help pass the ball.  Explore tracking and moving to stay with a partner to make it more difficult from them to receive the ball.  <b>Games - Tennis</b> <b>Hitting a ball with a racket</b> Use different equipment to strike a ball.  Move with and to receive the ball.



<p><b>Evaluation &amp; Improvement</b> Classify and critique the performance of self and team.</p>	<p><b>Evaluation &amp; Improvement</b> Classify and critique the performance of self and team.</p>	<p>Compare and contrast their own performance with that of others.</p> <p><i>*Norham - swap Spr 1 &amp; 2</i></p>	<p>and repeat on their own and with a partner.</p> <p><b>Evaluation &amp; Improvement</b> Compare and contrast their own performance with that of others.</p> <p><i>*Norham - swap Spr 1 &amp; 2</i></p>	<p>Demonstrate different speeds when running.</p> <p><b>Evaluation &amp; Improvement</b> Speculate how they and others can improve.</p>	<p><b>Evaluation &amp; Improvement</b> Speculate how they and others can improve.</p>
PSHE:	PSHE:	PSHE:	PSHE:	PSHE:	PSHE:
<p><b>Feelings and Emotions</b></p> <p>Recognise and name emotions and their physical effects.</p> <p>Know the difference between pleasant and unpleasant emotions.</p> <p>Understand that feelings can be communicated with and without words.</p>	<p><b>Relationships</b></p> <p>Understand how to be a good friend.</p> <p>Recognise kind and thoughtful behaviours.</p> <p>Understand the importance of caring about other people's feelings.</p> <p>Name a range of feelings.</p> <p>Understand the difference between appropriate and inappropriate touch.</p> <p><u>NSPCC PANTS (underwear rule)</u> Understand and learn the PANTS rules.</p> <p>Understand that they have the right to say "no" to unwanted touch.</p>	<p><b>Keeping/Staying Healthy</b></p> <p>Understand why we need to wash our hands.</p> <p>Practise washing our hands.</p> <p>Know the differences between healthy and unhealthy choices.</p> <p>Know that food is needed for our bodies to be healthy and to grow.</p> <p><b>Understand that some foods are better for good health than others.</b></p> <p>List different types of healthy food.</p> <p><b>Understand how to keep yourself and others healthy.</b></p> <p><b>Know the differences between healthy and unhealthy choices.</b></p>	<p><b>Computing (health and relationships)</b></p> <p><b>To develop an understanding of computers, the internet and rules to keep safe.</b></p> <p>Understand how your online activity can affect others.</p> <p>Be able to identify the positives and negatives of using technology.</p> <p>Be able to recognise kind and unkind comments.</p> <p>Understand how your online actions can affect Others.</p> <p><b>Know the risks of sharing images without permission.</b></p> <p><b>Understand the types of images that you should not post online.</b></p> <p>Understand how your online activity can affect others.</p>	<p><b>Money and Work</b></p> <p>Know some different ways of keeping track of their money.</p> <p>Recognise different notes and coins.</p> <p>Know the value of different notes and coins.</p> <p>Select notes and coins to pay.</p> <p>Begin to understand that we might not always be able to have the things we want or need.</p> <p>Recall different places to keep money safe.</p> <p><b>Know where people get their money from</b> <b>Understand about working to earn money.</b></p>	<p><b>Keeping/Staying Safe</b></p> <p>Understand why it is important to stay safe when crossing the road.</p> <p>Recognise a range of safe places to cross the road.</p> <p>Know the reasons to make sure your laces are tied.</p> <p>Know rules to keep yourself and others safe.</p> <p>Identify trusted adults around you.</p> <p>Recognise a range of warning signs.</p>

<p>Be able to recognise and name emotions and their physical effects.</p> <p>Learn a range of skills for coping with unpleasant/uncomfortable emotions.</p>	<p>Recognise and name a range of feelings.</p> <p>See a situation from another person's point of view.</p> <p>Understand why we should care about other people's feelings.</p> <p>See and understand bullying behaviours.</p> <p>Know how to cope with these bullying behaviours.</p> <p><u>NSPCC PANTS (underwear rule)</u> Know which parts should be private.</p> <p>Know the difference between appropriate and inappropriate touch</p>	<p>Know how germs are spread and how they can affect our health.</p> <p>There are risks associated with an inactive lifestyle (including obesity).</p> <p><b>The principles of planning and preparing a range of healthy meals.</b></p> <p><b>The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</b></p>	<p><b>Be able to identify the positives and negatives of using technology.</b></p> <p>Be able to list rules for keeping and staying safe.</p> <p><b>Be able to identify possible dangers and consequences of speaking to strangers online.</b></p> <p><b>Know how to keep safe in online chat rooms.</b></p> <p>Understand the difference between safe and risky choices online.</p>	<p>Plan and track their spending and saving by keeping simple records.</p> <p>Understand why it is important to keep track of their spending and saving.</p> <p>Know that they and their family need and want different things.</p> <p>Explain the difference between a need and a want.</p> <p>Explain different choices to keep money safe.</p> <p>Understand the consequences of losing money or having it stolen.</p> <p>Explain how they might feel if they lose money or have it stolen.</p> <p><b>Understand that earning and saving money can enable them to plan for their future.</b></p>	<p>Know, understand and be able to practise simple safety rules about medicine.</p> <p>Understand when it is safe to take medicine.</p> <p>Know who we can accept medicine from.</p> <p>Spot the dangers we may find at home.</p> <p>Know the importance of listening to our trusted adults.</p> <p>Understand ways we can keep ourselves and others safe at home.</p>
		<p><b>Oral Health –</b></p> <p>Understand why we need to brush our teeth.</p> <p>Practise brushing your teeth.</p> <p>Develop strategies to help you remember to brush your teeth when you forget, are tired, or busy.</p>		<p><b>Sun Safety -</b></p> <p>Safe and unsafe exposure to the sun.</p> <p>Begin to explain ways to keep safe in the sun.</p>	<p><b>Sleep –</b></p> <p>Understand different reasons why sleep is important</p> <p>How and why it can sometimes be difficult to sleep.</p> <p>Understand ways we can help ourselves get enough sleep.</p>
PSHE/RSE Texts:	PSHE/RSE Texts:	PSHE/RSE Texts:	PSHE/RSE Texts:	PSHE/RSE Texts:	PSHE/RSE Texts:

					RNLI Water Safety Booklet
Visits/Visitors:	Visits/Visitors:	Visits/Visitors:	Visits/Visitors:	Visits/Visitors:	Visits/Visitors:
Lindisfarne (Links to Our Local Area in Geography)	Fire Service (Links to Great Fire of London in History and Materials in Science)  Church - celebrating Christmas	Farm to Fork (Links to Journeys of Food in Geography and Nutrition in D&T)	Synagogue (Links to RE and British Values)  Church - celebrating Easter	Hopes and Aspirations Week (Links to PSHE)	Aln Valley Railway (Links to Inventions in History)