Oulton class: **Reception** children will follow same projects~ see skills progression and EYFS profile for more detailed information
Year 1 & Year 2

Cycle 1:

	Autumn Term Discover	Spring Term Explore	Summer Term Create
Project Title	What if you could do something to change the world?	What if meerkats wanted to live in Iceland?	What if you made a book all about you?
Concepts	friendship, care, equality, common good, cohesion, segregation, oppression	transformation, identity	well-being, individuality, resilience
P4C	Goldfinger p119~ precision of language; happiness; wishes		Billy Bash p156~ self control, emotions, belief, happiness
Lead subject/s	History: significant individuals~ Rosa Parks and Nelson Mandela	Geography: weather in hot/ cold countries; homes in different countries	DT: book making Art & design: observational drawing
Quality Outcome		Film (Attenborough style)	Book launch afternoon tea
Curriculum Links	**Maths:** Measurement – units of measure. Accuracy of measurement. Understanding the consequences of not measuring correctly; Creating pictograms/bar graphs/tally charts etc to show rainfall, temperate, and weather each day. **History:** locating birthplaces/ significant events of significant people **DT:** Fitting shapes together etc **Geography:** Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles. **Music:** from diff cultures/places **English**: use imagination **Life skills:** Self-image and worth; rules, sharing opinions. **Black History Month:** Sports people of colour. **Antibullying Week** **DT and Art:** Shaping materials Joining materials Selecting appropriate materials for a purpose based on their properties	**Maths:** Measurement – units of measure. Accuracy of measurement. Understanding the consequences of not measuring correctly; co-ordinates; Creating pictograms/bar graphs/tally charts etc to show rainfall, temperate, and weather each day. **Science**: animals/ habitats; Weighing equipment and ingredients. Measuring amounts of liquid needed. Collecting and presenting data in different ways. Night and day; seasons; identify and name basic parts of the human body **Music**: appreciation of music from different countries and cultures **DT:** Measuring lengths for cuts etc Measuring resources, equipment and distances etc. **Geography:** Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles; climate zones (topics/poles)(Jungle/sea); areas **History:** significant individuals– recap Nelson Mandela **Safer Internet Day** **LGBTQ+ month**	**PE and life skills:** Importance of a balanced diet and healthy eating. Turns to use in team games. Directions to pass a ball etc; teamwork **Life skills:** Make choices about a wider range of aspects of their health and well-being, and be more confident in their understanding about what keeps them healthy. **Science:** which parts of the plant are we using? Measuring periods of time – e.g. how long a plant takes to grow. **Art**: styles from different cultures and countries; Observational drawings of plants at different stages using different media. **Maths:** What fraction of a piece of fruit/veg are we using? Putting fractions into a real life context. Creating pictograms/bar graphs/tally charts etc to show rainfall, temperate, and weather each day; Measuring size of plants; Measuring time taken to grow **History:** Sequencing time and events/chronological order. **Geography:** Identify seasonal/daily weather patterns in the UK and the location of hot and

		Computing: Film technology	cold areas of the world in relation to the equator and the North and South poles.
Visits/ visitors		Banham Zoo	Visiting author
Resource links:	Black History Month https://www.worldhistory.org/	https://www.geography.org.uk/Teaching-Resources https://www.worldhistory.org/	https://www.worldhistory.org/
Art	Explore the work of artists, craftspeople and designers from different times for differences and similarities Identify what they might change in their current work or develop in future work Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media Work on different scales Manipulate malleable materials in a variety of ways including rolling and kneading; Explore sculpture with a range of malleable media Manipulate malleable materials for a purpose, e.g. pot, tile; Understand the safety and basic care of materials and tools; Experiment with constructing and joining recycled, natural and manmade materials; Use simple 2-D shapes to create a 3-D form; Change the surface of a malleable material e.g. build a textured tile Create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc; Arrange and glue materials to different backgrounds;	Explore the work of artists, craftspeople and designers from different cultures for differences and similarities Review what they and others have done and say what they think and feel about it Control the types of marks made with the range of media Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes. Match and sort fabrics and threads for colour, texture, length, size and shape; Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting; Cut and shape fabric using scissors/snips; Apply shapes with glue or by stitching; Apply decoration using beads, buttons, feathers etc; Create cords and plaits for decoration; Apply colour with printing, dipping, fabric crayons; Create and use dyes i.e. onion skins, tea, coffee; Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel	Record and explore ideas from first hand observations Ask and answer questions about the starting points for their work Develop their ideas – try things out, change their minds Review what they and others have done and say what they think and feel about it Identify what they might change in their current work or develop in future work Name, match and draw lines/marks from observations. Use differently textured and sized media. Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc. Use a variety of tools and techniques including different brush sizes and types; Mix and match colours to artefacts and objects; Work on different scales; Experiment with tools and techniques e.g. layering, mixing media, scraping through; Name different types of paint and their properties; Identify primary colours by name; Mix primary shades and tones; Create textured paint by adding sand, plaster Print with a range of hard and soft materials e.g. corks, pen barrels, sponge; Make simple marks on rollers and printing palettes;

	Sort and group materials for different purposes e.g. colour texture; Fold, crumple, tear and overlap papers; Work on different scales; Collect, sort, name match colours appropriate for an image; Create and arrange shapes appropriately; Create, select and use textured paper for an image		Take simple prints i.e. mono -printing; Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils; Build repeating patterns and recognise pattern in the environment; Create simple printing blocks with press print; Design more repetitive patterns; Experiment with overprinting motifs and colour; Make rubbings to collect textures and patterns.
Computing	Can debug simple programs Can use logical reasoning to predict the behaviour of simple programs Understands what algorithms are and that they are implemented as programs on devices Algorithm, program, software, code Use technology to manipulate digital content Use technology to retrieve digital content Personal information, link, icon, username, Keep personal information private when using technology Knows who to contact for help if they are unsure about online content or contact I can explain that other people's identity online can be different to their identity in real life and why they might want to do that I can give examples of how I might use technology to communicate with others I don't know well. I can explain how information put online about me can last for a long time. I know who to talk to if I think someone has made a mistake about putting something online. I can give examples of bullying behaviour and how it could look online. I can talk about how someone can/would get help about being bullied online or offline.	Can debug simple programs Can use logical reasoning to predict the behaviour of simple programs Understands what algorithms are and that they are implemented as programs on devices Algorithm, program, software, code Use technology to manipulate digital content Use technology to retrieve digital content Personal information, link, icon, username, Keep personal information private when using technology Knows who to contact for help if they are unsure about online content or contact I can explain that other people's identity online can be different to their identity in real life and why they might want to do that I can give examples of how I might use technology to communicate with others I don't know well. I can explain how information put online about me can last for a long time. I know who to talk to if I think someone has made a mistake about putting something online. I can give examples of bullying behaviour and how it could look online. I can talk about how someone can/would get help about being bullied online or offline.	Can debug simple programs Can use logical reasoning to predict the behaviour of simple programs Understands what algorithms are and that they are implemented as programs on devices Algorithm, program, software, code Use technology to manipulate digital content Use technology to retrieve digital content Personal information, link, icon, username, Keep personal information private when using technology Knows who to contact for help if they are unsure about online content or contact I can explain that other people's identity online can be different to their identity in real life and why they might want to do that I can give examples of how I might use technology to communicate with others I don't know well. I can explain how information put online about me can last for a long time. I know who to talk to if I think someone has made a mistake about putting something online. I can give examples of bullying behaviour and how it could look online. I can talk about how someone can/would get help about being bullied online or offline.

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Year 1 & Year 2

	I can use keywords in search engines. I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri). I can explain simple guidance for using technology in different environments and settings and how these can help me. I can describe and explain some rules for keeping my information private. I can explain what passwords are and can use passwords for my accounts and devices. I can explain how many devices in my home could be connected to the internet and can list some of those devices. I can describe why other people's work belongs to them. I can recognise that content on the internet may belong to other people.	I can use keywords in search engines. I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri). I can explain simple guidance for using technology in different environments and settings and how these can help me. I can describe and explain some rules for keeping my information private. I can explain what passwords are and can use passwords for my accounts and devices. I can explain how many devices in my home could be connected to the internet and can list some of those devices. I can describe why other people's work belongs to them. I can recognise that content on the internet may belong to other people.	I can use keywords in search engines. I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri). I can explain simple guidance for using technology in different environments and settings and how these can help me. I can describe and explain some rules for keeping my information private. I can explain what passwords are and can use passwords for my accounts and devices. I can explain how many devices in my home could be connected to the internet and can list some of those devices. I can describe why other people's work belongs to them. I can recognise that content on the internet may belong to other people.
Essential prior knowledge and links to EYFS	Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.		
SEND support	Keyboard keys display/sheets. Computer icons display/sheet. Off screen provision.		
DT	Generate ideas by drawing on their own and other people's experiences; Develop their design ideas through discussion, observation, drawing and modelling; Identify a purpose for what they intend to design and make; Identify simple design criteria; Make simple drawings and label parts Begin to select tools and materials; use vocab' to name and describe them; Measure, cut and score with some accuracy; Use hand tools safely and appropriately; Assemble, join and combine materials in order to make a product; Choose and use appropriate finishing techniques	Generate ideas by drawing on their own and other people's experiences; Develop their design ideas through discussion, observation, drawing and modelling; Identify a purpose for what they intend to design and make; Measure, cut and score with some accuracy; Use hand tools safely and appropriately; Cut, shape and join fabric to make a simple garment; Use basic sewing techniques; Evaluate against their design criteria; Evaluate their products as they are developed, identifying strengths and possible changes they might make;	Generate ideas by drawing on their own and other people's experiences; Develop their design ideas through discussion, observation, drawing and modelling; Identify a purpose for what they intend to design and make; Begin to select tools and materials; use vocab' to name and describe them; Measure, cut and score with some accuracy; Use hand tools safely and appropriately; Follow safe procedures for food safety and hygiene; Choose and use appropriate finishing techniques

	Evaluate against their design criteria; Evaluate their products as they are developed, identifying strengths and possible changes they might make; Talk about their ideas, saying what they like and dislike about them	Talk about their ideas, saying what they like and dislike about them	Evaluate against their design criteria; Evaluate their products as they are developed, identifying strengths and possible changes they might make; Talk about their ideas, saying what they like and dislike about them
Essential prior knowledge and links to EYFS	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG Creating with Materials) Share their creations, explaining the process they have used (ELG Creating with Materials) Make use of props and materials when role playing characters in narratives and stories. (ELG Creating with Materials) Use a range of small tools, including scissors, paint brushes and cutlery (ELG Fine Motor Skills) Begin to show accuracy and care when drawing. (ELG Fine motor skills)	Share their creations, explaining the process they have used (ELG Creating with Materials) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG Creating with Materials) To have explored different materials, for example felt, lace. To have experience of weaving on a large scale, for example in fencing/the outdoor learning environment. Use a range of small tools, including scissors, paint brushes and cutlery (ELG Fine Motor Skills) Begin to show accuracy and care when drawing. (ELG Fine motor skills)	Have had experience either at home or in school of cooking and baking. Share their creations, explaining the process they have used (ELG Creating with Materials) Use a range of small tools, including scissors, paint brushes and cutlery (ELG Fine Motor Skills) Begin to show accuracy and care when drawing. (ELG Fine motor skills)
Common misconceptions	If their completed product does not match their design they have failed. They only get one opportunity to design their product.		
SEND support	Use of templates to draw/cut around. Peer support to use tools – such as another child holding a ruler in place whilst they draw the line for children with poor motor skills. Use of pictorial cues to show them the steps they need to take to be successful in the task. Use of clicker to evaluate where appropriate or the opportunity to evaluate orally and record. Where possible children to be allowed to work on a larger scale for those with poor motor skills.		
English			
Reading			
Reception			
Year 1	• apply phonic knowledge to decode words • speedily read all 40+ letters/groups for 40+ phonemes • read accurately by blending taught GPC • read common exception words • read common suffixes (-s, -es, -ing, -ed, etc.) • read multisyllable words containing taught GPCs	• recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known • drawing on what they already know or on background information and vocabulary provided by the teacher	

	• read contractions and understanding use of apostrophe • read aloud phonically-decodable texts • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	• checking that the text makes sense to them as they read and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them
Year 2	• secure phonic decoding until reading is fluent • read accurately by blending, including alternative sounds for graphemes • read multisyllable words containing these graphemes • read common suffixes • read exception words, noting unusual correspondences • read most words quickly & accurately without overt sounding and blending • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • recognising simple recurring literary language in stories and poetry • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • discussing and clarifying the meanings of words, linking new meanings to known vocabulary	• discussing their favourite words and phrases • discussing the sequence of events in books and how items of information are related • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • making inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of what has been read so far • being introduced to non-fiction books that are structured in different ways • participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
Writing		
Genre & focus~ all year groups	Journey story: Story structure - creating plots and paragraph types Instructions Tale of overcoming a magical disaster: Characterisation and dialogue Persuasion	Wishing tale: Settings Discussion Finding Tale: Characterisation & dialogue Explanation
		Tale of defeating the monster: settings Information Tale of Quest: story structure~ creating plots and paragraph types Recount

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Reception Handwriting	Focus on mark making and developing fine motor skills through a range of activities: Teaching the correct seating position Pencil Grip Tracing patterns	CC Letters: c, a, o, d, g, q, e, s, L Letters: l, i, t, u, Learn to write name (copy)	OR Letters: r, b, n, h, m, k, p ZM Letters: v, w, x, z More complex letters: f, j, y Digits 0-9 Write name independently using the correctly formed lower case letters with a capital at the beginning	Consolidation of letter formation of lower case letters CC Letters: c, a, o, d, g, q, e, s, L Letters: l, i, t, u, OR Letters: r, b, n, h, m, k, p ZM Letters: v, w, x, z More complex letters: f, j, y Use and apply in writing activities
Text Structure	Introduce: Planning Tool –Story map /story mountain Whole class retelling of story Understanding of beginning/ middle / end Retell simple 5-part story: Once upon a time First / Then / Next But So Finally,…..happily ever after Non-fiction: Factual writing closely linked to a story Simple factual sentences based around a theme Names Labels Captions Lists Diagrams Message			
Sentence Construction	Introduce: Simple sentences Simple Connectives: and who until but Say a sentence, write and read it back to check it makes sense. Compound sentences using connectives (coordinating conjunctions) and / but -'ly' openers Luckily / Unfortunately, 'Run' - Repetition for rhythm: e.g. He walked and he walked Repetition in description e.g. a lean cat, a mean cat			
Word Structure/ Language	Introduce: Determiners the a my your an this that his her their some all Prepositions: up down in into out to onto Adjectives e.g. old, little, big, small, quiet Adverbs e.g. luckily, unfortunately, fortunately Similes – using 'like'			
Punctuation	Introduce: Finger spaces Full stops Capital letters			
Terminology	Introduce: Finger spaces Letter Word Sentence Full stops			

	Capital letter Simile~ like
Year 1	
Handwriting	Consolidate reception list
Text Structure	Consolidate Reception list Introduce: **Fiction**: Planning Tools: Story map / story Mountain (Refer to Story-Type grids) Plan opening around character(s), setting, time of day and type of weather Understanding - beginning /middle/end to a story Understanding - 5 parts to a story: Opening *Once upon a time…* Build-up *One day…* Problem / Dilemma *Suddenly,../ Unfortunately,…* Resolution *Fortunately,…* Ending *Finally,….* **Non-fiction:** Planning tools: text map / washing line Heading Introduction Opening factual statement: Middle section(s) Simple factual sentences around a *them* Bullet points for instructions Labelled diagrams Ending: Concluding sentence
Sentence Construction	Consolidate Reception list Introduce: Types of sentences: Statements Questions Exclamations Simple Connectives: *And, or, but*, *so*, *because*, *so that*, *then*, *that*, *while*, *when*, *where* Also as openers: *While…When…Where…* -'ly' openers *Fortunately,…Unfortunately, Sadly,…* Simple sentences e.g. *I went to the park. The castle is haunted.* Embellished simple sentences using adjectives e.g. *The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.* Compound sentences using connectives (coordinating conjunctions) and/or/ but/so e.g. *The children played on the swings and slid down the slide. Spiders can be small or they can be large. Charlie hid but Sally found him. It was raining so they put on their coats.* Complex sentences: Use of 'who' (relative clause) e.g. *Once upon a time there was a little old woman who lived in a forest. There are many children who like to eat ice cream.* 'Run' - Repetition for rhythm e.g. *He walked and he walked and he walked.* Repetition for description e.g. *a lean cat, a mean cat*; *a green dragon, a fiery dragon*
Word Structure/ Language	Consolidate Reception list Introduce: Prepositions: *inside*, *outside*, *towards*, *across*, *under* Determiners: *the a my your an this*, *that his her their some*, *all lots of many more*, *those these*

	Adjectives to describe e.g. *The old house… The huge elephant…* Alliteration e.g. *dangerous dragon slimy snake* Similes using as….as… e.g. *as tall as a house*; *as red as a radish* Precise, clear language to give information e.g. *First, switch on the red button. Next, wait for the green light to flash...* *Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes)* *Suffixes that can be added to verbs (e.g. helping, helped, helper)* *How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)*
Punctuation	Consolidate Reception list Introduce: Capital Letters: *Capital letter for names*; *Capital letter for the personal pronoun I* Full stops Question marks Exclamation marks Speech bubble Bullet points
Terminology	Consolidate: Finger spaces; Letter; Word; Sentence; Full stops; Capital letter; Simile – 'like' Introduce: Punctuation; Question mark; Exclamation mark; Speech bubble; Bullet points; Singular/ plural; Adjective; Verbs; Connective; Alliteration; Simile – 'as'
Year 2	
Handwriting	
Text Structure	Consolidate Year 1 list Introduce: Fiction Secure use of planning tools: Story map / story mountain / story grids/ 'Boxingup' grid Plan opening around character(s), setting, time of day and type of weather Understanding 5 parts to a story with more complex vocabulary Opening e.g. *In a land far away…. One cold but bright morning…..* Build-up e.g. *Later that day* Problem / Dilemma e.g. *To his amazement* Resolution e.g. *As soon as* Ending e.g. *Luckily, Fortunately,* Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation. Non-Fiction Introduce: Secure use of planning tools: Text map /washing line / 'Boxing –up' grid Introduction: Heading; Hook to engage reader; Factual statement / definition; Opening question

	Middle section(s)Group related ideas / facts into sections; Sub headings to introduce sentences/sections; Use of lists – what is needed / lists of steps to be taken; Bullet points for facts Diagrams Ending Make final comment to reader; Extra tips! / Did-you-know? facts / True or false? The consistent use of present tense versus past tense throughout texts Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. *she is drumming, he was shouting)*
Sentence Construction	Consolidate Year 1 list Introduce: Types of sentences: Statements Questions Exclamations Commands -'ly' starters e.g. *Usually, Eventually, Finally, Carefully, Slowly, …* Vary openers to sentences Embellished simple sentences using: adjectives e.g. *The boys peeped inside the dark cave.* adverbs e.g. *Tom ran quickly down the hill.* Secure use of compound sentences (Coordination) using connectives: *and/ or / but / so* (coordinating conjunctions) Complex sentences (Subordination) using: Drop in a relative clause: who/which e.g. Sam, who was lost, sat down and cried. The Vikings, who came from Scandinavia, invaded Scotland. The Fire of London, which started in Pudding Lane, spread quickly. Additional subordinating conjunctions: *what/while/when/where/ because/ then/so that/ if/to/until* e.g. *While the animals were munching breakfast, two visitors arrived; During the Autumn, when the weather is cold, the leaves fall off the trees.* Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis. Expanded noun phrases e.g. *lots of people, plenty of food* List of 3 for description e.g. *He wore old shoes, a dark cloak and a red hat. African elephants have long trunks, curly tusks and large ears.*
Word Structure/ Language	Consolidate Year 1 list Introduce: Prepositions: *behind above along before between after* Alliteration e.g. *wicked witch; slimy slugs* Similes using…like… e.g. *… like sizzling sausages …hot like a fire* Two adjectives to describe the noun e.g. *The scary, old woman…Squirrels have long, bushy tails.* Adverbs for description e.g. *Snow fell gently and covered the cottage in the wood.* Adverbs for information e.g. Lift the pot carefully onto the tray. The river quickly flooded the town. Generalisers for information, e.g. Most dogs…. Some cats…. Formation of nouns using suffixes such as –ness, –er Formation of adjectives using suffixes such as –ful,–less Use of the suffixes –er and –est to form comparisons of adjectives and adverbs
Punctuation	Consolidate Year 1 list Introduce: Demarcate sentences: Capital letters; Full stops; Question marks; Exclamation marks

	Commas to separate items in a list Comma after –ly opener e.g. *Fortunately,….Slowly,….* Speech bubbles /speech marks for direct speech *Apostrophes to mark contracted forms in spelling* e.g. *don't, can't* *Apostrophes to mark singular possession* e.g. *the cat's name*		
Terminology	Consolidate: Punctuation • Finger spaces • Letter • Word • Sentence • Full stops • Capital letter • Question mark • Exclamation mark • Speech bubble • Bullet points Singular/ plural; Adjective; Verb; Connective; Alliteration; Simile – 'as'/ 'like'	Introduce: Apostrophe (contractions and singular possession) Commas for description 'Speech marks' Suffix Verb / adverb Statement, question, exclamation Command (Bossy verbs) Tense (past, present, future) Adjective / noun Noun phrases Generalisers	
French	Understand a few familiar spoken words– e.g. teacher's instructions, days of the week, a few words in a song, colours, numbers Start to imitate correct pronunciation. Understand that some people speak a different language to my own.	Understand a few familiar spoken words– e.g. teacher's instructions, days of the week, a few words in a song, colours, numbers Start to imitate correct pronunciation. Understand that some people speak a different language to my own.	Understand a few familiar spoken words– e.g. teacher's instructions, days of the week, a few words in a song, colours, numbers Copy a few words and simple phrases – e.g. greeting, naming classroom objects. Know how to pronounce some single letter sounds. Start to imitate correct pronunciation. Understand that some people speak a different language to my own.
Geography	Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.	Name and locate the world's seven continents and five oceans. Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map.

		physical features: devise a simple map; and use and construct basic symbols in a key.	Use fieldwork and observational skills to study the key human and physical features of the schools surrounding areas.
Essential Prior Learning	ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.		
	Maps and plans of school; Walking routes through school and following on a plan/map.		
Misconceptions	Higher up you go, hotter it is because you are closer to the sun; all countries in Africa are poor; Geography is just about where places are; country stereotypes	The equator is a source of heat; all deserts are located along the equator; Africa is a country; all countries in Africa are poor; warm places are always dry and cooler places are where it rains; Geography is just about where places are; country stereotypes	Geography is just about where places are; country stereotypes
SEND support	Enlarged versions of maps; Simpler versions of maps showing only key features; Using globes and Google Earth/ Mapillary to develop sense of distance; sentence scaffolds; pre teaching of subject specific vocabulary		
History	Puts 5 people, events or objects in order using a given scale. Uses past and present when telling others about an event. Uses information to describe the past. Uses information to describe differences between then and now. Recounts main events from a significant point in history. Uses evidence to explain reasons why people in past acted as they did. Name some famous events and some famous people? Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). Understands why some people in the past did things.	Uses past and present when telling others about an event. Uses information to describe the past. Uses information to describe differences between then and now. Recounts main events from a significant point in history. Asks and answers questions such as: 'what was it like for a ….?', 'what happened in the past?', 'how long ago did …. happen?', Writes own date of birth.	Recount changes in own life over time Puts 5 people, events or objects in order using a given scale. Uses words and phrases such as recently, before, after, now, later, when mummy and daddy were little, before I was born, when I was younger Uses past and present when telling others about an event. Uses information to describe the past. Uses information to describe differences between then and now. Looks carefully at pictures or objects to find information about the past. Estimates the ages of people by studying and describing their features Describes objects, people and events. Writes simple stories and recounts about the past.

	Looks carefully at pictures or objects to find information about the past. Asks and answers questions such as: 'what was it like for a ….?', 'what happened in the past?', 'how long ago did …. happen?', Estimates the ages of people by studying and describing their features Describes objects, people and events. Writes simple stories and recounts about the past. Draws labelled diagrams and writes about them to tell others about people, events and objects from the past.		
Essential Prior Learning	**ELG:** Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now; - Understand the past through settings, characters and events encountered in books read in class and storytelling **Understanding the world:** give the children a range of personal experiences~ visit museum or sites of historical interest; engage with local community; oral history; investigating artefacts; looking at images or exploring buildings **Development Matters:** Talk about members of their immediate family and community; name and describe people who are familiar to them; comment on images of familiar situations in the past; compare and contrast characters from stories, including figures from the past		
	Identify similarities and differences Make connections between the past and present Focus on change and continuity Develop sense of chronology by identifying changes in their own lives and use simple language that relates to the passing of time		
Misconceptions	Confused chronology, anachronism and no sense of duration; confusion and simplicity with why things happened and what were the results & why people in the past acted as they did; misunderstanding sources; finding differences with historical investigations		
SEND support	• Place sources and information on audio/MP3 • Pairing of less confidence/ more able readers • Visual representations of big ideas • Handling artefacts • Using word banks • Active involvement • Structured writing frames		
Maths	Year 1	Year 1	Year 1
Specific content	**Place Value to 10:** Sort objects Count objects	**Addition and Subtraction to 20:** Add to 20 by counting on. Find and make number bonds to 20.	**Multiplication and Division:** Count in 10s. Make equal groups.

	Represent objects Count, read and write numbers forwards/backwards to and from 10. Count one more/one less One – to – one correspondence to compare groups. Use language greater, fewer, equal, more and less to compare groups. Introduce <, > and = symbols Compare numbers Order groups of objects. Order numbers. Ordinal numbers (1st, 2nd, 3rd etc) Using number lines.	Add by making 10. Subtraction not crossing 10. Subtraction crossing 10. Related addition and subtraction facts. Comparing number sentences using <, > and =.	Add equal groups (repeated addition). Make arrays. Make doubles. Make equal groups (grouping) Make equal groups (sharing)
Essential prior knowledge and links to EYFS	Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; (ELG – Numerical Patterns) Experience of counting objects. Understanding of concepts more and less.	Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; (ELG – Numerical Patterns) Understanding of number lines. Deep knowledge of numbers to 10 – including composition of numbers and instant recall of number bonds. Secure understanding of addition and subtraction to 10.	Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; (ELG – Numerical Patterns) Understanding on addition to link multiplication to repeated addition. Experiences of sharing objects Understanding of counting in 2s, 5s and 10s.
Common Misconceptions	Number lines are only ever horizontal – cannot be vertical. When ordering numbers, they cannot be moved place. When counting we always have to start at 0.	Lack of understanding of finding the difference. Lack of understanding of the term 'total'. When subtracting from 20 the answer will always be greater than when subtracting from 10.	Confusing addition and multiplication symbols. Confusing division and subtraction symbols. Confusing sharing and grouping.
SEND support	Use of concrete resources available at all time. Use of worked models to support independent working. Use of relevant displays to refer to. Use of peer support and discussion to support working out. Break tasks into manageable chunks Use of Maths meetings to revisit and review concepts regularly		

	Use of technology where appropriate. Pre-teaching		
Specific content	**Addition and subtraction to 10:** Part-whole models Addition symbol Fact families – addition facts Number bonds within 10 Number bonds to 10 Compare number bonds Adding together Adding more Finding part of a number Subtraction – how many left? Subtraction symbol Subtraction – breaking numbers apart Fact families – 8 facts Subtraction – counting back	**Place Value to 50:** Numbers to 50. Tens and ones. Represent numbers to 50. One more/one less to 50. Compare objects within 50. Compare numbers within 50. Count in 2s. Count in 5s.	**Fractions:** Find half of a shape Find half of a number Find quarter of a shape Find quarter of a number
Essential prior knowledge and links to EYFS	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. (ELG Numerical Pattern) Understanding of counting back. Understanding of the concepts more and less.	Deep understanding of numbers to 20, including composition of numbers and instant recall of number bonds to 20. Understanding of one more/less to 20.	Understanding of division and sharing. Be able to name common shapes. To have a deep understanding of numbers to 50.
Common misconceptions	Lack of understanding of finding the difference. Lack of understanding of the term 'total'. Number bonds to 5 have no correlation to number bonds to 10. The whole in a whole-part model always has to be at the top.	Confusing tens and ones for example in the number 25, saying it has 5 tens and 2 ones. When partitioning saying a number has the number of tens it is equal to, for example 57 has 50 tens.	That half just means two pieces, not securely understanding they have to be equal. Confusing the numerator and denominator. Confusion when finding ¾ of a number that they take away the denominator from the number.
SEND Support	Use of concrete resources available at all time. Use of worked models to support independent working. Use of relevant displays to refer to. Use of peer support and discussion to support working out. Break tasks into manageable chunks		

	Use of Maths meetings to revisit and review concepts regularly Use of technology where appropriate. Pre-teaching		
Specific content	**Shape:** Recognise and name 3D shapes. Sort 3D shapes Recognise and name 2D shapes. Sort 2D shapes Patterns with 2D and 3D shapes.	**Measure: Length and Height** Compare lengths and heights. Measure length.	**Position and Directions:** Describe turns (half, quarter, full) Describe position (behind, next to, in front, above, on, below, under, left, right).
Essential prior knowledge and links to EYFS	To be able to describe the shape and size of objects e.g. big, small, round. To have had experiences of shape fitting activities and games	To be able to describe the shape and size of objects e.g. big, small, round.	To be able to negotiate space safely with consideration for themselves and others (ELG Gross Motor Skills)
Common misconceptions	Naming 3D shapes by the 2D shape on their face – e.g. cylinder = circle etc. 2D shapes are solid. A cuboid and cube are the same shape.	Using the term bigger rather than longer/taller. Thinking length and height is always ordered from shortest to longest/tallest.	Confusing above and on. Confusing left and right.
SEND support	Use of concrete resources available at all time. Use of worked models to support independent working. Use of relevant displays to refer to. Use of peer support and discussion to support working out. Break tasks into manageable chunks Use of Maths meetings to revisit and review concepts regularly Use of technology where appropriate. Pre-teaching		
Specific content	**Place Value to 20:** Count forwards and backwards to 20. Write numbers to 20 in numerals and words. Numbers 11 to 20. Count one more/less to 20. Compare groups of objects to 20. Compare numbers to 20. Order groups of numbers to 20. Order numbers to 20.	**Measure: Weight and Volume** Introduce weight and mass (differences between them) Measure Mass Compare Mass Introduce capacity and volume. Measure capacity. Compare capacity	**Place value to 100** Count to 100. Partition numbers to 100. Compare numbers to 100. Order numbers to 100. One more/one less to 100.
Essential prior knowledge and links to EYFS	Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts,	Experience of handling objects and exploring scales.	Deep understanding of numbers to 50, including composition of numbers and instant recall of number bonds to 20.

	recognising when one quantity is greater than, less than or the same as the other quantity; (ELG – Numerical Patterns) Deep understanding of numbers to 10. Knowledge of 1 more/1 less to 10. Counting forwards and backwards to 10		Understanding of one more/less to 50.
Common misconceptions	When counting we always start at 0 or 20 depending on forwards or back) Reversing numerals – e.g writing 17 as 71. Numbers can only be partitioned into two parts. The whole number is always at the top of a whole part model.	Larger items are always heavier, smaller items are always lighter. Confusing weight and mass. Half empty/half full are two different amounts. Larger (taller) containers will always hold more water.	When counting we always start at 0 or 20 depending on forwards or back) Reversing numerals – e.g writing 17 as 71. Numbers can only be partitioned into two parts. The whole number is always at the top of a whole part model.
SEND support	Use of concrete resources available at all time. Use of worked models to support independent working. Use of relevant displays to refer to. Use of peer support and discussion to support working out. Break tasks into manageable chunks Use of Maths meetings to revisit and review concepts regularly Use of technology where appropriate. Pre-teaching		
Specific content			**Money:** Recognising coins (and their value in relation to each other). Recognising notes. Counting coins.
Essential prior knowledge and links to EYFS			Role play shop/garden centre etc. Understanding on counting in 1s, 2s, 5s, and 10 to support counting counts. Experiences of paying for items in real life shops.
Common misconception			We have a 3p, 4p etc. Lack of understanding of having to count a 2p twice, 5p five times etc. Larger sized coins are always worth more.
SEND support	Use of concrete resources available at all time. Use of worked models to support independent working. Use of relevant displays to refer to.		

<table>
<tr><td></td><td colspan="3">Use of peer support and discussion to support working out.
Break tasks into manageable chunks
Use of Maths meetings to revisit and review concepts regularly
Use of technology where appropriate.
Pre-teaching</td></tr>
<tr><td>Specific content</td><td colspan="2" rowspan="4"></td><td>Time:
Before and after
Dates (days of the week, months of the year)
Time to the hour.
Time to half an hour.
Writing time.
Comparing time.</td></tr>
<tr><td>Essential prior knowledge and links to EYFS</td><td>Opportunities to order events and talk about events that have happened and are going to happen.
Experiences of discussing time – e.g. knowing lunchtime is 12:15/ordering the daily timetable.</td></tr>
<tr><td>Common misconceptions</td><td>Confusing hour and minute hands when telling the time.
Half past being ‘6 past’.</td></tr>
<tr><td>SEND support</td><td>Use of concrete resources available at all time.
Use of worked models to support independent working.
Use of relevant displays to refer to.
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Break tasks into manageable chunks
Use of Maths meetings to revisit and review concepts regularly
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Pre-teaching</td></tr>
<tr><td>Maths</td><td>Year 2</td><td colspan="2">Year 2</td><td>Year 2</td></tr>
<tr><td>Specific content</td><td colspan="2">Place Value:
Count objects to 100.
Read and write numbers in numerals and words.
Represent numbers to 100 in a variety of ways.
Tens and ones – using whole-part models.</td><td>Multiplication and Division:
Make equal groups – sharing
Make equal groups – grouping
Divide by 2
Odd and even numbers</td><td>Position and Direction:
Describe movement (positional and directional language)
Describe turns
Describe movement and turns together</td></tr>
</table>

	Tens and ones – using addition. Using place value charts Compare objects – similarities and differences. Compare numbers - <, >, =. Order objects and numbers. Count in 2s, 5s and 10s. Count in 3s.	Divide by 5 Divide by 10	Making patterns with shape
Essential prior knowledge	Count forwards and backwards between 0 and 100 from any given numbers. Represent numbers to 50. Experience of partition numbers	Counting forwards and backwards in 2s, 5s and 10s. To know the 2, 5 and 10 x table and related division facts.	Use positional language such as above, on, in front, next to etc. Understand half and quarter turns. To know left and right.
Common Misconceptions	Confusing < and > symbols. Reversing digits e.g. writing 25 as 52. Confusing tens and ones in a number. Whole numbers always go at the top of a whole part number.	Sharing and grouping are the same thing. Knowing when to share or group.	Confusing left and right. Not secure with clockwise and anticlockwise movements.
SEND support	Use of concrete resources available at all time. Use of worked models to support independent working. Use of relevant displays to refer to. Use of peer support and discussion to support working out. Break tasks into manageable chunks Use of Maths meetings to revisit and review concepts regularly Use of technology where appropriate. Pre-teaching		
Specific content	**Addition and Subtraction:** Fact families – addition and subtraction facts to 20. Checking calculations using the inverse. Compare number sentences using <, > and =. Related number facts. Number bonds to 100 (using tens). Add and subtract ones. 10 more/less. Add and subtract tens. Add a 2 digit and 1 digit number – crossing ten. Add two 2 digit numbers – not crossing ten. Add two 2 digit numbers – crossing ten.	**Statistics:** Make tally charts Draw pictograms (scale 1-1) Interpret pictograms (scale 1-1) Draw pictograms (scales of 2, 5 and 10) Interpret pictograms (scales of 2, 5 and 10) Block diagrams	**Problem Solving and Efficient Methods:** Word problems Different approaches Finding most efficient methods

	Subtract a 2 digit number from a 2 digit number – not crossing ten. Subtract a 2 digit number from a 2 digit number – crossing ten. Bonds to 100 (tens and ones) Add 3 one digit numbers.		
Essential prior knowledge	Deep understanding of number bonds to 10. Experiences comparing numbers using < > and =/ To be secure in adding and subtracting two single digit numbers.	Experiences of data handing in simple ways – for example counting people favourite colour and writing number.	Experiences and exposure to problem solving and reasoning tasks. Secure understanding on Mathematical terms such as total, differences, more and less etc.
Common Misconceptions	When subtracting you can take the larger number from the small number. The = symbol always has an answer before or after it – lack of understanding it means that both sides of the equation are equal.	Tally charts are always vertical lines. Not looking at keys closely on pictograms to support counting.	There is only one 'right' way to solve problems.
SEND support	Use of concrete resources available at all time. Use of worked models to support independent working. Use of relevant displays to refer to. Use of peer support and discussion to support working out. Break tasks into manageable chunks Use of Maths meetings to revisit and review concepts regularly Use of technology where appropriate. Pre-teaching		
Specific content	**Money:** Count money in pence. Count money in pounds (coins and notes) Count money coins and notes. Make the same amount in different ways. Compare money. Find totals of money. Find the difference in prices. Find change. Two – step money problems (find total, then change).	**Properties of Shape:** Recognise 2D and 3D shapes Count sides on 2D shapes Count vertices on 2D shapes Draw 2D shapes Lines of symmetry Sort 2D shapes Make patterns with 2D shapes Count faces on 3D shapes Count vertices on 3D shapes Sort 3D shapes Make patterns with 3D shapes	**Time:** O'clock and half past Quarter past and quarter to Tell the time to nearest 5 minutes Hours and days Duration of time Compare durations of time
Essential prior knowledge	Recognise coins. Recognise notes.	To name 2D and 3D shapes.	Experiences of ordering time. Understanding of hour and minute hands.

Common misconceptions	Adding money by number of coins rather than value. Counting all money in pounds rather than pence.	Naming 3D shapes by the 2D shape on their faces. Confusing sides and edges.	Saying 2 past, 3 past etc rather than 10 past, quart er past etc. Hours working on scale of 60 rather than 100.
SEND support	Use of concrete resources available at all time. Use of worked models to support independent working. Use of relevant displays to refer to. Use of peer support and discussion to support working out. Break tasks into manageable chunks Use of Maths meetings to revisit and review concepts regularly Use of technology where appropriate. Pre-teaching		
Specific content	**Multiplication and Division:** Recognise equal groups. Make equal groups. Add equal groups (repeated addition). The multiplication symbol. Use arrays. 2 times table 5 times table 10 times table	**Fractions:** Make equal parts Recognise a half Find half of a shape or number Recognise a quarter Find a quarter of a shape or number Recognise a third Find a third of a shape or number Unit fractions Non-unit fractions Equivalence of ½ and 2/4 Find ¾ Count in fractions	**Mass, Capacity and Temperature:** Compare mass Measure mass in grams Measure mass in kilograms Compare volume Millitres Litres Reading temperatures Differences in temperatures
Essential prior learning	Securely count in 2s, 5s and tens. Secure understanding of the term equal.	Understanding division and sharing. Understanding of half of a shape	To understand concepts 'hot' and 'cold' To understand the difference between weight and mass. Experiences of reading scales.
Common misconceptions	Confusing the multiplication symbol for the addition symbol.	Lack of understanding that fractions are equal parts. When finding ¾ etc only finding ¼ and not multiplying. When finding fractions of a shape, the shaded part has to be next to each other to be the fraction.	Not adding units of measure with masses, volumes and temperatures. Mis-reading sales.
SEND support	Use of concrete resources available at all time. Use of worked models to support independent working.		

	Use of relevant displays to refer to. Use of peer support and discussion to support working out. Break tasks into manageable chunks Use of Maths meetings to revisit and review concepts regularly Use of technology where appropriate. Pre-teaching		
Specific content		**Length and Height:** Measure length (cm) Measure length (m) Compare length Order length Four operations with length.	
Essential prior learning		Secure understanding and calculations with the four operations.	
Common misconceptions		Cm are the smallest unit of measure for length. Forgetting to add units to lengths.	
SEND support	Use of concrete resources available at all time. Use of worked models to support independent working. Use of relevant displays to refer to. Use of peer support and discussion to support working out. Break tasks into manageable chunks Use of Maths meetings to revisit and review concepts regularly Use of technology where appropriate. Pre-teaching		
Music	Charanga Units: Autumn 1 – Me! and My Stories (Reception units Aut1&2, 3 weeks each unit) Autumn 2 – Everyone! (Reception unit Spr1) plus Christmas play Take part in singing. Follow instructions on how and when to sing/play an instrument. Take notice of others when performing. Make and control long and short sounds (duration). Imitate changes in pitch– high and low. Make a sequence of long and short sounds with help (duration). Clap longer rhythms with help. Make different sounds (high and low– pitch; loud	Charanga Units: Spring 1 – Our World (Reception unit Spr2) Spring 2 – Hands, Feet, Heart (Y2 unit Aut1) Take part in singing. Follow instructions on how and when to sing/play an instrument. Take notice of others when performing. Make and control long and short sounds (duration). Imitate changes in pitch– high and low. Make a sequence of long and short sounds with help (duration). Clap longer rhythms with help. Make different sounds (high and low– pitch; loud and quiet– dynamics; fast and slow-tempo;	Charanga Units: Summer 1 – I Wanna Play In A Band (Y2 unit Spr1) Summer 2 – Friendship Song (Y2 unit Sum1) Take part in singing. Follow instructions on how and when to sing/play an instrument. Take notice of others when performing. Make and control long and short sounds (duration). Imitate changes in pitch– high and low. Make a sequence of long and short sounds with help (duration). Clap longer rhythms with help. Make different sounds (high and low– pitch; loud and quiet– dynamics; fast and slow-tempo;

	and quiet– dynamics; fast and slow-tempo; quality of the sound- smooth, crisp, scratchy, rattling, tinkling etc.– timbre). Hear the pulse in music. Hear different moods in music. Identify texture– one sound or several sounds? Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.) Listen for different types of sounds. Know how sounds are made and changed. Make sounds with a slight difference, with help. Use voice in different ways to create different effects.	quality of the sound- smooth, crisp, scratchy, rattling, tinkling etc.– timbre). Hear the pulse in music. Hear different moods in music. Identify texture– one sound or several sounds? Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.) Listen for different types of sounds. Know how sounds are made and changed. Make sounds with a slight difference, with help. Use voice in different ways to create different effects.	quality of the sound- smooth, crisp, scratchy, rattling, tinkling etc.– timbre). Hear the pulse in music. Hear different moods in music. Identify texture– one sound or several sounds? Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.) Listen for different types of sounds. Know how sounds are made and changed. Make sounds with a slight difference, with help. Use voice in different ways to create different effects.
Essential Prior Learning & EYFS	Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.		
Common misconceptions	Tempo and dynamic are linked – faster is louder etc Movement to music is just that without regard for pulse or feeling		
SEND support	Adjusting instrument choice – simple sounds (wood block/claves) or reduced number of notes available e.g. chime bars instead of glockenspiel Ear defenders if noise causes discomfort Choice – give 2 clear decisions and time to make it. Join in in own time. Pictorial cues/flashcards 1:1 support either adult or peer Sound recording or pictorial		
PE	**Interaction with objects and equipment:** Kick an object at a target. Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball. Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands. Hit a ball with a bat or racquet. Climb safely on low level equipment.	**Interaction with objects and equipment:** Carry and place equipment safely. Use hitting skills in a game. Practise basic striking, sending and receiving. Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching. Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. Pass the ball to another player in a game.	**Interaction with objects and equipment:** Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball. Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used. Know how to pass the ball in different ways. Bounce and kick a ball whilst moving.

		Use kicking skills in a game. Climb safely on low level equipment.	Use kicking skills in a game. Use dribbling skills in a game. Climb safely on low level equipment.
	Movement: Move safely around the space and equipment. Travel in different ways, including sideways and backwards. Play a range of chasing games. Move with control and co-ordination.	**Movement:** Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender. Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.	**Movement:** Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game. Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully. Y2: Swim at least 25m in a range of strokes.
	Competitive, Co-operative and Teamwork: Engage in competitive activities and team games.	**Competitive, Co-operative and Teamwork:** Engage in competitive activities and team games.	**Competitive, Co-operative and Teamwork:** Engage in competitive activities and team games. Compete against self and others.
	Dance, Balance and Agility: Control my body when performing a sequence of movements.	**Dance, Balance and Agility:** Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.	**Dance, Balance and Agility:** Perform sequences of their own composition with coordination. Perform learnt skills with increasing control.
	Knowledge, Theory and Tactics: Talk about what they have done. Talk about what others have done. Follow simple rules. Describe how the body feels when still and when exercising.	**Knowledge, Theory and Tactics:** Describe how the body feels before, during and after exercise. Follow simple rules to play games, including team games. Watch and describe performances. Begin to say how they could improve.	**Knowledge, Theory and Tactics:** Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy. Understand the importance of rules in games. Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.
Essential Prior Learning	**Early Learning Goals: Moving and Handling** - Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively. **Health and Self-Care** - Children know the importance for good		

	health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully. **Gross Motor Skills** - Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.		
Misconceptions	The skills taught in a specific sport cannot be applied in another sport or game. There are 'boys' and 'girls' sports and games. Dance and gymnastics are girls' sports.	The skills taught in a specific sport cannot be applied in another sport or game. There are 'boys' and 'girls' sports and games. Dance and gymnastics are girls' sports.	The skills taught in a specific sport cannot be applied in another sport or game. There are 'boys' and 'girls' sports and games.
SEND Support	-Available and accessible kit -Visual representations for some theory -Different zones to create areas where pupils are matched by ability -Plan pre-teaching pf PE vocabulary, concepts, processes or skills -Some tasks need to be broken down into smaller sets of instructions. -Consideration and support may be required if tasks or rules have to be modified or adapted. -Revisiting learning. -Using cameras to support pupils' recall.		
RE	Generic skills: Retell religious, spiritual and moral stories. Identify how religion and belief is expressed in different ways. Identify similarities and differences in features of religions and beliefs Recognise that some questions about life are difficult to answer. Ask questions about their own and others' feelings and experiences. Identify possible meanings for symbols and other forms of religious expression		
	Norfolk Agreed Syllabus: Incarnation~ Christmas **Discovery RE** What makes places special? Introduce children to the church~ vocabulary for the different features of the church~ QR codes Visit to synagogue~ contact Norwich Hebrew Congregation What is Christmas? How do people celebrate? (Use resources if supportive)	**Norfolk Agreed Syllabus:** Creation~ early spring **Discovery RE** What makes people special? What is Easter? How do people celebrate? (Use resources if supportive)	**Norfolk Agreed Syllabus:** Salvation~ Easter or just after What questions do religious stories make us ask? Can we find any answers? **Discovery RE** Is it possible to be kind to everyone all of the time? What can I learn from stories from religious traditions? Should people follow religious leaders and teachings?
Essential Prior Learning	ELG: Know some similarities and differences between different religious communities in this country, drawing on their experiences and what has been read in class		

Life Skills (RHE)	Contribute more ideas for rules for the group and classroom, and refer to the rules in the context of their and others' behaviour Demonstrate that they can identify, name and manage a wider range of feelings and recognise and express with confidence their positive qualities Share their views and opinions and reasons for them, and set more challenging goals both short and medium term Describe more confidently different groups and communities they belong to, including family and school, and contribute actively to the life of the class and school. Describe what improves and what harms their local, natural and built environments, what can be done and take more responsibility for looking after them Recognise the effect of their behaviour on others, and be able to cooperate with others and support those with difficulties Understand simple definitions of bullying, describe why bullying is wrong and simple strategies for dealing with it and how to help victims	**Relationships: Reception, Y1 and Y2 specific content~ see RHE skills progression~ each year taught separately** Realise and be able to describe that money comes from different sources and different uses of it Make judgements and decisions with support about how to share and value others' opinions – understanding the difference between right and wrong. Understand the importance of resisting negative peer pressure.	Make choices about a wider range of aspects of their health and well-being, and be more confident in their understanding about what keeps them healthy Describe more confidently their knowledge of the harmful aspects of some household products and medicines, and ways of keeping safe and ensuring the safety of others in familiar situations Take part in discussions with one other person, in small groups and with the whole class, and contribute more confidently to simple debates Recognise and be able to describe more confidently choices they can make and the difference between right and wrong
Essential prior learning	ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.		
Science~ generic skills	Ask questions about the world around us. Observe closely, using simple equipment. Use observations and ideas to suggest answers to questions. Observe changes over time and, with guidance, begin to notice patterns and relationships Discuss my ideas about how to find things out.		

Oulton class: **Reception** children will follow same projects~ see skills progression and EYFS profile for more detailed information
Year 1 & Year 2

	Observe and identify, compare and describe. Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them. Talk about what they have found out and how they found it out. Use simple scientific language and some science words - please refer to the Science vocabulary progression document Use comparative language – bigger, faster etc - curriculum link to English Can talk about how science helps us in our daily lives eg. torches and lights help us see when it is dark.		
Science~ content specific	Everyday 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	Animals including humans Identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees
Essential prior knowledge and links to the EYFS:	To have had opportunities to explore changing states of matter. (ELG The World) To have been exposed to a wide range of objects and materials. To explore uses for these materials, including but not limited to, modelling, storing, carrying etc. To understand the concepts of groups (Maths link).	Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG The World) Be able to name some common animals	To have experienced the outdoor world. To be able to identify a plant or tree (not by name) Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG The World)
Common Misconceptions	A glass is an object and therefore not a material. All big items will sink, all heavy items will float.	Humans are not animals All birds can fly	All plants and trees lose their leaves over autumn/winter. Plants and trees die during autumn/winter
Science ~ content specific	Uses of everyday materials Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses Compare how things move on different surfaces. Find out how the shapes of solid objects made	Living things and their habitats. Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants,	Plants Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

	from some materials can be changed by squashing, bending, twisting and stretching	and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats. 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.	
Essential prior knowledge and links to the EYFS	To have had opportunities to explore changing states of matter. (ELG The World) To have been exposed to a wide range of objects and materials. To explore uses for these materials, including but not limited to, modelling, storing, carrying etc. To understand the concepts of groups (Maths link) To be able to name a range of materials (Materials and their properties) Experiences of shaping paper (link to Art)	Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG The World) To know that humans live in a home To know that living things, need food to survive.	Use knowledge of growth from animals including humans unit to apply the term growth to plants. Knowledge that animals have needs to survive.
Common misconceptions	Bigger items will move quicker than smaller items. Solid items cannot be changed/will break if bent.	Things that are dead often mistaken for having never lived/No concept that some things have never been living.	Plants get their food from the soil. Plants cannot move.
Science content specific	**Seasonal Changes** Observe changes from summer to autumn Observe and describe weather associated with the seasons and how day length varies	**Seasonal Changes** Observe changes from Autumn to Winter/Winter to spring Observe and describe weather associated with the seasons and how day length varies	**Seasonal Changes** Observe changes Spring to Summer Observe and describe weather associated with the seasons and how day length varies.
Essential prior knowledge and links to the EYFS	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (ELG The World) Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG The World)		
Common misconceptions	It is Spring in January as that is the first month of the year and we name spring first in the seasons. When it rains it is winter, lack of concept it can rain in other months.		
SEND support	Pictorial task cards – these allow children to sequence their learning Writing frames – for example the investigation planning sheets provided to all teachers to provide a starting point to build on Word mats to keep relevant vocabulary close at hand – the vocabulary should be well modelled by all adults and where suitable be accompanied by a visual cue to support understanding		

	Task plans - provide instructions for a task visually using the headings, What do I need? What do I need to do? What happens after that? As the children become more confident they can take more ownership over creating the plan. A visual framework can be used as a consistent guide for planning an investigation in science. Headings of what am I finding out? What I need? What will I do? What to look for? What happened? Why did it happen? Each with picture support will simplify the method, results and conclusion format for the children Use of clicker where applicable/allowing children to orally record their ideas and findings.

Oulton class: **Reception** children will follow same projects~ see skills progression and EYFS profile for more detailed information
Year 1 & Year 2

Cycle 2:

	Autumn Term Discover	Spring Term Explore	Summer Term Create
Project Title	What if you were famous?	What if you lived in a different country?	What if Paddington was lost in Great Dunham?
Concepts	service, sacrifice, wisdom, aspiration compassion	diversity, equality, compassion	compassion, service, resilience, choice, duty
P4C			Let's get lost! p87~ loss, finding, knowledge, bereavement, grief
Lead subject/s	History: significant events linked to local people~ Henry Blogg	Geography: contrasting non-European country~ Malawi	RSHE~ people who help Art~ sculpture
Quality Outcome			
Curriculum links	**Life skills:** The importance of a balanced diet; understand rules help us, sharing views and opinions, co-operate with others, set themselves simple goals. **Science** which part of the plants are we using? Which of the vegetables are root vegetables etc. **Maths:** Real life context for weighing, capacity etc; co-ordinates; simple scale on maps Creating pictograms/bar graphs/tally charts etc to show rainfall, temperate, and weather each day. **DT:** Fitting shapes together etc Shaping materials; Joining materials, Selecting appropriate materials for a purpose based on their properties **Black History Month –** Sports people of colour. **Music -** Pulse **Geography:** Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles. **English:** composition of own rap lyrics	**Science:** Uses of everyday materials**.** Properties of everyday materials. Weighing equipment and ingredients. Measuring amounts of liquid needed. Collecting and presenting data in different ways. **Maths:** Measuring to the nearest cm; co-ordinates; simple scale on maps Creating pictograms/bar graphs/tally charts etc to show rainfall, temperate, and weather each day. **DT**: Structures; Measuring lengths for cuts etc. Measuring resources, equipment and distances etc. Using plants to cook, using the correct hand grips for cutting/different methods of combining foods, e.g. mixing, folding etc. **Geography:** Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles; music of Malawi; drumming patterns and actions **Music -** Pulse **Life skills:** Using plants to create a balanced diet.	**Maths:** Measuring to the nearest cm; co-ordinates; simple scale on maps; Creating pictograms/bar graphs/tally charts etc to show rainfall, temperate, and weather each day. **Life Skills**~ sense of place and self esteem; rules, know what keeps them healthy, make simple choices about some aspects of their health and well-being. How to maintain and manage good hygiene, a balanced diet etc. **English**~ Paddington stories; instruction writing **DT:** food preparation~ marmalade sandwiches**;** What fraction of a piece of fruit/veg are we using? Putting fractions into a real life context. **PE:** Turns to use in team games; Directions to pass a ball etc. Importance of exercise **Science**: importance for humans of exercise, eating the right amounts of different types of food. Measuring periods of time – e.g. how long a plant takes to grow. **History:** Sequencing time and events/chronological order. **Geography:** Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.

			Music - Pulse
Visits/ visitors	Cromer RNLI Henry Blogg Museum	Dedza workshop~ Day in the life of a child in Malawi	Local walk including pond dipping Houghton Hall art sculpture
Resource links	https://www.worldhistory.org/	https://www.geography.org.uk/Teaching-Resources https://www.worldhistory.org/	https://www.worldhistory.org/
Art	Record and explore ideas from first hand observations. Ask and answer questions about the starting points for their work. Develop their ideas – try things out, change their minds. Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media. Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. Use differently textured and sized media. Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes. Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.	Develop their ideas – try things out, change their minds. Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work Experiment with tools and techniques e.g. layering, mixing media, scraping through. Name different types of paint and their properties Identify primary colours by name. Mix primary shades and tones. Create textured paint by adding sand, plaster Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. Make simple marks on rollers and printing palettes. Take simple prints i.e. mono -printing. Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils. Build repeating patterns and recognise pattern in the environment. Create simple printing blocks with press print. Design more repetitive patterns. Experiment with overprinting motifs and colour. Match and sort fabrics and threads for colour, texture, length, size and shape.	Record and explore ideas from first hand observations. Ask and answer questions about the starting points for their work. Develop their ideas – try things out, change their minds. Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media. Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. Use differently textured and sized media. Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes. Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc. Investigate textures by describing, naming, rubbing, copying. Use a variety of tools and techniques including different brush sizes and types.

	Investigate textures by describing, naming, rubbing, copying. Use a variety of tools and techniques including different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Explore sculpture with a range of malleable media Manipulate malleable materials for a purpose, e.g. pot, tile Understand the safety and basic care of materials and tools Experiment with constructing and joining recycled, natural and manmade materials. Use simple 2-D shapes to create a 3-D form. Change the surface of a malleable material e.g. build a textured tile Explore ideas using digital sources i.e. internet Record visual information using digital cameras, video recorders. Use a simple graphics package to create images and effects with lines by changing the size of brushes in response to ideas. Shapes using eraser, shape and fill tools. Colours and Texture using simple filters to manipulate and create images. Use basic selection and cropping tools	Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. Cut and shape fabric using scissors/snips. Apply shapes with glue or by stitching. Apply decoration using beads, buttons, feathers etc. Create cords and plaits for decoration. Apply colour with printing, dipping, fabric crayons. Create and use dyes i.e. onion skins, tea, coffee. Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel Explore ideas using digital sources i.e. internet Record visual information using digital cameras, video recorders. Use a simple graphics package to create images and effects with lines by changing the size of brushes in response to ideas. Shapes using eraser, shape and fill tools. Using simple filters to manipulate and create images. Use basic selection and cropping tools	Mix and match colours to artefacts and objects. Work on different scales. Make rubbings to collect textures and patterns Match and sort fabrics and threads for colour, texture, length, size and shape. Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. Cut and shape fabric using scissors/snips. Apply shapes with glue or by stitching. Apply decoration using beads, buttons, feathers etc. Create cords and plaits for decoration. Apply colour with printing, dipping, fabric crayons. Create and use dyes i.e. onion skins, tea, coffee. Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel
Computing	Can create simple programs Understands that programs execute by following precise instructions Control Use technology purposefully to organize and store digital content Use technology purposefully to organize and store digital content Landscape, portrait, save, design, illustration, digital	Can create simple programs Understands that programs execute by following precise instructions Control Use technology purposefully to organize and store digital content Use technology purposefully to organize and store digital content Landscape, portrait, save, design, illustration, digital	Can create simple programs Understands that programs execute by following precise instructions Control Use technology purposefully to organize and store digital content Use technology purposefully to organize and store digital content Landscape, portrait, save, design, illustration, digital

Oulton class: **Reception** children will follow same projects~ see skills progression and EYFS profile for more detailed information
Year 1 & Year 2

	Describe common uses of information technology beyond school Google, website, search, online, login, password Use technology safely and respectfully Recognise that there may be people online who could make me feel sad, embarrassed or upset and who I can ask to help Use the internet with adult support to communicate with people I know. Recognise that information can stay online and could be copied. Describe what information I should not put online without asking a trusted adult first. Describe how to behave online in ways that do not upset others and can give examples Use the internet to find things out. Use simple keywords in search engines. Explain rules to keep us safe when we are using technology both in and beyond the home and give some examples. Explain why I should always ask a trusted adult before I share any information about myself online. Explain how passwords can be used to protect information and devices. Say why it belongs to me (e.g. 'it is my idea' or 'I designed it'). Save my work so that others know it belongs to me (e.g. filename, name on content).	Describe common uses of information technology beyond school Google, website, search, online, login, password Use technology safely and respectfully Recognise that there may be people online who could make me feel sad, embarrassed or upset and who I can ask to help Use the internet with adult support to communicate with people I know. Recognise that information can stay online and could be copied. Describe what information I should not put online without asking a trusted adult first. Describe how to behave online in ways that do not upset others and can give examples Use the internet to find things out. Use simple keywords in search engines. Explain rules to keep us safe when we are using technology both in and beyond the home and give some examples. Explain why I should always ask a trusted adult before I share any information about myself online. Explain how passwords can be used to protect information and devices. Say why it belongs to me (e.g. 'it is my idea' or 'I designed it'). Save my work so that others know it belongs to me (e.g. filename, name on content).	Describe common uses of information technology beyond school Google, website, search, online, login, password Use technology safely and respectfully Recognise that there may be people online who could make me feel sad, embarrassed or upset and who I can ask to help Use the internet with adult support to communicate with people I know. Recognise that information can stay online and could be copied. Describe what information I should not put online without asking a trusted adult first. Describe how to behave online in ways that do not upset others and can give examples Use the internet to find things out. Use simple keywords in search engines. Explain rules to keep us safe when we are using technology both in and beyond the home and give some examples. Explain why I should always ask a trusted adult before I share any information about myself online. Explain how passwords can be used to protect information and devices. Say why it belongs to me (e.g. 'it is my idea' or 'I designed it'). Save my work so that others know it belongs to me (e.g. filename, name on content).
Essential prior knowledge and links to EYFS	Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.		
SEND Support	Keyboard keys display/sheets. Computer icons display/sheet. Off screen provision.		
DT	Draw on their own experience to help generate ideas Suggest ideas and explain what they are going to do. Identify a target group for what they intend to design and make. Model their ideas in	Draw on their own experience to help generate ideas. Suggest ideas and explain what they are going to do. Identify a target group for what they intend to design and make. Develop their design	Draw on their own experience to help generate ideas. Suggest ideas and explain what they are going to do. Identify a target group for what they intend to design and make. Model their ideas in

	card and paper. Develop their design ideas applying findings from their earlier research. Make their design using appropriate techniques. Use simple finishing techniques to improve the appearance of their product. Evaluate their product by discussing how well it works in relation to the purpose	ideas applying findings from their earlier research. Make their design using appropriate techniques. With help measure, mark out, cut and shape a range of materials. Select and use appropriate fruit and vegetables, processes and tools. Use basic food handling, hygienic practices and personal hygiene. Use simple finishing techniques to improve the appearance of their product. Evaluate their product by discussing how well it works in relation to the purpose. Evaluate their products as they are developed, identifying strengths and possible changes they might make. Evaluate their product by asking questions about what they have made and how they have gone about it	card and paper. Develop their design ideas applying findings from their earlier research. Make their design using appropriate techniques. With help measure, mark out, cut and shape a range of materials. Use simple finishing techniques to improve the appearance of their product. Evaluate their product by discussing how well it works in relation to the purpose. Evaluate their products as they are developed, identifying strengths and possible changes they might make. Evaluate their product by asking questions about what they have made and how they have gone about it
Essential prior knowledge and links to EYFS	Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. (ELG Fine Motor Skills) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used (ELG – Creating with Materials) Have experiences of making products for a purpose/audience in mind Be aware of good hygiene practices. Have experiences at home and in school of cooking and baking	Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. (ELG Fine Motor Skills) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used (ELG – Creating with Materials)	Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing (ELG Fine motor skills) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used (ELG – Creating with Materials)
Common misconceptions	They only have one opportunity to design their product – redesigning means they have failed. If their finished product does not match their design they have failed. If they cannot progress as planned there is no other option to complete their product.		
SEND Support	Use of templates to draw/cut around. Peer support to use tools – such as another child holding a ruler in place whilst they draw the line for children with poor motor skills. Use of pictorial cues to show them the steps they need to take to be successful in the task. Use of clicker to evaluate where appropriate or the opportunity to evaluate orally and record. Where possible children to be allowed to work on a larger scale for those with poor motor skills.		
English			
Reading			
Reception			

Year 1	• apply phonic knowledge to decode words • speedily read all 40+ letters/groups for 40+ phonemes • read accurately by blending taught GPC • read common exception words • read common suffixes (-s, -es, -ing, -ed, etc.) • read multisyllable words containing taught GPCs • read contractions and understanding use of apostrophe • read aloud phonically-decodable texts • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	• recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them
Year 2	• secure phonic decoding until reading is fluent • read accurately by blending, including alternative sounds for graphemes • read multisyllable words containing these graphemes • read common suffixes • read exception words, noting unusual correspondences • read most words quickly & accurately without overt sounding and blending • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • recognising simple recurring literary language in stories and poetry • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • discussing and clarifying the meanings of words, linking new meanings to known vocabulary	• discussing their favourite words and phrases • discussing the sequence of events in books and how items of information are related • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • making inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of what has been read so far • being introduced to non-fiction books that are structured in different ways • participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
Writing		

Oulton class: **Reception** children will follow same projects~ see skills progression and EYFS profile for more detailed information
Year 1 & Year 2

Genre & focus~ all year groups	Journey story: Story structure - creating plots and paragraph types Instructions Tale of overcoming a magical disaster: Characterisation and dialogue Persuasion		Wishing tale: Settings Discussion Finding Tale: Characterisation & dialogue Explanation	Tale of defeating the monster: settings Information Tale of Quest: story structure~ creating plots and paragraph types Recount
Reception Handwriting	Focus on mark making and developing fine motor skills through a range of activities: Teaching the correct seating position Pencil Grip Tracing patterns	CC Letters: c, a, o, d, g, q, e, s, L Letters: l, i, t, u, Learn to write name (copy)	OR Letters: r, b, n, h, m, k, p ZM Letters: v, w, x, z More complex letters: f, j, y Digits 0-9 Write name independently using the correctly formed lower case letters with a capital at the beginning	Consolidation of letter formation of lower case letters CC Letters: c, a, o, d, g, q, e, s, L Letters: l, i, t, u, OR Letters: r, b, n, h, m, k, p ZM Letters: v, w, x, z More complex letters: f, j, y Use and apply in writing activities
Text Structure	Introduce: Planning Tool –Story map /story mountain Whole class retelling of story Understanding of beginning/ middle / end Retell simple 5-part story: Once upon a time First / Then / Next But So Finally,…..happily ever after Non-fiction: Factual writing closely linked to a story Simple factual sentences based around a theme Names Labels Captions Lists Diagrams Message			
Sentence Construction	Introduce: Simple sentences Simple Connectives: and who until but Say a sentence, write and read it back to check it makes sense. Compound sentences using connectives (coordinating conjunctions) and / but -'ly' openers Luckily / Unfortunately, 'Run' - Repetition for rhythm: e.g. He walked and he walked Repetition in description e.g. a lean cat, a mean cat			
Word Structure/ Language	Introduce: Determiners the a my your an this that his her their some all Prepositions: up down in into out to onto Adjectives e.g. old, little, big, small, quiet Adverbs e.g. luckily, unfortunately, fortunately Similes – using 'like'			
Punctuation	Introduce: Finger spaces Full stops Capital letters			
Terminology	Introduce:			

	Finger spaces Letter Word Sentence Full stops Capital letter Simile~ like
Year 1	
Handwriting	Consolidate reception list
Text Structure	Consolidate Reception list Introduce: **Fiction**: Planning Tools: Story map / story Mountain (Refer to Story-Type grids) Plan opening around character(s), setting, time of day and type of weather Understanding - beginning /middle/end to a story Understanding - 5 parts to a story: Opening *Once upon a time…* Build-up *One day…* Problem / Dilemma *Suddenly,../ Unfortunately,…* Resolution *Fortunately,…* Ending *Finally,….* **Non-fiction:** Planning tools: text map / washing line Heading Introduction Opening factual statement: Middle section(s) Simple factual sentences around a *them* Bullet points for instructions Labelled diagrams Ending: Concluding sentence
Sentence Construction	Consolidate Reception list Introduce: Types of sentences: Statements Questions Exclamations Simple Connectives: *And, or, but*, *so*, *because*, *so that*, *then*, *that*, *while*, *when*, *where* Also as openers: *While…When…Where…* -'ly' openers *Fortunately,…Unfortunately, Sadly,…* Simple sentences e.g. *I went to the park. The castle is haunted.* Embellished simple sentences using adjectives e.g. *The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.* Compound sentences using connectives (coordinating conjunctions) and/or/ but/so e.g. *The children played on the swings and slid down the slide. Spiders can be small or they can be large. Charlie hid but Sally found him. It was raining so they put on their coats.* Complex sentences: Use of 'who' (relative clause) e.g. *Once upon a time there was a little old woman who lived in a forest. There are many children who like to eat ice cream.* 'Run' - Repetition for rhythm e.g. *He walked and he walked and he walked.* Repetition for description e.g. *a lean cat, a mean cat*; *a green dragon, a fiery dragon*

Word Structure/ Language	Consolidate Reception list Introduce: Prepositions: *inside*, *outside*, *towards*, *across*, *under* Determiners: *the a my your an this*, *that his her their some*, *all lots of many more*, *those these* Adjectives to describe e.g. *The old house… The huge elephant…* Alliteration e.g. *dangerous dragon slimy snake* Similes using as….as… e.g. *as tall as a house*; *as red as a radish* Precise, clear language to give information e.g. *First, switch on the red button. Next, wait for the green light to flash...* *Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes)* *Suffixes that can be added to verbs (e.g. helping, helped, helper)* *How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)*
Punctuation	Consolidate Reception list Introduce: Capital Letters: *Capital letter for names*; *Capital letter for the personal pronoun I* Full stops Question marks Exclamation marks Speech bubble Bullet points
Terminology	Consolidate: Finger spaces; Letter; Word; Sentence; Full stops; Capital letter; Simile – 'like' Introduce: Punctuation; Question mark; Exclamation mark; Speech bubble; Bullet points; Singular/ plural; Adjective; Verbs; Connective; Alliteration; Simile – 'as'
Year 2	
Text Structure	Consolidate Year 1 list Introduce: Fiction Secure use of planning tools: Story map / story mountain / story grids/ 'Boxingup' grid Plan opening around character(s), setting, time of day and type of weather Understanding 5 parts to a story with more complex vocabulary Opening e.g. *In a land far away…. One cold but bright morning…..* Build-up e.g. *Later that day* Problem / Dilemma e.g. *To his amazement* Resolution e.g. *As soon as* Ending e.g. *Luckily, Fortunately,* Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation. Non-Fiction Introduce:

	Secure use of planning tools: Text map /washing line / 'Boxing –up' grid Introduction: Heading; Hook to engage reader; Factual statement / definition; Opening question Middle section(s)Group related ideas / facts into sections; Sub headings to introduce sentences/sections; Use of lists – what is needed / lists of steps to be taken; Bullet points for facts Diagrams Ending Make final comment to reader; Extra tips! / Did-you-know? facts / True or false? The consistent use of present tense versus past tense throughout texts Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. *she is drumming, he was shouting)*
Sentence Construction	Consolidate Year 1 list Introduce: Types of sentences: Statements Questions Exclamations Commands -'ly' starters e.g. *Usually, Eventually, Finally, Carefully, Slowly, …* Vary openers to sentences Embellished simple sentences using: adjectives e.g. *The boys peeped inside the dark cave.* adverbs e.g. *Tom ran quickly down the hill.* Secure use of compound sentences (Coordination) using connectives: *and/ or / but / so* (coordinating conjunctions) Complex sentences (Subordination) using: Drop in a relative clause: who/which e.g. Sam, who was lost, sat down and cried. The Vikings, who came from Scandinavia, invaded Scotland. The Fire of London, which started in Pudding Lane, spread quickly. Additional subordinating conjunctions: *what/while/when/where/ because/ then/so that/ if/to/until* e.g. *While the animals were munching breakfast, two visitors arrived; During the Autumn, when the weather is cold, the leaves fall off the trees.* Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis. Expanded noun phrases e.g. *lots of people, plenty of food* List of 3 for description e.g. *He wore old shoes, a dark cloak and a red hat. African elephants have long trunks, curly tusks and large ears.*
Word Structure/ Language	Consolidate Year 1 list Introduce: Prepositions: *behind above along before between after* Alliteration e.g. *wicked witch; slimy slugs* Similes using…like… e.g. *… like sizzling sausages …hot like a fire* Two adjectives to describe the noun e.g. *The scary, old woman…Squirrels have long, bushy tails.* Adverbs for description e.g. *Snow fell gently and covered the cottage in the wood.* Adverbs for information e.g. Lift the pot carefully onto the tray. The river quickly flooded the town. Generalisers for information, e.g. Most dogs…. Some cats…. Formation of nouns using suffixes such as –ness, –er Formation of adjectives using suffixes such as –ful,–less Use of the suffixes –er and –est to form comparisons of adjectives and adverbs
Punctuation	Consolidate Year 1 list

	Introduce: Demarcate sentences: Capital letters; Full stops; Question marks; Exclamation marks Commas to separate items in a list Comma after –ly opener e.g. *Fortunately,….Slowly,….* Speech bubbles /speech marks for direct speech *Apostrophes to mark contracted forms in spelling* e.g. *don't, can't* *Apostrophes to mark singular possession* e.g. *the cat's name*		
Terminology	Consolidate: Punctuation • Finger spaces • Letter • Word • Sentence • Full stops • Capital letter • Question mark • Exclamation mark • Speech bubble • Bullet points Singular/ plural; Adjective; Verb; Connective; Alliteration; Simile – 'as'/ 'like'		Introduce: Apostrophe (contractions and singular possession) Commas for description 'Speech marks' Suffix Verb / adverb Statement, question, exclamation Command (Bossy verbs) Tense (past, present, future) Adjective / noun Noun phrases Generalisers
French	Understand a few familiar spoken words– e.g. teacher's instructions, days of the week, a few words in a song, colours, numbers Start to imitate correct pronunciation. Understand that some people speak a different language to my own.	Understand a few familiar spoken words– e.g. teacher's instructions, days of the week, a few words in a song, colours, numbers Copy a few words and simple phrases – e.g. greeting, naming classroom objects Know how to pronounce some single letter sounds. Start to imitate correct pronunciation. Understand that some people speak a different language to my own.	Understand a few familiar spoken words– e.g. teacher's instructions, days of the week, a few words in a song, colours, numbers Copy a few words and simple phrases – e.g. greeting, naming classroom objects Know how to pronounce some single letter sounds. Start to imitate correct pronunciation. Understand that some people speak a different language to my own.
Geography	Name and locate local town/village Identify what they like/ don't like about a locality Observe and describe the human and physical geography of a small area of the United Kingdom. Describe the location of features and routes on maps.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a non-European country. Use basic geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest,	Name and locate local town/village Identify what they like/ don't like about a locality Observe and describe the human and physical geography of a small area of the United Kingdom. Identify seasonal/daily weather patterns in the UK

	Use photographs to recognise landmarks and basic human and physical features Devise simple picture maps.	hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop) of a contrasting non-European country. Identify the location of hot and cold areas of the world in relation to the equator and the North and South poles. Use maps, atlases and globes to identify the continents and oceans. Describe the location of features and routes on maps. Use photographs to recognise landmarks and basic human and physical features Ask questions relevant to a locality	Use basic geographical vocabulary to refer to physical features of their school, its grounds and of the surrounding environment. make plausible predictions about geographical learning e.g the weather Use locational and directional language (eg, near and far, left and right) Describe the location of features and routes on maps. Use photographs to recognise landmarks and basic human and physical features Devise simple picture maps. Use simple fieldwork and observational skills to study the geography of their school and its grounds. Ask questions relevant to a locality
Essential Prior Learning	ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.		
	Great Dunham is a village; King's Lynn, Swaffham, Dereham are towns; Norwich is a city	We live in England which is part of UK. Follow routes on maps.	School is in Great Dunham, a village.
Misconceptions	Geography is just about where places are	Geography is just about where places are	Geography is just about where places are
SEND support	Enlarged versions of maps; Simpler versions of maps showing only key features; Using globes and Google Earth/ Mapillary to develop sense of distance; sentence scaffolds; pre teaching of subject specific vocabulary		
History	Sequence three objects/events in chronological order (recent history). Uses words and phrases: old, new, young, days, months, long time ago Remember parts of stories and memories about the past. Retell familiar story in chronological order Tell the difference between past and present in own and other people's lives. Identify objects from the past Begins to identify and recount some details from the past from sources (eg. pictures, stories)	Remembers parts of stories and memories about the past. Retell familiar story in chronological order Tell the difference between past and present in own and other people's lives.	Sequence three objects/events in chronological order (recent history). Uses words and phrases: old, new, young, days, months, long time ago Remembers parts of stories and memories about the past. Retell familiar story in chronological order Tell the difference between past and present in own and other people's lives. Understand we have a queen who rules us and that Britain has had a king or queen for many years

	Can they give a plausible explanation about what an object was used for in the past? Finds answers to simple questions about the past from sources of information (eg. pictures, stories) Shows knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking).		Know who will succeed the queen Identify objects from the past Begins to identify and recount some details from the past from sources (eg. pictures, stories) Can they give a plausible explanation about what an object was used for in the past? Shows knowledge and understanding about the past in different ways (eg. role play, drawing, and writing, talking).
Essential Prior Learning	**ELG:** Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now; - Understand the past through settings, characters and events encountered in books read in class and storytelling **Understanding the world:** give the children a range of personal experiences~ visit museum or sites of historical interest; engage with local community; oral history; investigating artefacts; looking at images or exploring buildings **Development Matters:** Talk about members of their immediate family and community; name and describe people who are familiar to them; comment on images of familiar situations in the past; compare and contrast characters from stories, including figures from the past		
	Identify similarities and differences Make connections between the past and present Focus on change and continuity Develop sense of chronology by identifying changes in their own lives and use simple language that relates to the passing of time		
Misconceptions	Confused chronology, anachronism and no sense of duration; confusion and simplicity with why things happened and what were the results & why people in the past acted as they did; misunderstanding sources; finding differences with historical investigations		
SEND support	Place sources and information on audio/MP3 Pairing of less confidence/ more able readers Visual representations of big ideas Handling artefacts Using word banks Active involvement Structured writing frames		
Maths	Year 1	Year 1	Year 1
Specific content	**Place Value to 10:** Sort objects Count objects Represent objects Count, read and write numbers forwards/backwards to and from 10. Count one more/one less	**Addition and Subtraction to 20:** Add to 20 by counting on. Find and make number bonds to 20. Add by making 10. Subtraction not crossing 10. Subtraction crossing 10. Related addition and subtraction facts. Comparing number sentences using <, > and =.	**Multiplication and Division**: Count in 10s. Make equal groups. Add equal groups (repeated addition). Make arrays. Make doubles. Make equal groups (grouping) Make equal groups (sharing)

	One – to – one correspondence to compare groups. Use language greater, fewer, equal, more and less to compare groups. Introduce <, > and = symbols Compare numbers Order groups of objects. Order numbers. Ordinal numbers (1st, 2nd, 3rd etc) Using number lines.		
Essential prior knowledge and links to EYFS	Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; (ELG – Numerical Patterns) Experience of counting objects. Understanding of concepts more and less.	Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; (ELG – Numerical Patterns) Understanding of number lines. Deep knowledge of numbers to 10 – including composition of numbers and instant recall of number bonds. Secure understanding of addition and subtraction to 10	Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; (ELG – Numerical Patterns) Understanding on addition to link multiplication to repeated addition. Experiences of sharing objects Understanding of counting in 2s, 5s and 10s.
Common misconceptions	Number lines are only ever horizontal – cannot be vertical. When ordering numbers, they cannot be moved place. When counting we always have to start at 0.	Lack of understanding of finding the difference. Lack of understanding of the term 'total'. When subtracting from 20 the answer will always be greater than when subtracting from 10.	Confusing addition and multiplication symbols. Confusing division and subtraction symbols. Confusing sharing and grouping.
SEND support	Use of concrete resources available at all time. Use of worked models to support independent working. Use of relevant displays to refer to. Use of peer support and discussion to support working out. Break tasks into manageable chunks Use of Maths meetings to revisit and review concepts regularly Use of technology where appropriate. Pre-teaching		
Specific content	**Addition and subtraction to 10:** Part-whole models	**Place Value to 50:** Numbers to 50.	**Fractions:** Find half of a shape

	Addition symbol Fact families – addition facts Number bonds within 10 Number bonds to 10 Compare number bonds Adding together Adding more Finding part of a number Subtraction – how many left? Subtraction symbol Subtraction – breaking numbers apart Fact families – 8 facts Subtraction – counting back	Tens and ones. Represent numbers to 50. One more/one less to 50. Compare objects within 50. Compare numbers within 50. Count in 2s. Count in 5s.	Find half of a number Find quarter of a shape Find quarter of a number
Essential prior knowledge and links to EYFS	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. (ELG Numerical Pattern) Understanding of counting back. Understanding of the concepts more and less.	Deep understanding of numbers to 20, including composition of numbers and instant recall of number bonds to 20. Understanding of one more/less to 20.	Understanding of division and sharing. Be able to name common shapes. To have a deep understanding of numbers to 50.
Common misconceptions	Lack of understanding of finding the difference. Lack of understanding of the term 'total'. Number bonds to 5 have no correlation to number bonds to 10. The whole in a whole-part model always has to be at the top.	Confusing tens and ones for example in the number 25, saying it has 5 tens and 2 ones. When partitioning saying a number has the number of tens it is equal to, for example 57 has 50 tens.	That half just means two pieces, not securely understanding they have to be equal. Confusing the numerator and denominator. Confusion when finding ¾ of a number that they take away the denominator from the number.
SEND support	Use of concrete resources available at all time. Use of worked models to support independent working. Use of relevant displays to refer to. Use of peer support and discussion to support working out. Break tasks into manageable chunks Use of Maths meetings to revisit and review concepts regularly Use of technology where appropriate. Pre-teaching		
Specific content	**Shape:**	**Measure: Length and Height**	**Position and Directions:**

	Recognise and name 3D shapes. Sort 3D shapes Recognise and name 2D shapes. Sort 2D shapes Patterns with 2D and 3D shapes.	Compare lengths and heights. Measure length.	Describe turns (half, quarter, full) Describe position (behind, next to, in front, above, on, below, under, left, right).
Essential prior knowledge and links to EYFS	To be able to describe the shape and size of objects e.g. big, small, round. To have had experiences of shape fitting activities and games	To be able to describe the shape and size of objects e.g. big, small, round.	To be able to negotiate space safely with consideration for themselves and others (ELG Gross Motor Skills)
Common misconceptions	Naming 3D shapes by the 2D shape on their face – e.g. cylinder = circle etc. 2D shapes are solid. A cuboid and cube are the same shape.	Using the term bigger rather than longer/taller. Thinking length and height is always ordered from shortest to longest/tallest.	Confusing above and on. Confusing left and right.
SEND support	Use of concrete resources available at all time. Use of worked models to support independent working. Use of relevant displays to refer to. Use of peer support and discussion to support working out. Break tasks into manageable chunks Use of Maths meetings to revisit and review concepts regularly Use of technology where appropriate. Pre-teaching		
Specific content	**Place Value to 20:** Count forwards and backwards to 20. Write numbers to 20 in numerals and words. Numbers 11 to 20. Count one more/less to 20. Compare groups of objects to 20. Compare numbers to 20. Order groups of numbers to 20. Order numbers to 20.	**Measure: Weight and Volume** Introduce weight and mass (differences between them) Measure Mass Compare Mass Introduce capacity and volume. Measure capacity. Compare capacity	**Place value to 100** Count to 100. Partition numbers to 100. Compare numbers to 100. Order numbers to 100. One more/one less to 100.
Essential prior knowledge and links to EYFS	Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; (ELG – Numerical Patterns) Deep understanding of numbers to 10.	Experience of handling objects and exploring scales.	Deep understanding of numbers to 50, including composition of numbers and instant recall of number bonds to 20. Understanding of one more/less to 50.

	Knowledge of 1 more/1 less to 10. Counting forwards and backwards to 10		
Common misconceptions	When counting we always start at 0 or 20 depending on forwards or back) Reversing numerals – e.g writing 17 as 71. Numbers can only be partitioned into two parts. The whole number is always at the top of a whole part model.	Larger items are always heavier, smaller items are always lighter. Confusing weight and mass. Half empty/half full are two different amounts. Larger (taller) containers will always hold more water.	When counting we always start at 0 or 20 depending on forwards or back) Reversing numerals – e.g writing 17 as 71. Numbers can only be partitioned into two parts. The whole number is always at the top of a whole part model.
SEND support	Use of concrete resources available at all time. Use of worked models to support independent working. Use of relevant displays to refer to. Use of peer support and discussion to support working out. Break tasks into manageable chunks Use of Maths meetings to revisit and review concepts regularly Use of technology where appropriate. Pre-teaching		
Specific content			**Money:** Recognising coins (and their value in relation to each other). Recognising notes. Counting coins.
Essential prior knowledge and links to EYFS			Role play shop/garden centre etc. Understanding on counting in 1s, 2s, 5s, and 10 to support counting counts. Experiences of paying for items in real life shops
Common misconceptions			We have a 3p, 4p etc. Lack of understanding of having to count a 2p twice, 5p five times etc. Larger sized coins are always worth more.
SEND support	Use of concrete resources available at all time. Use of worked models to support independent working. Use of relevant displays to refer to. Use of peer support and discussion to support working out. Break tasks into manageable chunks Use of Maths meetings to revisit and review concepts regularly Use of technology where appropriate. Pre-teaching		

Specific content			**Time:** Before and after Dates (days of the week, months of the year) Time to the hour. Time to half an hour. Writing time. Comparing time.
Essential prior knowledge and links to EYFS			Opportunities to order events and talk about events that have happened and are going to happen. Experiences of discussing time – e.g. knowing lunchtime is 12:15/ordering the daily timetable.
Common misconceptions			Confusing hour and minute hands when telling the time. Half past being '6 past'.
Send Support	Use of concrete resources available at all time. Use of worked models to support independent working. Use of relevant displays to refer to. Use of peer support and discussion to support working out. Break tasks into manageable chunks Use of Maths meetings to revisit and review concepts regularly Use of technology where appropriate. Pre-teaching		
Maths	Year 2	Year 2	Year 2
Specific content	**Place Value:** Count objects to 100. Read and write numbers in numerals and words. Represent numbers to 100 in a variety of ways. Tens and ones – using whole-part models. Tens and ones – using addition. Using place value charts Compare objects – similarities and differences. Compare numbers - <, >, =. Order objects and numbers. Count in 2s, 5s and 10s. Count in 3s.	**Multiplication and Division:** Make equal groups – sharing Make equal groups – grouping Divide by 2 Odd and even numbers Divide by 5 Divide by 10	**Position and Direction:** Describe movement (positional and directional language) Describe turns Describe movement and turns together Making patterns with shape

Oulton class: **Reception** children will follow same projects~ see skills progression and EYFS profile for more detailed information
Year 1 & Year 2

Essential prior knowledge	Count forwards and backwards between 0 and 100 from any given numbers. Represent numbers to 50. Experience of partition numbers	Counting forwards and backwards in 2s, 5s and 10s. To know the 2, 5 and 10 x table and related division facts.	Use positional language such as above, on, in front, next to etc. Understand half and quarter turns. To know left and right
Common misconceptions	Confusing < and > symbols. Reversing digits e.g. writing 25 as 52. Confusing tens and ones in a number. Whole numbers always go at the top of a whole part number.	Sharing and grouping are the same thing. Knowing when to share or group.	Confusing left and right. Not secure with clockwise and anticlockwise movements.
SEND support	Use of concrete resources available at all time. Use of worked models to support independent working. Use of relevant displays to refer to. Use of peer support and discussion to support working out. Break tasks into manageable chunks Use of Maths meetings to revisit and review concepts regularly Use of technology where appropriate. Pre-teaching		
Specific content	**Addition and Subtraction:** Fact families – addition and subtraction facts to 20. Checking calculations using the inverse. Compare number sentences using <, > and =. Related number facts. Number bonds to 100 (using tens). Add and subtract ones. 10 more/less. Add and subtract tens. Add a 2 digit and 1 digit number – crossing ten. Add two 2 digit numbers – not crossing ten. Add two 2 digit numbers – crossing ten. Subtract a 2 digit number from a 2 digit number – not crossing ten. Subtract a 2 digit number from a 2 digit number – crossing ten. Bonds to 100 (tens and ones) Add 3 one digit numbers	**Statistics:** Make tally charts Draw pictograms (scale 1-1) Interpret pictograms (scale 1-1) Draw pictograms (scales of 2, 5 and 10) Interpret pictograms (scales of 2, 5 and 10) Block diagrams	**Problem Solving and Efficient Methods:** Word problems Different approaches Finding most efficient methods

Oulton class: **Reception** children will follow same projects~ see skills progression and EYFS profile for more detailed information
Year 1 & Year 2

Essential prior knowledge	Deep understanding of number bonds to 10. Experiences comparing numbers using < > and =/ To be secure in adding and subtracting two single digit numbers.	Experiences of data handing in simple ways – for example counting people favourite colour and writing number	Experiences and exposure to problem solving and reasoning tasks. Secure understanding on Mathematical terms such as total, differences, more and less etc.
Common misconceptions	When subtracting you can take the larger number from the small number. The = symbol always has an answer before or after it – lack of understanding it means that both sides of the equation are equal.	Tally charts are always vertical lines. Not looking at keys closely on pictograms to support counting	There is only one 'right' way to solve problems
SEND support	Use of concrete resources available at all time. Use of worked models to support independent working. Use of relevant displays to refer to. Use of peer support and discussion to support working out. Break tasks into manageable chunks Use of Maths meetings to revisit and review concepts regularly Use of technology where appropriate. Pre-teaching		
Specific content	Money: Count money in pence. Count money in pounds (coins and notes) Count money coins and notes. Make the same amount in different ways. Compare money. Find totals of money. Find the difference in prices. Find change. Two – step money problems (find total, then change).	Properties of Shape: Recognise 2D and 3D shapes Count sides on 2D shapes Count vertices on 2D shapes Draw 2D shapes Lines of symmetry Sort 2D shapes Make patterns with 2D shapes Count faces on 3D shapes Count vertices on 3D shapes Sort 3D shapes Make patterns with 3D shapes	Time: O'clock and half past Quarter past and quarter to Tell the time to nearest 5 minutes Hours and days Duration of time Compare durations of time
Essential prior knowledge	Recognise coins. Recognise notes.	To name 2D and 3D shapes.	Experiences of ordering time. Understanding of hour and minute hands.
Common misconceptions	Adding money by number of coins rather than value. Counting all money in pounds rather than	Naming 3D shapes by the 2D shape on their faces. Confusing sides and edges.	Saying 2 past, 3 past etc rather than 10 past, quart er past etc. Hours working on scale of 60 rather than 100
SEND support	Use of concrete resources available at all time. Use of worked models to support independent working. Use of relevant displays to refer to.		

	Use of peer support and discussion to support working out. Break tasks into manageable chunks Use of Maths meetings to revisit and review concepts regularly Use of technology where appropriate. Pre-teaching		
Specific content	**Multiplication and Division:** Recognise equal groups. Make equal groups. Add equal groups (repeated addition). The multiplication symbol. Use arrays. 2 times table 5 times table 10 times table	**Fractions:** Make equal parts Recognise a half Find half of a shape or number Recognise a quarter Find a quarter of a shape or number Recognise a third Find a third of a shape or number Unit fractions Non-unit fractions Equivalence of ½ and 2/4 Find ¾ Count in fractions	**Mass, Capacity and Temperature:** Compare mass Measure mass in grams Measure mass in kilograms Compare volume Millitres Litres Reading temperatures Differences in temperatures
Essential prior knowledge	Securely count in 2s, 5s and tens. Secure understanding of the term equal.	Understanding division and sharing. Understanding of half of a shape	To understand concepts 'hot' and 'cold' To understand the difference between weight and mass. Experiences of reading scales.
Common misconceptions	Confusing the multiplication symbol for the addition symbol.	Lack of understanding that fractions are equal parts. When finding ¾ etc only finding ¼ and not multiplying. When finding fractions of a shape, the shaded part has to be next to each other to be the fraction.	Not adding units of measure with masses, volumes and temperatures. Mis-reading sales
SEND support	Use of concrete resources available at all time. Use of worked models to support independent working. Use of relevant displays to refer to. Use of peer support and discussion to support working out. Break tasks into manageable chunks Use of Maths meetings to revisit and review concepts regularly Use of technology where appropriate. Pre-teaching		

Specific content		**Length and Height:** Measure length (cm) Measure length (m) Compare length Order length Four operations with length.	
Essential prior knowledge		Secure understanding and calculations with the four operations.	
Common misconceptions		Cm are the smallest unit of measure for length. Forgetting to add units to lengths	
SEND support	Use of concrete resources available at all time. Use of worked models to support independent working. Use of relevant displays to refer to. Use of peer support and discussion to support working out. Break tasks into manageable chunks Use of Maths meetings to revisit and review concepts regularly Use of technology where appropriate. Pre-teaching		
Music	**Charanga Units:** **Autumn 1 - Hey You! (Y1 unit Aut1)** **Autumn 2 – Ho Ho Ho (Y2 unit Aut2) plus Christmas play** Take part in singing. Follow instructions on how and when to sing/play an instrument. Take notice of others when performing. Make and control long and short sounds (duration). Imitate changes in pitch– high and low. Make a sequence of long and short sounds with help (duration). Clap longer rhythms with help. Make different sounds (high and low– pitch; loud and quiet– dynamics; fast and slow-tempo; quality of the sound- smooth, crisp, scratchy, rattling, tinkling etc.– timbre).	**Charanga Units:** **Spring 1 – Rhythm In The Way We Walk (Y1 unit Aut2)** **Spring 2 – Round & Round (Y1 unit Spr2)** Take part in singing. Follow instructions on how and when to sing/play an instrument. Take notice of others when performing. Make and control long and short sounds (duration). Imitate changes in pitch– high and low. Make a sequence of long and short sounds with help (duration). Clap longer rhythms with help. Make different sounds (high and low– pitch; loud and quiet– dynamics; fast and slow-tempo; quality of the sound- smooth, crisp, scratchy, rattling, tinkling etc.– timbre).	**Charanga Units:** **Summer 1 – Your Imagination (Y1 unit Sum1)** **Summer 2 – Reflect, Rewind, Replay (Y1 Unit Sum2)** Take part in singing. Follow instructions on how and when to sing/play an instrument. Take notice of others when performing. Make and control long and short sounds (duration). Imitate changes in pitch– high and low. Make a sequence of long and short sounds with help (duration). Clap longer rhythms with help. Make different sounds (high and low– pitch; loud and quiet– dynamics; fast and slow-tempo; quality of the sound- smooth, crisp, scratchy, rattling, tinkling etc.– timbre).

	Hear the pulse in music. Hear different moods in music. Identify texture– one sound or several sounds? Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.). Listen for different types of sounds. Know how sounds are made and changed. Make sounds with a slight difference, with help. Use voice in different ways to create different effects.	Hear the pulse in music. Hear different moods in music. Identify texture– one sound or several sounds? Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.). Listen for different types of sounds. Know how sounds are made and changed. Make sounds with a slight difference, with help. Use voice in different ways to create different effects.	Hear the pulse in music. Hear different moods in music. Identify texture– one sound or several sounds? Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.). Listen for different types of sounds. Know how sounds are made and changed. Make sounds with a slight difference, with help. Use voice in different ways to create different effects.
Essential prior knowledge and links to EYFS	Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.		
Common misconceptions	Tempo and dynamic are linked – faster is louder etc Movement to music is just that without regard for pulse or feeling		Classical music is boring I can't sing
SEND support	Adjusting instrument choice – simple sounds (wood block/claves) or reduced number of notes available e.g. chime bars instead of glockenspiel Ear defenders if noise causes discomfort Choice – give 2 clear decisions and time to make it. Join in in own time. Pictorial cues/flashcards 1:1 support either adult or peer Sound recording or pictorial		
PE	**Interaction with objects and equipment:** Kick an object at a target. Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball. Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands. Hit a ball with a bat or racquet. Climb safely on low level equipment.	**Interaction with objects and equipment:** Carry and place equipment safely. Use hitting skills in a game. Practise basic striking, sending and receiving. Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching. Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. Pass the ball to another player in a game.	**Interaction with objects and equipment:** Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball. Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used. Know how to pass the ball in different ways. Bounce and kick a ball whilst moving.

		Use kicking skills in a game. Climb safely on low level equipment.	Use kicking skills in a game. Use dribbling skills in a game. Climb safely on low level equipment.
	Movement: Move safely around the space and equipment. Travel in different ways, including sideways and backwards. Play a range of chasing games. Move with control and co-ordination.	**Movement:** Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender. Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.	**Movement:** Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game. Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully. Y2: Swim at least 25m in a range of strokes.
	Competitive, Co-operative and Teamwork: Engage in competitive activities and team games.	**Competitive, Co-operative and Teamwork:** Engage in competitive activities and team games.	**Competitive, Co-operative and Teamwork:** Engage in competitive activities and team games. Compete against self and others.
	Dance, Balance and Agility: Control my body when performing a sequence of movements.	**Dance, Balance and Agility:** Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.	**Dance, Balance and Agility:** Perform sequences of their own composition with coordination. Perform learnt skills with increasing control.
	Knowledge, Theory and Tactics: Talk about what they have done. Talk about what others have done. Follow simple rules. Describe how the body feels when still and when exercising.	**Knowledge, Theory and Tactics:** Describe how the body feels before, during and after exercise. Follow simple rules to play games, including team games. Watch and describe performances. Begin to say how they could improve.	**Knowledge, Theory and Tactics:** Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy. Understand the importance of rules in games. Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.
Essential Prior Learning	**Early Learning Goals: Moving and Handling** - Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively. **Health and Self-Care** - Children know the importance for good		

	health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully. **Gross Motor Skills** - Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.		
Misconceptions	The skills taught in a specific sport cannot be applied in another sport or game. There are 'boys' and 'girls' sports and games. Dance and gymnastics are girls' sports.	The skills taught in a specific sport cannot be applied in another sport or game. There are 'boys' and 'girls' sports and games. Dance and gymnastics are girls' sports.	The skills taught in a specific sport cannot be applied in another sport or game. There are 'boys' and 'girls' sports and games.
SEND Support	-Available and accessible kit -Visual representations for some theory -Different zones to create areas where pupils are matched by ability -Plan pre-teaching pf PE vocabulary, concepts, processes or skills -Some tasks need to be broken down into smaller sets of instructions. -Consideration and support may be required if tasks or rules have to be modified or adapted. -Revisiting learning. -Using cameras to support pupils' recall.		
RE	Generic skills: Recall features of religious, spiritual and moral stories and other forms of religious expression. Recognise and name features of religions and beliefs Identify what they find interesting and puzzling in life. Recognise symbols and other forms of religious expression Remembrance: Who is remembered in the church? Why? What is a church? Visit St Andrews		
	Norfolk Agreed Syllabus: What do my senses tell me about the world of religion and belief? **(Christian, Hindu, Jewish)** How did the universe come to be? **(Humanist, Hindu, Christian)** **Discovery RE:** Is it possible to be kind to everyone all of the time? What can I learn from religious traditions?	**Norfolk Agreed Syllabus:** What do Jewish people remember on Shabbat? **(Jewish, Christian)** **Discovery RE:** How special is the relationship Jews have with God? Who do I believe I am? Does it feel special to belong? Is it true that Jesus came back to life again? Is God important to everyone? Are symbols better than words at expressing religious beliefs?	**Norfolk Agreed Syllabus:** What does the cross mean to Christians? Why are symbols and artefacts important to some people? **(Christian, Jewish)** **Discovery RE:** How important is it for Jewish people to do what God has asked them to do? Is God important to everyone? Should people follow religious leaders and teachings? What is the best way for a Jew to show commitment to God? Should people follow religious leaders and teachings? Is God important to everyone?
Essential prior learning	ELG: Know some similarities and differences between different religious communities in this country, drawing on their experiences and what has been read in class		

Oulton class: **Reception** children will follow same projects~ see skills progression and EYFS profile for more detailed information
Year 1 & Year 2

Life Skills (RHE)	Agree and follow rules for their group & classroom Understand how rules help them Express some of the positive qualities Identify, name & demonstrate that they can manage some feelings Share their views & opinions Set themselves simple goals Understand that they belong to various group such as family and school Begin to contribute to the life of the class & school Understand what improves & what harms their local, natural & built environment Contribute to looking after the local environment Recognise the effect of their behaviour on other people Cooperate with others Recognise that bullying is wrong List some ways to get help in dealing with bullying	Relationships: Reception, Y1 and Y2 specific content~ see RHE skills progression~ each year taught separately Realise that money comes from different sources and can be used for different purposes Make judgements and decisions, with support, about how to share and value others' opinions Understand the difference between right and wrong.	Make simple choices about some aspects of their health & well –being Know what keeps them healthy Talk about the harmful aspects of some household products & medicines Describe ways of keeping safe in familiar situations Know how to stay safe online Take part in discussions with another person & the whole class. Take part in a simple debate about topical issues Recognise choices they can make Recognise the difference between right & wrong Agree & follow rules Understand how rules help them
Essential prior learning	ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.		
Science~ generic skills	To use the following practical scientific methods, processes & skills (adult support may be needed) – Ask simple questions about the world around us. Begin to recognise that they can be answered in different ways To say what I am looking for & what I am measuring. Link to measurement in Maths To know how to use simple equipment safely. Perform simple tests with support. To begin to say what happened in my investigation Begin to record simple data. Link to statistics in Maths		

	With help, decide how to sort & group them objects. To begin to use simple secondary sources to find answers. To begin to say what happened in my investigation. Use some simple scientific language please refer to the Scientific vocabulary progression document. Am beginning to understand science can sometimes be dangerous.		
Science~ content specific	**Everyday 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	**Plants** Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees	**Animals including humans** Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
Essential prior knowledge and links to EYFS	To have had opportunities to explore changing states of matter. (ELG The World) To have been exposed to a wide range of objects and materials. To explore uses for these materials, including but not limited to, modelling, storing, carrying etc. To understand the concepts of groups (Maths link).	To have experienced the outdoor world. To be able to identify a plant or tree (not by name) Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG The World)	Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG The World) Be able to name some common animals To be able to name the animal groups; mammals, birds, amphibians, reptiles and insects
Common misconceptions	A glass is an object and therefore not a material. All big items are heavier and small lighter All big items will float and all small items will sink	All plants die over winter. All trees loose leaves in autumn/winter Plants cannot move	Humans are not animals All birds can fly Adults were never young themselves
Content specific knowledge	**Uses of everyday materials** Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses Compare how things move on different surfaces. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	**Uses of Plants** Identify which parts of different plants we use for food, medicines and other purposes.	**Living things and their habitats.** Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats, including microhabitats

			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.
Essential prior knowledge and links to EYFS	To have had opportunities to explore changing states of matter. (ELG The World) To have been exposed to a wide range of objects and materials. To explore uses for these materials, including but not limited to, modelling, storing, carrying etc. To understand the concepts of groups (Maths link) To be able to name a range of materials (Materials and their properties) Experiences of shaping paper (link to Art)	To be able to identify the different parts of plants (roots, leaves, stem etc) To have experienced the outdoor world. To be able to identify a plant or tree and name them. Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG The World)	Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG The World) To know that humans live in a home To know that living things, need food to survive.
Common misconceptions	Bigger items will move quicker than smaller items. Solid items cannot be changed/will break if bent.	We only eat the tops of plants, for example the carrot is the flower not the root.	
Content specific knowledge	**Seasonal Changes** Observe changes from Summer to Autumn Observe and describe weather associated with the seasons and how day length varies.	**Seasonal Changes** Observe changes from Autumn to Winter/Winter to spring Observe and describe weather associated with the seasons and how day length varies	**Seasonal Changes** Observe changes from Spring to Summer Observe and describe weather associated with the seasons and how day length varies
Essential prior knowledge and links to EYFS	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (ELG The World) Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG The World)		
Common misconceptions	It is Spring in January as that is the first month of the year and we name spring first in the seasons. When it rains it is winter, lack of concept it can rain in other months.		
SEND support	Pictorial task cards – these allow children to sequence their learning Writing frames – for example the investigation planning sheets provided to all teachers to provide a starting point to build on Word mats to keep relevant vocabulary close at hand – the vocabulary should be well modelled by all adults and where suitable be accompanied by a visual cue to support understanding Task plans - provide instructions for a task visually using the headings, What do I need? What do I need to do? What happens after that? As the children become more confident they can take more ownership over creating the plan.		

	A visual framework can be used as a consistent guide for planning an investigation in science. Headings of what am I finding out? What I need? What will I do? What to look for? What happened? Why did it happen? Each with picture support will simplify the method, results and conclusion format for the children Use of clicker where applicable/allowing children to orally record their ideas and findings.

Oulton class: **Reception** children will follow same projects~ see skills progression and EYFS profile for more detailed information
Year 1 & Year 2

Cycle 3

	Autumn Term Discover	Spring Term Explore	Summer Term Create
Project Title	What if there was no fire?	Why do we love being by the sea so much?	What if we used music not words to tell stories?
Concepts	forgiveness	Well-being, community, choice	passion, creativity, identity
P4C			
Lead subject/s	History~ Great Fire of London	Geography: countries, continents, seas, oceans	Music~ different musical instruments Art~ painting/ printing DT~ make a percussion instrument
Quality Outcome			
Cross curricular links	**Maths:** Measuring using cm. Creating pictograms/bar graphs/tally charts etc to show rainfall, temperate, and weather each day. **Science:** Which everyday material are we using? What are their properties? How can we change and adapt them? **Music -** pulse **DT and Art:** Shaping materials**;** Joining materials**;** Selecting appropriate materials for a purpose based on their properties; Fitting shapes together; Joining shapes **Life skills –** sharing views and opinions, set challenging goals, be able to co-operate with others and support those with difficulties. **Geography:** Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.	**Maths:** Measuring using cm; Measuring size of plants. Creating pictograms/bar graphs/tally charts etc to show rainfall, temperate, and weather each day. Measuring time taken to grow. **Geography:** Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles. **Science:** Which materials are we using? What are their properties? How are we changing and adapting them? Weighing equipment and ingredients Measuring amounts of liquid needed **History**~ seaside holidays; Queen Victoria **Music -** pulse **Art:** Observational drawings of plants at different stages using different media **English**~ Lighthouse Keeper's series of books or Katie Morag series **DT** Measuring lengths to cut etc	**Life Skills:** Importance of good hygiene and a balanced diet. **Science:** Which parts of a plant are we using? **Art & Music**~ different cultures and countries **Music -** pulse **Life skills –** make choices about health and well-being and what keeps them healthy. **Maths:** Measuring using cm; Measuring size of plants. Creating pictograms/bar graphs/tally charts etc to show rainfall, temperate, and weather each day. Measuring time taken to grow **Geography:** Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles. **DT:** What fraction of a piece of fruit/veg are we using? Putting fractions in a real life context **P.E** Turns to use in team games Directions to pass a ball etc
Visits/ visitors		Hunstanton Sea Life Centre	
Resource links	https://www.worldhistory.org/	https://www.geography.org.uk/Teaching-Resources	https://www.worldhistory.org/

		https://www.worldhistory.org/	
Art	Explore the work of artists, craftspeople and designers from different times for differences and similarities Identify what they might change in their current work or develop in future work Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media Work on different scales Manipulate malleable materials in a variety of ways including rolling and kneading; Explore sculpture with a range of malleable media Manipulate malleable materials for a purpose, e.g. pot, tile; Understand the safety and basic care of materials and tools; Experiment with constructing and joining recycled, natural and manmade materials; Use simple 2-D shapes to create a 3-D form; Change the surface of a malleable material e.g. build a textured tile Create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc; Arrange and glue materials to different backgrounds; Sort and group materials for different purposes e.g. colour texture; Fold, crumple, tear and overlap papers; Work on different scales; Collect, sort, name match colours appropriate for an image;	Explore the work of artists, craftspeople and designers from different cultures for differences and similarities Review what they and others have done and say what they think and feel about it Control the types of marks made with the range of media Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes. Match and sort fabrics and threads for colour, texture, length, size and shape; Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting; Cut and shape fabric using scissors/snips; Apply shapes with glue or by stitching; Apply decoration using beads, buttons, feathers etc; Create cords and plaits for decoration; Apply colour with printing, dipping, fabric crayons; Create and use dyes i.e. onion skins, tea, coffee; Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel	Record and explore ideas from first hand observations Ask and answer questions about the starting points for their work Develop their ideas – try things out, change their minds Review what they and others have done and say what they think and feel about it Identify what they might change in their current work or develop in future work Name, match and draw lines/marks from observations. Use differently textured and sized media. Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc. Use a variety of tools and techniques including different brush sizes and types; Mix and match colours to artefacts and objects; Work on different scales; Experiment with tools and techniques e.g. layering, mixing media, scraping through; Name different types of paint and their properties; Identify primary colours by name; Mix primary shades and tones; Create textured paint by adding sand, plaster Print with a range of hard and soft materials e.g. corks, pen barrels, sponge; Make simple marks on rollers and printing palettes; Take simple prints i.e. mono -printing; Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils; Build repeating patterns and recognise pattern in the environment; Create simple printing blocks with press print;

	Create and arrange shapes appropriately; Create, select and use textured paper for an image		Design more repetitive patterns; Experiment with overprinting motifs and colour; Make rubbings to collect textures and patterns.
Computing	Can debug simple programs Can use logical reasoning to predict the behaviour of simple programs Understands what algorithms are and that they are implemented as programs on devices Algorithm, program, software, code Use technology to manipulate digital content Use technology to retrieve digital content Personal information, link, icon, username, Keep personal information private when using technology Knows who to contact for help if they are unsure about online content or contact I can explain that other people's identity online can be different to their identity in real life and why they might want to do that I can give examples of how I might use technology to communicate with others I don't know well. I can explain how information put online about me can last for a long time. I know who to talk to if I think someone has made a mistake about putting something online. I can give examples of bullying behaviour and how it could look online. I can talk about how someone can/would get help about being bullied online or offline. I can use keywords in search engines. I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri).	Can debug simple programs Can use logical reasoning to predict the behaviour of simple programs Understands what algorithms are and that they are implemented as programs on devices Algorithm, program, software, code Use technology to manipulate digital content Use technology to retrieve digital content Personal information, link, icon, username, Keep personal information private when using technology Knows who to contact for help if they are unsure about online content or contact I can explain that other people's identity online can be different to their identity in real life and why they might want to do that I can give examples of how I might use technology to communicate with others I don't know well. I can explain how information put online about me can last for a long time. I know who to talk to if I think someone has made a mistake about putting something online. I can give examples of bullying behaviour and how it could look online. I can talk about how someone can/would get help about being bullied online or offline. I can use keywords in search engines. I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri).	Can debug simple programs Can use logical reasoning to predict the behaviour of simple programs Understands what algorithms are and that they are implemented as programs on devices Algorithm, program, software, code Use technology to manipulate digital content Use technology to retrieve digital content Personal information, link, icon, username, Keep personal information private when using technology Knows who to contact for help if they are unsure about online content or contact I can explain that other people's identity online can be different to their identity in real life and why they might want to do that I can give examples of how I might use technology to communicate with others I don't know well. I can explain how information put online about me can last for a long time. I know who to talk to if I think someone has made a mistake about putting something online. I can give examples of bullying behaviour and how it could look online. I can talk about how someone can/would get help about being bullied online or offline. I can use keywords in search engines. I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri).

	I can explain simple guidance for using technology in different environments and settings and how these can help me. I can describe and explain some rules for keeping my information private. I can explain what passwords are and can use passwords for my accounts and devices. I can explain how many devices in my home could be connected to the internet and can list some of those devices. I can describe why other people's work belongs to them. I can recognise that content on the internet may belong to other people.	I can explain simple guidance for using technology in different environments and settings and how these can help me. I can describe and explain some rules for keeping my information private. I can explain what passwords are and can use passwords for my accounts and devices. I can explain how many devices in my home could be connected to the internet and can list some of those devices. I can describe why other people's work belongs to them. I can recognise that content on the internet may belong to other people.	I can explain simple guidance for using technology in different environments and settings and how these can help me. I can describe and explain some rules for keeping my information private. I can explain what passwords are and can use passwords for my accounts and devices. I can explain how many devices in my home could be connected to the internet and can list some of those devices. I can describe why other people's work belongs to them. I can recognise that content on the internet may belong to other people.
Essential prior knowledge and links to EYFS	Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.		
DT	Generate ideas by drawing on their own and other people's experiences; Develop their design ideas through discussion, observation, drawing and modelling; Identify a purpose for what they intend to design and make; Identify simple design criteria; Make simple drawings and label parts Begin to select tools and materials; use vocab' to name and describe them; Measure, cut and score with some accuracy; Use hand tools safely and appropriately; Assemble, join and combine materials in order to make a product; Choose and use appropriate finishing techniques Evaluate against their design criteria; Evaluate their products as they are developed, identifying strengths and possible changes they might make;	Generate ideas by drawing on their own and other people's experiences; Develop their design ideas through discussion, observation, drawing and modelling; Identify a purpose for what they intend to design and make; Measure, cut and score with some accuracy; Use hand tools safely and appropriately; Cut, shape and join fabric to make a simple garment; Use basic sewing techniques; Evaluate against their design criteria; Evaluate their products as they are developed, identifying strengths and possible changes they might make; Talk about their ideas, saying what they like and dislike about them	Generate ideas by drawing on their own and other people's experiences; Develop their design ideas through discussion, observation, drawing and modelling; Identify a purpose for what they intend to design and make; Begin to select tools and materials; use vocab' to name and describe them; Measure, cut and score with some accuracy; Use hand tools safely and appropriately; Follow safe procedures for food safety and hygiene; Choose and use appropriate finishing techniques Evaluate against their design criteria; Evaluate their products as they are developed, identifying strengths and possible changes they might make; Talk about their ideas, saying what they like and dislike about them

	Talk about their ideas, saying what they like and dislike about them		
Essential prior learning and links to EYFS	Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. (ELG Fine Motor Skills) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used (ELG – Creating with Materials) Use a range of small tools, including scissors, paint brushes and cutlery (ELG Fine Motor Skills) Begin to show accuracy and care when drawing. (ELG Fine motor skills)	Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. (ELG Fine Motor Skills) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used (ELG – Creating with Materials) Opportunities for weaving and experimenting with needle and thread Use a range of small tools, including scissors, paint brushes and cutlery (ELG Fine Motor Skills) Begin to show accuracy and care when drawing. (ELG Fine motor skills)	Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. (ELG Fine Motor Skills) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used (ELG – Creating with Materials) Use a range of small tools, including scissors, paint brushes and cutlery (ELG Fine Motor Skills) Begin to show accuracy and care when drawing. (ELG Fine motor skills) Experiences of cooking and baking.
Common misconceptions	If their completed product does not match their design they have failed. They only get one opportunity to design their product.		
Send support	Use of templates to draw/cut around. Peer support to use tools – such as another child holding a ruler in place whilst they draw the line for children with poor motor skills. Use of pictorial cues to show them the steps they need to take to be successful in the task. Use of clicker to evaluate where appropriate or the opportunity to evaluate orally and record. Where possible children to be allowed to work on a larger scale for those with poor motor skills.		
English			
Reading			
Reception			
Year 1	• apply phonic knowledge to decode words • speedily read all 40+ letters/groups for 40+ phonemes • read accurately by blending taught GPC • read common exception words • read common suffixes (-s, -es, -ing, -ed, etc.) • read multisyllable words containing taught GPCs • read contractions and understanding use of apostrophe • read aloud phonically-decodable texts	• recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • discussing the significance of the title and events	

	• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	• making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them	
Year 2	• secure phonic decoding until reading is fluent • read accurately by blending, including alternative sounds for graphemes • read multisyllable words containing these graphemes • read common suffixes • read exception words, noting unusual correspondences • read most words quickly & accurately without overt sounding and blending • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • recognising simple recurring literary language in stories and poetry • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • discussing and clarifying the meanings of words, linking new meanings to known vocabulary	• discussing their favourite words and phrases • discussing the sequence of events in books and how items of information are related • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • making inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of what has been read so far • being introduced to non-fiction books that are structured in different ways • participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	
Writing			
Genre & focus~ all year groups	Journey story: Story structure - creating plots and paragraph types Instructions Tale of overcoming a magical disaster: Characterisation and dialogue Persuasion	Wishing tale: Settings Discussion Finding Tale: Characterisation & dialogue Explanation	Tale of defeating the monster: settings Information Tale of Quest: story structure~ creating plots and paragraph types Recount

Reception Handwriting	Focus on mark making and developing fine motor skills through a range of activities: Teaching the correct seating position Pencil Grip Tracing patterns	CC Letters: c, a, o, d, g, q, e, s, L Letters: l, i, t, u, Learn to write name (copy)	OR Letters: r, b, n, h, m, k, p ZM Letters: v, w, x, z More complex letters: f, j, y Digits 0-9 Write name independently using the correctly formed lower case letters with a capital at the beginning	Consolidation of letter formation of lower case letters CC Letters: c, a, o, d, g, q, e, s, L Letters: l, i, t, u, OR Letters: r, b, n, h, m, k, p ZM Letters: v, w, x, z More complex letters: f, j, y Use and apply in writing activities
Text Structure	Introduce: Planning Tool –Story map /story mountain Whole class retelling of story Understanding of beginning/ middle / end Retell simple 5-part story: Once upon a time First / Then / Next But So Finally,…..happily ever after Non-fiction: Factual writing closely linked to a story Simple factual sentences based around a theme Names Labels Captions Lists Diagrams Message			
Sentence Construction	Introduce: Simple sentences Simple Connectives: and who until but Say a sentence, write and read it back to check it makes sense. Compound sentences using connectives (coordinating conjunctions) and / but -'ly' openers Luckily / Unfortunately, 'Run' - Repetition for rhythm: e.g. He walked and he walked Repetition in description e.g. a lean cat, a mean cat			
Word Structure/ Language	Introduce: Determiners the a my your an this that his her their some all Prepositions: up down in into out to onto Adjectives e.g. old, little, big, small, quiet Adverbs e.g. luckily, unfortunately, fortunately Similes – using 'like'			
Punctuation	Introduce: Finger spaces Full stops Capital letters			
Terminology	Introduce: Finger spaces Letter Word Sentence Full stops Capital letter			

	Simile~ like
Year 1	
Handwriting	Consolidate reception list
Text Structure	Consolidate Reception list Introduce: **Fiction**: Planning Tools: Story map / story Mountain (Refer to Story-Type grids) Plan opening around character(s), setting, time of day and type of weather Understanding - beginning /middle/end to a story Understanding - 5 parts to a story: Opening *Once upon a time…* Build-up *One day…* Problem / Dilemma *Suddenly,../ Unfortunately,…* Resolution *Fortunately,…* Ending *Finally,….* **Non-fiction:** Planning tools: text map / washing line Heading Introduction Opening factual statement: Middle section(s) Simple factual sentences around a *them* Bullet points for instructions Labelled diagrams Ending: Concluding sentence
Sentence Construction	Consolidate Reception list Introduce: Types of sentences: Statements Questions Exclamations Simple Connectives: *And, or, but*, *so*, *because*, *so that*, *then*, *that*, *while*, *when*, *where* Also as openers: *While…When…Where…* -'ly' openers *Fortunately,…Unfortunately, Sadly,…* Simple sentences e.g. *I went to the park. The castle is haunted.* Embellished simple sentences using adjectives e.g. *The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.* Compound sentences using connectives (coordinating conjunctions) and/or/ but/so e.g. *The children played on the swings and slid down the slide. Spiders can be small or they can be large. Charlie hid but Sally found him. It was raining so they put on their coats.* Complex sentences: Use of 'who' (relative clause) e.g. *Once upon a time there was a little old woman who lived in a forest. There are many children who like to eat ice cream.* 'Run' - Repetition for rhythm e.g. *He walked and he walked and he walked.* Repetition for description e.g. *a lean cat, a mean cat*; *a green dragon, a fiery dragon*
Word Structure/ Language	Consolidate Reception list Introduce: Prepositions: *inside*, *outside*, *towards*, *across*, *under* Determiners: *the a my your an this*, *that his her their some*, *all lots of many more*, *those these* Adjectives to describe e.g. *The old house… The huge elephant…*

	Alliteration e.g. *dangerous dragon slimy snake* Similes using as….as… e.g. *as tall as a house*; *as red as a radish* Precise, clear language to give information e.g. *First, switch on the red button. Next, wait for the green light to flash...* *Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes)* *Suffixes that can be added to verbs (e.g. helping, helped, helper)* *How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)*
Punctuation	Consolidate Reception list Introduce: Capital Letters: *Capital letter for names*; *Capital letter for the personal pronoun I* Full stops Question marks Exclamation marks Speech bubble Bullet points
Terminology	Consolidate: Finger spaces; Letter; Word; Sentence; Full stops; Capital letter; Simile – 'like' Introduce: Punctuation; Question mark; Exclamation mark; Speech bubble; Bullet points; Singular/ plural; Adjective; Verbs; Connective; Alliteration; Simile – 'as'
Year 2	
Text Structure	Consolidate Year 1 list Introduce: Fiction Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing up' grid Plan opening around character(s), setting, time of day and type of weather Understanding 5 parts to a story with more complex vocabulary Opening e.g. *In a land far away…. One cold but bright morning…..* Build-up e.g. *Later that day* Problem / Dilemma e.g. *To his amazement* Resolution e.g. *As soon as* Ending e.g. *Luckily, Fortunately,* Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation. Non-Fiction Introduce: Secure use of planning tools: Text map /washing line / 'Boxing –up' grid Introduction: Heading; Hook to engage reader; Factual statement / definition; Opening question Middle section(s)Group related ideas / facts into sections; Sub headings to introduce sentences/sections; Use of lists – what is needed / lists of steps to be taken; Bullet points for facts Diagrams

	Ending Make final comment to reader; Extra tips! / Did-you-know? facts / True or false? The consistent use of present tense versus past tense throughout texts Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. *she is drumming, he was shouting)*
Sentence Construction	Consolidate Year 1 list Introduce: Types of sentences: Statements Questions Exclamations Commands -'ly' starters e.g. *Usually, Eventually, Finally, Carefully, Slowly, …* Vary openers to sentences Embellished simple sentences using: adjectives e.g. *The boys peeped inside the dark cave.* adverbs e.g. *Tom ran quickly down the hill.* Secure use of compound sentences (Coordination) using connectives: *and/ or / but / so* (coordinating conjunctions) Complex sentences (Subordination) using: Drop in a relative clause: who/which e.g. Sam, who was lost, sat down and cried. The Vikings, who came from Scandinavia, invaded Scotland. The Fire of London, which started in Pudding Lane, spread quickly. Additional subordinating conjunctions: *what/while/when/where/ because/ then/so that/ if/to/until* e.g. *While the animals were munching breakfast, two visitors arrived; During the Autumn, when the weather is cold, the leaves fall off the trees.* Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis. Expanded noun phrases e.g. *lots of people, plenty of food* List of 3 for description e.g. *He wore old shoes, a dark cloak and a red hat. African elephants have long trunks, curly tusks and large ears.*
Word Structure/ Language	Consolidate Year 1 list Introduce: Prepositions: *behind above along before between after* Alliteration e.g. *wicked witch; slimy slugs* Similes using…like… e.g. *… like sizzling sausages …hot like a fire* Two adjectives to describe the noun e.g. *The scary, old woman…Squirrels have long, bushy tails.* Adverbs for description e.g. *Snow fell gently and covered the cottage in the wood.* Adverbs for information e.g. Lift the pot carefully onto the tray. The river quickly flooded the town. Generalisers for information, e.g. Most dogs…. Some cats…. Formation of nouns using suffixes such as –ness, –er Formation of adjectives using suffixes such as –ful,–less Use of the suffixes –er and –est to form comparisons of adjectives and adverbs
Punctuation	Consolidate Year 1 list Introduce: Demarcate sentences: Capital letters; Full stops; Question marks; Exclamation marks Commas to separate items in a list Comma after –ly opener e.g. *Fortunately,….Slowly,….* Speech bubbles /speech marks for direct speech

	Apostrophes to mark contracted forms in spelling e.g. *don't, can't* *Apostrophes to mark singular possession* e.g. *the cat's name*		
Terminology	Consolidate: Punctuation • Finger spaces • Letter • Word • Sentence • Full stops • Capital letter • Question mark • Exclamation mark • Speech bubble • Bullet points Singular/ plural; Adjective; Verb; Connective; Alliteration; Simile – 'as'/ 'like'	Introduce: Apostrophe (contractions and singular possession) Commas for description 'Speech marks' Suffix Verb / adverb Statement, question, exclamation Command (Bossy verbs) Tense (past, present, future) Adjective / noun Noun phrases Generalisers	
French	Understand a few familiar spoken words– e.g. teacher's instructions, days of the week, a few words in a song, colours, numbers Start to imitate correct pronunciation. Understand that some people speak a different language to my own.	Understand a few familiar spoken words– e.g. teacher's instructions, days of the week, a few words in a song, colours, numbers Start to imitate correct pronunciation. Understand that some people speak a different language to my own.	Understand a few familiar spoken words– e.g. teacher's instructions, days of the week, a few words in a song, colours, numbers Copy a few words and simple phrases – e.g. greeting, naming classroom objects. Know how to pronounce some single letter sounds. Start to imitate correct pronunciation. Understand that some people speak a different language to my own.
Geography	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, Identify seasonal/daily weather patterns in the UK Use world maps, atlases and globes to identify the United Kingdom and its countries.	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's seven continents and five oceans. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, Identify seasonal/daily weather patterns in the UK	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's seven continents and five oceans. Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles. Use world maps, atlases and globes to identify the United Kingdom and its countries.

	Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features: devise a simple map; and use and construct basic symbols in a key.	Use basic geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop) of UK Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features: devise a simple map; and use and construct basic symbols in a key. Use fieldwork and observational skills to study the key human and physical features of the schools surrounding areas.	
Essential Prior Learning	ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.		
	London is capital city of England	Norfolk is a coastal county	
Misconceptions	Geography is just about where places are; people from London are rich	Geography is just about where places are; people don't live in coastal location; all jobs in coastal locations are related to holiday/ tourism; all coastal locations are seaside/ beach; it is always sunny at the coast	Geography is just about where places are;
SEND support	Enlarged versions of maps; Simpler versions of maps showing only key features; Using globes and Google Earth/ Mapillary to develop sense of distance; sentence scaffolds; pre teaching of subject specific vocabulary		
History	Recount changes in own life over time Puts 5 people, events or objects in order using a given scale. Uses words and phrases such as recently, before, after, now, later, Uses past and present when telling others about an event.	Uses words and phrases such as recently, before, after, now, later, Uses past and present when telling others about an event. Uses information to describe the past. Uses information to describe differences between then and now.	Uses words and phrases such as recently, before, after, now, later, Uses past and present when telling others about an event. Uses information to describe the past. Uses information to describe differences between then and now.

	Uses information to describe the past. Uses information to describe differences between then and now. Recounts main events from a significant point in history. Uses evidence to explain reasons why people in past acted as they did. Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). Understands why some people in the past did things. Looks carefully at pictures or objects to find information about the past. Asks and answers questions such as: 'what was it like for a ….?', 'what happened in the past?', 'how long ago did …. happen?', Writes simple stories and recounts about the past. Draws labelled diagrams and writes about them to tell others about people, events and objects from the past.	Uses evidence to explain reasons why people in past acted as they did. Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). Understands why some people in the past did things. Looks carefully at pictures or objects to find information about the past. Writes simple stories and recounts about the past.	Understands why some people in the past did things. Looks carefully at pictures or objects to find information about the past.
Essential prior learning	**ELG:** Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now; - Understand the past through settings, characters and events encountered in books read in class and storytelling **Understanding the world:** give the children a range of personal experiences~ visit museum or sites of historical interest; engage with local community; oral history; investigating artefacts; looking at images or exploring buildings **Development Matters:** Talk about members of their immediate family and community; name and describe people who are familiar to them; comment on images of familiar situations in the past; compare and contrast characters from stories, including figures from the past		
	Identify similarities and differences Make connections between the past and present Focus on change and continuity Develop sense of chronology by identifying changes in their own lives and use simple language that relates to the passing of time		
Misconceptions	Confused chronology, anachronism and no sense of duration; confusion and simplicity with why things happened and what were the results & why people in the past acted as they did; misunderstanding sources; finding differences with historical investigations		
SEND support	Place sources and information on audio/MP3 Pairing of less confidence/ more able readers Visual representations of Cross Curricular Links		

	big ideas Handling artefacts Using word banks Active involvement Structured writing frames		
Maths	**Year 1**	**Year 1**	**Year 1**
Specific Knowledge	**Place Value to 10:** Sort objects Count objects Represent objects Count, read and write numbers forwards and backwards to and from 10 Count one more Count one less Use one-to-one correspondence to compare groups Use language greater, fewer, equal, more and less to compare groups Introduce <, > and = symbols Compare numbers Order groups of objects Order numbers Ordinal numbers Use number lines	**Addition and subtraction to 20:** Add to 20 by counting one Find and make number bonds to 20 Add by making ten and counting on Subtraction not crossing 10 Subtraction crossing 10 Related addition and subtraction facts Compare number sentences using <,> and =	**Multiplication and division:** Count in 10s Make equal groups Add equal groups (repeated addition) Make arrays Make doubles Making equal groups (grouping) Making equal groups (sharing)

Oulton class: **Reception** children will follow same projects~ see skills progression and EYFS profile for more detailed information
Year 1 & Year 2

Essential Prior Knowledge and links to EYFS	Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (ELG – Numerical Patterns) Experience of counting objects Understanding of the concepts more and less	Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (ELG – Numerical Patterns) Understanding of number lines Deep knowledge of numbers to 10, including the composition of numbers and instant recall of number bonds. Secure understanding of addition and subtraction to 10.	Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (ELG – Numerical Patterns) Understanding of addition to link to multiplication (repeated addition) Experiences of sharing Understanding of counting in 2s, 5s and 10s.
Common Misconceptions	Number lines are only ever horizontal / cannot be vertical. When ordering numbers, they cannot be moved place. When counting we always have to start at 0.	Lack of understanding of finding the difference Lack of understanding of the term total When subtracting from 20 the answer will always be greater than when subtracting from 10.	Confusing addition and multiplication symbols Confusing division and subtraction symbols Confusing grouping and sharing.
SEND support	Use of concrete resources available at all times Use of worked models to support independent working Use of relevant displays to refer to Use of peer support and discussion to support working out Break tasks into manageable chunks Use of Maths meetings to revisit and review concepts reguarly Use of technology where appropriate Pre-teaching		

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Year 1 & Year 2

Specific content	**Addition and subtraction to 10:** Part-whole models Addition symbol Fact families – addition facts only Number bonds within 10. Compare number bonds Adding together Adding more/counting on Finding part of a number Subtraction – how many are left? Subtraction symbols Subtraction – breaking numbers apart Fact families - 8 facts – addition and Subtraction Subtraction – counting back	**Place Value to 50:** Numbers to 50 Tens and ones (paritioning) Represent numbers to 50. One more/one less to 50. Compare objects within 50 Compare numbers within 50 Count in 2s Count in 5s	**Fractions:** Find half a shape Find half a number Find quarter of a shape Find quarter of a number
Essential prior knowledge and links to EYFS	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantitiy Explore and represent patterns within numbers to 10, including odd and even, double facts and how quantities can be distributed equally (ELG Numerical Patterns) Understanding of counting back Understanding of the concepts more and less	Deep understanding of numbers to 20, including composition of numbers and instant recall of number bonds to 20. Understanding of one more/one less to 20.	Understanding of division Secure understanding of sharing Secure understanding of names of shapes Deep understanding of numbers to 50.
Common Misconceptions	Lack of understanding of finding the difference Lack of understanding of the term 'total' Number bonds to 5 have no correlation to number bonds to 10 The whole in a whole-part model always has to be at the top.	Confusing tens and ones for example in the number 25 saying it has 5 tens and 2 ones. When partitioning a number, saying the number has the number of tens it is equal to, for example 57 has 50 tens.	That half just means two pieces, not securely understanding they have to be equal. Confusing the numerator and denominator Confusion when finding ¾ of a number that they take away the denominator from the numerator.

Oulton class: **Reception** children will follow same projects~ see skills progression and EYFS profile for more detailed information
Year 1 & Year 2

SEND Support	Use of concrete resources available at all times. Use of worked models to support independent working use of relevant displays to refer to Use of peer support and discussion to support working out Break tasks into manageable chunks Use of Maths meetings to revisit and review concepts reguarly Use of technology where appropriate Pre-teaching		
Specific content	**Shape:** Recognise and name 3D shapes Sort 3D shapes Recognise and name 2D shapes Sort 2D shapes Patterns with 2D and 3D shapes	**Measure: Length and Height:** Compare lengths and heights Measure length Measure height	**Position and directions:** Describe turns (half, quarter and full) Describe position (behind, next to, in front, above, on, below, under, left, right)
Essential prior knowledge and links to EYFS	To be able to describe the shape and size of objects, e.g. big, small, round. To have had experiences of shape fitting and sorting games and activities.	To be able to describe the shape and size of objects e.g. big, small, round.	To be able to negotiate space safely with consideration for themselves and others (ELG Gross Motor Skills)
Common misconceptions	Naming 3D shapes by the 2D shape on their face, e.g. cylinder = circle 2D shapes are solid A cuboid and cube/square and oblong are the same shape.	Using the term bigger rather than longer/tall Thinking length and height is always ordered from shortest to longest/tallest	Confusing above and on Confusing left and right
SEND support	Use of concrete resources available at all times Use of worked models to support independent working Use of relevant displays to refer to Use of peer support and discussion to support working out Break tasks into manageable chunks Use of Maths meetings to revisit and review concepts reguarly Use of technology where appropriate Pre-teaching		

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Year 1 & Year 2

Specific content	**Place value to 20:** Count forwards and backwards to 20 Write numbers to 20 in numerals and words Numbers 11 to 20 Count one more/one less to 20 Compare groups of objects to 20 Compare numbers to 20 Order groups of numbers to 20 Order numbers to 20	**Measure: weight and volume:** Introduce weight and mass (differences between them) Measure mass Compare mass Introduce capacity and volume Measure capacity Compare capacity	**Place value to 100:** Count to 100 Partition numbers to 100 Compare numbers to 100 Order numbers to 100 One more/one less to 100
Essential Prior knowledge and links to EYFS	Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (ELG Numerical patterns) Knowledge of one more/one less to 20 Counting forwards and backwards to 10 and 20 by rote	Experience of handling objects and exploring scales	Deep understanding of numbers to 50, including composition of numbers and instant recall of number bonds to 20. Understanding of one more/less to 50.
Common misconceptions	When counting we always start at 0 or 20 depending on forwards or back Reversing numerals, e.g. writing 17 as 71 Numbers can only be partitioned into two parts The whole number is always at the top of a whole part model	Larger items are always heavier, smaller items are always lighter Confusing weight and mass Half empty/half full are two different amounts Larger (taller) containers will always hold more water	When counting we always start at 0 or 20 depending on forwards or back Reversing numerals, e.g. writing 17 as 71 Numbers can only be partitioned into two parts the whole number is always at the top of a whole part model
SEND support	Use of concrete resources available at all times Use of worked models to support independent working Use of relevant displays to refer to Use of peer support and discussion to support working out Break tasks into manageable chunks Use of Maths meetings to revisit and review concepts reguarly Use of technology where appropriate Pre-teaching		

Specific content			**Money:** Recognising coins (and their value in relation to each other) Recognising notes Counting coins
Essential prior knowledge and links to EYFS			Experiences of role play shops/garden centre etc Understanding of counting in 1s, 2s, 5s and 10s to support counting coins Experiences of paying for items in real life shops
Common misconceptions			We have a 3p, 4p etc Lack of understanding that we have to count a 2p twice, 5p five times etc Larger sized coins are always worth more.
SEND support	Use of concrete resources available at all times Use of worked models to support independent working Use of relevant displays to refer to Use of peer support and discussion to support working out Break tasks into manageable chunks Use of Maths meetings to revisit and review concepts reguarly Use of technology where appropriate Pre-teaching		
Specific content			**Time:** Before and after Dates (days of the week, months of the year) Time to the hour Time to half an hour Writing time Comparing time
Essential prior knowledge and links to EYFS			Opportunities to order events and talk about events that have happened and are going to happen. Experiences of discussing time, e.g. knowing lunchtime is 12:15/ordering the daily timetable

Common misconceptions			Confusing hour and minute hands when telling the time Half past being '6 past' etc
SEND support	Use of concrete resources available at all times Use of worked models to support independent working Use of relevant displays to refer to Use of peer support and discussion to support working out Break tasks into manageable chunks Use of Maths meetings to revisit and review concepts reguarly Use of technology where appropriate Pre-teaching		
Year 2			
Specific content	**Place Value:** Count objects to 100 Read and write numbers in numerals and words Represent numbers to 100 in a variety of ways Tens and ones – using whole-part models. Tens and ones – using addition Using place value charts Compare objects – similarities and differences Compare numbers using <, > and = Order objects and numbers Count in 2s, 5s and 10s Count in 3s	**Multiplication and Division:** Make equal groups – sharing Make equal groups – grouping Divide by 2 Odd and even numbers Divide by 5 Divide by 10	**Position and Direction:** Describe movement (positional and directional language) Describe turns Describe movements and turns together Making patterns with shape
Essential prior knowledge	Count forwards and backwards between 0 and 100 from any given number Represent numbers to 50 Experiences of partitioning numbers	Counting forwards and backwards in 2s, 5s and 10s To know the 2, 5 and 10 x table and related division facts	Use positional language such as above, on, in front, next to etc. Understand half and quarter turns To know left and right
Common misconceptions	Confusing < and > symbols Reversing digits e.g writing 25 as 52 Confusing tens and ones in a number Whole numbers always go at the top of a whole part model	Sharing and groping are the same thing Knowing when to share or group	Confusing left and right Not secure with clockwise and anticlockwise movements

Oulton class: **Reception** children will follow same projects~ see skills progression and EYFS profile for more detailed information
Year 1 & Year 2

SEND support	Use of concrete resources available at all times Use of worked models to support independent working Use of relevant displays to refer to Use of peer support and discussion to support working out Break tasks into manageable chunks Use of Maths meetings to revisit and review concepts reguarly Use of technology where appropriate Pre-teaching		
Specific content	**Addition and subtraction:** Fact families – addition and subtraction facts to 20 Checking calculations using the inverse Compare number sentences using <, > and = Related number facts Number bonds to 100 (using tens) Add and subtract ones 10 more/10 less Add and subtract tens Add a 2 digit and 1 digit number – crossing ten Add two, 2 digit numbers – not crossing ten Add two, 2 digit numbers – crossing ten Subtract a 2 digit number from a 2 digit numbers - not crossing ten Subtract a 2 digit number from a 2 digit number – crossing ten Bonds to 100 (tens and ones) Add 3 one digit numbers	**Statistics:** Make tally charts Draw pictograms (scale 1-1) Interpret pictograms (sale 1-1) Draw pictograms (scales of 2, 5 and 10) Interpret pictograms (scales of 2, 5 and 10) Block diagrams	**Problem solving and efficient methods:** Word problems Different approaches Finding most efficient methods
Essential prior knowledge	Deep understanding of number bonds to 10 Experiences comparing numbers using <, > and = To be secure in adding and subtracting two single digit numbers	Experiences of data handling in simple ways, for example counting peoples favourite coloour and writing the number down	Experiences and exposure to problem solving and reasoning tasks Secure understanding on Mathematical terms such total, differences, more and less etc

Common misconceptions	When subtracting you can take the larger number from the smaller number The = symbol always has an answer before or after it – lack of understanding it means that both sides of the calculation are equal	Tally charts are always in vertical lines Not looking at keys closely on pictograms to support interpretation/counting	There is only one 'right' way to solve a problem
SEND support	Use of concrete resources available at all times Use of worked models to support independent working Use of relevant displays to refer to Use of peer support and discussion to support working out Break tasks into manageable chunks Use of Maths meetings to revisit and review concepts reguarly Use of technology where appropriate Pre-teaching		
Specific content	**Money:** Count in pence Count in pounds (coins and notes) Count money coins and notes Make the same amount in different ways Compare money Find totals of money Find the difference in prices Find change Two – step money problem (find total, then change)	**Properties of shape:** Recognise 2D and 3D shapes Count sides on 2D shapes Count vertices on 2D shapes Draw 2D shapes Lines of symmetry Sort 2D shapes Make patterns with 2D shapes Count faces on 3D shapes Count vertices on 3D shapes Sort 3D shapes Make patterns with 3D shapes	**Time:** O'clock and half past Quarter past and quarter to Tell the time to the nearest 5 minutes Hours and days Duration of time Compare duration of time
Essential prior knowledge	Recognise coins Recognise notes	To be able to name 2D and 3D shapes	Experiences of ordering time Understanding of hour and minute hands
Common Misconceptions	Adding money by number of coins rather than value Counting all money in pounds/pence rather than mixed	Naming 3D shapes by the 2D shape on their faces Confusing sides and edges	Saying 2 past, 3 past etc rather than 10 past, quarter past etc Hours working on a scale of 100 rather than 60

Oulton class: **Reception** children will follow same projects~ see skills progression and EYFS profile for more detailed information
Year 1 & Year 2

SEND support	Use of concrete resources available at all times Use of worked models to support independent working Use of relevant displays to refer to Use of peer support and discussion to support working out Break tasks into manageable chunks Use of Maths meetings to revisit and review concepts reguarly Use of technology where appropriate Pre-teaching		
Specific content	**Multiplication and Division:** Recognise equal groups Make equal groups Add equal groups (repeated addition) The multiplication symbol Use arrays 2 times table 5 times table 10 times table	**Fractions:** Make equal parts Recognise a half Find half of a shape or number Recognise a quarter Find a quarter of a shape or number Unit fractions Non-unit fractions Equivalence of ½ and 2/4 Find 3/4 Count in fractions	**Mass, capacity and temperature:** Compare mass Measure mass in grams Measure mass in kilograms Compare volume Millilitres Litres Reading temperatures Differences in temperature
Essential prior learning	Securely count in 2s, 5s and tens Secure understanding of the term equal	Understanding division and sharing Understanding of half of a shape	To understand concepts hot and cold To understand the difference between weight and mass Experiences of reading scales
Common misconceptions	Confusing the multiplication symbol for the addition symbol	Lack of understanding that fractions are equal parts When finding ¾ etc only finding ¼ and not multiplying When finding fractions of a shape, the shaded part has to be next to each other to be the fraction	Not adding units of measure with mass, volume and temperature Mis-reading scales
SEND support	Use of concrete resources available at all times Use of worked models to support independent working Use of relevant displays to refer to Use of peer support and discussion to support working out Break tasks into manageable chunks		

	Use of Maths meetings to revisit and review concepts reguarly Use of technology where appropriate Pre-teaching		
Specific content		**Length and Height:** Measure length (cm) Measure length (m) Compare length Order length Four operations with length	
Essential prior knowledge		Secure understanding and calculations with the four operations	
Common Misconceptions		Cm are the smallest unit of measure for length Forgetting to add units to lengths	
SEND support	Use of concrete resources available at all times Use of worked models to support independent working Use of relevant displays to refer to Use of peer support and discussion to support working out Break tasks into manageable chunks Use of Maths meetings to revisit and review concepts reguarly Use of technology where appropriate Pre-teaching		
Music	**Charanga units:** **Big Bear Funk (Rec Sum 1)** Interrelated dimensions of music plus Xmas play songs Take part in singing. Follow instructions on how and when to sing/play an instrument. Take notice of others when performing. Make and control long and short sounds (duration). Imitate changes in pitch– high and low. Make a sequence of long and short sounds with help (duration). Clap longer rhythms with help. Make different sounds (high and low– pitch; loud and quiet– dynamics; fast and slow-tempo;	**Charanga units:** **Reflect, Rewind, Replay (Rec Sum 2)** **In the Groove (Y1 Spr 1)** Take part in singing. Follow instructions on how and when to sing/play an instrument. Take notice of others when performing. Make and control long and short sounds (duration). Imitate changes in pitch– high and low. Make a sequence of long and short sounds with help (duration). Clap longer rhythms with help. Make different sounds (high and low– pitch; loud and quiet– dynamics; fast and slow-tempo; quality of the sound- smooth, crisp, scratchy, rattling, tinkling etc.– timbre).	**Charanga units:** **Zootime (Y2 Spr 2)** **Reflect, Rewind, Replay (Y2 Sum 2)** Take part in singing. Follow instructions on how and when to sing/play an instrument. Take notice of others when performing. Make and control long and short sounds (duration). Imitate changes in pitch– high and low. Make a sequence of long and short sounds with help (duration). Clap longer rhythms with help. Make different sounds (high and low– pitch; loud and quiet– dynamics; fast and slow-tempo; quality of the sound- smooth, crisp, scratchy, rattling, tinkling etc.– timbre).

	quality of the sound- smooth, crisp, scratchy, rattling, tinkling etc.– timbre). Hear the pulse in music. Hear different moods in music. Identify texture– one sound or several sounds? Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.) Listen for different types of sounds. Know how sounds are made and changed. Make sounds with a slight difference, with help. Use voice in different ways to create different effects.	Hear the pulse in music. Hear different moods in music. Identify texture– one sound or several sounds? Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.) Listen for different types of sounds. Know how sounds are made and changed. Make sounds with a slight difference, with help. Use voice in different ways to create different effects.	Hear the pulse in music. Hear different moods in music. Identify texture– one sound or several sounds? Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.) Listen for different types of sounds. Know how sounds are made and changed. Make sounds with a slight difference, with help. Use voice in different ways to create different effects.
Essential Prior Learning	Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.		
Misconceptions	Confusion between tempo/dynamic/pulse/pitch Louder is better – shouting voice rather than singing voice	Classical music is boring Matching sounds to instruments	Classical music is boring Matching sounds to instruments
SEND Support	Adjusting instrument choice – simple sounds (wood block/claves) or reduced number of notes available e.g. chime bars instead of glockenspiel Ear defenders if noise causes discomfort Choice – give 2 clear decisions and time to make it. Join in in own time. Pictorial cues/flashcards 1:1 support either adult or peer Sound recording or pictorial		
PE	**Interaction with objects and equipment:** Kick an object at a target. Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball. Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands. Hit a ball with a bat or racquet. Climb safely on low level equipment.	**Interaction with objects and equipment:** Carry and place equipment safely. Use hitting skills in a game. Practise basic striking, sending and receiving. Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching. Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. Pass the ball to another player in a game. Use kicking skills in a game.	**Interaction with objects and equipment:** Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball. Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used. Know how to pass the ball in different ways. Bounce and kick a ball whilst moving. Use kicking skills in a game.

		Climb safely on low level equipment.	Use dribbling skills in a game. Climb safely on low level equipment.
	Movement: Move safely around the space and equipment. Travel in different ways, including sideways and backwards. Play a range of chasing games. Move with control and co-ordination.	**Movement:** Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender. Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.	**Movement:** Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game. Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully. Y2: Swim at least 25m in a range of strokes.
	Competitive, Co-operative and Teamwork: Engage in competitive activities and team games.	**Competitive, Co-operative and Teamwork:** Engage in competitive activities and team games.	**Competitive, Co-operative and Teamwork:** Engage in competitive activities and team games. Compete against self and others.
	Dance, Balance and Agility: Control my body when performing a sequence of movements.	**Dance, Balance and Agility:** Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.	**Dance, Balance and Agility:** Perform sequences of their own composition with coordination. Perform learnt skills with increasing control.
	Knowledge, Theory and Tactics: Talk about what they have done. Talk about what others have done. Follow simple rules. Describe how the body feels when still and when exercising.	**Knowledge, Theory and Tactics:** Describe how the body feels before, during and after exercise. Follow simple rules to play games, including team games. Watch and describe performances. Begin to say how they could improve.	**Knowledge, Theory and Tactics:** Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy. Understand the importance of rules in games. Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.
Essential Prior Learning	**Early Learning Goals: Moving and Handling** - Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively. **Health and Self-Care** - Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal		

	needs successfully. **Gross Motor Skills** - Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.		
Misconceptions	The skills taught in a specific sport cannot be applied in another sport or game. There are 'boys' and 'girls' sports and games. Dance and gymnastics are girls' sports.	The skills taught in a specific sport cannot be applied in another sport or game. There are 'boys' and 'girls' sports and games. Dance and gymnastics are girls' sports.	The skills taught in a specific sport cannot be applied in another sport or game. There are 'boys' and 'girls' sports and games.
SEND Support	-Available and accessible kit -Visual representations for some theory -Different zones to create areas where pupils are matched by ability -Plan pre-teaching pf PE vocabulary, concepts, processes or skills -Some tasks need to be broken down into smaller sets of instructions. -Consideration and support may be required if tasks or rules have to be modified or adapted. -Revisiting learning. -Using cameras to support pupils' recall.		
RE	Generic Skills: Retell religious, spiritual and moral stories. Identify how religion and belief is expressed in different ways. Identify similarities and differences in features of religions and beliefs Recognise that some questions about life are difficult to answer. Ask questions about their own and others' feelings and experiences. Identify possible meanings for symbols and other forms of religious expression		
	Norfolk Agreed Syllabus: Why is light an important symbol for Christians, Jews and Hindus? **(Christian, Jewish, Hindu)** What does the nativity story teach Christians about Jesus? **(Christian)** What questions do religious stories make us ask? Can we find any answers? **Discovery RE:** Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Should people follow religious leaders and teachings? Are symbols better than words at expressing religious beliefs?	**Norfolk Agreed Syllabus:** Why do people have different views about the idea of God? **(Multi/Humanist)** **Discovery RE:** Does God want Christians to look after the world? Does the world belong to God? Should people take care of the world? What gift would I have given to Jesus if He had been born in my town and not in Bethlehem? What can I learn from stories from religious traditions? Are symbols better than words at expressing religious beliefs? **EcoRE** resources	**Norfolk Agreed Syllabus:** How do Jewish people celebrate Passover (Pesach)? **(Jewish)** What does it mean to belong to the Jewish community? Why is light an important symbol for many religious believers? **Discovery RE:** Is Shabbat important to Jewish children? Are religious celebrations important to people? Does celebrating Chanukah make Jewish children feel closer to God? Are religious celebrations important to people? Are symbols better than words at expressing religious beliefs?

Essential Prior Learning	ELG: Know some similarities and differences between different religious communities in this country, drawing on their experiences and what has been read in class		
Life Skills (RSHE)	Contribute more ideas for rules for the group and classroom, and refer to the rules in the context of their and others' behaviour Demonstrate that they can identify, name and manage a wider range of feelings and recognise and express with confidence their positive qualities Share their views and opinions and reasons for them, and set more challenging goals both short and medium term Describe more confidently different groups and communities they belong to, including family and school, and contribute actively to the life of the class and school. Describe what improves and what harms their local, natural and built environments, what can be done and take more responsibility for looking after them Recognise the effect of their behaviour on others, and be able to cooperate with others and support those with difficulties Understand simple definitions of bullying, describe why bullying is wrong and simple strategies for dealing with it and how to help victims	Relationships: Reception, Y1 and Y2 specific content~ see RSHE skills progression~ each year taught separately Realise and be able to describe that money comes from different sources and different uses of it Make judgements and decisions with support about how to share and value others' opinions – understanding the difference between right and wrong. Understand the importance of resisting negative peer pressure.	Make choices about a wider range of aspects of their health and well-being, and be more confident in their understanding about what keeps them healthy Describe more confidently their knowledge of the harmful aspects of some household products and medicines, and ways of keeping safe and ensuring the safety of others in familiar situations Take part in discussions with one other person, in small groups and with the whole class, and contribute more confidently to simple debates Recognise and be able to describe more confidently choices they can make and the difference between right and wrong
Essential prior learning	ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.		
Science~ generic skills	To use the following practical scientific methods, processes and skills with increasing confidence - Use observations and ideas to suggest answers to questions. Say what I am looking for and what I am measuring. Links to measurement in Maths		

	Know how to use simple equipment safely. Use simple measurements and equipment with increasing independence (eg hand lenses and egg timers) Begin to progress from non-standard units, reading mm, cm, m, ml, l, °C links to measurement in Maths Discuss my ideas about how to find things out. Say what happened in my investigation. Can show my results in a table that my teacher has provided. Links to statistics in Maths Identify and classify. Use simple secondary sources to find answers. Can find information to help me from books and computers with help. Say what happened in my investigation. To say whether I was surprised at the results or not. Say what I would change about my investigation. Am beginning to understand science can sometimes be dangerous.		
Science~ content specific	Animals including humans Identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Everyday 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	Plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees
Essential prior knowledge and links to EYFS	Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG The World) Be able to name some common animals	To have had opportunities to explore changing states of matter. (ELG The World) To have been exposed to a wide range of objects and materials. To explore uses for these materials, including but not limited to, modelling, storing, carrying etc. To understand the concepts of groups (Maths link).	To have experienced the outdoor world. To be able to identify a plant or tree (not by name) Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG The World)
Common misconceptions	Humans are not animals All birds can fly	A glass is an object and therefore not a material. All big items will sink, all heavy items will float.	All trees and plants lose leaves in autumn/winter. Trees/plants die during winter.

Subject specific content	**Living things and their habitats.** Explore and compare the differences between things that are living, dead, and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats, including microhabitats 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.	**Uses of everyday materials** Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses Compare how things move on different surfaces. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	**Plants** Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
Essential prior knowledge and links to EYFS	Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG The World) To know that humans live in a home To know that living things, need food to survive.	To have had opportunities to explore changing states of matter. (ELG The World) To have been exposed to a wide range of objects and materials. To explore uses for these materials, including but not limited to, modelling, storing, carrying etc. To understand the concepts of groups (Maths link) To be able to name a range of materials (Materials and their properties) Experiences of shaping paper (link to Art)	Use knowledge of growth from animals including humans unit to apply the term growth to plants. Knowledge that animals have needs to survive
Common misconceptions	Things that are dead often mistaken for having never lived/No concept that some things have never been living	Bigger items will move quicker than smaller items. Solid items cannot be changed/will break if bent.	Plants get their food from the soil. Plants cannot move
Subject specific knowledge	**Seasonal Changes** Observe changes from summer to autumn Observe and describe weather associated with the seasons and how day length varies.	**Seasonal Changes** Observe changes from autumn to spring/spring to summer Observe and describe weather associated with the seasons and how day length varies. Measure temperature of the day	**Seasonal Changes** Observe changes Spring to Summer Observe and describe weather associated with the seasons and how day length varies. Measure the temperature of the day

Oulton class: **Reception** children will follow same projects~ see skills progression and EYFS profile for more detailed information
Year 1 & Year 2

Essential prior knowledge and links to EYFS	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (ELG The World) Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG The World)
Common misconceptions	It is Spring in January as that is the first month of the year and we name spring first in the seasons. When it rains it is winter, lack of concept it can rain in other season.
SEND support	Pictorial task cards – these allow children to sequence their learning Writing frames – for example the investigation planning sheets provided to all teachers to provide a starting point to build on Word mats to keep relevant vocabulary close at hand – the vocabulary should be well modelled by all adults and where suitable be accompanied by a visual cue to support understanding Task plans - provide instructions for a task visually using the headings, What do I need? What do I need to do? What happens after that? As the children become more confident they can take more ownership over creating the plan. A visual framework can be used as a consistent guide for planning an investigation in science. Headings of what am I finding out? What I need? What will I do? What to look for? What happened? Why did it happen? Each with picture support will simplify the method, results and conclusion format for the children Use of clicker where applicable/allowing children to orally record their ideas and findings

Appendix A

This is the sequence that is followed:
- Hand and finger strength
- Seating position
- Pencil grip
- Tracing
- Patterns
- Over teacher's writing (highlighter)
- Under teacher's writing (directly under words – write in large letters, leave large spaces between words)
- Independence

These are the four-letter families and order that they are taught:

1. c, a, o, d, g, q, e, s,
2. l, i, t, u,
3. r, b, n, h, m, k, p
4. v, w, x, z

More complex letters from the 4 families:
f, j, y
Digits 0-9
Capital Letters A-Z Capital letters do not join to lower case letters

These are the four main joins and order that are taught and examples of the joins:
1. Diagonal joins to letters without ascenders e.g. ai, ar, un, am, ear, aw, ir, hu, ti, ki, du, up, ag, fe, fu.
2. Diagonal joins to letters with ascenders e.g. ab, ul, it, ib, if, ub, th, ck, ch, it, ft, fl.
3. Horizontal joins to letters without ascenders e.g. ou, vi, wi, op, ow, ov, ri, ru, ve, we, re.
4. Horizontal joins to letters with ascenders e.g. ob, ol, wh, it, of, rt, rk.