

EYFS/Key Stage 1 Curriculum

		AUTUMN	SPRING	SUMMER
Personal, Social, and Emotional Development				
Reception Year	R	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. - Personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian 		
Building Relationships	R	<ul style="list-style-type: none"> • Work and Play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others needs. • Talk about members of their immediate family and community. • Name and describe people who are familiar to them (UTW) 		
	KS1	Children play group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour.		
Managing Self	R	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know rights from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 		
	KS1	Children are confident to speak to a class group. They can talk about things they enjoy, and are good at, and about the things they don't find easy. They are resourceful in finding support when they need help with information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.		
Self Regulation	R	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 		
	KS1	Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan for how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.		
Characteristics of Effective Learning				
Unique Child		Playing and exploring: <ul style="list-style-type: none"> -Realise that their actions have an effect on the world, so they want to keep repeating them. -Plan and think ahead about how they will explore or play with objects. -Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. -Make independent choices. 	Active learning: <ul style="list-style-type: none"> -Participate in routines -Begin to predict sequences because they know routines. -Show goal-directed behaviour. -Begin to correct their mistakes themselves. -Keep on trying when things are difficult. 	Creating and thinking critically: <ul style="list-style-type: none"> -Take part in simple pretend play. - Sort materials -Review their progress as they try to achieve a goal. - Check how well they are doing. -Solve real problems. -Use pretend play to think beyond the 'here and now' and to understand another perspective.

		Bring their own interests and fascinations into early years settings. This helps them to develop their learning. -Respond to new experiences that you bring to their attention.				-Know more, so feel confident about coming up with their own ideas. -Make more links between those ideas. -Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions
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Physical Development				
Movement and Handling	R	Review 3-4 development statements	Secure Reception statements	Working towards Early Learning Goals
		<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. - running - hopping - skipping - climbing. Develop overall body-strength, balance, coordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes 		<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	K S 1	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.	Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns.	Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. Perform safe self-rescue in different water-based situations.
Handwriting		Review 3-4 development statements	Secure Reception statements	Working towards Early Learning Goals
	R	<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient 		<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
	Y 1	<ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower-case letters correctly. Form capital letters. Form digits 0-9. 		

	Understand which letters belong to which handwriting 'families' and to practise these.
Y 2	Form lower-case letters of the correct size relative to one another. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Use spacing between words that reflects the size of the letters.

English - Communication and Language

	R	Secure Reception statements	Working towards Early Learning Goals
Listening and Attention and understanding	R	<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Learn new vocabulary. Ask questions to find out more and to check they understand what has been said to them. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p>
	K S 1	Listen and respond appropriately to adults and peers. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	<p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>.Articulate and justify answers, arguments and opinions.</p>
Speaking	R	<ul style="list-style-type: none"> Use new vocabulary through the day Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen. Develop social phrases. Use new vocabulary in different contexts. 	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
	K S 1	Participate in discussions, presentations, performances, role-play, improvisations and debates. Gain and maintain and monitor the interest of the listener.	<p>Use relevant strategies to build their vocabulary.</p> <p>Select and use appropriate registers for effective communication.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>

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English - Reading				
	R	Review 3-4 development statements	Secure reception statements	Working towards Early Learning Goal
W o r d r e a d i n g	R	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words 		Say a sound for each letter in the alphabet and at least 10 digraphs. <ul style="list-style-type: none"> • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Y1	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p>	<p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions [e.g. I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).</p>	<p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>
	Y2	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p>	<p>Read accurately words of two or more syllables that contain the same graphemes as Above.</p> <p>Read words containing common suffixes.</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>
C o m p r	R	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.		Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. <ul style="list-style-type: none"> • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during

e h e n s i o n			discussions about stories, nonfiction, rhymes and poems and during role play	
	Y1	<p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Be encouraged to link what they read or hear read to their own experiences.</p> <p>Recognise and join in with predictable phrases.</p> <p>Learn to appreciate rhymes and poems, and to recite some by heart.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to them.</p>	<p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Discuss word meanings, linking new meanings to those already known.</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p> <p>Discuss the significance of the title and events.</p>	<p>Make inferences on the basis of what is being said and done.</p> <p>Predict what might happen on the basis of what has been read so far.</p>
	Y2	<p>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>Be introduced to non-fiction books that are structured in different ways.</p> <p>Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear.</p> <p>Answer and ask questions.</p> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, take turns and listen to what others say.</p>	<p>Discuss the sequence of events in books and how items of information are related.</p> <p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</p> <p>Recognise simple recurring literary language in stories and poetry.</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>Discuss their favourite words and phrases.</p>	<p>Make inferences on the basis of what is being said and done.</p> <p>Predict what might happen on the basis of what has been read so far.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>
Develop pleasure and motivation to read!				

		AUTUMN	SPRING	SUMMER
English - Writing				
T r a n s c r i p t i o n	R	<ul style="list-style-type: none"> Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense 		<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others</p>
	Y1	<p>Spell words containing each of the 40+ phonemes already taught, common exception words and days of the week.</p> <p>Name the letters of the alphabet in order.</p> <p>Use letter names to distinguish between alternative spellings of the same sound.</p>	<p>Add prefixes and suffixes:</p> <p>Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.</p> <p>Use the prefix un–</p> <p>Use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</p>	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>
	Y2	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</p> <p>Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p> <p>Learn to spell common exception words.</p>	<p>Learn to spell more words with contracted forms.</p> <p>Learn the possessive apostrophe (singular) [for example, the girl’s book]</p> <p>Distinguish between homophones and near-homophones.</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.</p>	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>
C o m p o s i t i o n	Y1	<p>Say out loud what they are going to write about.</p> <p>Compose a sentence orally before writing it.</p>	<p>Sequence sentences to form short narratives.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Discuss what they have written with the teacher or other pupils.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>
	Y2	<p>Write narratives about personal experiences and those of others (real and fictional).</p> <p>Write about real events, poetry and for different purposes.</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>Encapsulate what they want to say, sentence by sentence.</p>	<p>Evaluate their writing with the teacher and other pupils.</p> <p>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p>	<p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>

V o c a b , G r a m m a r & P u n c t u a t i o n	Y1	Leave spaces between words. Join words and join clauses using 'and'. Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.	Learn the grammar for year 1 in English Appendix 2. Use the grammatical terminology in English Appendix 2 in discussing their writing.	
	Y2	Learn how to use both full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).	Use a statement, question, exclamation, command. Use expanded noun phrases to describe and specify [for example, the blue butterfly]. Use the present and past tenses correctly and consistently including the progressive form. Use subordination (when, if, that, or because) and co-ordination (or, and, or but).	Proof-read to check for errors in spelling, grammar and punctuation [e.g. ends of sentences punctuated correctly].

		AUTUMN	SPRING	SUMMER
Mathematics - Number				
	R	Review 3-4 development statements	Secure reception statements	Working towards Early Learning Goal
P l a c e v	R	<ul style="list-style-type: none"> Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers 		<ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Verbally count beyond 20, recognising the pattern of the counting system.

al u e	Y1	<p>Count forwards from 1-100</p> <p>Count beads in 2s</p> <p>Record familiar numbers and identify numbers beyond 20</p> <p>Can answer 9 when asked 'I have eaten 8 grapes and eat one more, how many have I eaten?'</p> <p>Identify the largest or smallest of a set of numbers below 10 and compare 2 of them saying which is smaller.</p> <p>Use the language of first and second</p> <p>Can make numbers below ten using a range of practical resources</p> <p>Match the numeral 5 to the word five and fill in the missing word or numeral for numbers to 10.</p> <p>The pupil can solve problems such as 'There are three people on the bus. One more gets on, how many are on the bus now?', with supporting equipment.</p>	<p>Can count forwards from 94 to 210 and backwards from 125</p> <p>The pupil can answer 27 when asked 'I have 28 grapes and eat one of them. How many are left?'</p> <p>The pupil can count beads in groups of two, five and ten</p> <p>The pupil can record the page number in their reading book and identify a friend's house from the number.</p> <p>The pupil can match the numeral 13 to the word 'thirteen' and fill in the missing word or numeral for numbers to 20.</p> <p>The pupil can place numbers on an empty number line</p> <p>The pupil can compare three numbers using sets of counters, making statements such as 12 is more than 5; 27 is the number with the most counters; 5 is fewer counters than 12. They use the language of 'first', 'second' and 'third'</p> <p>The pupil can solve problems such as 'There are five birds in a nest. One flies off, how many are left?'</p>	<p>Count forwards from 180 to 220 and backwards from 205</p> <p>Predict whether a given number will in the sequence in twos, fives and tens</p> <p>Write the counting sequence in numerals and complete a jigsaw of a 100 square</p> <p>Can answer 27 when asked I have 29 grapes and eat 2 of them how many are left?</p> <p>Can sort sets of objects using a venn diagram labelled smaller than or equal to 12 and greater than or equal to 12.</p> <p>Use the language or ordinal numbers up to 9th and 10th</p> <p>Can represent and recognise number from a wide variety of representations</p> <p>Arrange the words for numbers to 20 in alphabetical order and then replace them with their numeral.</p> <p>The pupil can solve problems such as 'I am thinking of a number. It is greater than seven and smaller than ten. I don't say it when I count in multiples of two. What is my number?'</p>
	<p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals</p> <p>Count in multiples of twos, fives and tens. Given a number, identify one more and one less.</p> <p>Identify and represent numbers using objects and pictorial representations including the number line</p> <p>Use the language of: equal to, more than, less than (fewer), most, least. Read and write numbers from 1 to 20 in numerals and words. Solve number problems with number and place value</p>			
	Y2	<p>Can count forward in tens from 5</p> <p>Can count out the number of counters represented by any two-digit number to 20</p> <p>Can partition 54 as 50+4 and show this using at least one type of manipulative.</p> <p>Can choose the larger number out of 28 and 64 and place the correct sign < or > between 8 and 32</p> <p>Can find a given page in a book with 40 pages and write it in words</p> <p>Can continue the sequence 2,4,6 to determine whether 22 is an even number</p> <p>Can solve problems such as 'I have two cards. One shows the digit 2 and the other shows the digit 5. What is the largest two-digit number I can make by putting them side by side? With prompting</p>	<p>Can count up in tens from 43</p> <p>Can count out the number of counters represented by any two-digit number</p> <p>Can partition 54 as 50+5 and 40 + 14 and 52+2, showing these on a number line and using concrete objects</p> <p>Can order the numbers 13,31,3, and 30 and place the correct sign (<,> or =) in statements such as between 34 and 17 and between 45 and 34+11</p> <p>Can form a two-digit number from two-digit cards and write it in words.</p> <p>Can continue the sequence 3,6,9 to determine whether the number 41 is in it.</p> <p>Can solve problems such as 'I have two cards. One shows the digit 4 and the other shows the digit 8.</p>	<p>Can count backward in 20s from 120</p> <p>Can solve problems such as 'Find the two-digit number such that the tens digit is 7 more than the ones digit and the ones digit is an odd number.</p> <p>Can find partitions of 54 and relate them to addition and subtraction, choosing the most efficient partition for a particular mental calculation, justifying their choice.</p> <p>Can solve problems involving ordering numbers in the correct of measures and solve missing number problems such as $1+36 < 73$, what values could I have?</p> <p>Can make all the possible two-digit numbers using 2,5 and 7 and arrange them in alphabetical order</p> <p>Can count up in 3's from any number.</p>

		What is the largest two-digit number I can make by putting them side by side?	Can make up problems such as 'I have 2 cards, One shows the digit 4 and the other shows the digit 7. What is the largest two-digit number I can make by putting them side by side? And justify their answer.
<p>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.</p> <p>Recognise the place value of each digit in a two-digit number (tens, ones).</p> <p>Identify, represent and estimate numbers using different representations, including the number line and partitioning in different ways. Compare and order numbers from 0 up to 100; use <, > and = signs.</p> <p>Read and write numbers to at least 100 in numerals and in words.</p> <p>Use place value and number facts to solve problems</p>			

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Mathematics - Number				
A d d i t i o n a n d s u b t r a c t i o n	R	<ul style="list-style-type: none"> Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10 		<ul style="list-style-type: none"> Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
	Y1	<p>Use counters to demonstrate $3+5=8$ with prompting</p> <p>Use manipulatives to find pairs of numbers that add to totals less than 20</p> <p>Calculate the sum and difference of numbers up to 10</p> <p>Use counters to work out simple number problems such as $2+3=?$</p> <p>The pupil can add another three counters to a set of three counters to double it.</p> <p>The pupil can recall number bonds to 10 with prompting.</p>	<p>The pupil can deduce from $3 + 12 = 15$, that $15 - 12 = 3$ or $4 + 12 = 16$ or $3 + 13 = 16$.</p> <p>The pupil can find pairs of numbers below 20 with a difference of four or a sum of 18</p> <p>The pupil can answer six when asked to double three.</p> <p>The pupil can use counters to work out the missing number in $8 + ? = 14$.</p> <p>The pupil can recall number bonds to 10 and 20 and reason with them.</p> <p>The pupil can use counters to demonstrate $3 + 7 = 10$ and write the correct number sentence for five counters, remove two counters to leave three counters.</p>	<p>Can match a set of number sentences involving addition and subtraction with their representations using counters</p> <p>Solve problems such as use the numbers 1,3,6,11 adding and subtracting them in pairs to make as many different numbers as possible.</p> <p>Solve problems such as 2 numbers have a sum of 19 and a difference of 5, what are they?</p> <p>Can solve missing number problems such as $28-?=11$</p> <p>The pupil can answer 16 when asked to double eight.</p> <p>The pupil can recall number bonds to 10 and 20 in both additive and subtractive forms</p>

		<p>Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.</p> <p>Represent and use number bonds and related subtraction facts within 20.</p> <p>Add and subtract one-digit and two-digit numbers to 20, including zero.</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$. Begin to memorise number bonds to 10 and 20 including noticing the effect of adding or subtracting zero.</p> <p>Can mentally double numbers up to 10</p>		
Y2	<p>The pupil can demonstrate that $8 + 2$ is the same as $2 + 8$ but that $8 - 2$ is not the same as $2 - 8$, using appropriate images or manipulatives with appropriate supportive questioning.</p> <p>The pupil can correctly answer questions such as $3 + 5 + 2$, $27 + 12$ and $25 - 9$ with the help of some jottings.</p> <p>The pupil can correctly answer $6 + 12 = 18$ and deduce that $16 + 12 = 28$.</p> <p>The pupil can solve problems such as 'Gemma has five more marbles than Bob. Bob has 12 marbles. How many does Gemma have?', with manipulatives.</p> <p>The pupil can solve problems such as 'I think of a number, add five and get the answer 11. What is my number?' using subtraction, with prompting.</p> <p>The pupil can list the pairs of numbers that add to ten without prompting, and can solve missing number problems such as $? + 12 = 20$ with prompting.</p>	<p>The pupil can demonstrate that $8 + 2$ is the same as $2 + 8$ but that $8 - 2$ is not the same as $2 - 8$, using appropriate images or manipulatives.</p> <p>The pupil can correctly answer questions such as $3 + 5 + 2$, $27 + 12$ and $65 - 29$ with no jottings.</p> <p>The pupil can deduce that $20 + 70 = 90$ and $42 + 37 = 79$ from $2 + 7 = 9$.</p> <p>The pupil can solve problems such as 'Jane's mother is 32 years older than her. Jane is 6 years old. How old is her mother?'</p> <p>The pupil can solve problems such as $15 = ? - 12$ using addition. The pupil can solve missing number problems such as $5 + ? = 20$ and $17 = 8 + ?$.</p>	<p>The pupil can provide a general argument that the result of adding two numbers does not depend on the order in which they are written, and a general argument that this does not work with subtraction.</p> <p>The pupil can keep a mental running total of a sequence of two-digit numbers and correctly find their total. The pupil can solve problems such as 'I am thinking of two numbers. Their sum is 87 and their difference is 17. What are the numbers?' The pupil can make up questions that require addition or subtraction in context.</p> <p>The pupil can solve problems such as $18 + ? = 28 - 9$.</p> <p>The pupil can solve problems such as 'I am thinking of two numbers. Their sum is 20 and their difference is six. What are they?'</p>	
		<p>Solve problems with addition and subtraction:</p> <p>Use concrete objects and pictorial representations, including those involving numbers, quantities and measures.</p> <p>Apply their increasing knowledge of mental and written methods.</p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <p>☑ a two-digit number and ones ☑ a two-digit number and tens</p> <p>☑ two two-digit numbers ☑ adding three one-digit numbers</p> <p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p>		

		AUTUMN	SPRING	SUMMER
Mathematics - Number				
M	R			
u				
lt			<ul style="list-style-type: none"> Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	

i p l i c a t i o n a n d d i v i s i o n	Y1	Work out how many pieces of paper are needed on a table with 4 children if each child has 2 pieces each The pupil can select three more counters in order to double the set of three counters they already have. The pupil can draw two lines of five dots to represent repeated addition, with prompting.	The pupil can arrange a set of 12 counters into two groups of six each. The pupil can work out how many grapes each child gets if 12 are shared between four children using counters to represent the grapes. The pupil can draw two lines of five dots to represent repeated addition independently.	Work out how many pencils each child gets when 20 pencils are shared equally between 5 children by imaging the pencils. The pupil can predict the number of counters in a set when an equal number of counters is added to it for small numbers. The pupil can draw an array to represent multiplication
	Begin to understand multiplication, division and doubling through grouping and sharing small quantities. Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Mentally double numbers up to 10+. Use arrays to represent multiplication and record grouping when doing division.			
	Y2	The pupil can recall multiplication table facts such as $4 \times 5 = 20$ and write down one of the associated division facts. The pupil can solve problems such as 'Jon goes to the shop and buys five packs of apples. There are four apples in each pack. How many apples does he buy?', with supporting equipment. The pupil can respond correctly when asked for answers to multiplication questions involving facts from the 2, 5 and 10 multiplication tables.	The pupil can recall or deduce $5 \times 7 = 35$, $35 \div 5 = 7$ and $35 \div 7 = 5$ to solve problems. The pupil can solve problems such as 'Jon goes to the shop and buys five packs of apples. There are four apples in each pack. how many apples does he buy?' The pupil can recognise even numbers and recognise the 10 multiplication table as even multiples of 5. They also work out $40 \div 5 = 8$ from $8 \times 5 = 40$.	The pupil can predict whether the answer to a 2, 5 or 10 multiplication table question will be odd or even The pupil can make up questions that require multiplication or division in context. The pupil can solve problems such as 'Using 2, 2, 5 and 10, make as many numbers from 1 to 20 as you can'
Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Calculate mentally using multiplication and division facts for the 2,5 and 10 x tables				
F r a c t i o n s	R	• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.		
	Y1	Identify that 10 counters can be grouped into 2 sets in several ways and with prompting, conclude that only the 5 and 5 partition represents a half The pupil can group 12 counters into four equal groups of three each and choose one of them as a quarter, with supporting prompts.	The pupil can identify when a shape, such as a rectangle, is divided into two equal pieces and so each is a half, and when the two pieces are unequal and so each is not a half. The pupil can identify four equal parts of a rectangle and choose one of them as a quarter	Can sort a number of situations consisting of 4 parts to select those which are 1 of 4 equal parts and those which are one of 4 unequal parts Can explain why the term 'bigger half' does not make sense.
	Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.			
Y2	The pupil can arrange a set of 12 counters into four groups of three counters each and identify, with prompting, that each of them represents a quarter. The pupil can arrange a set of 12 counters into four groups of three counters each and identify, with prompting, that three of them represent $\frac{3}{4}$. The	The pupil can identify three equal parts of a rectangle and know that each of them represents $\frac{1}{3}$ The pupil can identify four equal parts of a rectangle and know that two of them represent $\frac{2}{4}$ and three of them represent $\frac{3}{4}$. The pupil can count in steps of $\frac{1}{4}$, saying half rather than $\frac{2}{4}$ and $1\frac{1}{2}$ instead of $\frac{6}{4}$.	The pupil can divide a rectangle into three or four equal parts and explain how to represent $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{3}$ using them. The pupil can divide a rectangle into three or four equal parts and explain how to represent $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, $\frac{1}{3}$ and $\frac{2}{3}$ using them. The pupil can explain that $\frac{2}{4}$ is equivalent to $\frac{1}{2}$ and give	

		pupil can arrange a set of 12 counters into four equal sets of three each and identify two of these sets as two quarters as well as one half. The pupil can work out $1/2$ of 8 with supporting diagrams	The pupil can work out $1/2$ of $8 = 4$ and $1/3$ of $6 = 2$ using manipulatives or images as appropriate.	an example of when that might be used. The pupil can work out half of any even number up to 24 and a fifth of any multiple of 5 up to 60.
Recognise, find, name and write fractions $1/3$, $1/4$, $2/4$ and $3/4$ of a length, shape, set of objects or quantity. Write simple fractions for example, $1/2$ of $6 = 3$ and recognise the equivalence of $2/4$ and $1/2$.				
S t a t i s t i c s	Y2	Can answer questions such as How many people had school lunch on Tuesday? From an appropriate tally chart or pictogram, with prompting. Can construct a tally chart to show how many children are in each class in the school. Can use appropriate data to solve problems such as 'How many people choose blue as their favourite colour?'	Can answer questions such as How many people had school lunch on Tuesday? From an appropriate tally chart or pictogram. Can construct a tally chart and a pictogram to show how many children are in each class in the school. Can use appropriate data to solve problems such as 'How many more people choose blue than yellow as their favourite colour?'	Can answer questions such as How many more people had school lunch on Tuesday than on a Monday? From an appropriate tally chart or pictogram. Can choose the most appropriate representation for data about the number of children in each class in the school, justifying their choice. Can solve problems such as 'Which category has the most objects in it? And make up some questions of their own about the situation.
Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data. Present data in simple tables, simple pictograms, tally charts and block diagrams.				

		AUTUMN	SPRING	SUMMER
Mathematics - Measurement				
M e a s u r e s	R	Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity.		
	Y1	Solve problems such as 'using a balance, compare two boxes to find out which is heavier'. Measure the length of the playground using non-standard units such as paces and a trundle wheel to measure it in metres. The pupil can pace out the length of a path to measure its length. The pupil can measure the length of the playground using non-standard units such as paces and a trundle wheel to measure it in metres, with prompts to support the accuracy of the measurement.	The pupil can measure weight by balancing an object with a number of plastic cubes, for example. The pupil can measure the length of the playground using non-standard units such as paces and a trundle wheel to measure it in metres. The pupil can use both standard and non-standard units to measure capacity and weight, recognising the advantages of standard units. The pupil can solve problems such as 'Using a balance, compare four boxes to find out which is heaviest'.	Solve problems such as 'using a balance, compare four boxes and arrange them in ascending order of weight.' Use standard units to measure length, capacity and weight, estimating before doing so to develop their intuitive grasp of how long, big/heavy things are. The pupil can measure length, weight and capacity using non-standard units and describe some of the disadvantages of them. The pupil can use standard units to measure length, capacity and weight, estimating before doing so to develop their intuitive grasp of how long, big/heavy things are.
Compare, describe and solve practical problems for mass/weight, length/height, capacity/volume Measure and begin to record, length/height, mass/weight, capacity/volume Use non- standard units to measure length, mass and capacity.				

	Y2	<p>The pupil can select from a set of measurements pairs of measurements that satisfy conditions such as 'is less than', 'is greater than' and 'is the same as' and record them using symbols, with prompting.</p> <p>The pupil can select a ruler marked in centimetres to measure the length of a pencil and interpret the scale to read the length.</p> <p>The pupil can compare the length of two pencils saying 'One is half the length of the other'.</p>	<p>The pupil can select from a set of measurements pairs of measurements that satisfy conditions such as 'is less than', 'is greater than', 'is the same as' and 'is twice' and record them using symbols where appropriate.</p> <p>The pupil can select centimetres to measure the length of a pencil and read from the scale on a watering can that it contains 15 litres of water.</p> <p>The pupil can compare the capacity of two jugs saying 'One holds twice as much as the other'.</p>	<p>The pupil can create a set of four measurements from which pairs can be chosen that satisfy conditions such as 'is less than', 'is greater than', 'is the same as' and 'is twice'</p> <p>The pupil can read scales on a wide range of measuring instruments and interpret the display beyond 100 to measure grams and millilitres.</p> <p>The pupil can compare the capacity of two jugs saying 'One holds five times as much as the other'.</p>
<p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers.</p> <p>Choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit, using scales.</p> <p>Compare and order lengths, mass/weight/volume/capacity and record the results using >, < and = as well as simple multiples</p> <p>Solve problems comparing measures of length, mass and capacity/volume</p>				

M o n e y	R	<ul style="list-style-type: none"> Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers (Number) 		<ul style="list-style-type: none"> Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
	Y1	<p>Identify the 1p 2p and 5 p coins</p> <p>The pupil can identify the 1p, 2p and 5p coins.</p>	<p>The pupil can role play buying an item in a shop. The pupil can select the correct coins to pay for an item costing 23p and know that, if they hand over a £5 note, they should get some change. The pupil can sort a collection of coins up to 20p and form equivalences such as two 1p coins are worth the same as one 2p coin, up to four 5p coins are worth the same as one 20p coin.</p>	<p>Solve some problems such as how many different ways can you make 25p? How do you know you have them all? The pupil can solve some problems such as 'How many different ways can you make 25p? How do you know you have them all?'</p>
	<p>Begin to handle coins and become familiar with coins up to 20 p. Recognise and know the value of different denominations of coins and notes.</p>			
Y2	<p>The pupil can assemble the coins to match an amount of money written using £ and p, with prompts.</p> <p>The pupil can solve problems such as 'It costs 50p to park a car for two hours. Show some of the ways you can make up 50p using coins'.</p> <p>The pupil can solve problems such as 'I buy a pencil for 20p and a ruler for 45p. What do I pay altogether?'</p>	<p>The pupil can assemble the coins to match an amount of money written using £ and p and describe an amount of money in writing using £ and p.</p> <p>The pupil can solve problems such as 'It costs £1 to park a car for two hours. Show all the ways you can make up £1 using six coins'.</p> <p>The pupil can solve problems such as 'I buy a pencil for 20p and a ruler for 45p. What change do I get from £1?'</p>	<p>The pupil can assemble coins and notes to match a given amount of money expressed in £ and p using the minimum number of coins/notes and being able to explain why they are certain that it is the minimum number. The pupil can solve problems such as 'It costs £1 or £1.50 or 90p or 75p to park a car for two hours depending which car park you go to. You need to take £1.50 in coins so that you can pay the exact money in any of the car parks. What coins do you need to do it with the minimum number of coins? The pupil can</p>	

			make up problems involving giving change when several items are purchased	
	Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.			
	R	To consolidate 3-4 statement-Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'		
Time	Y1	<p>Can describe lunchtime as being later in the day than morning break</p> <p>Can tell when it is 12 o'clock and with support identify half past 2</p> <p>Can chant the days of the week and months of the year in order and with support identify today's date</p> <p>The pupil can draw hands on a clock face and respond orally to simple questions about time.</p>	<p>The pupil can describe events in chronological order such as 'Monday comes before Tuesday', 'Yesterday evening I did my homework, then I went to bed' and 'Tomorrow afternoon I have to visit the dentist'.</p> <p>The pupil can say the date 'Tuesday the 2nd of June' and describe future events as 'in two weeks' time' and 'In three years I shall be in Year 4'</p> <p>The pupil can tell when it is 12 o'clock and half past two and draw a clock face with hands to show these times. The pupil can draw hands on a clock face and identify the correct answer from a number of possibilities to questions about time.</p> <p>The pupil can pour water from one container to another and describe the water as pouring more quickly or more slowly than on a previous occasion.</p>	<p>Combine 2 ideas of time such as, I walked to school more quickly today so I arrived earlier</p> <p>Tell which of the o'clock and half past times is the next to occur and draw a clock face with hands to show these times</p> <p>Interpret a calendar for the year, labelling significant dates and making statements such as 'Christmas day is on the 4th Wednesday in December and my birthday is 3 weeks before Easter. The pupil can both draw hands on a clock face and write down the time in words.</p>
	<p>Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]</p> <p>Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years.</p> <p>Measure, Compare, describe and solve practical problems, begin to record for time (hours, minutes, seconds)</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p>			
	Y2	<p>The pupil can use their knowledge that there are five minutes between each number on a clock face for the minute hand to compare time intervals with some prompting.</p> <p>The pupil can work out from an analogue clock face that there are 60 minutes in an hour by counting in fives with prompting, and be aware that the hour hand goes round twice during the course of a whole day</p> <p>The pupil can tell when it is ten past two and twenty to two, interpreting the homophones of 'to' correctly with appropriate prompts.</p>	<p>The pupil can work out the time between 'five past' and '20 past' an hour and know that it is shorter than from 'quarter to' until 'ten past' an hour.</p> <p>The pupil can work out that half an hour is 30 minutes and knows that two times 12 hours is one day because there are 24 hours in a day</p> <p>The pupil can tell when it is ten past two and twenty to two, interpreting the homophones of 'to' correctly.</p> <p>The pupil can draw the hands on a clock face to show quarter past three or quarter to eleven.</p>	<p>The pupil can work out time intervals for times expressed using multiples of five minutes and check their answer by considering the amount of turn of the minute hand</p> <p>The pupil can use their knowledge of minutes and hours to work out time intervals</p> <p>The pupil can confidently tell the time to within five minutes and work out how long it is (to within five minutes) to significant times such as lunchtime</p>

Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day. Compare and sequence intervals of time.			

		AUTUMN	SPRING	SUMMER
Mathematics - Geometry				
P r o p e r t i e s o f S h a p e s	R	To consolidate 3-4 Statement-Talk about 2D and 3D shapes (circles, rectangles, triangles and cuboids) using information mathematical language: Sides, corners, straight, flat, round. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones	• Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns	
	Y1	Recognise and name rectangles, triangles and circles around the classroom and in the outdoor area when prompted Can select a pyramid from a set of 3d shapes with support	The pupil can independently and spontaneously identify rectangles, triangles and circles around the classroom and in the outdoor area. The pupil can name rectangles, triangles and circles around the classroom correctly. The pupil can select a pyramid from a set of 3-D shapes	Name and explain what is the same and what is different about shapes Sort a collection of 3D shapes while naming them correctly Use related mathematical language to describe them
	Recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles]. Recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].			
	Y2	The pupil can select from a set of 3-D shapes those with a rectangle as one of the faces. The pupil can sort 2-D shapes according to whether they have a curved edge, with prompting. The pupil can draw a line of symmetry on a drawing of a square. The pupil can count the number of faces, edges and vertices of a triangular prism, with support.	The pupil can sort 3-D shapes into a Carroll diagram according to the 2-D shapes that are faces of that 3-D shape. The pupil can sort 2-D shapes according to whether they have a curved edge or whether they have more than three corners, and 3-D shapes according to how many faces they have. The pupil can identify that a rectangle has line symmetry but a triangle may not have line symmetry. The pupil can state that a triangular prism has five faces, nine edges and six vertices.	The pupil can create a 3-D shape with particular 2-D shapes forming its faces. The pupil can sort shapes into a Carroll diagram according to two properties The pupil can amend a design so that it has line symmetry. The pupil can state that a triangular prism has five faces, nine edges and six vertices using a representation of the prism.
Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. Compare and sort common 2-D shapes and everyday objects. Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.]				

		Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. Compare and sort common 3-D shapes and everyday objects.		
P o s i t i o n & D i r e c t i o n	R	To consolidate 3-4 statement- Understand position through words alone. Discuss routes and locations, using words like 'in front of' and 'behind'		
	Y1	<p>Arrange 4 objects in a 2 by 2 array and describe the position of one of them by referring to another object in the array with support.</p> <p>Identify a sequence such as RBG RBG RBG and continue it with support (Red, blue, green)</p> <p>Follow instructions from another pupil to walk to a particular place including the turns either left or right with prompts. Follow instructions from another pupil to walk around a shape including the quarter turns either clockwise or anticlockwise referring to a clock face to establish a direction</p>	<p>The pupil can arrange nine objects in a 3 by 3 array and describe the position of one of them by referring to another object or the array.</p> <p>The pupil can identify a sequence such as RBBGRBBGRBBG and continue it (R=red, B=blue, G=green)</p> <p>The pupil can give instructions to another pupil to walk to a particular place including the turns either left or right. The pupil can give instructions to another pupil to walk around a shape including the quarter turns either clockwise or anti-clockwise, referring to a clock face to establish the direction.</p>	<p>Arrange 9 objects in a 3 by 3 array and describe the position of one of them by referring to another object or the array and do so in a variety of ways.</p> <p>Make up their own sequence and extend it describing the rule they are following</p> <p>Write a series of instructions to another pupil to walk to a particular place including the turns either left or right. Give instructions to a beetbot to walk around a shape, including the quarter turns either clockwise or anti clockwise referring to a clock to establish the direction/</p>
		Describe position using everyday language eg top, middle, bottom, in front of, between, near inside. Recognise and create simple repeating patterns with objects and shapes Describe movement in straight lines using every day language and describe turns including half, quarter and three quarter turns in both directions and connect turning clockwise with movement on a clockface.		
	Y2	<p>Can choose an object in the classroom and describe where it is using mathematical vocabulary, with prompts.</p> <p>Can arrange a selection of shapes such as squares, triangles, circles and rectangles into a pattern, using different orientations with support</p> <p>Can arrange a selection of shapes such as squares, triangles, circles and rectangles into a pattern, using different orientations, with support.</p>	<p>Can choose an object in the classroom and describe where it is using mathematical vocabulary</p> <p>Can arrange a selection of shapes such as squares, triangles, circles and rectangles into a pattern using different orientations.</p> <p>Can arrange a selection of shapes such as squares, triangles, circles and rectangles into a pattern, using different orientations.</p>	<p>Can choose pairs of objects in the classroom that can be described in relation to each other using mathematical vocabulary.</p> <p>Can arrange a selection of shapes such as squares, triangles, circles and rectangles into a pattern with sequences within it, using different orientations.</p> <p>Can arrange a selection of shapes such as squares, triangles, circles and rectangles into a pattern with sequences within it, using different orientations.</p>
	Order and arrange combinations of mathematical objects in patterns and sequences Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).			

		AUTUMN	SPRING	SUMMER
Science/ Understanding the world				
W o r k i n g s c i e n t i f i c a l l y	R	<p>Playing and exploring:</p> <ul style="list-style-type: none"> -Realise that their actions have an effect on the world, so they want to keep repeating them. -Plan and think ahead about how they will explore or play with objects. -Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. <li style="padding-left: 20px;">-Make independent choices. Bring their own interests and fascinations into early years settings. This helps them to develop their learning. -Respond to new experiences that you bring to their attention. 	<p>Active learning:</p> <ul style="list-style-type: none"> -Participate in routines -Begin to predict sequences because they know routines. <li style="padding-left: 20px;">-Show goal-directed behaviour. -Begin to correct their mistakes themselves. -Keep on trying when things are difficult. 	<p>Creating and thinking critically:</p> <ul style="list-style-type: none"> -Take part in simple pretend play. <li style="padding-left: 20px;">- Sort materials -Review their progress as they try to achieve a goal. <li style="padding-left: 20px;">- Check how well they are doing. <li style="padding-left: 20px;">-Solve real problems. -Use pretend play to think beyond the 'here and now' and to understand another perspective. -Know more, so feel confident about coming up with their own ideas. <li style="padding-left: 20px;">-Make more links between those ideas. -Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions
	KS1	<p>Ask simple questions and recognise that they can be answered in different ways.</p> <p>Observe closely, using simple equipment.</p> <p>Perform simple tests.</p> <p>Identify and classify.</p> <p>Use their observations and ideas to suggest answers to questions.</p> <p>Gather and record data to help in answering questions.</p> <p style="color: green;">Maths Links- fractions vocabulary eg equal, part full, half, measuring, adding, subtracting, sorting, problem solving, explaining and reasoning, recording date eg tally, pictogram, accuracy</p>		
L i v i n g t h i n g s	R	<ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. 		<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

<p>& t h e i r h a b i t a t s</p>	<p>Y2</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 microhabitats.</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>Sort and classify things according to whether they are living, dead or were never alive, and record their findings using charts. They should describe how they decided where to place things, exploring questions for example: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions. They could construct a simple food chain that includes humans (e.g. grass, cow, human). They could describe the conditions in different habitats and microhabitats (under log, on stony path, under bushes) and find out how the conditions affect the number and type(s) of plants and animals that live there.</p> <p>Maths Links: Sorting, venn diagrams, counting legs (e.g mini beasts) spotting symmetry, measuring plants, finding the difference, measuring animal footprints, wing spans, hand spans, temperature of different habitats, diets-link to human diet, ordering size, tally, multiplication, addition and subtraction, fractions, position and direction</p>	
<p>P l a n t s</p>	<p>R</p>	<ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. 	<ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
	<p>Y1</p>	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.(leaves, flowers, blossom, petals, fruit, roots, bulb, seed, trunk, branches, stem).</p> <p>Observe the growth of flowers and vegetables that they have planted.</p> <p>Observe closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees. Pupils might keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.</p>	
	<p>Y2</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>Observe and record, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.</p> <p>Maths Links- Measuring plants, pictograms, tally how many, healthy diet, leaf patterns, time, seasons, days, months, years, weeks, seconds, counting seeds, conkers, acorns etc, measuring circumferences of trunks, capacity and volume, temperature, position and direction of plant growth, spotting patterns in nature, testing hypoesthesia, colour sorting</p>	

		AUTUMN	SPRING	SUMMER
Science/ Understanding the world				
Animals (including humans)	R	<ul style="list-style-type: none"> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. 		<ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
	Y1	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes. <i>Use their senses to compare different textures, sounds and smells.</i>		
	Y2	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (including pets). Describe and compare their structure. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. <i>Use their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; group animals according to what they eat.</i> <i>Maths Links-hand spans, heights, weight, temperature, blood pressure, sorting animals in venn diagrams, pictogram of pets, position and direction, healthy eating,</i>		
Materials	R	<ul style="list-style-type: none"> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. 		
	Y1	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, rock, brick, paper, fabrics, elastic, foil. Describe the simple physical properties of a variety of everyday materials such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent. Compare and group together a variety of everyday materials on the basis of their simple physical properties.		

	Perform simple tests to explore questions, for example: 'What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast's leotard?'
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Y2	<p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Pupils might find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam.</p> <p style="color: red;">Compare the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); observing closely, identifying and classifying the uses of different materials, and recording their observations.</p> <p style="color: green;">Maths Links: sorting, time experiments, volume and capacity, measure, weight, length, 2d/3d shape, rotation, symmetry, conservation of mass, fractions, money, role play</p>
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		AUTUMN	SPRING	SUMMER
Geography/Understanding the world				
Location al and Place Knowle dge	R	<ul style="list-style-type: none"> • Draw information from a simple map • Recognise some similarities and differences between life in this country and life in other countries 		<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps
	KS1	<p>Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p style="color: green;">Maths Links- shape of countries and planets, percentages, counting countries, temperature, seasons,</p>		
Human and physical geograp hy		<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> ☒ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ☒ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p style="color: green;">Maths Links-Days of the week, months, money- shopping, heights of mountains, rainfall, compass directions,</p>		

Geographical skills and fieldwork		<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Maths Links- co-ordinates, direction, position, shapes, traffic survey- tally chart,</p>

	AUTUMN	SPRING	SUMMER
History/ Understanding the world			
	R	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling

	KS1	<p>Develop an awareness of the past, using common words and phrases relating to the passing of time. Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical terms. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Content: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]. Lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]. Significant historical events, people and places in their own locality.</p>
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Religious Education

	R	<ul style="list-style-type: none"> Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. 	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>
	KS1	<p>Learn about different beliefs about God and the world around them. Develop a sense of wonder about the world and a sense of belonging.</p> <p>Content: Stories and symbols (Sikh gurus) The family in Christianity Places in Christianity Islam Why is Christmas important to Christians?</p>	

	AUTUMN	SPRING	SUMMER
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Design and Technology			
Design and make and evaluate	R	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills 	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories
	KS1	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Explore and evaluate a range of existing products.</p> <p>Evaluate their ideas and products against design criteria.</p>	
Technical Knowledge	R	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. 	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories
	KS1	<p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles, in their products.</p>	
Cooking and nutrition	R	<p>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - having a good sleep routine - being a safe pedestrian</p> <p>Manage their own basic hygiene and personal needs, including understanding the importance of healthy food choices</p>	
	KS1	<p>Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Understand where food comes from.</p>	
Computing	R	<p>Know and talk about the different factors that support their overall health and wellbeing: sensible amounts of 'screen time'. Prepare for KS1 computing.sa</p>	
	KS1	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p>	

	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
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		AUTUMN	SPRING	SUMMER
Art and Design				
Media and materials	R	Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills.		<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories
	KS1	Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Investigate the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		
Music and Dance	R	<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups. 		<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
	KS1	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music. Perform dances using simple movement patterns.		