

# Fradley Park

## Primary & Nursery School

### KS1 LONG TERM PROGRESSION PLAN 2024-2025

#### The Fradley Five!

At Fradley Park Nursery and Primary School, we have curriculum drivers. These are called 'The Fradley Five!' Our curriculum is progressive. The curriculum is designed in a sequential way to ensure progress towards 'The Fradley Five' curricular goals. In each year group at Fradley Park, including Nursery and Reception, there will be five curricular goals which the children will work towards.

Autumn 1 Year 1	Autumn 2 Year 1	Spring 1 Year 1	Spring 2 Year 1	Summer 1 Year 1	Summer 2 Year 1
	Living in Harmony - Trip to the Church and asking questions of religious leaders (Link to RE)	Perform a dance to be videoed and uploaded for grownups on Tapestry (Link to PE)	Grow a plant to take home (Link to Science)		Plan a route for a local walk looking at different houses in Fradley (Link to Geography and History).  Perform in a musical recital to an audience - recorder (Link to Music)
Year 2	Year 2	Year 2	Year 2	Year 2	Year 2
Present their design for a vehicle of the future. (Link to DT)		Plan, sequence and deliver a community Yoga session. (Link to PE)		Critique a piece of art <a href="#">Critiquing art - BBC Bitesize</a> and complete an Urban	Camp out at school (Link to Geography and Forest School) Great British Bake Off

				Sketch - Birmingham (Link to Art and Design)	Breadmaking competition. (Link to DT)
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## History

Autumn 1 Year 1	Autumn 2 Year 1	Spring 1 Year 1	Spring 2 Year 1	Summer 1 Year 1	Summer 2 Year 1
<p><u>Changes (1960)</u></p> <p><u>Changes within Living Memory</u></p> <ul style="list-style-type: none"> <li>- To understand historical concepts such as continuity and change.</li> <li>- To identify similarities and differences between ways of life in different periods with a focus on technological changes.</li> <li>- Timeline of technological changes from 1960 – current day</li> <li>- Comparison between past/present</li> <li>- Using historical sources – interviews, photographs, artefacts</li> <li>- <a href="#">Changes in Technology - Grammarsaurus</a></li> </ul>			<p><u>Kings and Queens and Castles (1837, 1952, 2022)</u></p> <p><u>The lives of significant individuals in the past who have contributed to national and international achievements</u></p> <p><u>Events beyond living memory that are significant nationally.</u></p> <ul style="list-style-type: none"> <li>- Timeline of monarch reigns: Queen Victoria (1837) Queen Elizabeth 1 (1952) King Charles (2022)</li> <li>- Role of a monarch</li> <li>- Compared the Coronations of monarchs (Queen Elizabeth and King Charles)</li> <li>- Using historical sources: videos, photographs, non-fiction texts</li> <li>- <a href="#">Kings, Queens and Castles - Grammarsaurus</a></li> </ul>		<p><u>Local History</u></p> <p><u>Significant places in their locality</u> <u>Changes within living memory.</u> <u>Significant historical places in their own locality.</u></p> <ul style="list-style-type: none"> <li>- St Stephens Church</li> <li>- Historic Building Walk around Fradley (Fradley Heritage Group Walk).</li> <li>- Revisit and transfer learning from autumn term about Church.</li> <li>- <a href="#">Scheme of work: Significant historical events, people and places in their own locality / Historical Association (history.org.uk)</a></li> <li>- <a href="#">Scheme of Work Local History.pdf</a></li> </ul>
Year 2	Year 2	Year 2	Year 2	Year 2	Year 2

<p><b>Take Flight</b> (1903)</p> <p><u>Events beyond living memory that are significant globally.</u></p> <ul style="list-style-type: none"> <li>- <b>History of school grounds (Lichfield RAF) - Fradley Heritage Group</b></li> <li>- <b>First aeroplane flight- The Wright Brothers</b></li> <li>- <b>Amy Johnson</b></li> <li>- <a href="#">The First Aeroplane Flight   KS1 - Y1 &amp; Y2   History   Hamilton Brookes (hamilton-trust.org.uk)</a></li> <li>- <a href="#">Schools and Colleges   Cosford   Online Workshops (rafmuseum.org.uk)</a></li> <li>- <a href="#">How has transport in the air changed? - BBC Bitesize</a></li> </ul>			<p><b>Famous Explorers - Christopher Columbus (1492) and Neil Armstrong (1969)</b></p> <p><u>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</u></p> <ul style="list-style-type: none"> <li>- <a href="#">Famous Explorers - Grammarsaurus</a></li> </ul> <p><b>Visit: The Space Centre Leicester</b></p>		<p><b>The Great Fire of London</b> (1666)</p> <p><u>Events beyond living memory that are significant nationally</u></p> <ul style="list-style-type: none"> <li>- <a href="#">The Great Fire of London - Grammarsaurus</a></li> <li>- <a href="#">The Great Fire of London and the National Curriculum / Historical Association (history.org.uk)</a></li> <li>- <a href="#">Learning   The Monument</a></li> </ul>
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## Geography

Across the year, both Year 1 and Year 2 will 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.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
Throughout Year 1, children will be taught to identify seasonal and daily weather patterns in the United Kingdom.					
	<p><b>Fieldwork Focus: My Locality</b></p> <ul style="list-style-type: none"> <li>- 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</li> </ul>	<p><b>My Local Area in the UK (Locational Knowledge)</b></p> <ul style="list-style-type: none"> <li>- Name, locate and identify characteristics of the four countries and capital cities of the</li> </ul>		<p><b>I am an Explorer</b></p> <ul style="list-style-type: none"> <li>- Locational and directional language (for example, near and far, left and right)</li> </ul>	

	<p>surrounding environment.</p> <ul style="list-style-type: none"> <li>- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</li> <li>- devise a simple map.</li> <li>- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</li> </ul> <p>Local Geography – School and Fradley</p> <ul style="list-style-type: none"> <li>- Walk to Fradley St Stephen's Church</li> <li>- Explore human and physical features and</li> <li>- Draw simple maps of school for Nursery/Reception classes to use.</li> </ul> <p><a href="#">Year 1 – Our School Grounds (Fieldwork Unit) – Unit Overview - Grammarsaurus</a></p>	<p>United Kingdom and its surrounding seas.</p> <ul style="list-style-type: none"> <li>- Use world maps, atlases and globes to identify the United Kingdom and its countries.</li> </ul> <p>The UK</p> <ul style="list-style-type: none"> <li>- Identify countries that make up the UK</li> <li>- Identify Fradley on a map of the UK and other known areas .</li> <li>- Identify London, Cardiff, Edinburgh and Belfast on a map</li> <li>- Understand some similarities and differences between towns (Fradley) and Cities (Lichfield/ Birmingham).</li> </ul>		<ul style="list-style-type: none"> <li>- Describe the location of features and routes on a map.</li> <li>- Use simple compass direction (North, South, East and West)</li> <li>- devise a simple map to show a route; and use and construct basic symbols in a key.</li> </ul> <p>Understand the role of a Geographer and the key skills required.</p> <p>Revisit of mapping skills previously taught in EYFS and Year 1 Autumn 1</p> <p>Plan a route (Linked to class visit to Twycross Zoo) to include basic symbols in a key</p>	
<b>Year 2</b>	<b>Year 2</b>	<b>Year 2</b>	<b>Year 2</b>	<b>Year 2</b>	<b>Year 2</b>
	<p><u>Around the world</u></p> <ul style="list-style-type: none"> <li>- Name and locate the world's seven continents and five oceans</li> <li>- Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.</li> <li>- Identify the location of hot and cold areas of the world in relation to the</li> </ul>	<p><u>My Local Area and Tromso, Norway</u></p> <ul style="list-style-type: none"> <li>- Understand geographical similarities and differences studying the human and physical geography of a small area in a contrasting non-European country.</li> <li>- Use aerial photographs and plan perspectives to recognise landmarks</li> </ul>		<p><u>Fieldwork Focus: Weather and Climate</u></p> <p>Recap learning in Year 1 about seasonal and daily weather patterns in the United Kingdom.</p> <ul style="list-style-type: none"> <li>- Understand the difference between weather and climate.</li> <li>- Collect, analyse and communicate with a range of data gathered.</li> </ul>	

	<u>Equator and the North and South Poles.</u> <ul style="list-style-type: none"> <li>- Identify countries that make up the UK</li> <li>- Identify England and the UK on a map and other known countries e.g. holiday destinations.</li> <li>- Identify Norway in preparation for Spring 1.</li> <li>- Identify Brazil/ South American Rainforests explored in Reception</li> </ul>	<u>and basic human and physical features.</u> <a href="#">Year 2 Geography – My Local Area and Tromso, Norway - Grammarsaurus</a>		<a href="#">Year 2 – Weather and Climate (Fieldwork Unit) - Grammarsaurus</a>	
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## Physical Development – Get Set 4 PE

Physical Development – Get Set 4 PE					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GROSS MOTOR SKILLS					
Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
<b>Fundamentals</b> <ul style="list-style-type: none"> <li>. Explore balance, stability and landing safely.</li> <li>. Know how the body moves differently when running at different speeds.</li> <li>. Change direction and dodge,</li> <li>. Jump, hop and skip.</li> <li>. Explore co-ordination and combination jumps.</li> </ul> <b>Ball Skills</b> <ul style="list-style-type: none"> <li>. Develop control and co-ordination when dribbling a ball with hands.</li> <li>. Accurately roll a ball.</li> <li>. Catch with two hands.</li> </ul>	<b>Gymnastics</b> <ul style="list-style-type: none"> <li>. Explore travelling movements.</li> <li>. Develop quality when performing and linking shapes.</li> <li>. Develop stability and control when performing balances.</li> <li>. Develop technique in the barrel, straight and forward roll.</li> <li>. Link gymnastics actions to create a sequence.</li> </ul> <b>Sending and receiving</b> <ul style="list-style-type: none"> <li>. Develop rolling and throwing balls towards a target.</li> <li>. Develop receiving a ball and tracking.</li> </ul>	<b>Dance</b> <ul style="list-style-type: none"> <li>. Use counts of 8 to move in time.</li> <li>. Explore pathways in my dance.</li> <li>. To create my own dance, using actions, pathways and counts.</li> <li>. Explore speeds and actions.</li> <li>. Copy, remember and repeat actions that represent a theme.</li> <li>. Use expression and create actions that relate to a story.</li> </ul> <b>Target Games</b> <ul style="list-style-type: none"> <li>. Underarm and overarm throwing towards a target.</li> </ul>	<b>Yoga</b> <ul style="list-style-type: none"> <li>. Explore yoga and mindfulness.</li> <li>. Copy and remember poses.</li> <li>. Develop flexibility when holding poses.</li> <li>. Develop balance whilst holding a variety of poses.</li> <li>. Create yoga poses using a hoop.</li> <li>. Create a yoga flow with a partner.</li> </ul> <b>Invasion</b> <ul style="list-style-type: none"> <li>. Understand the role of defenders and attacker.</li> <li>. Recognise who to pass to and why.</li> <li>. Move towards goal with the ball.</li> </ul>	<b>Athletics</b> <ul style="list-style-type: none"> <li>. Move at different speeds over varying distances.</li> <li>. Develop balance.</li> <li>. Change direction quickly.</li> <li>. Explore hopping, jumping and leaping for distance.</li> </ul> <b>Net and Wall</b> <ul style="list-style-type: none"> <li>. Defend space using ready position.</li> <li>. Explore hitting with a racket.</li> <li>. To develop racket and ball skills.</li> <li>. .Develop sending a ball using a racket.</li> <li>. Hit over a net.</li> </ul>	<b>Team Building</b> <ul style="list-style-type: none"> <li>. Explore and develop working as a team to solve challenges.</li> <li>. Use speaking and listening skills to lead a partner.</li> <li>. Apply sending and receiving skills.</li> <li>. Plan with a partner and small group to complete challenges.</li> </ul> <b>Striking and Fielding</b> <ul style="list-style-type: none"> <li>. Develop hitting and collecting a ball.</li> <li>. Learn how to get a batter out.</li> <li>. Play games and understand how to score points.</li> </ul>

	. Apply sending and receiving skills.	. Develop throwing for accuracy and distance using underarm and overarm. . To select the correct throw for the target.	. To support a teammate when playing in attack. . To stay with a player when defending.		
<b>Year 2</b>	<b>Year 2</b>	<b>Year 2</b>	<b>Year 2</b>	<b>Year 2</b>	<b>Year 2</b>
<b>Fundamentals</b> . Explore how the body moves when running at different speeds. . Develop changing direction and dodging. . Explore and develop jumping, hopping and skipping actions. . Develop co-ordination and combining jumps. . Combination jumping and skipping in an individual rope.  <b>Ball Skills</b> . Develop rolling and stopping a ball to hit a target. . Develop kicking a ball. . Develop dribbling a ball with hands.	<b>Gymnastics</b> . Perform gymnastic shapes with control and link them together. . Use shapes to create balances. . Link travelling actions and balances using apparatus. . Demonstrate different shapes, take-off and landing when performing jumps. . Develop and refine rolling and sequence building.  <b>Invasion</b> . Understand what being in possession means and support a teammate to do this. Understand that scoring goals is an attacking skill. . Apply simple tactics for attacking and defending.	<b>Dance</b> . Remember, repeat and link actions to tell the story of a dance. . To develop an understanding of dynamics and how to show an idea. . Use counts of 8 to stay in time with music. . Explore pathways and levels.  <b>Yoga</b> . Copy and repeat yoga poses. . Develop an awareness of strength. . Develop awareness of flexibility. . Create a flow, perform and teach it to a partner.	<b>Fitness</b> . Learn how to run for a long time. . Develop jumping in a long rope using timing. . Develop coordination in individual skipping. . Develop stamina and change of direction. . Explore exercise to develop strength.  <b>Invasion</b> . Understand what being in possession means and support a teammate to do this. . Understand that scoring goals is an attacking skill. . Understand that stopping goals is a defending skill. . Explore how to gain possession.	<b>Athletics</b> . Develop: - sprinting action - jumping for distance - jumping for height - throwing for distance - throwing for accuracy . Select and apply knowledge and technique in an athletics carousel.  <b>Net and Wall</b> . Use the ready position to defend space on court. . Develop returning a ball with hands. . Play against a partner. . Develop racket skills and use them to return a ball. . Play against an opponent using a racket.	<b>Team Building</b> . Follow instructions and work with others. . Cooperate and communicate in a small group to solve challenges. . Create a plan with a group to solve the challenges. . Communicate effectively and develop trust. . Use teamwork skills to work as a group to solve problems.  <b>Striking and Fielding</b> . Track rolling a ball and collect it. . Develop underarm throwing and catching to field a ball. . Develop overarm throwing to limit a batter's score. . Develop hitting for distance. . Understand the rules of the game and use these to play fairly.

## Science – Grammasaurus

Across the year during Years 1 and 2, pupils should be taught to use the following practical scientific methods, processes, and skills through the teaching of the programme of study content:

- Asking simple questions and recognising that they can be answered in different ways.
- Observing closely, using simple equipment.
- Performing simple tests.
- Identifying and classifying.
- Using their observations and ideas to suggest answers to questions.
- Gathering and recording data to help in answering questions.


Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul> <p>Observation using the senses. Parts of the body Sound investigation Record of the sunrise and sunset</p>	<ul style="list-style-type: none"> <li>Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals.</li> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> </ul> <p>Naming of animals How animals are different Poo investigation</p> <p>Seasonal Change Weather tracking</p>	<ul style="list-style-type: none"> <li>Observe and describe weather associated with the seasons and how day length varies.</li> </ul> <p>Focus on how one tree changes throughout the year. Seasonal Change Keep a record of the sunrise and sunset times. Measure rainfall for the week. Clouds and wind</p>	<ul style="list-style-type: none"> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>Identify and describe the basic structure of common flowering plants including trees.</li> </ul> <p>Plants Grow a bean plant Observe and track bean plants growth. Observational drawings of plants and labelling parts.</p>	<ul style="list-style-type: none"> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</li> </ul> <p>Revisit animals Name a variety of animals and body parts. Mammals, amphibians, reptiles, insects, birds, fish - compare Seasonal Change and weather analysis – observe changes in chosen tree.</p>	<ul style="list-style-type: none"> <li>Describe the simple properties of a variety of everyday materials.</li> <li>Compare and group together a variety of basic materials on the basis of their simple physical properties.</li> </ul> <p><b>Materials</b> What are materials and how are they different? Explore what objects are made from. Sort materials. What would be best for an umbrella? What materials would be best for curtains?</p>
<p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>Notice that animals, including humans, have offspring that grow into adults.</li> <li>Find out about and describe the basic needs of animals, including humans, for survival (food, water, air).</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul> <p>Grammarsaurus – Animals including Humans</p>	<ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting, and stretching.</li> </ul> <p>Grammarsaurus – Materials Which material is most absorbent? Investigation Bulb planting – Forest School</p>	<ul style="list-style-type: none"> <li>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>Identify that most living things live in habitats to which they are suited.</li> </ul> <p>Grammarsaurus – Living Things and their Habitats</p>	<ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants.</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul> <p>Grammarsaurus – Plants</p>	<ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead, and things that have never been alive.</li> <li>Describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</li> <li>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul> <p>Grammarsaurus – Living Things and their Habitats</p>	<p><b>Year 2</b></p> <p>Working Scientifically – Investigations etc to consolidate knowledge taught throughout year</p>



# KS1 Arts & Design (Access Art)

Key Stage 1 Pupils should be taught:

- 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
- 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.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Year 1</b>  <b>Drawing and Sketchbooks</b>                      Spirals</p>  <p>(Drawing, Collage, Sketchbooks)                      Artists: Molly Hasland, Henri Matisse, Paul Klee</p>	<p><b>Year 1</b>                      DT                      Drawing Exercises 2 x 10 mins a week in Art Books</p>	<p><b>Year 1</b>                      DT                      Drawing Exercises 2 x 10 mins a week in Art Books</p>	<p><b>Year 1</b>  <b>Surface and Colour</b>                      Exploring Watercolour</p>  <p>(Painting, watercolour)                      Artists: Paul Klee, Emma Burleigh</p>	<p><b>Year 1</b>                      DT                      Drawing Exercises 2 x 10 mins a week in Art Books</p>	<p><b>Year 1</b>  <b>Working in 3D</b>                      Making Birds</p>  <p>(Drawing, Sculpture, Collage)</p>
<ul style="list-style-type: none"> <li>• That drawing is a physical and emotional activity. When we draw, we move our whole body.</li> <li>• That we can control the lines we make by being aware of how we hold a drawing tool, how much</li> </ul>			<ul style="list-style-type: none"> <li>• That watercolour paint has special characteristics.</li> <li>• That we can use the elements of surprise and accident to help us create art.</li> <li>• That we can develop our painting by reflecting upon what</li> </ul>		<ul style="list-style-type: none"> <li>• That there is a relationship between drawing and making – transform 2D into 3D.</li> <li>• That we can use observational drawing and experimental mark-making together to make art.</li> </ul>



<p>pressure we apply, and how fast or slow we move.</p> <ul style="list-style-type: none"> <li>• That we can draw from observation or imagination.</li> <li>• That we can use colour to help our drawings engage others.</li> </ul>			<p>we see and adding new lines and shapes to help develop imagery.</p> <ul style="list-style-type: none"> <li>• Explore the work of artists and describe similarities and differences.</li> <li>• To develop the skill of watercolour painting and think about the marks that are made.</li> <li>• To reflect on artwork created.</li> </ul>		<ul style="list-style-type: none"> <li>• That we can work from similar stimulus or starting point but end up with very different individual results.</li> <li>• That the individual results can then be brought together to make a whole artwork.</li> <li>• To look carefully at photos and make drawings.</li> <li>• Draw from life looking closely and experiment with a variety of drawing materials.</li> <li>• Fold, tear, cut, crumple and collage paper to transform it from 2D to 3D.</li> <li>• Use a variety of materials to make a sculpture.</li> </ul>
<p>Year 2 DT Drawing Exercises 2 x 10 mins a week in Art Books</p>	<p>Year 2 <b>Drawing and Sketchbooks</b> Explore and Draw</p>	<p>Year 2 <b>Surface and Colour</b> Expressive Painting</p>	<p>Year 2 DT Drawing Exercises 2 x 10 mins a week in Art Books</p>	<p>Year 2 <b>Working in 3D</b> Be an Architect</p>	<p>Year 2 DT Drawing Exercises 2 x 10 mins a week in Art Books</p>



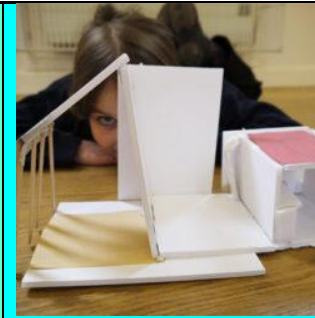
(Drawing, Sketchbooks, Collage)

Artists: Rosie James, Alex Fox



(Painting, Sketchbooks)

Artists: Marela Zacarias, Charlie French, Vincent Van Gogh, Cezanne



Artists: Hundertwasser, Zaha Hadid, Heatherwick Studios.

- That artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art.
- That we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity.
- That we can use the things we find to draw from, using close observational looking.
- That we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as

- That artists sometimes use loose, gestural brush marks to create expressive painting.
- Expressive painting can be representational or more abstract
- Artists use impasto and graffiti to give texture to the painting.
- Artists sometimes use colour intuitively and in an exploratory manner.
- That we can enjoy, and respond to, the way paint and colour exist on the page.

- That architects design buildings and other structures which relate to our bodies, and which enhance our environment.
- That architects take inspiration from the environment their building will exist in, and from the people they will serve, to design exciting structures.
- That we can use drawing to help us process and understand other people's work.
- That we can use digital tools such as drones and film to inspire us.

	<p>well as planned successes.</p> <ul style="list-style-type: none"> <li>We can use the shape of the page, and the way we arrange elements on the page, to create compositions which we like.</li> </ul>			<ul style="list-style-type: none"> <li>That we can use our imaginations to make architectural models to explore how we might design buildings relating to a particular need or stimulus.</li> <li>That we can use "Design Through Making" to connect our imagination, hands and materials.</li> </ul>	
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## Design and Technology

Across the year during Years 1 and 2, through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

- Design
  - 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
- Make
  - 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
- Evaluate
  - 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

### Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity.

Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils should be taught to:

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from

Kirstie to add more detail regarding language, vocab, and compnenets above for each ½ term ;-)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
Art and Design	<ul style="list-style-type: none"> <li>Design, Make, Evaluate, Technical Knowledge</li> </ul> <p><b>Make puppets for a puppet show</b></p>	<ul style="list-style-type: none"> <li>Design, Make, Evaluate, Technical Knowledge</li> </ul> <p><b>Construct a Kite</b></p>	Art and Design	<ul style="list-style-type: none"> <li>Cooking &amp; Nutrition</li> </ul> <p><b>Design a healthy snack for The Tiger Who Came to Tea</b></p>	Art and Design
Year 2	Year 2	Year 2	Year 2	Year 2	Year 2
<ul style="list-style-type: none"> <li>Design, Make, Evaluate, Technical Knowledge</li> </ul> <p><b>Wheels and Axles</b> <b>Design a vehicle for the future</b></p>	Art and Design	Art and Design	<ul style="list-style-type: none"> <li>Design, Make, Evaluate, Technical Knowledge</li> </ul> <p><b>Levers and Sliders</b> <b>Design a card</b></p>	Art and Design	<ul style="list-style-type: none"> <li>Cooking &amp; Nutrition</li> </ul> <p><b>The Great Bread Bake off Unit for ideas</b> <b>Brilliant Bread (Food Fact for Life)</b></p>

## PSHE – Jigsaw

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
<p>Being Me in My World <i>"Who am I and how do I fit?"</i></p> <p><b>Feeling special and safe</b> Being part of a class <b>Rights and responsibilities</b> <b>Rewards and feeling proud</b> <b>Consequences</b> <b>Owning the Learning Charter</b></p>	<p>Celebrating Differences <i>Respect for similarity and difference. Anti-bullying and being unique.</i></p> <p><b>Assumptions and stereotypes about gender</b> <b>Understanding bullying</b> <b>Standing up for self and others</b> <b>Making new friends</b> <b>Gender diversity</b> <b>Celebrating difference and remaining friends</b></p>	<p>Dreams and Goals <i>Aspirations, how to achieve goals and understanding the emotions that go with this.</i></p> <p><b>Achieving realistic goals</b> <b>Perseverance</b> <b>Learning strengths</b> <b>Learning with others</b> <b>Group co-operation</b> <b>Contributing to and sharing success</b></p>	<p>Healthy Me <i>Being and keeping safe and healthy</i></p> <p><b>Motivation</b> <b>Healthier choices</b> <b>Relaxation</b> <b>Healthier eating and nutrition</b> <b>Healthier snacks and sharing food</b></p>	<p>Relationships <i>Building Positive, Healthy Relationships</i></p> <p><b>Different types of family</b> <b>Physical contact boundaries</b> <b>Friendship and conflict</b> <b>Secrets</b> <b>Trust and appreciation</b> <b>Expressing appreciation for special relationships</b></p>	<p>Changing me <i>Coping Positively with change</i></p> <p><b>Life cycles in nature</b> <b>Growing from young to old</b> <b>Increasing independence</b> <b>Differences in female and male bodies (correct terminology)</b> <b>Assertiveness</b> <b>Preparing for transition</b></p>
Year 2	Year 2	Year 2	Year 2	Year 2	Year 2
<p>Being Me in My World <i>"Who am I and how do I fit?"</i></p>	<p>Celebrating Differences <i>Respect for similarity and difference. Anti-bullying and being unique.</i></p>	<p>Dreams and Goals <i>Aspirations, how to achieve goals and understanding the emotions that go with this.</i></p>	<p>Healthy Me <i>Being and keeping safe and healthy</i></p> <p><b>Exercise Fitness challenges</b></p>	<p>Relationships <i>Building Positive, Healthy Relationships</i></p>	<p>Changing me <i>Coping Positively with change</i></p>

Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
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## RE – New Staffordshire Agreed Syllabus Statements 2023

Christianity and Islam will be the focus religions (as stated in the Staffordshire Agreed Syllabus 2023). There are three curriculum themes; explore, engage, and reflect.

Autumn 1 Year 1	Autumn 2 Year 1	Spring 1 Year 1	Spring 2 Year 1	Summer 1 Year 1	Summer 2 Year 1
1.1a Explore with stories and extracts from religious literature and talk about their meaning.	1.2a - Worship Find out how and when people worship and ask questions about why this is important to believers. 1.2b - Celebrations Explore the preparations for and find out about the celebration of festivals.	1.3a – Artefacts used in worship Explore as appropriate the special nature of artefacts used in worship.	1.4a Reflect and respond to stories about belonging and relations to religious communities and non-religious ways of life.  1.4c Find out about ceremonies in which special moments in the life cycle are marked.	1.5a Ask and respond to questions about things that are interesting or puzzling in the world.	1.6a Reflect and respond to stories highlighting the morals and values in practice. 1.6b Reflect on examples if care and concern shown by believers in religious communities and non-religious ways of life and explore reasons for these actions.
Year 2	Year 2	Year 2	Year 2	Year 2	Year 2
1.1b	1.2c – Belonging to a group	1.3b – Symbolic actions, gesture, and rituals	1.4b – Identify and ask questions about customs	1.5b	1.6c

Explore stories about the lives and teaching of key religious figures. 1.1c Find out about ways in which sacred texts are regarded, read and handled by believers.	Identify the importance for some people of belonging to a religion and recognise the different this makes to their lives.	Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies. 1.3c Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression.	associated with particular religious and non-religious ways of life.	Listen to and ask questions about stories of individuals and their relationship with God. 1.5c Explore a range of stories and extracts from sacred writings and talk about meaning they have for believers.	Explore stories from religious traditions and find out about attributes to the natural world.
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## Computing – Teach Computing

Online Safety is taught alongside other Computing units and within PSHE lessons.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
<p><i>Teach Computing – <b>Digital Painting</b></i> Creating their own digital paintings, gaining inspiration from a range of artist's work.</p> <p>Information Technology</p>	<p><i>Teach Computing – <b>Technology around us</b></i> Introduction to pictograms using <a href="http://JIT5 (i2e.com)">JIT5 (i2e.com)</a></p> <p>Digital Literacy Computer Science</p>	<p><i>Teach Computing – <b>Moving a Robot (Beebot)</b></i> Writing short algorithms and programs for floor robots and predicting program outcomes.</p> <p>Computer Science</p>	<p><i>Teach Computing – <b>Grouping Data</b></i> Exploring object labels, then using them to sort and group objects by properties.</p> <p>Digital Literacy</p>	<p><i>Teach Computing – <b>Digital Writing</b></i> Including online safety using <a href="http://JIT5 (i2e.com)">JIT5 (i2e.com)</a> and Microsoft Word</p> <p>Digital Literacy Information Technology</p>	<p><i>Teach Computing – <b>Programming animations (Programming B)</b></i> Designing and programming the movement of a character on screen to tell stories.</p> <p>Information Technology</p>
Year 2	Year 2	Year 2	Year 2	Year 2	Year 2
<p><i>Teach Computing – <b>IT around us.</b></i> Identifying IT and how its responsible use improves our world in school and beyond. Including online safety</p> <p>Digital Literacy Computer Science</p>	<p><i>Teach Computing – <b>Digital Photography</b></i> Capturing and changing digital photographs for different purposes.</p> <p>Digital Literacy Information Technology</p>	<p><i>Teach Computing – <b>Robot algorithms</b></i> Creating and debugging programs and using logical reasoning to make predictions.</p> <p>Computer Science</p>	<p><i>Teach Computing – <b>Pictograms</b></i> (and block and bar graphs) using <a href="http://JIT5 (i2e.com)">JIT5 (i2e.com)</a> Collecting data in tally charts and using attributes to organise and present data on a computer.</p> <p>Digital Literacy Information Technology</p>	<p><i>Teach Computing – <b>Digital Music</b></i> Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.</p> <p>Information Technology</p>	<p><i>Teach Computing – <b>Programming B – Programming quizzes</b></i> (Scratch Jr) Designing algorithms and programmes that use events to trigger sequences of code to make interactive quiz.</p> <p>Computer Science</p>

# Music (Sing Up)

Autumn 1 Year 1	Autumn 2 Year 1	Spring 1 Year 1	Spring 2 Year 1	Summer 1 Year 1	Summer 2 Year 1
<b>Full Year Instrumental Tuition – Recorder (Whole Class)</b>					
<p><b>Active listening (movement), beat, echo singing, showing pitch moving, progression snapshot 1.</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Participate in creating a dramatic group performance using kitchen-themed props.</li> <li>• Sing a cumulative song from memory, remembering the order of the verses.</li> <li>• Play classroom instruments on the beat.</li> <li>• Copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do.</li> <li>• Listen and move in time to the song.</li> </ul>	<p><b>Beat, march, timbre, film music.</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose music to march using tuned and untuned percussion.</li> <li>• Respond to musical characteristics through movement.</li> <li>• Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips).</li> </ul> <p><b>Timbre, pitch, structure, graphic symbols, classical music.</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols.</li> <li>• Sing a unison song rhythmically and in tune.</li> <li>• Play percussion instruments expressively, representing the character of their composition.</li> <li>• Listen to 'Aquarium', reflecting the character of the music through movement</li> </ul>	<p><b>Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C), progression snapshot 2.</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C).</li> <li>• Chant together rhythmically, marking rests accurately.</li> <li>• Play a simple ostinato on untuned percussion.</li> <li>• Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable.</li> <li>• Recognise the difference between a pattern with notes (pitched) and without (unpitched).</li> </ul>	<p><b>Beat, active listening (singing game, musical signals, movement), 20th century classical music.</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Sing a simple singing game, adding actions to show a developing sense of beat.</li> <li>• Listen actively by responding to musical signals and musical themes using appropriate movement.</li> <li>• Create a musical movement picture.</li> </ul> <p><b>Question-and-answer, timbre, graphic score.</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose musical sound effects and short sequences of sounds in response to a stimulus.                             <ul style="list-style-type: none"> <li>• Improvise question-and-answer conversations using percussion instruments.</li> </ul> </li> <li>• Create, interpret, and perform from simple graphic scores.</li> <li>• Recognise how graphic symbols can represent sound.</li> </ul>	<p><b>Active listening (musical signals, internalising beat, draw to music, movement/actions), electronic music.</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Perform actions to music, reinforcing a sense of beat.</li> <li>• Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece.</li> <li>• Develop awareness of duration and the ability to move slowly to music.</li> <li>• Create artwork, drawing freely and imaginatively in response to a piece of music.</li> </ul>	<p><b>Mood, tempo, dynamics, rhythm, timbre, dot notation.</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation.</li> <li>• Attempt to record compositions with stick and other notations.</li> <li>• Sing and chant songs and rhymes expressively.</li> <li>• Listen and copy rhythm patterns.</li> </ul> <p><b>Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills, progression snapshot 3.</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Create musical phrases from new word rhythms that children invent.</li> <li>• Sing either part of a call-and-response song.</li> <li>• Play the response sections on tuned percussion using the correct beater hold.</li> <li>• Echo sings a line independently with teacher leading, then move on to pair singing in echo format.</li> <li>• Copy call-and-response patterns with voices and instruments.</li> </ul>
<b>Year 2</b>	<b>Year 2</b>	<b>Year 2</b>	<b>Year 2</b>	<b>Year 2</b>	<b>Year 2</b>
<b>Instrumental Tuition - Recorder (Small Group)</b>					





<p><b>Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion, progression snapshot 1.</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Improvise rhythms along to a backing track using the note C or G.</li> <li>• Compose call-and-response music.</li> <li>• Play the melody on a tuned percussion instrument.</li> <li>• Sing with good diction.</li> <li>• Recognise and play echoing phrases by ear.</li> </ul>	<p><b>Timbre, tempo, dynamics, pitch, classical music.</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Select instruments and compose music to reflect an animal's character.</li> <li>• Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance.</li> <li>• Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made.</li> <li>• Recognise and respond to changes of speed (tempo), the length of notes (duration – long/ short), short/detached.</li> </ul> <p><b>Composing using a non-musical stimulus, creating music inspired by birds and birdsong, improvising and playing a solo on instruments.</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Invent simple patterns using voices, body percussion, and then instruments.</li> <li>• Follow signals given by a conductor/leader.</li> <li>• Structure compositional ideas into a bigger piece</li> </ul>	<p><b>Duration (crotchet, quavers, crotchet rest), unison, round, progression snapshot 2.</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app.</li> <li>• Chant Grandma rap rhythmically and perform to an accompaniment children create.</li> <li>• Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation.</li> <li>• Learn a clapping game to Hi lo Chicka lo that shows the rhythm.</li> <li>• Show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers).</li> </ul>	<p><b>Beat, rhythm, repetition, structure, 20th century classical music.</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Improvise and compose, structuring short musical ideas to form a larger piece.</li> <li>• Sing and play, performing composed pieces for an audience.</li> <li>• Listen and appraise, with focus and attention to detail, recalling sounds and patterns.</li> </ul> <p><b>To create music inspired by train travel, volume/dynamics (crescendo, diminuendo), speed/ tempo (accelerando, ritenuto).</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Begin to understand duration and rhythm notation.</li> <li>• Structure musical ideas into a whole-class composition.</li> <li>• Learn a simple rhythm pattern and perform it with tempo and volume changes.</li> <li>• Learn about the musical terms crescendo, diminuendo, accelerando, ritenuto.</li> <li>• Follow signals from a conductor.</li> <li>• Listen to and analyse four pieces of music inspired by travel/vehicles</li> </ul>	<p><b>2- and 3-time, beat, beat groupings, 20th century classical music.</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Create action patterns in 2- and 3-time.</li> <li>• Listen actively and mark the beat by tapping, clapping, and swinging to the music.</li> <li>• Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skippy').</li> <li>• Understand and explain how beats can be grouped into patterns and identify them in familiar songs.</li> <li>• Move freely and creatively to music using a prop.</li> </ul>	<p><b>To create music to accompany a short film featuring Charlie Chaplin, pitch (high and low), duration (long and short), dynamics/volume (loud and soft).</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose a soundtrack to a clip of a silent film.</li> <li>• Understand and use notes of different duration.</li> <li>• Understand and use notes of different pitch.</li> <li>• Understand and use dynamics.</li> </ul> <p><b>Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns, progression snapshot 3.</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an internalised sense of pulse through singing games.</li> <li>• Sing confidently in Polish and play a cumulative game with spoken call-and-response sections.</li> <li>• Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern.</li> <li>• Listen and match the beat of others and recorded music, adapting speed accordingly.</li> </ul>
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Autumn 1						Autumn 2						Spring 1						Spring 2						Summer 1						Summer 2					
Year 1												Year 1												Year 1											
<b>Writing</b>																																			
<b>Phonics: Little Wandle</b>																																			
<b>'Letter Join' Programme for Handwriting</b>																																			
<b>To be expected:</b> <ul style="list-style-type: none"> <li>• Use simple sentence structure.</li> <li>• Begin to use 'and' to replace full stops with some accuracy.</li> <li>• Mostly separate words using spaces, with some support when needed.</li> <li>• With support, can use capital letters and full stops to demarcate sentences.</li> <li>• Articulate that a question needs a '?' and implements with support.</li> <li>• Children use '!' in their writing to express high levels of emotion/excitement with support.</li> <li>• Capitalisation of 'I' when prompted.</li> <li>• Identify proper nouns in a sentence.</li> <li>• Writing communicates meaning without mediation.</li> <li>• Beginning to use story language to start a story independently.</li> <li>• Most words containing previously taught GPCS, and common exception words are spelt accurately.</li> <li>• Letters are usually clearly shaped and correct orientated.</li> </ul>												<b>To be expected:</b> <ul style="list-style-type: none"> <li>• Sentence structure is more accurate and coherent.</li> <li>• Use of 'and' to join sentences with greater accuracy.</li> <li>• Mostly separates words with spaces independently.</li> <li>• Is beginning to demarcate some sentences with capital letters and full stops.</li> <li>• Is beginning to use a '?' to demarcate questions in isolation within writing.</li> <li>• With developing accuracy, children to attempt to use '!' in writing.</li> <li>• Beginning to capitalise 'I' independently.</li> <li>• With support, can capitalise proper nouns within writing.</li> <li>• Beginning to string together sentences to form short narratives when scaffold provided.</li> <li>• Re-read what they have written with the support of an adult and make corrections where needed.</li> <li>• Able to use adjectives to add detail to nouns (i.e. grey sky).</li> <li>• Beginning to use prefixes and suffixes within their writing as they are taught.</li> <li>• Letters are consistently and clearly shapes and correctly orientated.</li> </ul>												<b>To be expected:</b> <ul style="list-style-type: none"> <li>• Writes simple sentences.</li> <li>• Writes simple compound sentences using 'and'.</li> <li>• Separates words with spaces.</li> <li>• Beginning to use capital letters, full stops, question marks and exclamation marks to demarcate all sentences independently.</li> <li>• Consistent use of capital letter for 'I'.</li> <li>• Begin to use capital letters for some proper nouns.</li> <li>• Sequences sentences to form short narratives based on fictional and real experiences.</li> <li>• Checks writing makes sense by rereading.</li> <li>• Some use of adjectives for description.</li> <li>• Increasingly accurate use of the prefix (-un) and suffixes (-s, -es, -ing, -er, -est).</li> <li>• Begin to form lower-case and upper-case letters in the correct directions, starting and finishing in the right place in accordance with the handwriting sessions.</li> </ul>											
<b>Year 2</b>												<b>Year 2</b>												<b>Year 2</b>											
<b>Phonics/Spelling: Little Wandle – Phase 5 Review (5 weeks), Bridge to Spelling (5 weeks) and Spelling Units</b>																																			
<b>'Letter Join' Programme for Handwriting</b>																																			
<b>To be expected:</b> <ul style="list-style-type: none"> <li>• Write sentences that are sequenced to form a short narrative (real or fictional).</li> <li>• Demarcate some sentences with capital letters and full stops.</li> <li>• Writing is informed by oral rehearsal (at times incorrect tense applied i.e. 'was' in the place of 'were').</li> <li>• Writes simple compound sentences using 'and'</li> <li>• Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically plausible attempts at others.</li> <li>• Spell some common exception words.</li> </ul>												<b>To be expected:</b> <ul style="list-style-type: none"> <li>• Narrative writing shows developing coherence, including the use of expanded noun phrases to add detail.</li> <li>• Time conjunctions are beginning to be used to record real events clearly.</li> <li>• Is beginning to use capital letters, full stops and question marks to demarcate sentences independently.</li> <li>• Correct tense is beginning to be applied with greater accuracy through oral rehearsal.</li> <li>• Begin to use co-ordinating and subordinating conjunctions to extend sentences with greater accuracy.</li> </ul>												<b>To be expected (TAF):</b> <ul style="list-style-type: none"> <li>• Writes simple, coherent narratives about personal experiences and those of others (real or fictional).</li> <li>• Write about real events, recording these simple and clearly.</li> <li>• Demarcate most sentences in their writing with capital letters and full stops and use question marks correctly when required.</li> <li>• Use present and past tense mostly correctly and consistently.</li> <li>• Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses.</li> </ul>											

<ul style="list-style-type: none"> <li>• Form lower case letters of the correct size relative to one another in some of their writing.</li> <li>• Use of spacing between words (this may not always be a consistent or appropriate size in relation to writing).</li> </ul>	<ul style="list-style-type: none"> <li>• Segment spoken words into phonemes and represent these by graphemes, spelling an increasing number of words correctly and making phonetically plausible attempts at others.</li> <li>• Spell some common exception words with greater accuracy.</li> <li>• Differentiation between the size of capital and lower-case letters is becoming clearer when in relation to each other.</li> <li>• Use consistent spacing between words.</li> </ul>	<ul style="list-style-type: none"> <li>• Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others.</li> <li>• Spell many common exception words.</li> <li>• Form capital letters and digits of the correct size, orientation, and relationship to one another and to lower-case letters.</li> <li>• Use spacing between words that reflects the size of letters.</li> </ul>
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## Maths – White Rose

Maths – White Rose					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
Number - Place Value (within 10)	Number - Addition and Subtraction (within 10) Geometry - Shape	Number - Place value (within 20) Number - Addition and Subtraction (within 20)	Number - Place value (within 50) Measurement - Length and Height Measurement - Mass and Volume	Multiplication and Division Fractions Geometry - Position and Direction	Number - Place Value (within 100) Measurement – Money Measurement - Time
Year 2	Year 2	Year 2	Year 2	Year 2	Year 2
Number - Place Value Number - Addition and Subtraction	Number - Addition and Subtraction Geometry - Shape	Measurement – Money Number - Multiplication and Division	Number Fractions Measurement – Time (quarter past, half past, quarter to)	Measurement – Length and Height Measurement – Mass, capacity and temperature (also cover statistics and geometry)	Statistics Geometry – Position and Direction RECAP Measurement – Time (to 5 mins) GD <b>Statement on TAF</b>

Swap over summer 1 and spring 2 learning (**changed already in grid**) for SATS coverage. Make measurements brief to allow you to cover statistics and geometry in summer 1 to ensure enough coverage. Go back and revisit concept areas in summer 2. SATS possibly to take place summer 2 (week after phonics screening)