



Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Communication and Language
Listening, Attention and Understanding

Prior Learning: Nursery	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” • Start a conversation with an adult or a friend and continue it for many turns. 		
Autumn	Spring	Summer	ELG
<p><i>The previous statements from Nursery will be reviewed as each child will have their own starting points.</i></p> <ul style="list-style-type: none"> ○ Understand how to listen carefully and why listening is important. ○ Listen and respond to ideas expressed by others in conversation or discussion. ○ Knows why listening is important. ○ Listen carefully to rhymes and songs, paying attention to how they sound. ○ Engage in story times. 	<p><i>The previous term’s statements will be reviewed and built upon.</i></p> <p>New focus statements for this term:</p> <ul style="list-style-type: none"> ○ Listen to stories, accurately anticipating key events and responding with relevant comments, questions or actions. ○ Learn rhymes, poems and songs. ○ Engage in story times and talks about stories to build familiarity. ○ Engage in non-fiction books. ○ Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<p><i>The previous term’s statements will be reviewed and built upon.</i></p> <p>New focus statements for this term:</p> <ul style="list-style-type: none"> ○ Answer ‘how’ and ‘why’ questions in response to stories. ○ Engage in non-fiction books. ○ Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. ○ Engage in story times and retell familiar stories using some exact words and some own words. 	<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. <ul style="list-style-type: none"> • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Year 1 National Curriculum	<ul style="list-style-type: none">○ Listen and respond appropriately to adults and their peers.○ Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.○ Participate in discussions, presentations, performances, role play, improvisations, and debates.○ Gain, maintain and monitor the interest of the listener(s).○ Consider and evaluate different viewpoints, attending to and building on the contributions of others.		
Communication and Language Speaking			
Prior Learning: Nursery	<ul style="list-style-type: none">● Use a wider range of vocabulary. Extend children’s vocabulary, explaining unfamiliar words and concepts and making sure children have understood what they mean through stories and other activities. Suggestion: use scientific vocabulary when talking about the parts of a flower or an insect, or different types of rocks. Examples from ‘The Gruffalo’ include: ‘stroll’, ‘roasted’, ‘knobbly’, ‘wart’ and ‘feast’.● Sing a large repertoire of songs.● Know many rhymes, be able to talk about familiar books, and be able to tell a long story.● Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.● Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’● Use longer sentences of four to six words.● Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.● Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”		
Autumn	Spring	Summer	ELG
<p><i>The previous statements from Nursery will be reviewed as each child will have their own starting points.</i></p> <ul style="list-style-type: none">○ Extend vocabulary, by grouping and naming,	<p><i>The previous term’s statements will be reviewed and built upon.</i></p> <p>New focus statements for this term:</p> <ul style="list-style-type: none">○ Develop own narratives and explanations by	<p><i>The previous term’s statements will be reviewed and built upon.</i></p> <p>New focus statements for this term:</p> <ul style="list-style-type: none">○ Express themselves effectively, showing	<ul style="list-style-type: none">● Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.● Offer explanations for why things might happen, making

<p>exploring the meaning and sounds of new words.</p> <ul style="list-style-type: none"> ○ Use language to imagine and recreate roles and experiences in play situations. ○ Introduce a storyline or narrative into their play. ○ Develop social phrases. ○ Listen to and talk about stories to build familiarity and understanding. ○ Describe events in some detail. ○ Learn new vocabulary. ○ Use new vocabulary through the day. ○ Uses talk to organise thinking and activities. ○ Explains how things work and why they might happen. 	<p>connecting ideas or events.</p> <ul style="list-style-type: none"> ○ Use past, present and future forms accurately when talking about events that have happened or are to happen in the future. ○ Articulate their ideas and thoughts in well-formed sentences. ○ Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. ○ Use new vocabulary in different contexts. ○ Uses talk to help to work out problems. 	<p>awareness of listeners' needs.</p> <ul style="list-style-type: none"> ○ Ask questions to find out more and to check they understand what has been said to them. ○ Connect one idea or action to another using a range of connectives. ○ Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. ○ Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<p>use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <ul style="list-style-type: none"> • 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>Year 1 National Curriculum</p>	<ul style="list-style-type: none"> ○ Ask relevant questions to extend their understanding and knowledge. ○ Use relevant strategies to build their vocabulary. ○ Articulate and justify answers, arguments and opinions. ○ Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. ○ Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. ○ Speak audibly and fluently with an increasing command of Standard English. ○ Select and use appropriate registers for effective communication. 		

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life

Jigsaw PSHE



No Outsiders



PSED

Prior Learning: Nursery

- Selects and uses activities/resources with help when needed.
- Develops their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people in the safe context of their setting.
- Show more confidence in new social situations.
- Play with 1 or more other children, extending and elaborating play ideas.
- Finds solutions to conflicts and rivalries.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talks with others to solve conflicts.
- Talks about their feelings using words (such as happy, sad, angry).
- Beginning to understand how others are feeling.

Autumn
Jigsaw Unit: Being Me and Celebrating Difference

The previous statements from Nursery will be reviewed as each child will have their own starting points.

- Express own feelings.
- Thinks about the perspective of others.
- Identifies and moderates their own feelings socially and emotionally.
- Remember rules without needing an adult to remind them.
- Go to the toilet independently.
- Washes hands appropriately.

Spring
Jigsaw Unit: Dreams and Goals and Healthy Me

The previous term's statements will be reviewed and built upon.

New focus statements for this term:

- Expresses their feelings and the feelings of others.
- Shows resilience and perseverance in the face of a challenge.
- Manages personal hygiene.
- Knows and talks about the different factors that support overall health: physical activity, healthy eating, tooth brushing, sensible screen time, good

Summer
Jigsaw Unit: Relationships and Changing Me

The previous term's statements will be reviewed and built upon.

New focus statements for this term:

- Regulates their behaviour to account for their own/others' feelings.
- Sets and works towards simple goals.
- Able to wait and control impulses.
- Confident to try new activities.
- Explains the reasons for rules and knows right from wrong.

ELG

Self-Regulation

- 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.

<ul style="list-style-type: none"> Sees themselves as a valuable individual. Build constructive and respectful relationships. 	<p>sleep routine and being a safe pedestrian.</p>	<ul style="list-style-type: none"> Works and plays cooperatively, takes turns with others. 	<p>Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <ul style="list-style-type: none"> Explain the reasons for rules, know right 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. <p>Building Relationships</p> <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.
<p>Year 1 National Curriculum</p>	<ul style="list-style-type: none"> Understanding how to keep healthy. Understands the importance of good hygiene e.g. hand washing and tooth brushing. Recognising and naming different feelings. Understanding how feelings can affect people and how they behave. Recognising how others might be feeling. Recognising what makes them special and identifying what they are good at and their likes and dislikes. Understanding growing and changing. Recognising risks and how to minimise harm. Identifying and exploring different families and close relationships. Understanding and exploring friendships. 		

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| | <ul style="list-style-type: none">○ Managing hurtful behaviour and bullying.○ Exploring safe relationships.○ Respecting themselves and others.○ Understanding rules and why we need them.○ Understanding the groups they belong to and how they are the same and different to others. |
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Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Physical Development Gross Motor			
Prior Learning: Nursery	<p>Continues to develop movement – balancing, riding and ball skills. Goes up steps and stairs using alternate feet. Skips, hops, stands on one leg. Uses large muscle movements to wave flags, streamers, paint. Take part in group activities which they make up themselves. Use and be able to remember sequences and patterns of movements. Collaborates with others to manage large items eg moving a plank safely. Match developing physical skills to task and activities. Increasingly independent with getting dressed. Increasingly independent in meeting own care needs.</p>		
Autumn	Spring	Summer	ELG
<p><i>The previous statements from Nursery will be reviewed as each child will have their own starting points.</i></p> <ul style="list-style-type: none"> ○ Revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping and climbing). ○ Further develop the skills they need to manage the school day successfully (lining up, queuing and mealtimes). ○ Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 	<p><i>The previous term's statements will be reviewed and built upon.</i></p> <p>New focus statements for this term:</p> <ul style="list-style-type: none"> ○ Progress towards a more fluent style of moving, with developing control and grace. ○ Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. ○ Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. 	<p><i>The previous term's statements will be reviewed and built upon.</i></p> <p>New focus statements for this term:</p> <ul style="list-style-type: none"> ○ Develop the overall body strength, co-ordination, 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. ○ Develop overall body strength, balance, co-ordination and agility. 	<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.

		<ul style="list-style-type: none">Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	
Year 1 National Curriculum	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: <ul style="list-style-type: none">Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, 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.		
Physical Development Fine Motor			
Prior Learning: Nursery	Choose the right resources to carry out own plan. Uses one handed tools and equipment. Uses a comfortable grip with good control when holding pens and pencils. Starts eating independently, learning how to use a knife and fork. Shows a preference for a dominant hand.		
Autumn	Spring	Summer	ELG
<i>The previous statements from Nursery will be reviewed as each child will have their own starting points.</i> <ul style="list-style-type: none">Develop their small motor skills so that they can use a range of tools competently, safely and confidently (pencils for drawing and writing,	<i>The previous term's statements will be reviewed and built upon.</i> New focus statements for this term: <ul style="list-style-type: none">Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.Use scissors appropriately.	<i>The previous term's statements will be reviewed and built upon.</i> New focus statements for this term: <ul style="list-style-type: none">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, paint brushes and cutlery.Begin to show accuracy and care when drawing.

<p>paintbrushes, scissors, knives, forks and spoons).</p>	<ul style="list-style-type: none"> ○ Use a knife and fork appropriately. ○ Develop the foundations of a handwriting style. 		
<p>Year 1 National Curriculum</p>	<p>Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ○ Sit correctly at a table, holding a pencil comfortably and correctly. ○ Begin to form lower-case letters in the correct direction, starting and finishing in the right place. ○ Form capital letters. ○ Form digits 0-9. ○ Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. 		

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Writing Spine - Pathways to Write and Drawing Club (these titles may change based on the children's interests)

Autumn 1 All About Me	The Gingerbread Man	Rosie's Walk	Christopher Pumpkin	Kipper's Birthday	Six Dinner Sid	Poem Cup of tea
Autumn 2 Let Your Light Shine!	Flashlight	Little Glow	Meg and Mog	Room on the Broom	Christmas inspired story	Poem Leaves are falling
Spring 1 Ticket to Ride	The Naughty Bus	The Night Pirates	The Way Back Home	The 100 Decker Bus		Poem Pancakes
Spring 2 Amazing Animals	Hattie Peck	Mr Benn	The Tiger who came to Tea	Dear Zoo	Where the Wild Things Are	Non Fiction writing Poem Mrs Bluebird
Summer 1 Watch Us Grow!	Supertato	Jack and the Beanstalk	Oliver's Vegetables	The Giant Jam Sandwich		Poem Five Little Peas
Summer 2 Our Wonderful World	Clem and Crab	Superworm	Tiddler	What the Ladybird Heard	tbc	Non-fiction writing Poem- A Little Seed

Traditional Tales - RWInc suggested texts

Autumn	The Ugly Duckling Goldilocks and the Three Bears
Spring	The Enormous Turnip Little Red Riding Hood
Summer	The King Who Wanted to Touch the Moon Little Bear

Literacy Reading (comprehension and word reading)			
Prior Learning: Nursery	<ul style="list-style-type: none"> Understand the five key concepts about print: <ul style="list-style-type: none"> -print has meaning. -print can have different purposes -we read English text from left to right and from top to bottom -the names of the different parts of a book page sequencing Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> -spot and suggest rhymes -count or clap syllables in a word -recognise words with the same initial sound Engage in extended conversations about stories, learning new vocabulary. 		
Autumn	Spring	Summer	ELG
<p><i>The previous statements from Nursery will be reviewed as each child will have their own starting points.</i></p> <ul style="list-style-type: none"> Continue to engage in extended conversations about stories. Develops enjoyment by re-reading books. Read individual letters by saying the sounds for them. Read a few common exception words matched to the school's phonic programme. 	<p><i>The previous term's statements will be reviewed and built upon.</i></p> <p>New focus statements for this term:</p> <ul style="list-style-type: none"> Talks about key events in the story. Uses new vocabulary when talking about stories. Develops understanding by re-reading books. Builds confidence in word reading by re-reading books. Blends sounds in order to read short words using known GPCs. Able to read and say some phonemes. 	<p><i>The previous term's statements will be reviewed and built upon.</i></p> <p>New focus statements for this term:</p> <ul style="list-style-type: none"> Develops fluency by re-reading books. Read simple phrases and sentences made up of a known GPCs. Able to read a few common exception words where applicable. 	<p>Comprehension</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate - where appropriate - key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Word Reading</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending.

			<ul style="list-style-type: none">• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Year 1 National Curriculum	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none">◦ Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.◦ Being encouraged to link what they read or hear read to their own experiences.◦ Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.◦ Recognising and joining in with predictable phrases.◦ Learning to appreciate rhymes and poems, and to recite some by heart.◦ Discussing word meanings, linking new meanings to those already known. <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none">◦ Drawing on what they already know or on background information and vocabulary provided by the teacher.◦ Checking that the text makes sense to them as they read and correcting inaccurate reading.◦ Discussing the significance of the title and events.◦ Making inferences on the basis of what is being said and done.◦ Predicting what might happen on the basis of what has been read so far.◦ Participate in discussion about what is read to them, taking turns and listening to what others say.◦ Explain clearly their understanding of what is read to them.		
Literacy Writing			
Prior Learning: Nursery	<ul style="list-style-type: none">• Use some of their print and letter knowledge in their early writing.• Write some letters accurately.• Write some letters accurately.		
Autumn	Spring	Summer	ELG

<p><i>The previous statements from Nursery will be reviewed as each child will have their own starting points.</i></p> <ul style="list-style-type: none"> ○ Write most letters accurately. ○ Writes most of their name. ○ Able to identify sounds when spelling words. 	<p><i>The previous term's statements will be reviewed and built upon.</i></p> <p>New focus statements for this term:</p> <ul style="list-style-type: none"> ○ Able to write the letter/s needed when putting sounds into words. ○ Write their name. ○ Forms lower - case letters correctly. ○ Write captions or short sentences with words with known GPCs. 	<p><i>The previous term's statements will be reviewed and built upon.</i></p> <p>New focus statements for this term:</p> <ul style="list-style-type: none"> ○ Forms lower-case and capital letters correctly. ○ Writes short sentences with words with known GPCs. ○ Re-reads what they have written to check that it makes sense. ○ Uses a capital letter and full stop when writing a short sentence. 	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.
<p>Year 1 National Curriculum</p>	<p>Spell:</p> <ul style="list-style-type: none"> ○ Words containing each of the 40+ phonemes already taught. ○ Common exception words. ○ The days of the week. ○ Naming the letters of the alphabet in order. ○ Using letter names to distinguish between alternative spellings of the same sound. ○ Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. ○ Using the prefix un- ○ Using -ing, -ed, -er and -est where no change is needed in the spelling of root words. ○ Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. <p>Write sentences by:</p> <ul style="list-style-type: none"> ○ Saying out loud what they are going to write about composing a sentence orally before writing it. ○ Sequencing sentences to form short narratives. ○ Re-reading what they have written to check that it makes sense. ○ Discuss what they have written with the teacher or other pupils. 		

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| | <ul style="list-style-type: none">◦ Read aloud their writing clearly enough to be heard by their peers and the teacher.◦ See Fine Motor for handwriting. |
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Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics.

White Rose Maths

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Getting to know you		Match, sort and compare		Talk about measure and patterns		It's me 1, 2, 3		Circles and triangles	1, 2, 3, 4, 5		Shapes with 4 sides
Spring	Alive in 5		Mass and capacity	Growing 6, 7, 8		Length, height and time		Building 9 and 10		Explore 3-D shapes		
Summer	To 20 and beyond		How many now?	Manipulate, compose and decompose		Sharing and grouping		Visualise, build and map		Make connections	Consolidation	

Mathematics
Number

Prior Learning: Nursery	<ul style="list-style-type: none"> ○ Subitise within 3. ○ Show finger numbers up to 5. ○ Links numerals to amounts. 		
Autumn	Spring	Summer	ELG
<p><i>The previous statements from Nursery will be reviewed as each child will have their own starting points.</i></p> <ul style="list-style-type: none"> ○ Automatically recalls number bonds to 5. ○ Explores the composition of numbers to 5. ○ Represent numbers to 5. 	<p><i>The previous term's statements will be reviewed and built upon.</i></p> <p>New focus statements for this term:</p> <ul style="list-style-type: none"> ○ Automatically recalls number bonds to 5 and some to 10. ○ Counts objects, actions and sounds. ○ Representing numbers to 8. ○ Conceptual subitising up to 10. ○ Composition of numbers to 10. ○ Doubles to 10. ○ 	<p><i>The previous term's statements will be reviewed and built upon.</i></p> <p>New focus statements for this term:</p> <ul style="list-style-type: none"> ○ Automatically recalls number bonds to 5, including subtraction facts. ○ Automatically recalls some number bonds to 10. ○ Able to recall some double facts to 10. ○ Build numbers beyond 10 up to 13. 	<ul style="list-style-type: none"> ○ Have a deep understanding of numbers to 10, including the composition of each number. ○ Subitise (recognise quantities without counting) up to 5. ○ 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.

Mathematics
Numerical Patterns

Prior Learning: Nursery	<ul style="list-style-type: none"> ● Recite numbers past 5. ● Say one number for each item in order. ● Know that the last number reached when counting is the total. ● Experiments with their own symbols and marks as well as numbers. ● Solves real world mathematical problems with numbers up to 5. ● Compares quantities using language (more or fewer than).
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Autumn	Spring	Summer	ELG
<p><i>The previous statements from Nursery will be reviewed as each child will have their own starting points.</i></p> <ul style="list-style-type: none"> Links the number symbols with its cardinal number value. Find one more and one less. 	<p><i>The previous term's statements will be reviewed and built upon.</i></p> <p>New focus statements for this term:</p> <ul style="list-style-type: none"> Counts beyond 10. Compares numbers. Understands the 'one more/one less' relationship between consecutive numbers. Explores the composition of numbers to 10. Explore odd and even numbers. Combining two groups 	<p><i>The previous term's statements will be reviewed and built upon.</i></p> <p>New focus statements for this term:</p> <ul style="list-style-type: none"> Verbally counts beyond 10 to 20. Adding more and taking away. Counting patterns beyond 10. Even and odd sharing. Building doubles. 	<ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
<p>Year 1 National Curriculum (Number, Addition and Subtraction)</p>	<ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens Given a number, identify one more and one less Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Read and write numbers from 1 to 20 in numerals and words. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Represent and use number bonds and related subtraction facts within 20. Add and subtract one-digit and two-digit numbers to 20, including zero. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems. 		

Understanding the World (history, geography, science and RE)

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Kapow and Jigsaw units are used to inform planning.

Autumn	Spring	Summer
Geography - Outdoor Adventure History - Peek into the Past Science - seasons and I am a Scientist (light or dark and loud or quiet) RE - Special People and Christmas	Geography - Exploring Maps History - Adventures Through Time and changes over time (lifecycle). Science - seasons, lifecycles and I am a Scientist (push or pull and freeze or melt) RE - How do people celebrate? And Easter	Geography - Around the World Science - Our Beautiful Planet, I am a Scientist (float or sink), Animal Adventures and seasons. RE - What can we learn from stories? And Special Places.

Understanding the World Past and Present (history)			
Prior Learning: Nursery	Begins to make sense of their own life story and family's history.		
Autumn	Spring	Summer	ELG
<p><i>The previous statements from Nursery will be reviewed as each child will have their own starting points.</i></p> <ul style="list-style-type: none"> ○ Talks about images of familiar situations in the past. ○ Talks about members of their immediate family and community. ○ Names people who are familiar to them. ○ Describes people who are familiar to them. 	<p><i>The previous term's statements will be reviewed and built upon.</i></p> <p>New focus statements for this term:</p> <ul style="list-style-type: none"> ○ Talks about images of familiar situations in the past. ○ Compare and contrast characters from stories, including figures from the past. ○ Know some similarities and differences between things in the past and now. 	<p><i>The previous term's statements will be reviewed and built upon.</i></p> <p>New focus statements for this term:</p> <ul style="list-style-type: none"> ○ 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.
KSI National Curriculum	<ul style="list-style-type: none"> ○ 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] ○ The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [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. 		

Understanding the World
People, Culture and Communities (geography and RE)

Prior Learning: Nursery	Shows interest in different occupations. Continue developing positive attitudes about the differences between people. Know there are different countries in the world and talk about differences.		
Autumn	Spring	Summer	ELG
<p><i>The previous statements from Nursery will be reviewed as each child will have their own starting points.</i></p> <ul style="list-style-type: none"> Understands that some places are special to members of their community. Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. Recognise that people have different beliefs and celebrate special times in different ways. 	<p><i>The previous term's statements will be reviewed and built upon.</i></p> <p>New focus statements for this term:</p> <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. 	<p><i>The previous term's statements will be reviewed and built upon.</i></p> <p>New focus statements for this term:</p> <p>Understand that places are special to members of their community.</p> <ul style="list-style-type: none"> 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. 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. 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.
KSI National Curriculum	<ul style="list-style-type: none"> 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 Place knowledge 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 Human and physical geography 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: 		

	<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○ 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○ 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○ 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.		
Understanding the World The Natural World (science)			
Prior Learning: Nursery	Uses all their senses in hands on exploration of natural materials. Explores collections of materials with similar/different properties. Talks about what they see, using a wide vocabulary. Explore how things work. Plant seeds and care for growing plants. Understand the features of the life cycle of a plant and animal. Begin to understand the need to respect and care for natural environment and living things. Explore and talk about different forces they can feel. Talk about differences between materials and changes they notice.		
Autumn	Spring	Summer	ELG
<i>The previous statements from Nursery will be reviewed as each child will have their own starting points.</i> <ul style="list-style-type: none">○ Understand some important processes and changes in the natural world around	<i>The previous term's statements will be reviewed and built upon.</i> New focus statements for this term: <ul style="list-style-type: none">○ Understand some important processes and changes in the natural world around them, including seasons.	<i>The previous term's statements will be reviewed and built upon.</i> New focus statements for this term: <ul style="list-style-type: none">○ Recognise some environments that are different to the one in which they live.	<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

them, including seasons and changing states of matter.	<ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals. 	<ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including seasons. 	<p>and what has been read in class.</p> <ul style="list-style-type: none"> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Year 1 National Curriculum	<p>Plants</p> <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Animals, including humans</p> <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). 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>Everyday Materials</p> <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>Seasonal change</p> <ul style="list-style-type: none"> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. 		

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Kapow Primary Units - Art and Design and Design and Technology

Autumn	Spring	Summer
Marvellous Marks Hibernation Boxes Seasonal craft - Christmas	Paint My World Junk Modelling 3D Sculpture Seasonal craft - Easter	Design and make a rainbow salad Structures - boats

Kapow Primary Units - Music

Autumn	Spring	Summer
Exploring Sound Celebration Music	Transport Music and Movement	Big Band Musical Stories

Expressive Arts and Design
Creating with Materials

Prior Learning: Nursery	<ul style="list-style-type: none"> ○ Explores different materials, developing ideas about how to use them. ○ Develops own ideas, decides which materials to use to express them. ○ Joins different materials and explores textures. ○ Creates closed shapes with continuous lines. Begins to use these shapes to represent objects. ○ Draws with increasingly complexity and details. ○ Uses drawing to represent ideas. ○ Shows different emotions in their drawings and paintings. ○ Explores colour and colour mixing. 		
Autumn	Spring	Summer	ELG
<p><i>The previous statements from Nursery will be reviewed as each child will have their own starting points.</i></p> <ul style="list-style-type: none"> ○ Explore, use and refine a variety of artistic effects to express ideas and feelings. ○ Begin to show accuracy and care when drawing. ○ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	<p><i>The previous term's statements will be reviewed and built upon.</i></p> <p>New focus statements for this term:</p> <ul style="list-style-type: none"> ○ Share their creations, explaining the process they have used. ○ Create collaboratively, sharing ideas, resources and skills. ○ Make use of props and materials when role playing characters in narratives and stories. 	<p><i>The previous term's statements will be reviewed and built upon.</i></p> <p>New focus statements for this term:</p> <ul style="list-style-type: none"> ○ Return to and build on their previous learning, refining ideas and developing their ability to represent them. 	<ul style="list-style-type: none"> ○ Safely uses and explores 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.
KSI National Curriculum	<ul style="list-style-type: none"> ○ To use a range of materials creatively to design and make products. ○ To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. ○ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 		

	<ul style="list-style-type: none">○ About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.○ Design purposeful, functional, appealing products for themselves and other users based on design criteria.○ Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.○ Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].○ Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.○ Explore and evaluate a range of existing products.○ Evaluate their ideas and products against design criteria Technical knowledge.○ Build structures, exploring how they can be made stronger, stiffer and more stable.○ Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.		
Being Imaginative Expressive			
Prior Learning: Nursery	<ul style="list-style-type: none">○ Engages in simple pretend play, using an object to represent another.● Begins to develop complex stories using small world resources.● Makes imaginative ‘small worlds’.● Listens with increased attention to sounds.● Responds to what they have heard, expressing thoughts and feelings.● Remembers and sings entire songs.● Can ‘pitch match’.● Sing the melodic shape of familiar songs.● Creates their own songs.● Plays instruments with increasing control to express feelings and ideas.		
Autumn	Spring	Summer	ELG
<p><i>The previous statements from Nursery will be reviewed as each child will have their own starting points.</i></p> <ul style="list-style-type: none">○ Listen attentively to music.	<p><i>The previous term’s statements will be reviewed and built upon.</i></p> <p>New focus statements for this term:</p>	<p><i>The previous term’s statements will be reviewed and built upon.</i></p> <p>New focus statements for this term:</p>	<ul style="list-style-type: none">○ Invents, adapts and recounts narratives and stories with peers and their teacher.

<ul style="list-style-type: none"> ◦ Watch and talk about dance and performance art, expressing their feelings and responses. ◦ Moves to music. ◦ Explore and engage in music making and dance, performing solo or in a group. ◦ Sing in a group. 	<ul style="list-style-type: none"> ◦ Listen attentively, move to and talk about music, expressing their feelings and responses. ◦ Develop storylines in their pretend play. 	<ul style="list-style-type: none"> ◦ Sing in a group or on their own, increasingly matching their own pitch and following a melody. 	<ul style="list-style-type: none"> ◦ Sings a range of well-known nursery rhymes and songs. ◦ Performs songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
KSI National Curriculum	<ul style="list-style-type: none"> ◦ 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. 		