

Medium Term Planning Year 1 Curriculum

YEAR 1	Plymouth Our Special City What has changed about Plymouth?	Why was Elizabeth 1 st so important?	Our Local Environment How does our environment change and how can we look after it?
	ENGLISH COVERAGE <small>Yr 1 pupils have read Write Inc lesson (4 lessons a week, each an hour long). Which including teaching of reader, writing and phonics.</small>	AUTUMN	SPRING
<u>Narrative</u> Light House Keepers Lunch Familiar settings- Wild Woods		<u>Narrative</u> Traditional Tale-Gingerbread Man	<u>Narrative</u> The Papaya that Spoke Fantasy Stories with Familiar patterns Bringing the Rain to Kapiti Plain, by Verna Aardema. Handa's Hen, by Eileen Browne. We all Went on Safari by Laurie Krebs.
<u>Non-Fiction</u> Labels, lists and signs Instructions-jam sandwiches Information Text- Plymouth		<u>Non-Fiction</u> Recount-Theatre trip Letter writing- The Jolly Postman Buckland Abbey Trip	<u>Non-Fiction</u> Book Reviews(2 weeks). Information Texts (2-3 weeks).
<u>Poetry</u> Mayflower anthology Funny Rhymes -Oi Frog		<u>Poetry</u> Songs and repetitive poems Poems about the Senses. All Wet	<u>Poetry</u> Poems on a Theme
<u>Big Writes</u>		<u>Big Writes</u>	<u>Big Writes</u>

Transcription Grammar	Objective: To punctuate accurately <ul style="list-style-type: none"> Leave spaces between words. Use the word 'and' to join words and sentences. Begin to punctuate using a capital letter for the name of people, places, the days of the week and I. Introduction of full stops and capital letters. Use some features of standard written English. 	Objective: To punctuate accurately <ul style="list-style-type: none"> Leave spaces between words. Use the word 'and' to join words and sentences. Begin to punctuate using a capital letter for the name of people, places, the days of the week and I. Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks. Use some features of standard written English. 	Objective: To punctuate accurately <ul style="list-style-type: none"> Leave spaces between words. Use the word 'and' to join words and sentences. Begin to punctuate using a capital letter for the name of people, places, the days of the week and I. Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks. Use extended noun phrases to describe and specify (e.g. the blue butterfly). Use some features of standard written English.
	Terminology: letter, capital letter, word, sentence, full stop.	Terminology: letter, capital letter, word, sentence, full stop, singular, plural, punctuation, question mark	Terminology: letter, capital letter, word, sentence, full stop, singular, plural, punctuation, question mark, exclamation mark

	Spelling (See NC Spelling List)	<p>Objective: To spell correctly</p> <ul style="list-style-type: none"> Spell words containing 40+ learned phonemes. Spell common exception words (the, said, one, two and the days of the week). Use spellings rules. Write simple sentences dictated by the teacher. 	<p>Objective: To spell correctly</p> <ul style="list-style-type: none"> Spell words containing 40+ learned phonemes. Spell common exception words (the, said, one, two and the days of the week). Name letters of the alphabet in order. Use letter names to describe spellings of words. Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns Use spellings rules. Write simple sentences dictated by the teacher. 	<p>Objective: To spell correctly</p> <ul style="list-style-type: none"> Spell words containing 40+ learned phonemes. Spell common exception words (the, said, one, two and the days of the week). Name letters of the alphabet in order. Use letter names to describe spellings of words. Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks). Use the prefix un. Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest. Use spellings rules. Write simple sentences dictated by the teacher. .
	Presentation	<p>Objective: To present neatly.</p> <ul style="list-style-type: none"> Sit correctly and hold a pencil correctly. Begin to form lower-case letters correctly. Form capital letters. Form digits 0-9. Understand letters that are formed in similar ways. 	<p>Objective: To present neatly.</p> <ul style="list-style-type: none"> Sit correctly and hold a pencil correctly. Begin to form lower-case letters correctly. Form capital letters. Form digits 0-9. Understand letters that are formed in similar ways. 	<p>Objective: To present neatly.</p> <ul style="list-style-type: none"> Sit correctly and hold a pencil correctly. Begin to form lower-case letters correctly. Form capital letters. Form digits 0-9. Understand letters that are formed in similar ways.
Composition	Purpose	<p>Objective: To write with purpose</p> <ul style="list-style-type: none"> Say first and then write to tell others about ideas. Plan by talking about ideas. 	<p>Objective: To write with purpose</p> <ul style="list-style-type: none"> Say first and then write to tell others about ideas. Plan by talking about ideas. Use some of the characteristic features of the type of writing used. 	<p>Objective: To write with purpose</p> <ul style="list-style-type: none"> Say first and then write to tell others about ideas. Write for a variety of purposes. Plan by talking about ideas. Use some of the characteristic features of the type of writing used. Write, review and improve.
	Imaginative Description	<p>Objective: To use imaginative description</p> <ul style="list-style-type: none"> Use names of people, places and things. Use nouns 	<p>Objective: To use imaginative description</p> <ul style="list-style-type: none"> Begin to use adjectives to add detail. Use names of people, places and things. Use nouns and begin to use pronouns for variety. 	<p>Objective: To use imaginative description</p> <ul style="list-style-type: none"> Use adjectives to add detail. Use names of people, places and things. Use nouns and pronouns for variety.
Organisation	<p>Objective: To organise writing appropriately</p> <ul style="list-style-type: none"> Re-read writing to check it makes sense. 	<p>Objective: To organise writing appropriately</p> <ul style="list-style-type: none"> Re-read writing to check it makes sense. Write about more than one idea. 	<p>Objective: To organise writing appropriately</p> <ul style="list-style-type: none"> Re-read writing to check it makes sense. Use the correct tenses. Write about more than one idea. 	

	Sentence Construction	Objective: To use sentences appropriately <ul style="list-style-type: none"> • Compose a sentence orally before writing it • Write so that other people can understand the meaning of sentences. • Sequence sentences to form a short narrative. 	Objective: To use sentences appropriately <ul style="list-style-type: none"> • Compose a sentence orally before writing it • Write so that other people can understand the meaning of sentences. • Sequence sentences to form a short narrative. 	Objective: To use sentences appropriately <ul style="list-style-type: none"> • Compose a sentence orally before writing it • Write so that other people can understand the meaning of sentences. • Sequence sentences to form a short narrative. • Convey ideas sentence by sentence.
Analyse and Presentation	Analysis	Objective: To analyse writing <ul style="list-style-type: none"> • Discuss writing with the teacher and other pupils. 	Objective: To analyse writing <ul style="list-style-type: none"> • Discuss writing with the teacher and other pupils. 	Objective: To analyse writing <ul style="list-style-type: none"> • Discuss writing with the teacher and other pupils.
	Presentation	Objective: To present writing <ul style="list-style-type: none"> • Read aloud writing clearly enough to be heard by peers and the teacher. 	Objective: To present writing <ul style="list-style-type: none"> • Read aloud writing clearly enough to be heard by peers and the teacher. 	Objective: To present writing <ul style="list-style-type: none"> • Read aloud writing clearly enough to be heard by peers and the teacher.
Reading	Essential Opportunities <ul style="list-style-type: none"> • Listen to traditional tales. • Listen to a range of texts. • Learn some poems by heart. • Become familiar with a wide range of texts of different lengths. • Discuss books. • Build up a repertoire of poems to recite. • Use the class and school libraries. • Listen to short novels over time. 			

Accuracy	<p>Objective: To read words accurately</p> <ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words. • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • Read accurately by blending sounds in unfamiliar words containing GPCs (Grapheme Phoneme Correspondence) that have been taught. • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. • Read other words of more than one syllable that contain taught GPCs. • Read words with contractions (for example, I’m, I’ll, we’ll) and understand that the apostrophe represents the omitted letter(s). • Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words. • Re-read these books to build up fluency and confidence in word reading. 	<p>Objective: To read words accurately</p> <ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words. • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • Read accurately by blending sounds in unfamiliar words containing GPCs (Grapheme Phoneme Correspondence) that have been taught. • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. • Read other words of more than one syllable that contain taught GPCs. • Read words with contractions (for example, I’m, I’ll, we’ll) and understand that the apostrophe represents the omitted letter(s). • Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words. • Re-read these books to build up fluency and confidence in word reading. 	<p>Objective: To read words accurately</p> <ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words. • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • Read accurately by blending sounds in unfamiliar words containing GPCs (Grapheme Phoneme Correspondence) that have been taught. • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. • Read other words of more than one syllable that contain taught GPCs. • Read words with contractions (for example, I’m, I’ll, we’ll) and understand that the apostrophe represents the omitted letter(s). • Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words. • Re-read these books to build up fluency and confidence in word reading.
	Understanding Texts	<p>Objective: To understand texts</p> <ul style="list-style-type: none"> • Discuss events. • Predict events. • Link reading to own experience. • Join in with stories or poems. • Check that reading makes sense and self-correct. • Infer what characters are like from actions. • Ask and answer questions about texts. • Discuss favourite words and phrases. • Listen to and discuss a wide range of texts. • Recognise and join in with (including role-play) recurring language. • Explain and discuss understanding of texts. • Discuss the significance of the title and events. • Make inferences on the basis of what is being said and done. 	<p>Objective: To understand texts</p> <ul style="list-style-type: none"> • Discuss events. • Predict events. • Link reading to own experience. • Join in with stories or poems. • Check that reading makes sense and self-correct. • Infer what characters are like from actions. • Ask and answer questions about texts. • Discuss favourite words and phrases. • Listen to and discuss a wide range of texts. • Recognise and join in with (including role-play) recurring language. • Explain and discuss understanding of texts. • Discuss the significance of the title and events. • Make inferences on the basis of what is being said and done.

	Listening	<p>Objective: To listen carefully and understand</p> <ul style="list-style-type: none"> Seek clarification when a message is not clear. 	<p>Objective: To listen carefully and understand</p> <ul style="list-style-type: none"> Seek clarification when a message is not clear. 	<p>Objective: To listen carefully and understand</p> <ul style="list-style-type: none"> Sift information and focus on the important points. Understand instructions with more than one point.
Communication	Developing vocabulary	<p>Objective: To develop a wide and interesting vocabulary</p> <ul style="list-style-type: none"> Use subject specific vocabulary to explain and describe. Suggest words or phrases appropriate to the topic being discussed. 	<p>Objective: To develop a wide and interesting vocabulary</p> <ul style="list-style-type: none"> Use subject specific vocabulary to explain and describe. Suggest words or phrases appropriate to the topic being discussed. 	<p>Objective: To develop a wide and interesting vocabulary</p> <ul style="list-style-type: none"> Use subject specific vocabulary to explain and describe. Suggest words or phrases appropriate to the topic being discussed.
	Speaking	<p>Objective: To speak with clarity</p> <ul style="list-style-type: none"> Speak in a way that is clear and easy to understand. Demonstrate good phonic knowledge by clearly pronouncing the sounds within words. Identify syllables within words. 	<p>Objective: To speak with clarity</p> <ul style="list-style-type: none"> Speak in a way that is clear and easy to understand. Demonstrate good phonic knowledge by clearly pronouncing the sounds within words. Identify syllables within words. 	<p>Objective: To speak with clarity</p> <ul style="list-style-type: none"> Speak in a way that is clear and easy to understand. Demonstrate good phonic knowledge by clearly pronouncing the sounds within words. Identify syllables within words.
	Story Telling	<p>Objective: To tell stories with structure</p> <ul style="list-style-type: none"> Recount experiences with interesting detail. Predict events in a story. 	<p>Objective: To tell stories with structure</p> <ul style="list-style-type: none"> Ensure stories have a setting, plot and a sequence of events. Recount experiences with interesting detail. Predict events in a story. 	<p>Objective: To tell stories with structure</p> <ul style="list-style-type: none"> Ensure stories have a setting, plot and a sequence of events. Recount experiences with interesting detail. Predict events in a story. Give just enough detail to keep the audience engaged.
	Conversation	<p>Objective: To hold conversations and debates</p> <ul style="list-style-type: none"> Take turns to talk, listening carefully to the contributions of others. 	<p>Objective: To hold conversations and debates</p> <ul style="list-style-type: none"> Take turns to talk, listening carefully to the contributions of others. 	<p>Objective: To hold conversations and debates</p> <ul style="list-style-type: none"> Take turns to talk, listening carefully to the contributions of others. Add humour to a discussion or debate where appropriate.

Maths
(Strands from Active Learn – Abacus)

Autumn Term 1

NPV.01 Count in ones to 10
 NPV.03 Count using one-to-one correspondence (≤ 12)
 NPV.10 Count using one-to-one correspondence (≤ 20)
 MAS.04 Say the number 1 more, i.e. the next number (numbers ≤ 10)
 MAS.01 Find addition pairs to 5 and subitise to 5
 MAS.02 Find addition pairs to 6 and subitise to 6
 MAS.12 Find number bonds to 10 and subitise to 10
 MAS.12 Find number bonds to 10 and subitise to 10
 MAS.09 Say the number 1 more (≤ 20)
 MAS.13 Count on 1, 2, 3 more than numbers up to and just beyond 20
 MAS.05 Say the number 1 less, i.e. the number before (numbers ≤ 10)
 MAS.10 Say the number 1 less (≤ 20)
 GPS.05 Recognise, name and describe squares, rectangles, circles and triangles
 GPS.11 Begin to recognise basic line symmetry
 GPS.14 Sort 2D shapes into Venn diagrams using properties incl. symmetry
 GPS.17 Sort 2D shapes by number of sides and corners (incl. right angles) using Venn diagrams
 GPS.06 Sort basic 2D shapes according to their properties
 GPD.06 Use 2D shapes to create patterns
 STA.12 Sort objects on to a Carroll diagram (two by two)
 NPV.07 Read and write numbers from 1 to 20 in digits and words
 NPV.01 Count in ones to 10
 NPV.04 Order and compare numbers to 12
 NPV.11 Order and compare numbers to 20, using $<$ and $>$
 NPV.05 Estimate a set of objects (≤ 12)
 NPV.08 Understand 0 as the empty set
 NPV.18 Estimate a set of objects (≤ 100) and count in 5s or 10s to check

Spring Term 1

NPV.14 Count on and back in ones to 100
 NPV.19 Understand place value in 2-digit numbers by creating 2-digit numbers, placing them on a number line and solving place value additions and subtractions
 NPV.15 Recognise, read and write numbers to 100
 MAS.09 Say the number 1 more (≤ 20)
 MAS.10 Say the number 1 less (≤ 20)
 MAS.13 Count on 1, 2, 3 more than numbers up to and just beyond 20
 MAS.14 Count back 1, 2, 3 from numbers up to and just beyond 20
 MAS.12 Find number bonds to 10 and subitise to 10
 MAS.01 Find addition pairs to 5 and subitise to 5
 MAS.02 Find addition pairs to 6 and subitise to 6
 MAS.03 Find addition pairs to 7 and subitise to 7
 MAS.15 Use number facts to 10 to solve problems including word problems
 MAS.06 Find addition pairs to 8 and subitise to 8
 MMD.12 Double numbers to 5 and find related halves
 MAS.13 Count on 1, 2, 3 more than numbers up to and just beyond 20
 MAS.16 Add 1-digit to 2-digit numbers and add to next multiple of 10, by counting on
 GPS.08 Recognise, name and describe cubes, spheres, cones, cuboids, pyramids
 GPS.09 Sort 3D shapes according to their properties
 STA.11 Sort objects on to a Venn diagram (two overlapping sets)
 MEA.13 Begin to recognise units of time (minutes, hours, days, weeks, months, years)
 NPV.17 Count on and back in 10s from any number up to 100
 NPV.18 Estimate a set of objects (≤ 100) and count in 5s or 10s to check
 MMD.17 Count in 10s to 100
 MMD.18 Count in 5s to 50
 MMD.14 Count in 2s to 20

Summer Term 1

NPV.14 Count on and back in ones to 100
 NPV.19 Understand place value in 2-digit numbers by creating 2-digit numbers, placing them on a number line and solving place value additions and subtractions
 MAS.20 Add or subtract 10 from 2-digit numbers
 MAS.16 Add 1-digit to 2-digit numbers and add to next multiple of 10, by counting on
 MAS.17 Subtract 1-digit from 2-digit numbers including 2-digit multiples of 10 by counting back
 MAS.22 Add any pair of 1-digit numbers using learned number facts
 MAS.18 Add several 1-digit numbers
 MAS.20 Add or subtract 10 from 2-digit numbers
 MEA.10 Compare weights using direct comparison
 MEA.11 Compare and measure weights using non-standard uniform units
 MEA.05 Compare, describe and solve practical problems involving capacities
 MEA.17 Directly compare the capacities of two containers by pouring one into the other
 MEA.18 Compare and measure the capacities of containers using uniform non-standard units
 STA.16 Read, interpret and begin to create a simple block graph
 STA.23 Read and enter data in tables
 STA.29 Interpret and complete block graphs where 1 block represents 1 item
 NPV.21 Know number properties, including odd and even
 MMD.15 Double numbers to 10 and find related halves
 MMD.19 Double numbers to 12 and find related halves
 MMD.14 Count in 2s to 20
 MMD.17 Count in 10s to 100
 MMD.18 Count in 5s to 50
 FRP.12 Understand that a fraction is an equal part of a whole; $1/2$ s and $1/4$ s of shapes
 FRP.17 Understand that four $1/4$ s = one whole and two $1/4$ s = $1/2$
 MEA.22 Recognise and know the value of 1p, 2p, 5p, 10p, 20p, 50p and £1 coins
 MEA.24 Recognise and know the value of £2 coins and £5, £10, £20, £50 notes
 MEA.33 Combine amounts to make particular values; match different combinations of coins to make equal amounts of money

Autumn Term 2

NPV.13 Understand place value in teen numbers
NPV.11 Order and compare numbers to 20, using < and >
NPV.20 Order and compare 2-digit numbers and say a number between. Use language: equal to, more than, less/fewer than, most, least
NPV.09 Say ordinal numbers (≤ 20)
MAS.01 Find addition pairs to 5 and subitise to 5
MAS.02 Find addition pairs to 6 and subitise to 6
MAS.12 Find number bonds to 10 and subitise to 10
MAS.03 Find addition pairs to 7 and subitise to 7
MAS.15 Use number facts to 10 to solve problems including word problems
GPD.09 Describe position, direction and movements including half turns, using common words
MEA.08 Compare lengths or heights using direct comparison
MEA.09 Compare and measure lengths or heights using non-standard uniform units
MEA.29 Choose and use appropriate standard units to measure lengths and heights in any direction
MAS.13 Count on 1, 2, 3 more than numbers up to and just beyond 20
MAS.14 Count back 1, 2, 3 from numbers up to and just beyond 20
MAS.12 Find number bonds to 10 and subitise to 10
MAS.18 Add several 1-digit numbers
MMD.12 Double numbers to 5 and find related halves
NPV.11 Order and compare numbers to 20, using < and >
NPV.13 Understand place value in teen numbers
MEA.22 Recognise and know the value of 1p, 2p, 5p, 10p, 20p, 50p and £1 coins
MEA.24 Recognise and know the value of £2 coins and £5, £10, £20, £50 notes

Spring Term 2

NPV.21 Know number properties, including odd and even
MMD.17 Count in 10s to 100
MMD.18 Count in 5s to 50
FRP.12 Understand that a fraction is an equal part of a whole; $1/2$ s and $1/4$ s of shapes
FRP.15 Understand that two $1/2$ s = one whole
FRP.17 Understand that four $1/4$ s = one whole and two $1/4$ s = $1/2$
MAS.06 Find addition pairs to 8 and subitise to 8
MAS.11 Find addition pairs to 9 and subitise to 9
MAS.12 Find number bonds to 10 and subitise to 10
MAS.19 Recall number facts to 20; number pairs (4 to 20) and bonds to 10 and 20
MAS.15 Use number facts to 10 to solve problems including word problems
MMD.15 Double numbers to 10 and find related halves
MEA.13 Begin to recognise units of time (minutes, hours, days, weeks, months, years)
MEA.25 Sequence events in chronological order using appropriate language
MEA.14 Tell the time to the nearest hour using analogue and digital clocks
MEA.20 Tell the time to the nearest half hour using analogue and digital clocks
MEA.26 Identify appropriate units of time to measure a duration (minutes, hours, days, weeks, months, years)
MEA.09 Compare and measure lengths or heights using non-standard uniform units
MAS.16 Add 1-digit to 2-digit numbers and add to next multiple of 10, by counting on
MAS.23 Add 1-digit to 2-digit numbers, bridging 10 and using known facts
MAS.17 Subtract 1-digit from 2-digit numbers including 2-digit multiples of 10 by counting back
NPV.19 Understand place value in 2-digit numbers by creating 2-digit numbers, placing them on a number line and solving place value additions and subtractions
NPV.17 Count on and back in 10s from any number up to 100
MAS.09 Say the number 1 more (≤ 20)
MAS.10 Say the number 1 less (≤ 20)
MAS.20 Add or subtract 10 from 2-digit numbers

Summer Term 2

NPV.19 Understand place value in 2-digit numbers by creating 2-digit numbers, placing them on a number line and solving place value additions and subtractions
NPV.20 Order and compare 2-digit numbers and say a number between. Use language: equal to, more than, less/fewer than, most, least
NPV.21 Know number properties, including odd and even
MMD.14 Count in 2s to 20
MMD.17 Count in 10s to 100
MMD.18 Count in 5s to 50
MMD.24 Understand the link between multiplication and grouping
MMD.15 Double numbers to 10 and find related halves
FRP.20 Find $1/2$ of odd numbers
MEA.14 Tell the time to the nearest hour using analogue and digital clocks
MEA.20 Tell the time to the nearest half hour using analogue and digital clocks
MEA.28 Tell the time to the nearest quarter of an hour using digital and analogue clocks
MEA.23 Recognise and use language relating to date, including days, weeks, months and years
MEA.09 Compare and measure lengths or heights using non-standard uniform units
STA.15 Read, interpret and begin to create a simple pictogram
STA.28 Interpret and complete pictograms where 1 symbol represents 1 item
STA.35 Interpret and complete block graphs where 1 block represents 2 items
GPS.05 Recognise, name and describe squares, rectangles, circles and triangles
GPD.06 Use 2D shapes to create patterns
GPD.11 Create patterns using 3D shapes to print 2D shapes
MAS.23 Add 1-digit to 2-digit numbers, bridging 10 and using known facts
MAS.24 Subtract 1-digit from 2-digit numbers, bridging 10 and using known facts
MAS.21 Find change from 10p and 20p by counting up
NPV.20 Order and compare 2-digit numbers and say a number between. Use language: equal to, more than, less/fewer than, most, least

			<p>NPV.19 Understand place value in 2-digit numbers by creating 2-digit numbers, placing them on a number line and solving place value additions and subtractions</p> <p>NPV.14 Count on and back in ones to 100</p> <p>NPV.17 Count on and back in 10s from any number up to 100</p> <p>MAS.20 Add or subtract 10 from 2-digit numbers</p> <p>MMD.14 Count in 2s to 20</p> <p>MMD.17 Count in 10s to 100</p> <p>MMD.18 Count in 5s to 50</p>
Geography	<p><u>Plymouth (linked to the Hoe & Smeaton’s Tower Lighthouse)</u></p> <p><u>Key vocab: United Kingdom, England, Scotland, Wales</u></p> <p><u>Objective: To investigate places</u></p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Name and locate the world’s seven continents and five oceans. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p><u>To communicate geographically</u></p> <ul style="list-style-type: none"> • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. 		<p><u>Our Local Environment (linked to Plympton St Maurice Castle Green & Lamb Feast)</u></p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • Use basic geographical vocabulary to refer to: • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. (PSM Castle Green) • Identify land use around the school. • Devise a simple map; and use and construct basic symbols in a key. • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.

History	<p><u>Plymouth</u> (Home Learning: to visit the Hoe & Smeaton's tower lighthouse)</p> <p><u>Objective: To investigate and interpret the past</u></p> <ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. • Understand significant historical events, people and places in their own locality (eg Sir Joshua Reynolds) <p><u>Objective: To understand chronology</u></p> <ul style="list-style-type: none"> • Understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Place events and artefacts in order on a time line. • Recount changes that have occurred in their own lives. • <p><u>Objective: To communicate historically</u></p> <ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years 	<p><u>Elizabeth I (& Sir Francis Drake)</u></p> <p><u>Objective: To understand chronology</u></p> <ul style="list-style-type: none"> • Understand events beyond living memory that are significant • Understand the lives of significant individuals in the past • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. <p><u>Objective: To communicate historically</u></p> <ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years <p><u>Objective: To build an overview of world history</u></p> <ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. 	
Science	<p><u>Animals Including Humans & Seasonal Changes (Autumn)</u></p> <p><u>Objective: To work scientifically</u></p> <ul style="list-style-type: none"> • Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions 	<p><u>Everyday Materials & Seasonal Changes (Winter&Spring)</u></p> <p><u>Key vocab: wood, metal, plastic, rock, paper, cardboard, squashing, bending, twisting, stretching, strong, flexible, transparent.</u></p> <p><u>Objective: To work scientifically</u></p> <ul style="list-style-type: none"> • Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions 	<p><u>Plants & Seasonal Changes (Summer)</u></p> <p><u>Objective: To work scientifically</u></p> <ul style="list-style-type: none"> • Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions

Objective: To understand animals and humans

- Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Objective: To understand the Earth's movement in space

- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies.

Objective: To investigate materials

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Objective: To understand plants

- Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.
- Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers

Plymouth Agreed Syllabus

Unit 1.10 What does it mean to belong to a faith community?

- *Recognise that loving others is important in lots of communities
- *Say simply what Jesus and one other religious leader taught about loving other people.
- *Give an account of what happens at a traditional Christian and Jewish/Muslim welcome ceremony
- *Identify two ways people show they love each other and belong to each other
- *Examples of how in which people express their identity and belonging in faith communities.
- *Talk about being in a community.

Unit 1.1 What do Christians believe God is like?

- *What is a parable?
- *The story of the Lost Son from the Bible
- *Two examples of a way in which Christians show their belief in God
- *How do Christians put their beliefs into practice in worship
- *Think, talk and ask questions about whether they can learn from the story for themselves, exploring different ideas.

Plymouth Agreed Syllabus

Unit 1.7 Who is Jewish and how do they live?

- *Recognise the words of the Shema as a Jewish prayer
- *Retell simple stories used in Jewish celebrations
- *Know stories used in celebrations
- *Know how Jewish people celebrate special times
- *Make links between Jewish ideas of God found in stories
- *Know how Jewish people might remember God in different ways
- *Talk about what they think is good about reflecting, thanking, praising and remembering
- *Give a good reason for their ideas.

Plymouth Agreed Syllabus

Unit 1.2 Who do Christians say made the world?

- *Retell the story of Creation
- *Recognise the 'Creation' is the beginning of the 'big story'
- *Say what the story tells Christians about God, Creation and the world.
- *Give examples of what Christians do to say thank you to God for Creation.
- *Think, talk and ask questions about living in an amazing world
- *Give reasons for the ideas they have and the connections they make between the Jewish/Christian creation story and the world they live in.

Unit 1.9 How should we care for the world and for others, and why does it matter?

- *Identify a story that says something about each person being unique
- *Know what Genesis 1 tells Christians and Jews about the natural world
- *Know how people show that they care for others
- *Know how Christians and Jews show care for the natural earth
- *Know why Christians and Jews might look after the natural world.
- *Think, talk and ask questions about the difference believing in God makes to how people treat each other and the natural world
- *Give good reasons why people should care for others and look after the natural world.

Unit 2 We are TV Chefs

- I can understand what algorithms are
- I can break down a process into simple clear steps as in an algorithm
- I can use different features of a video camera
- I can use a video camera to capture moving images
- I can develop collaboration skills
- I can discuss my work and think about how it could be improved.

Unit 6 We are celebrating

- I can create a card on the computer
- I can create a card for a special religious festival
- I can use IT safely and respectfully and know where to go for help and support if I am worried about something on the internet
- I can use technology purposefully to create , organise stor manipulate and retrieve digital content.
- I know how to keep personal information private.

Unit 3 We are Painters

- I can use technology purposefully to create , organise stor manipulate and retrieve digital content.
- I can use the web safely to find ideas
- I can select and use painting tools to create and change images on the computer
- I can understand how this use of ICT differs from using paint and paper
- I can save, retrieve and change my work
- I can reflect on my learning and act on feedback
- I can use IT safely and respectfully and know where to go for help and support if I am worried about something on the internet
- I know how to keep personal information private.
-

Unit 4 We are Collectors

- I can find and use pictures on the web
- I know what to do if I find pictures that are inappropriate
- I can group images on the basis of a binary (yes/no) question
- I can organise images into more than two groups according to rules
- I can sort images
- I can ask and answer yes/no questions about my images
- I can use IT safely and respectfully and know where to go for help and support if I am worried about something on the internet
- I know how to keep personal information private.

PoaP Unit: Preparing Fruit and Vegetables (**Food**)**Key learning in design and technology****Prior learning**

- Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell.
- Experience of cutting soft fruit and vegetables using appropriate utensils.

Designing

- Design appealing products for a particular user based on simple design criteria.
- Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.
- Communicate these ideas through talk and drawings.

Making

- Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.
- Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.

Evaluating

- Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.
- Evaluate ideas and finished products against design criteria, including intended user and purpose.

Technical knowledge and understanding

- Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.
- Know and use technical and sensory vocabulary relevant to the project.
- Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of *The eatwell plate*.

PoaP Unit: Freestanding Structures (Structures)**Key learning in design and technology****Prior learning**

- Experience of using construction kits to build walls, towers and frameworks.
- Experience of using of basic tools e.g. scissors or hole punches with construction materials e.g. plastic, card.
- Experience of different methods of joining card and paper.

Designing

- Generate ideas based on simple design criteria and their own experiences, explaining what they could make.
- Develop, model and communicate their ideas through talking, mock-ups and drawings.

Making

- Plan by suggesting what to do next.
- Select and use tools, skills and techniques, explaining their choices.
- Select new and reclaimed materials and construction kits to build their structures.
- Use simple finishing techniques suitable for the structure they are creating.

Evaluating

- Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings.
- Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.

Technical knowledge and understanding

- Know how to make freestanding structures stronger, stiffer and more stable.
- Know and use technical vocabulary relevant to the project.

PoaP Unit: Slider and Levers (**Mechanisms**)**Key learning in design and technology**

Key vocab: design, investigate, communicate ideas, make, cut, tools, joining, levers mechanism, evaluate, stronger, stiffer.

Prior learning

- Early experiences of working with paper and card to make simple flaps and hinges.
- Experience of simple cutting, shaping and joining skills using scissors, glue, paper fasteners and masking tape.

Designing

- Generate ideas based on simple design criteria and their own experiences, explaining what they could make.
- Develop, model and communicate their ideas through drawings and mock-ups with card and paper.

Making

- Plan by suggesting what to do next.
- Select and use tools, explaining their choices, to cut, shape and join paper and card.
- Use simple finishing techniques suitable for the product they are creating.

Evaluating

- Explore a range of existing books and everyday products that use simple sliders and levers.
- Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.

Technical knowledge and understanding

- Explore and use sliders and levers.
- Understand that different mechanisms produce different types of movement.
- Know and use technical vocabulary relevant to the project.

Art & Design	<p><u>Clay-Lighthouses (linked to Smeaton's Tower, Plymouth)</u></p> <p><u>Objective: To develop ideas</u></p> <ul style="list-style-type: none"> • Use a range of materials to creatively design and make projects • Use sculpture to develop and share ideas from experiences and imagination • Respond to ideas and starting points • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. 	<p><u>Line Drawing Portrait Painting (linked to Elizabeth I)</u></p> <p><u>Objective: To develop ideas</u></p> <ul style="list-style-type: none"> • Respond to ideas and starting points • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. <p><u>Objective: To master techniques- Portrait Drawing</u></p> <ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. 	<p><u>Collage- (Known artist Matisse)</u></p> <p><u>Objective: To develop ideas</u></p> <ul style="list-style-type: none"> • Respond to ideas and starting points • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. <p><u>Objective To master techniques</u></p> <p><u>Collage</u></p> <ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials • Mix materials to create texture.
Music	<p><u>Charanga</u></p> <p>Term 1. Hey You! Term 2: Rhythm In The Way We Walk and The Banana Rap</p> <p><u>Singing practice:</u> Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p><u>Assembly:</u> Listen with concentration and understanding to a range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p><u>Charanga</u></p> <p>Term 3: In The Groove Term 4: Round and Round.</p> <p><u>Singing practice:</u> Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p><u>Assembly:</u> Listen with concentration and understanding to a range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p><u>Charanga</u></p> <p>Term 5: Your Imagination Term 6: Reflect, Rewind and Replay</p> <p><u>Singing practice:</u> Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p><u>Assembly:</u> Listen with concentration and understanding to a range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>

Objective: To develop practical skills in order to participate, compete and lead a healthy lifestyle

Term 1 Dance- (Power of PE)

- Copy and remember moves and positions.
- Move with careful control and coordination.
- Link two or more actions to perform a sequence.
- Choose movements to communicate a mood, feeling or idea

Term 2– Health related Exercises Ball Skills and Games
Lead healthy active lifestyles

Be physically active for sustained periods of time
Engage in competitive sports and activities.

- Develop skills when throwing, catching and bouncing.
- Use catching skills in combination.
- Develop tactics.
- Lead others when appropriate.

REAL PE unit 1 and 2

Objective: To develop practical skills in order to participate, compete and lead a healthy lifestyle

Term 3 Gymnastics-Kingsbury SP

Develop skills in Body shapes, balances, travelling and basic sequences.

- To use apparatus safely
- Observe and describe another child's activity
- Lead others when appropriate.

Term 4 Striking and Fielding Power of PE

- Throw and catch using a range of equipment
- Understand concept of games
- Aim using different equipment

REAL PE Unit 3 and 4

Objective: To develop practical skills in order to participate, compete and lead a healthy lifestyle

Term 5 Argyle Coaching –multi skills Power of PE

- Use the terms 'opponent' and 'team-mate'.
- To use and develop their sending, receiving and travelling skills.
- Use running, jumping and kicking skills in combination.
- Develop tactics when playing a game.
- Apply skills to games.
- Use the terms 'opponent' and 'team-mate'.
- Use rolling, hitting, running, jumping, catching and kicking skills in combination.
- Lead others when appropriate.
- to communicate a mood, feeling or idea

Term 6 Athletics Power of PE

Master basic movements including running, jumping, throwing and catching as well as agility, balance and coordination (ABC)and begin to apply in a range of athletic activities.

REAL PE unit 5 and 6

Jigsaw

Being Me in My World

- *Feeling special and safe
- *Being part of a class
- *Rights and responsibilities
- *Rewards and feeling proud
- *Consequences
- *Owning the Learning Charter

Celebrating Difference

- *Similarities and differences
- *Understanding bullying and knowing how to deal with it
- *Making new friends
- *Celebrating the differences in everyone

Jigsaw

Dreams and Goals

- *Setting goals
- *Identifying successes and achievements
- *Learning styles
- *Working well and celebrating achievements with a partner
- *Tackling new challenges
- *Identifying and overcoming obstacles
- *Feelings of success

Healthy Me

- *Keeping myself healthy
- *Healthier lifestyle choices
- *Keeping clean
- *Being safe
- *Medicine safety/safety with household items
- *Road safety
- *Linking health and happiness

Jigsaw

Relationships

- *Belonging to a family
- *Making friends/being a good friend
- *Physical contact preferences
- *People who help us
- *Qualities as a friend and person
- *Self acknowledgement
- *Being a good friend to myself
- *Celebrating special relationships

Changing Me

- *Life cycles-animal and humans
- *Changes in me
- *Changes since being a baby
- *Differences between female and male bodies (correct terminology)
- *Linking growing and learning
- *Coping with change
- *Transition