



	Sit correctly at a table, holding a pencil comfortably and correctly. With support, modelling and guidance begin to start and finish focus letters in the correct place. Form lowercase letters in the correct direction, starting and finishing in the right place. <u>Word</u> Segmenting skills making known letter sound matches and spelling familiar CEW words correctly <u>Punctuation</u> Leave spaces between words Begin to use capital letters and full stops Use a capital letter for the start of a sentence, names of people and the personal pronoun 'I' <u>Sentence</u> Combine words to make sentences							
Phonics (including daily dictated sentences)	Consolidate and recall previous phonemes, digraphs, trigraphs Blend and segment in words and simple sentences and captions Baseline Assessment	Week 1 /igh/ as I /igh/ as i-e blending and segmenting in words and simple captions Common exception word practice: some, one, said	Week 2 /igh/ as ie /igh/ as y Blending and segmenting in words and simple captions Common exception word practice: come, do, so	Week 3 /oa/ as o-e /oa/ as ow blending and segmenting in words and simple sentences/captions Common exception word practice: were, when	Week 4 /oa/as oe /oa/ as o blending and segmenting in words and simple sentences/captions Common exception word practice: have, there	Week 5 /ee/ as y /ee/ as ey blending and segmenting in words and simple sentences/captions Common exception word practice: out, like	Week 6 Consolidate i, i-e, ie Consolidate: y, o-e Consolidate: ow, oe, o Consolidate: y, ey Common exception word practice: little, what	Week 7 /y+oo/ as u short /oo/ as u blending and segmenting in words and simple sentences/captions Common exception word practice: oh, their
Sentence building - thinking - composing - constructing - editing	Early sentence writing assessment, segmenting using GPC's and CEW's taught so far *Baseline assessment* Orally rehearsing simple sentences using the stimulus: "What we/ I did not do this summer..."	Compose simple sentences in response to the Text, 'Not a stick' and images of autumn	Compose simple sentences in response to collection and images of autumnal objects	Compose simple sentences using images of a toy shop and a selection of toys	Compose simple sentences in response to images from The Three Bears	Compose simple sentences in response to images all about the body	• Compose simple sentences in response to fireworks	
History	'Terrific Toys' (taught through the value of Respect) -How are our toys the same and different to those from the past?							
	Activate: Can I still recall...? What does history mean? What things do I know that happened in the past?	How could we find out about toys from the past? WALT: explain how we can find out about the past using different sources. IAT: talk about how we can find out about the past	What are our toys like now? WALT: sort and talk about modern-day toys and how they are similar and different	What was my favourite toy when I was a baby? WALT: talk about my life when I was younger. IAT: say what is different about my life now compared to when I was younger	What were our caregivers toys like and how do we know? WALT: talk about what toys my caregivers played with when they were younger.	What were our older caregivers toys like and how do we know? WALT: talk about what toys my older relatives played with when they were younger.	Key question: How have children's toys changed since our older relatives were little? WALT: talk about some similarities between 1960s toys and modern-day toys. IAT: talk about some differences between	


	<p>Do I know any famous people from the past?</p> <p>WALT: use common words and phrases relating to the passing of time</p> <p>before - at an earlier time after - later in time past - having happened or gone by at an earlier time present - happening now, in this time old - something not new that has existed before new - recently existed then - at that past time now</p>	<p>IAT: name three ways we can find out about the past</p> <p>before - at an earlier time after - later in time past - having happened or gone by at an earlier time present - happening now, in this time old - something not new that has existed before new - recently existed then - at that past time now</p>	<p>IAT: describe how modern day toys are similar</p> <p>present - happening now, in this time new - recently existed now - in these times, or at this time today - this present day modern - relating to the present or recent times timeline - a tool used to show us the order that events happen in</p>	<p>remember memory before - at an earlier time past - having happened or gone by at an earlier time then - at that past time timeline - a tool used to show us the order that events happen in different - not the same as another same - similar or like or identical to something else favourite - preferred to all others</p>	<p>IAT understand that my caregivers were my age around 30 years ago. IAT: discuss similarities and differences between now and 30 years ago. before - at an earlier time after - later in time past - having happened or gone by at an earlier time present - happening now, in this time old - something not new that has existed before new - recently existed then - at that past time now - in these times, or at this time</p>	<p>I understand that my older relatives were my age around 60 years ago. I can discuss similarities and differences between now and 60 years ago before - at an earlier time after - later in time past - having happened or gone by at an earlier time present - happening now, in this time old - something not new that has existed before new - recently existed then - at that past time now - in these times, or at this time</p>	<p>1960s toys and modern-day toys. IAT: talk about how toys have changed over the last 60 years.</p> <p>before - at an earlier time after - later in time past - having happened or gone by at an earlier time present - happening now, in this time old - something not new that has existed before new - recently existed then - at that past time now - in these times, or at this time same - identical, similar, not different different - not the same as another</p>
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<p>Computing</p> <p></p> <p>Year 1 > Key Stage 1 > Computing systems and networks</p>	<p>Key Question: Which tools do I need to find and use?</p>					
	<p>Is it technology? How does this technology help us?</p> <p>WALT: explain technology as something that helps us IAT: locate examples of technology in the classroom IAT: explain how these technology examples help us</p>	<p>Can I name the different parts of the computer?</p> <p>WALT: name the main parts of a computer IAT: switch on and log into a computer IAT: use a mouse to click and drag</p>	<p>How can I create a picture using a mouse?</p> <p>WALT: use a mouse to open a program IAT: click and drag to make objects on a screen IAT: use a mouse to create a picture</p>	<p>How do I use a keyboard to type my name and save my work?</p> <p>WALT: use a keyboard to type on a computer IAT: say what a keyboard is for IAT: type my name on a computer</p>	<p>How can I open my work from a file and edit text?</p> <p>WALT: use the keyboard to edit text IAT: open my work from a file IAT: use the arrow keys to move the cursor</p>	<p>Can I use digital techniques to create a self-portrait?</p> <p>WALT: create rules for using technology responsibly IAT: identify rules to keep us safe and healthy when we are using</p>

Technology around us	<p>Lesson 1: identifying technology in our classroom</p> <p>Technology Online Safety</p>	<p>Lesson 2: Using computer technology</p> <p>Find out what the main parts of a computer are and use a computer to complete an activity</p> <p>Computer mouse trackpad keyboard screen log on</p>	<p>Lesson 3: Developing mouse skills</p> <p>Using painting program paintz.app.</p> <p>Learners are to use a double-click to open a program/browser and create a simple picture using a mouse.</p> <p>Computer Mouse Trackpad double-click</p>	<p>IAT: save my work to a file</p> <p>Lesson 4: Using a computer keyboard</p> <p>write their name using the keyboard. Then save their work using the save icon and understand that this icon is used in lots of different programs.</p> <p>Computer Keyboard Mouse typing</p>	<p>IAT: delete letters</p> <p>Lesson 5: Developing keyboard skills</p> <p>Open a previously created file. Use a keyboard to edit text, by writing a sentence and then deleting letters. Use the keyboard arrow keys to move the text cursor in their textbox.</p> <p>keyboard computer</p>	<p>technology in and beyond the home</p> <p>IAT: give examples of some of these rules</p> <p>IAT: discuss how we benefit from these rules</p> <p>Lesson 6: Using a computer responsibly</p> <p>Apply understanding of rules to rules needed for using computer technology safely</p> <p>Computer Technology Rule Responsibility</p>
<p>Art and</p> <p>DT</p> <p>Kapow Primary</p> <p>Structures Constructing Windmills</p>	<p>Key Question: How can I construct a windmill?</p>					
	<p>What is a structure? What are the three main parts of a windmill?</p> <p>WALT: include individual preferences and requirements in my design</p>	<p>How can I build a structure that is stronger, stiffer and more stable?</p> <p>WALT: make a stable structure</p>	<p>Can I cut, assemble and attach my turbine and axle to my structure correctly?</p> <p>WALT: assemble the components of my structure</p>	<p>What techniques can I use to mark make?</p> <p>WALT: develop an understanding of mark-making</p>	<p>Can I test and evaluate my structure and reinforce and alter it if necessary?</p> <p>WALT: evaluate my project and adapt my design</p>	
<p>Music</p> <p>Kapow Primary</p>	<p>Developing pulse and rhythm (Theme: All About Me!) Can I identify and talk about the difference between pulse and rhythm?</p>					
	<p>How can I use my voice and hands to make music? What is pulse? What is rhythm?</p> <p>WALT: say and clap a rhythm</p> <p>IAT: clap in time to the music</p> <p>rhythm pulse</p>	<p>Can I clap and play in time to the music?</p> <p>WALT: say and clap my name</p> <p>IAT: clap in time to the music</p>	<p>Can I play simple rhythms on an instrument?</p> <p>WALT: play the rhythm of my own name and my friend's name and hold the pulse</p>	<p>Can I listen to and repeat short rhythmic patterns?</p> <p>WALT: hear, remember and repeat simple rhythmic patterns</p> <p>IAT: repeat short rhythmic patterns</p> <p>IAT: play in time to the music</p> <p>performance</p>	<p>Are you clapping the rhythm or the pulse?</p> <p>WALT: create a rhythm</p> <p>pitch tempo performance accelerando</p>	

1.1 What do Christians believe God is like? UC b d f i (Referenced to Gloucestershire Agreed Syllabus)						
RE Gloucestershire Agreed Syllabus Colour key: Making sense Understanding impact Making connections	Lesson 1 What can we say many Christians believe about God? WALT: explore the beliefs Christians hold about what God is like.	Lesson 2 What can we find out about the Christian story of the Lost Son? WALT: explore and respond to the parable 'The Lost Son' retell the story of the Lost Son from the Bible simply Give clear, simple accounts of what the story means to Christians	Lesson 3 What might the Lost Son story show many Christians about God? explain what a 'parable' is WALT: identify the hidden meaning in the story of the Lost Son IAT: recognise a link with the Christian idea of God as a forgiving Father. IAT: give clear, simple accounts of what the story means to Christians	Lesson 4 What might a different story show many Christians about God? WALT: explore and respond to the Christian story/parable of The Lost Sheep Explore and compare what the parables might say for a Christian about love, being welcoming, and God Compare Christian beliefs about God shown in the two parables - what is in both, what is unique to each?	Lesson 5 What might many Christians do because of their belief in God? WALT: identify what many Christians do because of believing in God IAT: give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) Look at where Christians might pray, e.g. home, church. Look at pictures of Christians joining together in prayer from across the globe. Reasons why Christians might speak to God in prayer: PATS (praise, ask, thanks, say sorry). Compose own prayer.	Lesson 6 How might many Christians treat others because of what they believe God is like? WALT: describe ways in which many Christians try to show love for God Give some examples of what Christians might do to show their love for God. Give some scenarios of when someone has been wronged by another. Decide what a Christian might do to show forgiveness and love, through own responses

	1	2	3	4	5	6	7	8
	Place value (within 10) Unit 1 Numbers to 10;				Number Unit 2-Part-whole within 10;			Review & revisit learnin g
<p>Maths</p> <p>Power Maths</p>  <p>Continuous: Maths - Continuous Calculation: Addition and Subtraction, Number bonds, place value including part/whole models</p>	<ul style="list-style-type: none"> Step 1 Sort objects Step 2 Count objects Step 3 Count objects from a larger group Step 4 Represent objects 	<ul style="list-style-type: none"> Step 5 Recognise numbers as words Step 6 Count on from any number Step 7 1 more Step 8 Count backwards within 10 Step 9 1 less Step 10 Compare groups by matching 	<ul style="list-style-type: none"> Step 11 Fewer, more, same Step 12 Less than, greater than, equal to Step 13 Compare numbers Step 14 Order objects and numbers Step 15 The number line 	<ul style="list-style-type: none"> End of unit assessment/check Address misconceptions following assessments 	<ul style="list-style-type: none"> Step 1 Introduce parts and wholes Step 2 Part-whole model Step 3 Write number sentences Step 4 Fact families - addition facts Step 5 Number bonds within 10 	<ul style="list-style-type: none"> Step 6 Systematic number bonds within 10 Step 7 Number bonds to 10 Step 8 Addition - add together Step 9 Addition - add more Step 10 Addition problems 	<ul style="list-style-type: none"> Step 11 Find a part Step 12 Subtraction - find a part Step 13 Fact families - the eight facts Step 14 Subtraction - take away/cross out (How many left?) Step 15 Take away (How many left?) Step 16 Subtraction on a number line 	<ul style="list-style-type: none"> End of unit assessment/check Address misconceptions following assessments

<p>Science The Human Body White Rose Science</p> 	<p>Key Question: Can I identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense?</p>				
	<p>Pattern seeking</p> <p>Enquiry question-Do the oldest children have the longest feet?</p> <p>WALT: name and identify parts of the human body</p> <p>IAT: correctly identify the neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth and teeth. body</p>	<p>Pattern seeking</p> <p>Enquiry question-Do the youngest children have the longest feet?</p> <p>WALT: Draw and label parts of the human body body parts different pattern longest shortest</p>	<p>Which body part do you use to see?</p> <p>WALT: explore sight</p> <p>IAT: explain that sight is one of the five senses</p> <p>IAT: identify that humans use their eyes to see.</p> <p>IAT: look closely at my own eyes</p> <p>IAT: identify the eye colour of my eyes</p> <p>IAT: identify any similarities and differences between my eyes and the eyes of others.</p> <p>IAT: perform simple tests to investigate sight</p> <p>Can you see in the dark?</p> <p>similarities differences investigate</p>	<p>Which body part do you use to hear?</p> <p>WALT: explore sound</p> <p>IAT: explain that sound is one of the five senses</p> <p>IAT: identify that humans use their ears to hear sounds.</p> <p>IAT: identify sounds heard on a sound walk</p> <p>IAT: describe sounds played on different instruments.</p> <p>IAT: identify the source of a sound played to them</p> <p>IAT: develop my vocabulary to describe different sounds.</p> <p>In this step, there are links to the "abstraction counting principle" covered in Reception maths. Children can count claps heard, or the sound of items being dropped into an opaque bucket.</p>	<p>Which body part do you use to taste?</p> <p>WALT: explore taste</p> <p>IAT: look at my mouth to identify the teeth and tongue.</p> <p>IAT: understand that their tongue helps them to taste food.</p> <p>IAT: understand that there are five basic tastes - sweet, salty, bitter, sour and savoury.</p> <p>IAT: sort and group different foods based on their dominant taste.</p> <p>IAT: explore how removing a dominant sense can affect other senses. (For example, when sight is removed,)</p>
PE	What are 'Fundamental skills' and how can we use them?				

Creative Play (Outdoor Adventure) PPA Prostars	What are Fundamental movements? WALT: develop more complex fundamental movement skills IAT: work collaboratively within a group	How can we solve problems? WALT: develop thinking and creativity IAT: develop decision making in games	What are complex movements? WALT: work independently IAT: develop more complex fundamental movement skills	How can we use creative thinking to achieve a common goal? WALT: work collaboratively within a group IAT: develop thinking and creativity	How can decision making effect games? WALT: develop decision making in games IAT: work independently
PE/Games/ Dance PPA Prostars	Games: Team Building and Problem Solving	Games: Team Building and Problem Solving	Games: Team Building and Problem Solving	Games: Team Building and Problem Solving	Games: Team Building and Problem Solving
	Movement Skills: Agility Balance Co-ordination Link to team games.	Movement Skills: Agility Balance Co-ordination Link to team games.	Movement Skills: Agility Balance Co-ordination Link to team games.	Movement Skills: Agility Balance Co-ordination Link to team games.	Movement Skills: Agility Balance Co-ordination Link to team games.
Dance LH WALT: Perform dances using simple movement patterns Move PE Dance: Toys	Key Question: Can I perform dances using simple movement patterns?				
	Lesson 1: Playdough How many different shapes can you make? WALT: change the speed, weight and size of my movements	Lesson 2: Sticky, stretchy man WALT: dance in different formations	Lesson 3: The Ball WALT: move in response to stimuli	Lesson 4: Clockwork Toys WALT: move to a rhythm	Lesson 5: Jack in a Box WALT: dance a duet
PSHE 	Me and My Relationships- Key Question(s): Why do we need rules? Who can I ask for help? How do I feel and how can I show my feelings in safe and healthy ways?				

<p>1 Me and my Relationships</p> <p>Includes feelings/emotions/ conflict resolution/ friendships</p>	<p>Scarf lesson title: Why do we have classroom rules? Why do we need classroom rules? Who are the rules for?</p> <p>WALT: understand that classroom rules help everyone to learn and be safe;</p> <p>IAT: explain our classroom rules and be able to contribute to making these</p> <p>IAT: tell you some different classroom rules</p> <p>Complete 'Me and My Relationships' 'pre-assessment</p> <p>work together</p> <p>rules</p> <p>safe</p> <p>fair</p> <p>everyone</p> <p>keep</p> <p>break</p>	<p>Scarf lesson title: How are you listening? How do we show that we are listening?</p> <p>WALT: demonstrate attentive listening skills;</p> <p>IAT: suggest simple strategies for resolving conflict situations;</p> <p>IAT: give and receive positive feedback, and experience how this makes them feel.</p> <p>listen</p> <p>listening</p> <p>friendship</p> <p>behaviour</p>	<p>Scarf lesson title: Thinking about feelings How do you feel? Why do we have different feelings? How do we show our feelings?</p> <p>WALT: recognise how others might be feeling by reading body language/facial expressions;</p> <p>IAT: understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)</p> <p>feelings</p> <p>body language</p> <p>describe</p> <p>comfortable/uncomfortable</p> <p>sad</p> <p>worried</p> <p>scared</p> <p>help</p>	<p>Scarf Lesson Title: Our Feelings Which feelings are good/not so good? What are safe and healthy ways to get angry energy out? How can we help our feelings come out?</p> <p>WALT: identify a range of feelings;</p> <p>IAT: Identify how feelings might make us behave:</p> <p>IAT: suggest strategies for someone experiencing 'not so good' feelings to manage these.</p> <p>good/not so good</p> <p>happy</p> <p>lonely</p> <p>confused</p> <p>worried</p> <p>honest</p> <p>apologise</p> <p>clenched fists</p>	<p>Scarf lesson title: Life Education Centre Visit</p> <p>Workshop date and title TBC</p> <p>Complete Me and My Relationships' 'Post assessment'</p> <p>WALT: reflect on safe and healthy ways to show a range of different feelings</p>
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