

**Class 1 YR,****YEAR A** Key skills

NOTE Children are expected to move from 40-60+ months to the ELG over the year

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<b>Minibeasts</b> <b>Challenge:</b> "Use what you have learnt about minibeasts to create minibeast habitat in the woods" (Could be done as part of forest school)	<b>Egyptians</b> <b>Challenge:</b> As part of forest school, make a giant pyramid. Inscribe the inside of the pyramid with meaningful hieroglyphics. Make and try some Egyptian food.	<b>Dinosaurs</b> <b>Challenge:</b> To create a dinosaur small world in a box.	<b>Space</b> <b>Challenge:</b> Art focus – creating a class solar system from paper Mache balloons to hang from the ceiling, using knowledge learnt about the appearance of the planets.	<b>Around the world</b> <b>Challenge:</b> Creating a class book about the different continents including animals that live there, climate, geography and famous facts. (Compile throughout the term and share finished piece in Golden book assembly)	<b>Seaside holidays</b> <b>Challenge:</b> To design and plan a trip to the seaside and create a low mileage picnic item to take on a trip.

<b>Maths</b> Based on White Rose Scheme	<b>Number and place Value – numbers to 5</b> <b>Addition and subtraction – sorting</b> <b>Number and place value – groups</b> <b>Addition and subtraction – change within 5</b> <b>Time – my day</b> <b>Geometry – 2D and 3D shapes</b>	<b>Addition and subtraction – number bonds to 10</b> <b>Number and place value – numbers to 10</b> <b>Addition and subtraction – addition to 10</b> <b>Geometry – Exploring pattern</b>	<b>Addition and subtraction – count on and back</b> <b>Number and place value – numbers to 20</b> <b>Multiplication and division – doubling/halving odds/evens</b> <b>Measures</b>			
<b>English</b>  <b>Phonics taught daily through Read Write Inc</b>	Genres: Stories about mini-beasts Non-fiction about mini-beasts	Genres: Stories about journeys	Genres: Stories about dinosaurs Non-fiction books about dinosaurs	Genres: Stories based in space Non-fiction books about Space.	Genres: Recount (trip). Stories from different cultures.	Genres: Postcard Summer / seaside poems.

	<p><b>40-60+ months</b></p> <p>Continues a rhyming string.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Begins to read words and simple sentences.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Enjoys an increasing range of books.</p> <p>Knows that information can be retrieved from books and computers.</p> <p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Begins to break the flow of speech into words.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name and other things such as labels, captions.</p> <p>Attempts to write short sentences in meaningful contexts</p>				<p><b>ELG</b></p> <p>Children read and understand simple sentences.</p> <p>They use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>They also read some common irregular words.</p> <p>They demonstrate understanding when talking with others about what they have read.</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>They also write some irregular common words.</p> <p>They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	
<b>Communication and language</b>	<p><b>40- 60+ months</b></p> <p>Responds to instructions involving a 2 part sequence</p> <p>Understand humour</p> <p>Able to follow a story without pictures or props</p> <p>Listens and responds to ideas expressed by others in conversation or discussion</p> <p>Extends vocabulary exploring the meaning and sounds of new words.</p> <p>Links statements and sticks to main theme or intentions</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>Introduces a storyline or narrative in their play</p>				<p><b>ELG</b></p> <p>Follows instructions involving several ideas or actions</p> <p>They answer 'how' and 'why' questions about their experiences and in response to stories or events</p> <p>Children express themselves effectively showing awareness of listeners needs.</p> <p>They use past, present and future forms accurately when talking about events</p> <p>They develop their own narratives and explanations by connecting ideas or events</p>	
<b>RE</b>	1.6 Who is Muslim and how do they live? (Part 1)	1.3 Why does Christmas matter to Christians?	1.6 Who is Muslim and how do they live? (Part 2)	1.5 Why is Easter important to Christians?	1.4 What is the good news Christians believe Jesus brings?	1.8 What makes some places sacred to believers?

<b>Understanding the world</b>	Seasonal changes – Autumn. Animals including humans (insect focus) Creating animal habitats	Seasonal changes – Winter Year 1 Everyday materials Where is Egypt Key features if Ancient Egypt	Living things and their habitats Know dinosaurs lived long ago Know dinosaurs are no longer alive Know key features of dinosaurs	Seasonal changes – Spring. Know that Space is a long way away Know that man has travelled into space Know that there are stars, moons and planets in space	Animals including humans Know that there are other countries around the world Know that not all people are the same as they are Know that people live in different places, houses and countries	Year 1 changes – Summer Use cooking skills to make a snack Know that food travels before it can be bought. Know that people have had seaside holidays for many years and these have changed over the years
	<b>40-60+ months</b> Enjoys joining in with family customs and routines. Looks closely at similarities, differences, patterns and change. Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.				<b>ELG</b> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	
<b>PE Physical development</b>	Multiskills / basic skills	Gymnastics	Dodgeball Swimming	Multiskills / basic skills	Team games	Team games
	<b>40-60+ Months</b> Experiments with different ways of moving.				<b>ELG</b>	

	<p>Jumps off an object and lands appropriately.</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Uses simple tools to effect changes to materials.</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Shows a preference for a dominant hand.</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Begins to form recognisable letters.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p>Usually dry and clean during the day.</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>Shows understanding of how to transport and store equipment safely.</p> <p>Practices some appropriate safety measures without direct supervision.</p>				<p>Children show good control and co-ordination in large and small movements.</p> <p>They move confidently in a range of ways, safely negotiating space.</p> <p>They handle equipment and tools effectively, including pencils for writing.</p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	
<b>PSED</b>	Wonderful me	Anti-bullying	Resilience	Drugs education	Keeping myself safe	Relationships
	<p><b>40-60+ months</b></p> <p>Initiates conversation, attends to and takes account of what others say.</p> <p>Explains own knowledge and understanding and ask appropriate questions of others</p> <p>Takes steps to resolve conflicts with other children</p> <p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Can describe self in positive terms and talk about abilities</p>				<p><b>ELG</b></p> <p>Play cooperatively and take turns with others.</p> <p>Take account of one another's ideas about how to organise their activity</p> <p>Show sensitivity to others needs and feelings and form positive relationships with adults and other children</p> <p>Confident to try new activities and say why they like some activities more than others</p>	

					Confident to speak in familiar groups, will talk about their ideas, and will choose the resources they need for their chosen activity Say when they do/don't need help
<b>Music</b> Based on Charanga Music	Hey You	Little Angel gets her wings	Round and round	Glockenspiel stage 1	I want to play in a band Songs from the summer play
<b>Expressive art and design</b>	Art – accurate minibeasts models / sculpture. ...still life drawing	Art – making paper and hieroglyph work	Art ... to use drawing and sculpture		Art Art from different cultures
<p><b>40-60+ Months</b></p> <p>Begins to build a repertoire of songs and dances.</p> <p>Explores the different sounds of instruments.</p> <p>Explores what happens when they mix colours.</p> <p>Experiments to create different textures.</p> <p>Understands that different media can be combined to create new effects.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Create simple representations of events, people and objects.</p> <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>Chooses particular colours to use for a purpose.</p> <p>Introduces a storyline or narrative into their play.</p> <p>Plays alongside other children who are engaged in the same theme.</p> <p>Plays cooperatively as part of a group to develop and act out a narrative.</p>					<p><b>ELG</b></p> <p>Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>

<b>British values</b>	Self-knowledge, self-esteem and self-confidence.  tolerance and harmony	responsibility initiative, and contribute  respect	Self-knowledge, self-esteem and self-confidence.  tolerance and harmony	Right from wrong and to respect the civil and criminal law of England.	Self-knowledge, self-esteem and self-confidence.	Self-knowledge, self-esteem and self-confidence.  respect
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