Monkleigh Primary School

Rolling Plan

Page 2 – 11 FSU Topic Objective Webs

(Nursery, Reception, Year 1)

Page 12 & 13 - KS1

Page 14 & 15 - LKS2

Page 16 & 17 - UKS2

Me and My Community

PSEDSeparate from carer

-Select resources and activities (with some support)
-Wash hands
-Approach adults when needed
-Describe qualities of a friend/use friendly behaviour
-How to be a good friend
-Join group activities
-Choose an activity independently
-Begin taking turns
-To describe friendly behaviour
-To understand that people need help
-To understand ways of being helpful to others and how this will make them feel
-to learn about different family structures
-to be able to talk about the different relationships they have at home with their family and friends
To begin to understand the characteristics of positive friendships • Learning that friendships can have problems but that these can be overcome • Exploring friendly behaviours
-Exploring the ability to successfully work with different people
- Understanding the importance of hand hygiene

Physical Development
Toileting needs and personal hygiene
-Dominant hand
-Climb apparatus
-Using equipment safely
-Reading left to right
-Use alternate feet when climbing
-Independence when eating and drinking
-To know about personal hygiene and the importance of being clean and tidy
-Dominant hand
-Recognisable letter
-Using climbing equipment safely
-Negotiate space
-Using scissors safely
-To show good practice with regard to exercise, eating, sleeping and hygiene
-To know how good practice with regard to exercise, eating, sleeping and hygiene can contribute to good health
-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

Maths

-To talk about what happened Yesterday, today, tomorrow
-Count out five objects
-1:1 counting
-Last number represents the total (cardinal rule)
-Talk about 2D shapes using relevant mathematical vocabulary such as flat, sides, round, straight, corners

Reception following White Rose Maths

Understanding of the World-Talk about body parts and functions

-Orally label body parts
-Similarities and Differences between themselves and others
-Self Portraits
-Family Structure
-To explore the different jobs that people in our families do. How do these people help us? Paramedics, nurses, doctors, firefighters, post man, shop assistant etc
-To know that adults do a variety of jobs and that they are not all the same
-To show an awareness of the emergency services and how they can help us
-Special days and events (Links to Autumn Term Festivals)
-Talk about a special event in their life
-How they have changed since they were a baby
-Changes in the environment – seasons
-Name body parts
-To know that adults do a variety of jobs
-To know that the emergency services exist and what they do
-Judaism – how do we choose what foods to eat? Passover and symbolic foods, specific religious dietary requirements
To be able to talk about the different jobs that adults do and how they can help us (paramedics/nurses/ doctors/fire fights/postman/ shop assistant etc).
-To know that some foods are unhealthy, sort healthy and unhealthy foods
-To know the names of common fruits and vegetables
-To know that humans and other animals grow
-Draw simple maps of school, village and local area
-Understanding that families can include a range of people and how different members of a family are related to each other (PSHE)
-Exploring health related jobs and people who help to keep us healthy
-Understanding the importance of sleep and positive sleep habits
-identifying and classifying (Science) Labelling body parts and functions
-identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
-observe changes across the 4 seasons

Expressive Arts and Design

-Sing familiar Nursery Rhymes and tap out a rhythm
-Use instruments
-Art and music – Black History month
-Construction materials
-To use role play to show people who help us
-To construct with a purpose and safely

-Give meaning to marks
-To draw a range of plants and fruits
-To use paints, pastels and other resources to create observational drawings
-To use role play to show what they know about 'people who help us'
-To explore

-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
-use their voices expressively and creatively by singing songs and speaking chants and rhymes

Communication & Language

-Rhymes and picture books
-Talk about characters and what they are doing
-Talk about themselves and families
-Communicate and be understood
-To know that stories have different characters which can be real or pretend
-To know to sing words clearly so that they are audible
To know that it is okay to talk to others about wants and needs
-Talk about themselves and others
-Sing songs
-Talk about a range of texts
-To talk about the role of healthy food and exercise in staying healthy
-To know a range of healthy food and exercise
- To know familiar songs
-To describe different story and non-fiction texts
-listen and respond appropriately to adults and their peers
-use relevant strategies to build their vocabulary

-use relevant strategies to build their vocabulary

Literacy:
-To mark make and identify marks
-To recognise familiar logs within the environment
-To know that text has a meaning
-To know that text is read from left to right and top to bottom in English
-To name and talk about different parts of a book – e.g. front cover/back cover
-Listen to and identify sounds in the environment
-Listen to familiar stories and able to recall some facts
-Know that words can be written
-Know how to sequence familiar stories
listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
recognising and joining in with predictable phrases
discussing word meanings, linking new meanings to those already known

Winter

PSED

-To learn about daily routines and classroom rules.
-To be aware of behavioural expectations in the Nursery.
-To select and use activities and resources, with some support if needed.
-To show an awareness of the importance of oral health.
-To know how to adapt behaviour to suit classroom routines.
-To show confidence in asking adults for support.
-To know that oral hygiene is important and also know that eating fruits and vegetables is healthy for teeth and our bodies.
-To learn about a range of different festivals.
-To learn about important dates in their lives.
-To be able to talk about different festivals.
-To understand why different people celebrate different things.
-Understanding differences between people
-Recognising the groups we belong to

Physical Development

-To independently put on their coats, with some support for the zipper and buttons.
-To copy dance moves and to move to different kinds of rhythms.
-To use mark making resources with increasing independence.
-To show confidence in dressing up and self-care activities.
-To know how to move on different beats and rhythms e.g. slowly for slow music and fast on quicker beats.
-To know how to use mark making resources effectively, e.g. how to use scissors to snip or how to use a paint brush to paint.

-To begin to use anticlockwise movement and retrace vertical lines.
-To use climbing equipment safely and competently.
-To negotiate space effectively.
-To know how to make anticlockwise movement and retrace vertical lines.
-To know how to use the trim trail safely.
-To know how to use scissors effectively.
-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

Maths

-To count out a group of up to 5 objects.
-To match number of objects to numeral.
-To show an understanding of 1:1 counting to 5.
-Knowing that the last number you count represents the total number of objects
-Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners
-To say number names to 10 in order.
-To know that a group of objects can also be represented by a number
- Singing a range of number songs.
-To know that the last number said represents the total number of objects
-To show an awareness and name some 2D shapes in the environment.

Reception following White Rose Maths

Understanding of the World

-To know that everyone has a birthday and they are usually celebrated in a similar manner around the world.
-To know that some celebrations are specific to some cultures, for example, Diwali is usually celebrated by Hindu's and Sikhs, Hanukah is celebrated by Jewish people and Christmas is celebrated by Christians.
-Operate simple equipment e.g. turn on CD player or use a remote control.
-To know the difference between farm animals and wild animals.
-To be able to categorise animals by their characteristics.
-To make Rangoli patterns on the computer.
-To learn about the different stories related to Autumn festivals.
-What special days do we celebrate?Links to autumn term festivals Harvest, Advent, Christmas, Rosh, Hashanah, Sukkot, Simchat Torah and Hannukah.

-To talk about how Hindus celebrate Diwali.
-To know that people around the world have different religions.
-To know that Mendi and Rangoli patterns are created to celebrate Diwali.
-To know that some animals are nocturnal.
-to talk about changes that they observe in their environment
-A/E Christianity; What is interesting about the Christmas story?
-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
-observe changes across the 4 seasons

Expressive Arts and Design

-Sing familiar Nursery Rhymes.
-To use different colours and materials to make Rangoli Patterns.
-To make salt dough Diva's.
-To make Christmas cards and decorations for friends and family using a range of media.
-To make Hanukah cards.
-To make patterns with paint and different objects, exploring what happens when you mix colours.
-Joins construction pieces together to build and balance.
-To know how different colours and materials can be used to create things.
-To learn about art and crafts from different cultures e.g. Rangoli patterns and divas are from India and Christmas is celebrated by Christians all around the world.

-To design a Rangoli pattern.
-Uses simple tools and techniques competently and appropriately.
-To learn the names of different tools and techniques that can be used to create Art.
-To experiment with creating different things and to be able to talk about their uses.
-select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

-to use a range of materials creatively to design and make products

Communication & Language

-To talk about celebrations at home.
-To listen to stories on celebrations such as birthdays, Diwali, Christmas, Hanukah etc and to talk about them and why they are celebrated.
-To listen to, and follow simple instructions.
-To know that stories have a beginning, middle and an end.
-To be able to understand simple instructions.
-To compare different festivals.
-To make comments about their observations.
-To compare different festivals.
-To make comments about their observations.
-participate in discussions, presentations, performances, role play, improvisations and debates

Literacy

-To find familiar letters in their names.
-To talk about and retell and range of familiar stories
To begin to explore initial sounds in familiar words
-To know that letters are used to make up words
-To learn that stories have a beginning middle and end
-To know that text is read from left to right and top to bottom in English
-To name and talk about the different parts of a book – spine, front cover, pages.
-To listen to familiar stories and begin to recall facts.
-To know how to sequence familiar stories
-saying out loud what they are going to write about

-listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
-recognising and joining in with predictable phrases.
-discussing word meanings, linking new meanings to those already known

Traditional Stories

PSED

- To learn how to share resources and play in a group
-To learn to look after resources within the class
-To listen to and follow rules set
-To take turns while playing and wait patiently to have a turn
-To know how to manage their emotions in different situations
-To know that there are boundaries set
-To know about different feelings and be able to talk about them during circle time 'happy' 'sad' 'angry' 'worried'
-To know that we must respect our resources and put them back when we have finished with them
-To know that when playing in a group they need to share and also that they will get a turn
-To learn right from wrong
-To understand how to make the right choices and the consequences of not making the right ones
-To be able to talk about why a character has made a poor choice and what the consequences are
-To be able to talk about how a character could have made a better choice
-To understand what resilience is and to use resilience in their everyday lives and learning
-Recognising why rules are necessary

Physical Development

To learn about different fine motor activities – threading, cutting, using tools, holding a pencil, mark making, dough disco
-To mark make in sensory trays and also copy different patterns
-To mark make using a comfortable grip when using pencils and pens
-To move in different ways – climbing running, jumping in order to develop gross motor skills
-To hols jugs and containers confidently and pour from one container to the other
-To know what the different tools in the Nursery are and how to use them – scissors, mallets, hammers, pencils
-To know that they need to use tools in a dominant hand
-To be able to fill containers with different materials – sand, water and to show confidence in carrying them from one point to another without dropping
-To know how to use the outdoor climbing frame as well as the scooters and bikes to move in different ways and safely
-To be able to balance and coordinate safely
-To negotiate space effectively.
-To know how to use scissors effectively
-To know how to make anticlockwise movement and retrace vertical lines.
-To know how to use the trim trail safely.
-To know how to use scissors effectively.
-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

Maths

-To count out a group of up to 10 objects
-One more/less using a number line
-To develop fast recognition of numbers
-To count up to 10
-To show an awareness of how numerals are formed and experiment with own mathematical mark making
-To talk about and explore patterns in the environment
-To create and repeat simple patterns
-To subitise to 3
-To know number order beyond 5 when counting
-To say number names to 10 in order
-To be able to say number names forwards and backwards to 10
-To know that each object should only be counted once
-Sing a range of number songs

Reception following White Rose Maths

Communication & Language

-To talk in short sentences that others can understand
-To listen to and follow simple instructions and respond to questions appropriately
-To be able to differentiate and categorise objects based on their properties
-To remember new words I am learning when talking to others
-To be able to understand simple instructions, questions and commands
-To listen to traditional stories and retain key vocabulary
-To be able to talk about the setting, characters and structure of a story

-To describe features of traditional stories
-To know different traditional stories
-Express their ideas and feelings about their experiences
-To know features of different texts
-To express opinions using the statements I agree and I disagree.
-To explain ideas and opinions in full sentences.

-listen and respond appropriately to adults and their peers
-use relevant strategies to build their vocabulary
-articulate and justify answers, arguments and opinions
-speak audibly and fluently with an increasing command of Standard English

Understanding of the World Talk about where food comes from and bake a range of things

-To use a computer to complete a simple task
-To learn about the different traditional stories, their structure and the main events
-To know similarities and differences between traditional stories
-What makes me happy? Who makes me happy and why?
-How should we treat living things – Buddhism
-Humanist symbol of the happy person and secular children's stories which reflect on what it means to be happy and similar themes
-To select appropriate materials according to their properties
To name and identify a range of materials and know how they are used in familiar environments
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;
-Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.
i-dentify similarities and differences between ways of life in different periods.
-select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
-build structures, exploring how they can be made stronger, stiffer and more stable

Expressive Arts and Design

-To use scissors effectively, to use puppets and props to act out traditional stories
-To begin to act out different scenarios using props to enhance imaginative play
-Sing familiar songs or make up own songs
-Begin to construct, stacking blocks vertically and horizontally making enclosures and creating spaces
-To play instruments with increasing control
-To know how colours can be mixed to make a new colour
-To use their imagination to create different works of art
-To construct with a purpose and safety
-To play instruments to express feelings and ideas To make masks for role play
-To know about different materials and what can be created with them
-To select appropriate materials according to their properties
-To name and identify a range of materials and know how they are used in familiar environments
-To explore and recreate traditional art from Ghana
-To use resources to create own props
-To construct with a purpose in mind using a variety of resources
-To understand that pictures can be created by making observations or by using imagination
-To construct safely with purpose and evaluate their designs
- 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
- use their voices expressively and creatively by singing songs and speaking chants and rhymes

Literacy

-To begin to attempt to write familiar letters
-To find and identify familiar letters
-To talk about and retell a range of familiar stories
-To join in with repetition within stories and rhymes
-To be able to talk about different parts of the story
-To learn and talk about traditional stories
-To identify the different characters in traditional stories
-To begin to use a wide range of vocabulary in the correct context

To think of and write a short simple sentence
-Listen to stories and begin to anticipate what might happen next
-Know that words can be written
-Know how to sequence familiar stories

-becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

-develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
-discussing word meanings, linking new meanings to those already known
-write sentences by:

~~saying out loud what they are going to write about; composing a sentence orally before writing it~~

Spring – Growing and Changing

PSED

-To show independence in accessing and exploring the environment
-To independently put coats on and use the toilet
-To listen to and follow rules set
-To learn to look after resources within the class
-To be aware of the different areas in the nursery and how to explore them safely
-To approach an adult if they need support

-To talk about the effect my behaviour has on others
-To learn right from wrong
-To understand how to make the right choices and the consequences of not making the right ones
-celebrate and summarise change and differences between us and our friends, families and community members
-to talk about the world that we live in and how there are similarities and differences when looking at different aspects
Understanding rules in school
Recognising why rules are necessary
Understanding differences between people

Physical Development

- To hold a pencil correctly using a tripod grip
-To begin to form numbers and familiar letters
-To look at books independently while turning pages one at a time
-To use balancing apparatus
-To mark make using a comfortable grip when using pencils and pens
-To know that the pencil needs to be held comfortably and with one hand to form letters and numbers
-To know how to use one handed tools effectively
-To be able to follow a simple sequence of movements to music and rhythm
-To climb apparatus safely

-To handle tools, objects, construction and malleable materials safely and with increasing control
-To know why it is important to handle different apparatus safely
-To know how to use scissors effectively
-to use climbing equipment safely and competently
-to negotiate space effectively
-To know how to use the trim trail safely
-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

Maths

-To describe and compare groups of objects
-To compare and order objects according to their weight and distance
-To develop fast recognition of numbers
-To count up to 10
-To show an awareness of positional language such as under/behind/next to/over/on top of
-To independently create talk about own patterns using a range of objects and resources
-To subitise to 3
-To know number order beyond 5 when counting
-To use the language of more and less to compare amounts
-To know that numbers can be ordered
-To be able to demonstrate through games and role play understanding of positional language
-Sing a range of number songs

Reception following White Rose Maths
See Year 1 White Rose Progression

Understanding of the World

-To listen to traditional stories such as Jack and the Beanstalk and talk about plants. Plant their own seeds and check how the plants grow
-Continue to use the computer to gain confidence in using the mouse
-To learn about Easter
-To use senses to explore the world around them
-To know that every living thing has a cycle and they change in shape and size as they grow
-Talk about the life cycle of a plant and animals
To know that living beings follow a similar growth pattern and make comparisons
-To know about who celebrates Easter and what is its significance
-To begin to understand the importance of looking after our environment and all living things where we can collect natural resources from
To understand and use positional language
-To know that Christians celebrate Easter
- Talk about the life cycle of plants and animals and what they need to survive
-To talk about changes that they observe in their environment – seasons
-To know that humans and other animals can grow
identify and describe the basic structure of a variety of common flowering plants, including trees
observe and describe how seeds and bulbs grow into mature plants
find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
observe changes across the 4 seasons

Expressive Arts and Design

-To learn about different textures and talk about them
-Feely bag activities with different objects for children to feel and describe
-To engage in role play by making stick puppets of different story characters
-Sing familiar nursery rhymes
-To use tools for purpose
-To create continuous lines which represent objects that can be spoken about or identified
-To use their knowledge of stories in acting them out with friends
-Sing songs clearly using correct words that have been learned
-To know how to create recognisable representations of objects
-To use a range of resources to create own props to aid role play
-To plan, carry out and evaluate where necessary
-Manipulates materials to achieve a planned effect
-Use a range of props to support and enhance role play
-To identify and select resources and tools to achieve a particular outcome
- To respond to a piece of classical music (Spring Suite) and identify instruments that can be heard.
-To talk about likes and dislikes in response to music
use their voices expressively and creatively by singing songs and speaking chants and rhymes
listen with concentration and understanding to a range of high-quality live and recorded music
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

Communication & Language

-To listen to traditional stories and retain key vocabulary
To be able to talk about the setting, characters and structure of a story
-To be able to use connectives e.g. once upon a time, and then
-To listen to and follow simple instructions and respond to questions appropriately
-To talk in short sentences that others can understand
-To know that stories have a beginning, middle and end
-To be able to answer questions related to the story
-To be able to understand simple instructions, questions and commands

-To describe familiar texts with detail using full sentences
-To begin to ask questions about familiar aspects of their environment and their learning
-To know features of different texts
-To talk confidently about why things happen using new vocabulary learnt
-To engage in meaningful conversations with others
-To label and sort living things
-listen and respond appropriately to adults and their peers
-use relevant strategies to build their vocabulary
-speak audibly and fluently with an increasing command of Standard English

Literacy

-To be able to mark make and give meaning to their marks
-To identify the pictures linked to the RWI sound
-To be able to form some letters correctly – e.g in their name
-To be able to talk about their marks with confidence
-To join in with repetition within stories
-To be able to talk about different parts of the story
--To think of and write a short simple sentence
-Listen to stories and anticipate what might happen next
-To know that a sentence starts with a capital letter and ends with a full stop
-Knows how to spell some familiar words
-Knows that a story has characters, a setting, problem and resolution
-Is starting to identify characters, settings, problems and resolutions in stories
-becoming very familiar with key stories, fairy stories and traditional tales
-retelling them and considering their particular characteristics
-recognising and joining in with predictable phrase
-listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
-recognising and joining in with predictable phrases
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
write sentences by:
-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

Journeys and Transport

PSED

-to be able to initiate play with peers and keep play going by giving ideas
-To become more outgoing with unfamiliar people
-to show more confidence in new social situations
-to begin t find solutions to conflicts
-To show an awareness of how others may be feeling
-to know that to play nicely its important to share and take turns
-to know that if I am upset, I can use phrases such as stop it, I don't like it to convey my discomfort
-to know that it's okay to engage with others even if in a different environment
-to know that people show their emotions in different ways for example smiling if they are happy, crying if they are sad.
--To understand that people need help
-To understand ways of being helpful to others and how this will make them feel
-to learn about different family structures
Learning to recognise how other people show their feelings and how to care for others • Exploring the ability to successfully work with different people • Understanding ways to help other people
Recognising the groups we belong to

Physical Development

-To hold the pencil confidently using the tripod grip and forming letters and numbers mostly correctly
-To be able to use scissors confidently and make straight, zig zag and circular snips using one hand
-To run skilfully and be able to negotiate space
-To mark make using c comfortable grip when using pencils and pens
-To know the correct ways of forming letters
-To know that snips should be made on the line and the pattern should be followed
-To know how to feed paper/materials through the hand when cutting around objects
-To be aware of obstacles whilst running, riding a scooter/bike etc and display some spatial awareness.
-To use climbing equipment safely and competently
-To use a scooter and bike and be able to negotiate space
-To use a pencil effectively to form recognisable letters, most of which are formed correctly.
-To know how to form letters correctly
-To know how to use scissors effectively
To use climbing equipment safely and competently
-To use a scooter and bike and be able to negotiate space
-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

Maths

-Practical problem solving with numbers up to 5
-select and use shapes appropriately in play, combining them to make models and enclosures
-To develop fast recognition of numbers
-To use relevant mathematical vocabulary when talking about learning
-to begin to make sensible comparisons between objects relating to size, length, weight and capacity
-To begin to describe a sequence of events accurately
-To recall simple facts about a familiar journey

Reception following White Rose Maths
See Year 1 White Rose Maths Progression

Communication & Language

-To listen to traditional stories and retain key vocabulary
-To be able to answer questions and share opinions using the relevant vocabulary
-To be able to talk about the setting, characters and structure of the story
-To be able to use connectives: Once upon a time, and then
-To know that stories have a beginning, middle and end
-To be able to answer questions related to the story
-To be able to use vocabulary learnt to have a conversation with others.
-To engage in meaningful conversations with others
-To be able to use a search engine
-To begin to ask questions
-To be able to give facts about a specified subject – transport
-To know facts about journeys and modes of transport.
-To be able to talk about different modes of transport
-To know about similarities and differences between different modes of transport
-listen and respond appropriately to adults and their peers
-use relevant strategies to build their vocabulary
-speak audibly and fluently with an increasing command of Standard English
-ask relevant questions to extend their understanding and knowledge

Understanding of the World To use senses to explore the world around them

Explore and talk about different forces that they can feel – push, pull, upthrust – plastic boat, gravity
-Continue to develop positive attitudes about the differences between people.
-Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
-Explore a diverse range of props, puppets, dolls, toys and books from countries around the world.
Journey to school – document through photographs, simple map drawing
To make treasure maps to direct friends to a goal
To explore maps of the local area, England, the UK
Comprehend the passing of time.
Develop an understanding of 'past' and some people, places and events in history.
Recognise similarities and differences between things and ways of life at times in the past and now.
Begin to understand that one historical event is often caused by another.
Identify that historical events often occur in an order or sequence
Use sources, firsthand experiences, and storytelling to construct accounts of past times and people.
Talk about the roles of significant members of society.
Acquire new subject vocabulary to create narratives to communicate their developing historical knowledge and understanding.
Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should use a wide vocabulary of everyday historical terms.
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
use 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

Expressive Arts and Design

-Sing familiar songs in the correct tone and changing melody if appropriate.
-Uses available resources to create props to support role play
-To use available props to develop stories and make imaginative play more purposeful
-To show different emotions in pictures clearly
-To draw with increasing control, representing features and detail clearly
To know how to use props appropriately for particular stories
To know that they can change their voices whilst singing or acting out stories for dramatic effect
-to construct with a purpose and safely
To construct with blocks and bricks to make an enclosure
-To use what they have learnt about media and materials in an original way and be able to explain their choices
-Select appropriate resources and adapts work when necessary
-To know the different uses ad purposes of media and materials
-For children to be able to safely construct with a purpose and evaluate their designs.
-To know that different construction toys can be used to make new things that can be used in pretend play
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.

Literacy

-To identify the pictures linked to the RWI sound (To being to recognise the sounds – follow Nursery RWI)
-To identify sounds during oral blending games and Fred games
-To begin to make predictions about a story – sometimes supported by an adult
-To know that blending sounds makes words
-To identify the pictures with corresponding sounds
-To join in with repetition within stories
-To be able to talk about different parts of the story
-To think of and write a short simple sentence
-Checking written work and making any changes where necessary
-Listens to stories and is beginning to anticipate what might happen next
-To know that a sentence starts with a capital letter and ends with a full stop
-Knows how to spell some familiar words
-develop pleasure in reading, motivation to read, vocabulary and understanding by:
-listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
-recognising and joining in with predictable phrases
-discussing word meanings, linking new meanings to those already known
-predicting what might happen on the basis of what has been read so far
-explain clearly their understanding of what is read to them.
write sentences by:
-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

Summer – Local and Faraway Habitats

PSED

-to gain enough confidence to talk to adults and peers
-to begin to be assertive towards others where necessary
-to know how to talk politely and develop an understanding of what is appropriate
-to know that it is okay to challenge others but they must always remember to be kind
-to know that people show their emotions in different ways for example smiling if they are happy, cry if they are sad etc.

-to describe a range of different habitats around the world
-to talk about the world that we live in and how there are similarities and differences when looking at different aspects
Understanding how to respond appropriately to adults in a range of settings
Understanding the needs of different animals and how to meet these
Recognising the groups we belong to

Physical Development

-To be secure in holding the pencil, using the tripod grip and forming numbers and letters mostly independently.
-To independently write their name
-To use scissors confidently and other tools safely
-To mark make using a comfortable grip when using pencils and pens
-To know how to hold the pencil correctly and also recognise and self correct when they form letters incorrectly
-To successfully take part in group games with support from an adult
-To move confidently in a range of ways, avoiding obstacles, running/hopping/skipping
-To show good control and coordination in large and small movements
-To know how to handle a range of equipment and tools effectively
To know how to use scissors effectively
-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

Maths

-Count, order and recognise numbers to 10 in and out of sequence
-To name and describe 2D shapes
-To name some common 3D shapes and properties
-to compare and order objects according to their size and distance
-To develop fast recognition of numbers
-To use relevant mathematical vocabulary when talking about learning
-To begin to describe a sequence of events accurately
-To recall simple facts about a familiar journey
-To subitise to 6
-To learn vocabulary linked to describing size and distance
-to be able to say number names forwards and backwards to 15
-To remember the order in which things happen
-To remember different aspects of a journey – e.g. I walked over the bridge to get to school
Reception following White Rose Maths
See Year 1 White Rose Maths Progression

Understanding of the World

-Make comparisons between habitats of farm animals and wild animals
-Make own habitats using a range of resources
-Use senses to explore the world around them
-To listen to rhymes such as Humpty Dumpty and Baa Baa Black sheep and talk about where eggs/wool comes from and talk about what we use these for
Talk about where food comes from and bake a range of things
To explore a range of habitats, looking at why animals live like that
Describe what they see, hear, feel whilst outside
Recognise some environments that are different to the one in which they live
To know that there are many countries around the world
To know that people in other countries may speak different languages
To make treasure maps to direct friends to a goal
To explore maps of the local area, England, the UK and other countries
Understand the effect of changing seasons on the natural world around them.
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
observe changes across the 4 seasons

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

identify and name a variety of plants and animals in their habitats, including microhabitats

use basic geographical vocabulary to refer to: 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

Expressive Arts and Design-Sing familiar nursery rhymes alongside playing instruments and follow the rhythm

To listen to music and create movements to different beats
To construct with blocks and bricks to make an enclosure
-explore different materials freely using them with a purpose
-To know that body movements can be changed depending on the rhythm to achieve a desired effect
-To know that different construction toys can be used to make new things that can be used in pretend play.
-To show confidence in choice of media when creating a model or picture
-To safely explore and use a variety of materials, tools and techniques, experimenting with colour, form, texture and function
-To describe ways of safely using and exploring a variety of materials
-To select tools and techniques needed to shape, assemble, and join materials they are using
use their voices expressively and creatively by singing songs and speaking chants and rhymes
listen with concentration and understanding to a range of high-quality live and recorded music
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
generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups
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

Communication & Language

-to listen to different nursery rhymes and be able to join in, singing words confidently and clearly
-to be able to answer questions and share opinions using the relevant vocabulary
To be able to talk about the setting, characters and the structure of a story with confidence.
To be able to independently sequence familiar rhymes and to be able to say what happens next in a story
-to use the words they know appropriately to organise themselves and their play.
-To label and sort living things
- To begin to use a search engine
-To describe habitats
-To name and sort a range of living things
-To be able to talk about different habitats
-To know facts about and explain understanding of different habitats
-To know the similarities and differences between two different habitats
-listen and respond appropriately to adults and their peers
-use relevant strategies to build their vocabulary
-speak audibly and fluently with an increasing command of Standard English
-ask relevant questions to extend their understanding and knowledge

Literacy

-Lots of Fred Games focusing on Oral Blending
-Children are able to identify initial sounds and blend familiar CVC words
-Make predictions about a story using the relevant vocabulary with independence
-To mark make for a purpose and be able to talk about the marks
-To identify CVC words orally
-To be able to segment sounds in CVC words
-To know that letters make sounds
-To join in with repetition within stories
-To engage in extended conversations about stories
--To think of and write a short simple sentence
-Checking written work and making any changes where necessary
-Listens to stories and is beginning to anticipate what might happen next
-To know that a sentence starts with a capital letter and ends with a full stop
-Knows how to spell some familiar words
-Know that sentences can be extended using a connective
-Use learnt words and phrases to discuss familiar stories or during role play.
-Use 3 sentences to write a basic story based on a story that they know well.
-listen and respond appropriately to adults and their peers
-use relevant strategies to build their vocabulary
-speak audibly and fluently with an increasing command of Standard English
-ask relevant questions to extend their understanding and knowledge
-participate in discussions, presentations, performances, role play, improvisations and debates
write sentences by:
-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

KS1 – Year A

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Animals including humans		Everyday Materials		Plants	
Geography		Locational Knowledge The World & Oceans		Wonderful Weather		Place Knowledge The UK
History	Events beyond living memory Great Fire of London		Lives of significant figures – Kings and Queens of England past and present		Changes within living memory - Toys	
Computing	Mouse Skills & Digital Imagery		Algorithms Unplugged (Online safety 1&2)		Bee-Bot (Online safety 3&4)	
Art	Sculpture - Joan Miro		Textiles & Collage		Knowledge of artists-landscapes and city-scapes	
Design & Technology	Fabric bunting - design and make for a specific audience		Food - salads + dips (chopping, blending and preparing)		Structures - 3D nets, joining materials	
Music	Hey You!	Christmas - Performance	Instrument tuition	Instrument tuition	Rhythm in the way we walk/Banana rap	
PSHE	Connecting with others: How can I help myself and others feel happy and safe?	The Online World: How do we spend time online?	Health Protection: How can I protect myself and others in daily life?	Staying Safe: How can I stay safe?	Connecting with others: How can I build safe, kind and caring relationships with others?	The Online World: How can we stay safe online?
RE		Christianity		Thematic	Judaism	

PE	Ball Skills	OAA	Gymnastics/Dance	Tennis	Team Games	Athletics

KS1 – Year B

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Seasonal Changes(Autumn & Winter) Working Scientifically		Living things and their habitats		Seasonal Changes (Spring & Summer) Working Scientifically	
Geography		Maps & compasses		Compare the UK with a contrasting country		Local area
History	Events beyond living memory- Gunpowder plot		Lives of significant figures- 6 significant historical figures		Local History - World War 2	
Computing	What is a computer? & International Space Station		Algorithms & Debugging (Online safety 1&2)		Scratch Jnr (Online safety 3-5)	
Art	Drawing & Painting-portraits		Printing		Working with colour	
Design & Technology	Mechanisms - Moving pictures (Christmas cards)		Food - create and follow a recipe (linked to Geography & contrasting country - juicing, spices)		Textiles – using templates and joining	
Music	I wanna play in a band	Christmas	Round and round		zootime	
PSHE	My Healthy Self: How can we look after our emotions	Citizenship: How can I help others and the environment	Citizenship: How do people belong to a community and earn money?	My Healthy Self: How can we look after our bodies?	Growing Up: How can we look after and respect our bodies as we grow?	Staying Safe: How can I make safe choices in different places?
RE	Christianity		Thematic/Christianity		Islam	
PE	Ball Skills	OAA	Gymnastics/Dance	Tennis	Team Games	Athletics

Lower KS2 – Year A

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Animals including humans		Light & Sound		Plants	Rocks
Geography		Human Geography Settlements		Physical Geography Water		Locational knowledge The world
History	Stone Age to Iron Age		Romans		Anglo Saxons & Scots	
Computing		Networks and the Internet & Journey inside a computer	Video Trailers (Online safety 1&2)		Programming: scratch (Online safety 3&4)	
Art	Sculpture- Insects		Textiles & Collage- Fruit and Vegetables		Knowledge of artists - European Art	
Design & Technology	Food - Bread		Textiles- Juggling balls		Structures - Kites	
Music	Instrument Tuition	Christmas- Performance	Let your spirit fly		Three little birds	
PSHE	Connecting with others: What helps us feel safe and included?	The Online World: How should we communicate online?	Citizenship: What careers do people choose and why?	Staying safe: What signs help me recognise what is safe or unsafe?	Connecting with others: How can we respect each other?	The Online World: How can we decide what to trust online?
RE		Christianity		Islam	Judaism	
Languages (French)	Getting to know you		Food		Time	
PE	Football/High 5	OAA	Dance/Gymnastics	Tennis	Athletics	Striking & Fielding

Lower KS2 – Year B

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Electricity		Living and their habitats		Forces	States of Matter
Geography		Locational knowledge Rainforests		Geographical skills Land use		Place Knowledge The UK
History	Vikings		Local History- Rivers, seas and canals.		Beyond 1066- Inventions	
Computing	Collaborative Learning (Online safety 1&2)		Computational Thinking (Online safety 3&5)		Further coding with Scratch & Investigating Weather	
Art	Printing - Autumn		Drawing sketching & Painting – British Art		Working with colour- Abstract art	
Design & Technology	Electrical systems- battery operated lights		Mechanicals systems (levers & linkages)- mechanical posters		Food - Fruit & Vegetables	
Music	Lean on me	Christmas - Performance	Glock 1		The dragon song	
PSHE	My Healthy Self: How can I take care of my mind and body?	Citizenship: What rights and responsibilities do we have?	Health Protection: How can we prevent illness and injury and respond if they happen?	My Healthy Self: How can I make healthy choices?	Citizenship: How can I spend money wisely?	Growing Up: How will my body and emotions change as I grow?
RE	Hinduism		Christianity		Thematic	
Languages (French)	All about me		Family and friends		Holidays and hobbies	
PE	Football/High 5	OAA	Gymnastics/Dance	Tennis	Athletics	Striking/Fielding

Upper KS2 – Year A

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Animals including humans		Light		Earth & Space	
Geography		Human Geography Fair trade		Physical Geography Rivers		Locational knowledge World cup/Euro's
History	World War II		Ancient Egypt		Ancient Greece	
Computing	Search Engines (Online safety 1&2)		Stop Motion Animation (Online safety 4&5)		Mars Rover 1 & Programming Music	
Art	Sculpture - wire (human movement)		Clay – Ancient Egypt masks		Knowledge of artists- disabled artists	
Design & Technology	Mechanical systems - Animals		Textiles - Felt phone cases		Food - global food	
Music	Livin' on a prayer	Christmas - Performance	Glock 2		Music & Me	
PSHE	Connecting with others: Why are healthy relationships important?	The Online World: How am I influenced by what I see online?	Citizenship: How can we be in control of our money?	Connecting with others: What does it mean to stand up for myself and others?	The Online World: How do I feel about the things I see online?	Staying Safe: How can I stay safe as I grow up?
RE		Christianity		Judaism	Thematic	
Languages (French)		All about ourselves		Family and friends	School life	
PE	High 5/Football	OAA	Gymnastics /Dance	Tennis	Athletics	Striking & Fielding.

Upper KS2 – Year B

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Electricity		Living things and their habitats		Forces	Evolution & inheritance
Geography		Geographical skills Maps		Locational knowledge Mountains		Place Knowledge Americas
History	Non-European civilisations society - Mayans		Local History- Civil war		Beyond 1066- Crime and punishment	
Computing	Bletchley Park & History of Computers		Big Data 1 (Online safety 1&2)		Intro to Python (Online safety 4&6)	
Art	Drawing & Painting - Plants & Flowers		Printing and weaving		Textiles - American art	
Design & Technology	Electrical systems - Quiz boards		Structures - Marble Runs		Food - Seasonal Cooking	
Music	Fresh Prince of Belair	Christmas - Performance	Jazz 1		Music Tuition	
PSHE	My Healthy Self: How can I support my mind and body as I grow?	Citizenship: How can we make a difference in our communities and beyond?	Growing Up: How can I manage the changes to my body and emotions as I grow up?	My Healthy Self: How do my choices today shape my future health?	Citizenship: How can we protect everyone's rights?	Sex Education: How do people become parents and carers? (Year 6 Only)?????
RE	Christianity			Hinduism	Islam	
Languages (French)	Time		Shopping		France	
PE	High 5/Football	OAA	Gymnastics /Dance	Tennis	Athletics	Striking & Fielding.