

Ash Meadow School

Key Stage One Curriculum

Learning, developing, engaging, participating, creating, exploring, interacting and having the best life possible!

Pupils will study a range of national curriculum subjects which include:

English & Phonics including the Read Write Inc Programme and other programmes if needed on an individual basis.

Communication - Communication devices are assessed and used to support non-verbal pupils (e.g., Speak for Yourself Application AAC on iPad)

Mathematics- White Rose

Science

Computing

PSHE & RSE (which includes British Values and SMSC) adapted from the PSHE Association planning framework for children with SEND.

Humanities (including Geography, History and Religious Education)

Art & Design

Music

Design Technology

Physical Education including swimming, trampolining,

The specialist teaching team in the Key Stage 1 provision, work closely with the pupils care teams and families to promote transferring learning from the education environment to real-life situations. This includes training with families and our enrichment workshops as an additional programme. All pupils receive speech and language and occupational therapy support at a level that is appropriate to their learning needs.

The Key Stage 1 curriculum is aimed at students who are developing at Key Stage 1 level and not necessarily at Key Stage 1 in age, Students could have progressed from the Engagement curriculums to this curriculum and once all knowledge and skills are embedded students will progress to the next Key Stage and/or AQA units depending on age and individual student needs.

Engagement	Engagement into Key Stage	Key Stage 1	AQA Units	AQA Entry Level	Supported living. Living at home. Day care. SEN college
			Work experience within the local community with support		
Engagement for key stage	Key stage 1	Key stage 2	AQA units	AQA entry level	Living at home. Supported living. Volunteering. Work. SEN college. college
			Work experience with support in the local community.		
Key stage 1	Key stage 2	Key stage 3	AQA units/ AQA entry level	AQA level 1 or 2	Supported living. Independent living. College Volunteering Work.
			Work experience placements.		



Key stage 1		Key stage 2		Key stage 3		AQA level 1		AQA level 2		College Future education Independent living work	
Key Stage 1 GROUP 1											
SUBJECT AREA			TERM 1		TERM 2		TERM 3				
ENGLISH	READING	1	Read a range of fiction To read words containing -s, -es, -ing, -ed and -est endings Read Write Inc	Read a range of non-fiction Develop reading from Read Write Inc	Fairy stories & traditional Tales Become familiar with key stories, fairy stories and traditional tales. Retell them and considering their characteristics. <u>Ideas for books: Protected Characteristics</u> - After the Fall: How Humpty Dumpty Got Back Up Again	Fantasy stories To predict what might happen on the basis of what has been read so far.	Stories from around the world To join in with discussions about a text, taking turns and listening to what others say <u>Ideas for books: Protected Characteristics</u> -Hansas surprise -A world for me and you -My first Ramadan	Stories about families To reread texts to build up fluency and confidence in word reading. <u>Ideas for books: Protected Characteristics</u> -The Family book -A family is a family is a family -My Family, Your family			
	WRITING (pupils will take part in SHINE handwriting scheme pathway 2)		Writing to describe To sit with comfortable posture at table, holding a pencil comfortably To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.	Writing in the first person . To say out loud what they are going to write about To compose a sentence orally before writing it.	To sequence sentences To discuss what they have written with the teacher or other pupils.	Describing different settings To reread their writing to check that it makes sense and to independently begin to make changes. To read their writing aloud clearly enough to be heard by their peers and the teacher. To use adjectives to describe	Instructions To use simple sentence structures. To use the joining word (conjunction) ‘and’ to link ideas and sentences. To begin to form simple compound sentences To use capital letters for names, places, the days of the week and the personal pronoun ‘I’. To use finger spaces.	Compliments To accurately spell most words containing the 40+ previously taught phonemes and GPCs. To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.			
	S&L		Rhymes & sounds To use appropriate vocabulary to describe their immediate world and feelings. To think of alternatives for simple vocabulary choices.	Spontaneous responses To listen to others in a range of situations and usually respond appropriately. To recognise when it is their turn to speak in a discussion	Retelling an event/ experience To begin to ask questions that are linked to the topic being discussed. To answer questions on a wider range of topics (sometimes may only be one-word answers).	Story telling To take part in a simple role play of a known story. To be able to describe their immediate world and environment. To retell simple stories and recounts aloud	Giving and receiving instructions To understand instructions with more than one point in many situations	Complimenting other To know when it is their turn to speak in a small group presentation or play performance			

	Phonics- Read Write Inc		Apply phonic knowledge to decode words To blend sounds in unfamiliar words using Read Write Inc Programme	Blend unfamiliar words Read Write Inc Programme and Reading Schemes	Recognise the graphemes in reading such as 'AY' 'ee' 'oo'
	SPAG		Have an awareness of capital letters and full stops and use these mostly correctly to start and end sentences.	Have an awareness of question marks and exclamation marks	Use the prefix 'un' to change the meaning of words. Add the suffixes -ing, -ed, -er and -est to root words

Key Stage 1 GROUP 2

SUBJECT AREA			TERM 1		TERM 2		TERM 3	
ENGLISH	READING	2	Read a range of fiction To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. <u>Ideas for books: Protected Characteristics</u> - No Monsters allowed	Read a range of non-fiction To check that the text makes sense to them as they read and to correct inaccurate reading.	Fantasy stories To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events, how items are related and make predictions. <u>Ideas for books: Protected Characteristics</u> -lincredible you	Diaries To ask and answer questions about a text. To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.	Contemporary and classic poetry To participate in discussion about books, poems and other works, express their views at their level.	Quest adventures To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.
	WRITING (pupils will take part in SHINE handwriting scheme pathway 2)		Writing to argue To write, from memory, simple sentences that include words using the Grapheme/ Phoneme Correspondence (GPC)	Writing to connect ideas To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).	Writing to entertain To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. To form lower case letters of the correct size, relative to one another. To use spacing between words that reflects the size of the letters	Diary recount To write narratives about personal experiences and those of others (real and fictional). What did you do at the weekend? To write about real events Re-read own work to check.	Writing poetry To write simple poetry. To use writing frames to support ideas. To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.	Imagery To spell most Y1 and Y2 common exception words correctly. To spell more words with contracted forms, e.g., can't, didn't, hasn't, couldn't, it's, I'll. To learn the possessive singular apostrophe (e.g., the girl's book).



	S&L		Express yourself To listen carefully and respond to what has been said, e.g., make a helpful contribution when speaking in a small reading group To take on a different role in a drama or role play and discuss the character's feelings.	Questioning & answering To understand instructions and seek clarification when unsure. To speak confidently within a group of peers so that their message is clear.	Respond to the experiences of others To give enough detail to hold the interest of other participant(s) in a discussion. To engage in meaningful discussions that relate to different topic areas. To remain focused on a discussion and recall main points	Asking about the past To talk about themselves clearly and confidently. To verbally recount experiences with some added interesting details. To offer ideas based on what has been heard.	Making comparisons To show that they are following a conversation by asking relevant and timely questions. To answer questions using clear sentences. To begin to give reasoning behind their answers when prompted to do so.	Pretending to be someone / something else To read aloud what they have written with appropriate intonation to make the meaning clear. Role-play
	PHONICS-Read Write Inc		Apply phonic knowledge and skills to decode words until automatic decoding has become embedded. Read Write Inc/ Reading Scheme		Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes Read Write Inc/ Reading Scheme		Read accurately words of two or more syllables that contain graphemes taught so far. Read Write Inc/ Reading Scheme	
	SPAG		knowing and using statements, questions, exclamations, and commands		Use tense (past, present)		Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly	

Key Stage 1 Group 1

SUBJECT AREA		TERM 1		TERM 2		TERM 3		
MATHS	White Rose Maths	1	<u>Number-Place Value – Within 10 – Incorporating Numicon</u> Sorting objects, counting objects, count objects from larger groups, represent objects, recognise numbers from words, count from any number, 1 more, 1 less, compare groups by matching, few, more and same, less than, greater than, equal to, compare numbers, the number line.	<u>Number-Addition and Subtraction – within 10 – Incorporating Numicon</u> Intro into parts and wholes, part-whole model, write number sentences, fact families- addiction facts, number bonds within 10, number bonds to 10, addition-add together, addition-problems, find a part, subtraction- find a part, fact families- the eight facts. subtraction- take	<u>Number-Place Value- Within 20 - Incorporating Numicon</u> Count within 20, understand 10, understand 11,12 and 13, understand 14,15 and 16, understand 17,18 and 19, understand 20, 1 more and 1 less, the number line to 20, use a number line to 20, estimate on a number line to 20, compare numbers to 20, order numbers to 20.	<u>Measurement-Length and Height</u> Compare lengths and heigh, measure length using objects, measure length in centimetres. Block Assessment <u>Measurement-Mass and Volume</u> Heavier and lighter, measure mass, compare mass, full and empty capacity,	<u>Number-Multiplication and Division - Incorporating Numicon</u> Count in 2's, 10's and 5's, recognise equal groups, add equal groups, make arrays, make doubles, make equal groups- grouping, make equal groups-sharing. Block Assessment <u>Number-Fractions</u>	<u>Measurement-Money</u> Utilising, recognising coins, recognising notes, count in coins. Block Assessment Measurement-Time Before and after, Days of the week, Months of the year, hours, minutes and seconds, tell the time to the hour. Block Assessment



			<p>Block Assessment</p> <p>away/cross out (how many left?), subtraction- take away- (how many left?), subtraction- number line, add or subtract 1 or 2.</p> <p>Block Assessment</p> <p><u>Geometry- Shape</u></p> <p>Recognise and name 3D shapes, sort 3D shapes, recognise and name 3D shapes, patterns with 2D and 3D shapes</p> <p>Block Assessment</p>	<p>Block Assessment</p> <p><u>Number- Addition and Subtraction- within 20 - Incorporating Numicon</u></p> <p>Add by counting on within 20, add ones using number bonds, find and make number bonds to 20, doubles, near doubles, subtract ones using number bonds, subtraction- counting back, subtraction – finding the difference, related facts, missing number problems.</p> <p>Block Assessment</p>	<p>compare volume, compare capacity.</p> <p>Block Assessment</p>	<p>Recognise half of an object or shape, find a half of an object or shape, recognise half of a quantity, recognise a quarter of an object or shape, find a quarter of an object or shape, recognise a quarter of a quantity, find a quarter of a quantity.</p> <p>Block Assessment</p>	
Key Stage 1- Group 2							
White Rose Maths		<p><u>Number- Place Value- Incorporating Numicon</u></p> <p>Number to 20, count objects to 100 by making 10's, recognise tens and ones, use a place value chart, partition numbers to 100, write numbers in words, flexibly partition numbers to 100, write numbers to 100 in expanded form, 10's and 1's on the</p>	<p><u>Number – Addition and Subtraction</u></p> <p>Bonds to 10, fact families- addition and subtraction bonds to 20, related facts, bonds to 100 (tens), add and subtract 1's, add by making 10, add three 1- digit numbers, add to the next 10, add across to 10, subtract across 10, subtract from a 10, subtract a 1- digit from a 2- digit number (across a 10),</p>	<p><u>Measurement- Money</u></p> <p>Count money-pence, pound (notes and coins), count money-pounds and pence, choose notes and coins, make same amount, compare amounts of money, calculate with money, make a pound, find change, two step problems.</p> <p>Block Assessment</p>	<p><u>Measurement- Length and Height</u></p> <p>Measurement in centimetres, metres, compare lengths and heights, order lengths and heights, four operation with length and heights.</p> <p>Block Assessment</p> <p><u>Measurement- Mass, Capacity and temperature</u></p>	<p><u>Number -Fractions</u></p> <p>Introduction to parts and whole, equal and unequal parts, recognise a half, find a half, recognise quarter, find a quarter, recognise a third, find a third, find a whole, unit fractions, non- unit fractions, recognise the equivalence of a half and two quarters, recognise three-quarters, find three-</p>	<p><u>Statistics</u></p> <p>Make up tally charts, tables, block diagrams, draw pictograms (1-1), interpret pictograms (1-1), draw pictograms (2,5 and 10), interpret pictograms (2,5 and 10).</p> <p>Block Assessment</p> <p><u>Geometry -Position and Direction</u></p>



			<p>number line to 100, estimate numbers on a number line, compare objects, compare numbers, order objects and numbers, count in 2's, 5's and 10's.</p> <p>Bloc Assessment</p>	<p>10 more and 10 less, add and subtract 10's, add two 2- digit numbers (across a 10), subtract two 2-digit numbers (across a 10), mixed addition and subtraction, compare number sentences, missing number problems.</p> <p>Block Assessment</p> <p><u>Geometry-Shape</u></p> <p>Recognise 2-D and 3-D shapes, count sides on 2-D shapes, count vertices on 2-D shapes, draw 2-D shapes, lines of symmetry on shapes, use lines of symmetry to complete shapes, sort 2-D shapes, count faces on 3-D shapes, count edges on 3-D shapes, count vertices on 3-D shapes sort 3-D shapes, make patterns with 2-D and 3-D shapes.</p> <p>Block Assessment</p>	<p><u>Number-Multiplication and Division</u> <u>- Incorporating Numicon</u></p> <p>Recognise equal groups, make equal groups, add equal groups, introduce multiplication symbol, multiplication sentences, use arrays, make equal groups- grouping, sharing, the 2 times-tables, divide by 2, doubling and halving odd and even numbers, the 10 times-tables, divide by 10, the 5 times-tables, divide by 5, the 5 and 10 times-tables.</p> <p>Block Assessment</p>	<p>Compare mass, measure grams, kilograms, four operations with mass, compare volume and capacity, measure in millilitres and litres, four operations with volume and capacity, temperature.</p> <p>Block Assessment</p>	<p>quarters, count in fractions up to a whole.</p> <p>Block Assessment</p> <p><u>Measurement-Time</u></p> <p>O'clock and half past, quarter past and quarter to, tell the time past the hour, tell the time to the hour, tell the time to 5 minutes, minutes to the hour, hours in the day.</p> <p>Block Assessment</p>	<p>Language and position, describe movement, describe turns, describe movement and turns, shape and patterns with turns</p> <p>Block Assessment</p>
		<p align="center">Key Stage 1 GROUP 1</p>						
SUBJECT AREA		TERM 1	TERM 2			TERM 3		



SCIENCE	1	Animals and Humans: Our Pets (Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals)	Animals and Humans: Ourselves (Identify, name, draw and label the basic parts of a human body and which parts is associated with each sense)	Seasonal Changes: Clouds and Sky (Observe different weathers and measure features of the weather both everyday and extreme)	Seasonal Changes: Weather (Observe the changes across the four seasons. Describe weather associated with the seasons and how day length varies.)	Plants: What's Growing in our Garden (identify & name a variety of common wild and garden plants, including deciduous and evergreen trees) (Identify and describe the basic structure of a variety of plants & trees)	Everyday Materials: (Distinguish between an object and the materials from which it is made.) (Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock)
	Key Stage 1 GROUP 2						
	2	Animal and Minibeast Life Cycles: Healthy Animals Describe how animals obtain their food, use simple food chains and identify and name different sources of food. Habitats – identify that most living things live in habitats to which they are suited, describe how different habitats provide for the basic needs of different kinds of animals and plants	Human survival: Learn about basic needs of human survival including the importance of exercise, nutrition and good hygiene. Learn how human offspring grow and change over time to adulthood	Working Scientifically and investigations (Asking simple questions and recognising that they can be answered in different ways. observing closely, using simple equipment. performing simple tests. Identifying and classifying. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.	Beachcombers (Develop pupils knowledge of beaches. Observe, identify and classify seaside plants and animals. Learn about habitats, food chains and environmental issues)	Plants: Ready, steady, grow Gardens and Allotments (Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light temperature to grow)	Everyday Materials: Materials Matter Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard. Everyday Materials: find out how the shape of solid objects can be changed by squashing, bending, twisting, and stretching.
Key Stage 1 GROUP 1							
SUBJECT AREA		TERM 1	TERM 2			TERM 3	



COMPUTING	1	Multimedia Text and Images Add text strings, text boxes and show and hide objects and images, manipulating the features. Use various tools, such as brushes, pens, eraser, stamps and shapes, and set the size, colour and shape. Use applications and devices in order to communicate ideas, work, messages and demonstrate control. Save, retrieve and organise work. Internet Safety- Using search engines safely	Multimedia Sound and Motion Use software to record sounds. Change sounds recorded. Save, retrieve, and organise work. Use key vocabulary to demonstrate knowledge and understanding in this strand: commands, add sound. Internet Safety- SMART rules and look at what information should be kept safe when using the Internet	Technology in Our Lives Recognise ways that technology is used in the home and community, e.g., taking photos, blogs, shopping. Use links to websites to find information. Recognise age-appropriate websites. Use safe search filters. use key vocabulary to demonstrate knowledge and understanding in this strand: filter, Google, search engine, image, keyboard, email, internet, subject, address, communicate, sender, safe, secure. Internet Safety- Explore the positives and potential negatives of online communication, such as email, and children will develop the skills to recognise potential dangers and act accordingly to keep themselves and others safe
	Key stage 1 Group 2			
	2	Understanding Algorithms Give commands one at a time to control direction and movement, including straight, forwards, backwards, turn. Control the nature of events: repeat, loops, single events and add and delete features. Give a set of instructions to follow and predict what will happen. Program a Bee-Bot (or similar programmable toy) using the arrow buttons. Improve/change their sequence of commands by debugging. Internet Safety- Improve the efficiency of their online searches,	Coding and Programming Give commands one at a time to control direction and movement, including straight, forwards, backwards, turn. control the nature of events: repeat, loops, single events and add and delete features. give a set of instructions to follow and predict what will happen. improve/change their sequence of commands by debugging. (Beebots, Ozobots and Marty the Robot). Internet Safety- Explore the types of websites that are best for children to access when looking for information, as well as how to identify inappropriate content and the actions they should take if they do.	Online Safety Identify what things count as personal information. Identify what is appropriate and inappropriate behaviour on the internet. Agree and follow sensible online safety rules, e.g., taking pictures, sharing information, storing passwords. Seek help from an adult when they see something that is unexpected or worrying. Demonstrate how to safely open and close applications and log on and log off from websites. Internet Safety- Cyberbullying' and look at how they should communicate online and deal with instances of people being unkind via digital means.



Key Stage 1 GROUP 1							
SUBJECT AREA		TERM 1		TERM 2		TERM 3	
HUMANITIES (Geography, history, religious education)	1	Geography - Places	RE - Festivals	History - Civilisations	Geography - Fieldwork	RE – Signs and Symbols	History - People
		Continents and countries Name, locate and identify characteristics of the United Kingdom and its surrounding seas. Use a world map to identify the UK. Make comparisons between the UK, Europe and other countries and continents.	Celebrations This ‘Gifts and Giving’ unit will encourage your class to think about different types of gifts we can give and why giving is important. It will also teach your class about the Christian celebration Christmas and festivals from other religions.	My family Differences and similarities between pupils’ daily lives and perspectives of life during their parents’ and grandparents’ childhoods, including family traditions, leisure time and communications.	What’s on the school grounds/local area? Use simple compass directions (north, south, east and west) Use observational skills to study the geography of school and its grounds. The key human and physical features.	Main religious symbols name religious symbols and the meaning of them. learn the name of important religious stories. retell religious stories and suggest meanings in the story.	Significant people throughout history. Study significant individuals in the past who have contributed to national and international achievements, compare the lives in different periods.
	Key Stage 1 GROUP 2						
	2	What a wonderful world The location of countries, continents and oceans of the world in relation to the position of the United Kingdom and children’s own locality. Children will develop global awareness by looking in detail at the position of the seven continents and five oceans of the world, understanding that the world is spherical and creating their own journeys across the world	Gifts and giving in celebrations and festivals This ‘Gifts and Giving’ unit will encourage your class to think about different types of gifts we can give and why giving is important. It will also teach your class about the Christian celebration Christmas and the Islamic festival Eid al-Fitr. Children will learn why Christmas can be important to many Christians and why Eid al-Fitr can be	Historical events that changed the UK Events beyond living memory that are significant nationally or globally To develop an awareness of the past and identify similarities, including differences between ways of life in different periods.	What’s near the school/your town? Children will explore their school environment using first-hand observation and experience to enhance their awareness along with essential map skills and fieldwork. Name different types of maps and explain some key features of maps. Draw a simple sketch map of the school and local area. Use aerial photographs to ‘view from above’ and recognise basic human and physical features	Places of worship Give an example of a place that is special to them. Explain what a place of worship is and name some places of worship. Name something that happens in places of worship.	Significant people throughout history. To develop an awareness of the past, through finding out about changes within living memory and to develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements.



			important to many Muslims. Children will learn how they are both celebrated and will then go on to explore the importance of giving and gifts in both celebrations.				
PHYSICAL EDUCATION	KEY STAGE 1 GROUP 1						
		TERM 1		TERM 2		TERM 3	
	1	Athletics Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities; • participate in team games, developing simple tactics for attacking and defending	Ball Games 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.	Team Games participate in team games, developing simple tactics for attacking and defending.	Gymnastics Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Dance perform dances using simple movement patterns master basic movements including running, jumping, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities. perform dances using simple movement patterns	Compete/ Perform Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games
	2	Circuit training Go round an obstacle showing some control. perform a leap, balance, hop, jump, kick, catch, etc.	Bat & ball games Hold, hit with a racket/ bat. Hit a ball to a target with increasing accuracy. Throw a ball underarm showing some accuracy when aiming.	Invasion Games Recognise and describe how the body feels during and after physical activity. Begin to use and understand the terms attacking and defending.	Gymnastics Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel, jump, hold a shape.	Dance Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Perform own sequences.	Yoga for wellbeing To develop flexibility, strength, control, and balance. To develop mental alertness and calm.



KEY STAGE 1 GROUP 1					
SUBJECT AREA		TERM 1		TERM 2	
ART & DESIGN	1	Exploring and Developing Ideas To produce creative work, exploring their ideas and recording experiences. Respond positively to ideas and starting points. Explore ideas and collect information. Describe differences and similarities and make links to their own work. Try different materials and methods to improve. use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.		Drawing Draw lines of varying thickness. Use dots and lines to demonstrate pattern and texture. use different materials to draw, for example pastels, chalk, felt tips. Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.	
	2	Sculpture Use a variety of natural, recycled and manufactured materials for sculpting, Use a variety of techniques, e.g., rolling, cutting, pinching use a variety of shapes, including lines and texture. Use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.	Printing To develop a wide range of art and design techniques in using colour and texture. Children can: Copy an original print. Use a variety of materials, e.g., sponges, fruit, blocks. Demonstrate a range of techniques, e.g., rolling, pressing, stamping and rubbing. Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.	Collage To become proficient in other art, craft and design techniques – collage. To develop a wide range of art and design techniques in using texture, line, shape, form, and space. sort and arrange materials. add texture by mixing materials. use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.	Textiles To become proficient in other art, craft, and design techniques – textiles. use a dyeing technique to alter a textile's colour and pattern. decorate textiles with glue or stitching, to add colour and detail. use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.
				Painting Name the primary and secondary colours. Experiment with different brushes (including brushstrokes) and other painting tools. Mix primary colours to make secondary colours. Add white and black to alter tints and shades. use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.	
				Work of Other Artists To understand the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Children can: Describe the work of famous, notable artists and designers. Express an opinion on the work of famous, notable artists. Use inspiration from famous, notable artists to create their own work and compare. Use key vocabulary to demonstrate knowledge and understanding in this strand Learn about Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild	



KEY STAGE 1 GROUP 1				
SUBJECT AREA		TERM 1	TERM 2	TERM 3
DESIGN TECHNOLOGY	1	Design use their knowledge of existing products and their own experience to help generate their ideas. design products that have a purpose and are aimed at an intended user.	Make – Planning Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of making. Children select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].	Make - Practical skills and techniques learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures. use a range of materials and components, including textiles and food ingredients. with help, measure and mark out. cut, shape and score materials with some accuracy.
	KEY STAGE 1 GROUP 2			
	2	Evaluate Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. Children explore and evaluate a range of existing products. They evaluate their ideas and products against design criteria explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations.	Technical Knowledge Children build structures, exploring how they can be made stronger, stiffer, and more stable. They explore and use mechanisms [for example, levers, sliders, wheels, and axles], in their products.	Cooking and Nutrition Children use the basic principles of a healthy and varied diet to prepare dishes. They understand where food comes from. Children can: Explain where in the world different foods originate from. Understand that all food comes from plants or animals. Understand that food has to be farmed, grown elsewhere (e.g., home) or caught. Name and sort foods into the five groups in the Eatwell Guide. Understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why. use what they know about the Eatwell Guide to design and prepare dishes.



KEY STAGE 1 GROUP 1							
SUBJECT AREA		TERM 1		TERM 2		TERM 3	
PSHE/RSE	1	SELF AWARENESS SA1 – Things we are good at Describe things that we enjoy or that make us feel happy. Identify what we are good at, both in and out of school. Recognise that being unique means we might like and be good at different things from other people Describe and demonstrate things we can do well and identify areas where we need help to develop. SA2 – Kind and unkind behaviours Identify what teasing means and how people who are teased might feel. Give reasons why teasing or name-calling is not acceptable. Identify what we can do if others are excluding us or being unkind. Explain what is meant by hurtful behaviour and	SELF CARE, SUPPORT and SAFETY SSS1 – Taking care of ourselves Identify things we can do by ourselves to look after ourselves and stay healthy and things we need adult help with. Identify some simple ways we can help to keep ourselves well SSS2 – Keeping safe Name and describe feelings associated with not feeling safe (e.g. worried, scared, frightened) and identify trusted adults who can help us if we feel this way. Demonstrate ways of making it clear to others when we need help. Describe some simple rules for keeping safe near water, railways, roads and fire Identify some different responsibilities we may have to help keep	MANAGING FEELINGS MF1 – Identifying and expressing feelings Explain why no-one has the right to make us feel unhappy, afraid, worried, and sad or make us do things we do not want to. Demonstrate vocabulary/ communication skills for expressing the intensity of a feeling	CHANGING and GROWING CG1 – Baby to adult Describe some of the things we can do now that we couldn't do when we were younger. Identify stages of the human life cycle. CG2 – Changes at puberty Describe some of the physical changes that occur as we grow up (e.g. body shape, height, menstruation). Describe what happens during puberty, including mood swings, emotional changes, menstruation and wet dreams/ejaculation, hair growth, skin and voice changes. Use correct vocabulary to name male and female reproductive organs.	HEALTHY LIFESTYLES HL1 – Healthy Eating Explain why some foods are healthier than others. Explain why we might need to eat foods we might not like very much. Explain what it means to eat a healthy, balanced diet. Give examples of occasions when we can make choices about the foods that we like to eat. HL2 – Taking care of physical health Give reasons why it is important to take care of personal hygiene. Describe some of the different ways to be physically healthy. Explain how the physical activities we enjoy doing help to keep us healthy. Describe simple routines for going to bed/going to sleep Describe what might happen if we don't take care of our personal hygiene. Explain some of	THE WORLD WE LIVE IN WILI1 – Respecting differences between people Recognise that people who share one characteristic (e.g. race, religion, gender or disability) are all different and unique. Explain that we should never make assumptions about people because they belong to a particular group or share a particular characteristic Identify possible reasons for why some people might be rude or unkind towards others because they are 'different' (prejudiced) and treat them unfairly because of it (discriminate). WILI2 – Jobs people do Describe a range of jobs that people might have and the qualities they might need to do them. Identify a job we might like to do in the future Identify jobs people do in the wider community that



		bullying (including verbal, physical and emotional, e.g. omission/exclusion). Recognise that this can happen online	ourselves and others safe. Identify when someone might need first aid because they are hurt/injured.			the benefits of balancing exercise, food and rest	can help in an emergency (fire-fighters, police, ambulance staff, hospital staff); explain how the community is helped through the work they do.
KEY STAGE 1 GROUP 2							
SUBJECT AREA		TERM 1		TERM 2		TERM 3	
PSHE/RSE	2	SELF AWARENESS SA3 – Playing and working together Identify times when we have listened to others and worked collaboratively. Demonstrate ways of sharing opinions, thoughts and ideas on things that matter to us. Identify reasons why it may be upsetting for others if we don't wait for our turn. Describe some ways of playing and working with others so that everyone feels happy and is able to do their best. Demonstrate working collaboratively towards shared goals SA4 – People who are special to us Identify some of the qualities our special	SELF CARE, SUPPORT and SAFETY SSS3 – Trust Recognise that we do not have to trust someone just because they say we should. Recognise that no adult should ever ask us to keep a secret but that sometimes we don't tell others about a nice surprise that they will find out about eventually, so as not to spoil the surprise. Explain that we should not keep any secret that makes us feel uncomfortable, afraid, worried or anxious, no matter who asks us. Explain when and why to ask an adult for help if we're asked to share information or keep a secret. Describe 'degrees of trust' – those people	MANAGING FEELINGS MF2 – Managing strong feelings Describe and demonstrate simple strategies that can help us manage not so good (uncomfortable) feelings and the people who can help us. Demonstrate simple strategies to help us manage very strong feelings, including in response to change and loss. Give simple reasons why it is important that others know how we are feeling. Describe some simple ways we can help others to feel better if they are feeling sad or upset	CHANGING and GROWING CG3 – Dealing with touch Describe different types of physical contact; explain how to differentiate between acceptable and unacceptable, comfortable and uncomfortable necessary and unnecessary physical contact. Describe or demonstrate how to respond to unwanted physical contact; how to let someone know we don't like it or want it. Identify trusted adults we can tell. Explain that we have the right to protect our bodies from inappropriate/ unwanted touching. Explain how we can respect other people's right to protect their bodies from	HEALTHY LIFESTYLES HL2 – Taking care of physical health Give reasons why it is important to take care of personal hygiene. Describe some of the different ways to be physically healthy. Explain how the physical activities we enjoy doing help to keep us healthy. Describe simple routines for going to bed/going to sleep Describe what might happen if we don't take care of our personal hygiene. Explain some of the benefits of balancing exercise, food and rest. Identify what might happen to our bodies if we don't protect them from overexposure to the sun. Recognise and give examples of the difference	THE WORLD WE LIVE IN WILI3 – Rules and Law Identify particular rules in school that help to keep us safe and how they do this Explain how rules and laws help us to live and work with other people outside of school WILI4 – Taking care of the environment Describe our own home and explain how we and family members may take care of it Explain how we can take care of our school environment



		<p>people/friends may have.</p> <p>Describe positive feelings we may have when we spend time with friends and family.</p> <p>Identify whom to tell if something in our family life makes us unhappy or worried.</p> <p>Give some practical examples of the ways our special people care for us and help us with problems and difficulties.</p>	<p>we can trust with less important things, and those we can trust with our most important things (e.g. possessions, information about us or our feelings).</p> <p>Explain that if we don't feel sure about sharing information or feel pressured, we don't have to</p> <p>SSS4 – Keeping safe online</p> <p>Describe simple ways of keeping safe online, such as using passwords or having adult help to access the internet</p> <p>Explain that there may be people online who do not have our best interests at heart. Identify things that we should never share online without checking with a trusted adult first.</p> <p>Explain how other people's identity online can be different to what it actually is in real life</p> <p>Explain how to respond if we're not sure if someone online is who they say they are</p>		<p>inappropriate/ unwanted touching.</p>	<p>between someone who can give us medicines/ drugs (e.g. doctors, nurses, pharmacists) and someone who cannot (e.g. our friends)</p> <p>HL3 – Keeping well</p> <p>Identify some symptoms we may experience when we are not feeling well.</p> <p>Explain the decisions we (or an adult who takes care of us) might make about how to keep us well.</p> <p>Recognise that people sometimes need to take medicines in different forms, including tablets, injections, inhalers.</p> <p>Explain why it is important not to touch, taste or take medicines without a trusted adult being with us.</p> <p>Explain why we should never take someone else's medication.</p> <p>Recognise and give examples of the difference between someone who can give us medicines/ drugs (e.g. doctors, nurses, pharmacists) and someone who cannot (e.g. our friends).</p> <p>Describe that sometimes we may be given an injection by a doctor or nurse to help to prevent us from catching a disease (vaccination)</p>	
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KEY STAGE 1 GROUP 3							
SUBJECT AREA		Term 1		Term 2		Term 3	
PSHE/RSE	3	SELF AWARENESS SA5 – Getting on with others Identify whom to tell if something in our family life makes us unhappy or worried. Explain why it is important to listen to others' point of view; demonstrate active listening; demonstrate simple ways of resolving disagreements. Describe what it means to 'fall out' with friends or family.	SELF CARE, SUPPORT and SAFETY SSS5 –Public and private Demonstrate how to ask to borrow or use something that belongs to someone else. Explain what is/is not appropriate to do in a public place; give reasons why this is the case (include masturbation if appropriate). Explain that there are likely to be things about ourselves we are comfortable sharing with everyone; things we are comfortable sharing with our friends; things we are comfortable sharing with our most special people and things we do not want to, or should not share with anyone.	MANAGING FEELINGS MF1 – Identifying and managing feelings Communicate how they feel using appropriate language Explain the difference between feelings and describe reasons they would feel them Identify what makes them feel happy Identify what makes them feel sad Portray different facial expressions for given emotions Recognise that they have choices in how they behave Recognise their strengths and set goals to challenge themselves Recognise what makes them unique	CHANGING and GROWING CG4 –Different types of relationships Identify some of the ways in which we may be cared for by our families, friends and other adults who care for us. Explain that two people who love and care for one another can be in a romantic relationship; that this is different from a friendship Recognise that two people in a long-term relationship might live together or be married (or in a civil partnership); that getting married must always be a choice both people make together. Recognise that two people who love and care for one another may or may not have children	HEALTHY LIFESTYLES HL1 – Healthy Eating Describe the importance of a balanced diet and exercise Draw a picture of a healthy meal Identify some of the properties of fruit and vegetables List food and water as necessary for humans to survive List healthy and unhealthy deserts HL2 – Taking care of physical health Comment on the differences in the speed of their heartbeat after exercise Compare the strength needed to walk in water and the speed they can travel	THE WORLD WE LIVE IN WILI5 – Belonging to a community Describe how being part of a group makes us feel. Identify specific things we take part in as a member of these groups. Describe what it means to be part of a community WILI6 – Money Identify where we may get money from and for what reasons (e.g. presents from relatives or pocket money from a family member). Identify things we (or adults we know) might spend money on, such as food, clothes and things we need to help us to live. Identify why some ways of keeping money safe might be better than others Identify what is meant by a 'need' and a 'want' in relation to spending money.



			Describe how we might feel if our personal belongings are lost or damaged. Demonstrate how to tell a trusted adult if someone damages, or we have lost, our personal belongings.			Give one reason why they need to warm up and cool down Identify different types of exercise Initiate physical activity for five minutes	Give some simple examples of what might be a 'need' and a 'want'.
<p>KEY STAGE 1 GROUP 4</p>							
SUBJECT AREA		Term 1		Term 2		Term 3	
PSHE/RSE	4	FIRST AID FA1 – Pain Classify a range of injuries as serious or minor with some prompting, eg. Broken leg, paper cut FA2 – First Aid Describe how to call the emergency services Identify that disposable sterile gloves are worn to attend to another's wound	FIRST AID FA2 – First Aid Demonstrate how to cut a plaster to size and stick it on a wound with some accuracy Identify that a serious injury requires attention at a hospital Recognise what a rash looks like, eg. Via photographs or simple description Suggest what to do next when treating a minor injury, eg. The wound is now clean so next we cover it with a plaster	DRUGS, ALCOHOL and TOBACCO DAAT1 – Medication Identify a range of safety rules regarding medicine Recognise that prescribed medicines can keep people well or make them better DAAT4 – Using medication Identify what medicine is and how medicines have specific uses Recognise that prescribed medicines can keep people well or make them better	DRUGS, ALCOHOL and TOBACCO DAAT5 – Dangers of medication Suggest how an unhealthy choice might affect our body Suggest how familiar medicines affect the body Identify and describe rules they have to follow regarding medicines Identify that some substances may be poisonous, eg. Liquid, plants, etc Identify that, without permission, they shouldn't	MENTAL WELLBEING MW1 – Taking care of Mental Health Communicate and explain how they feel to others Demonstrates a knowledge of themselves, their likes and dislikes and identity Demonstrate some ways to calm themselves down Demonstrates understanding that not everyone want to do what they want Describes feelings associated with change and loss in simple terms	MENTAL WELLBEING MW1 – Taking care of Mental Health Identify positive aspects about themselves Identify what makes them special Label and express anger or other strong feelings appropriately Identify and describe the special people in their lives, describing why they are special Manages frustration and can ask for assistance



		<p>Recognise that a bruise can be many colours and can change colour over time</p> <p>Recognise that somebody does not always need a plaster on a wound</p>	<p>Recognise and identify a shop where first aid equipment can be bought</p> <p>Puts on and takes off a pair of disposable, sterile gloves independently</p>	<p>Identify a range of safety rules regarding medicine</p> <p>Recognise that household products, including medicines, can be harmful</p> <p>Recognise that each medicine has a specific use</p>	<p>touch medicines or equipment</p> <p>Pours from a liquid medicine bottle onto a spoon with physical prompts</p> <p>Recognise the name of a medicine they take regularly, eg. Inhaler, insulin</p>	<p>Describes some simple ways they take care of themselves</p> <p>Identify different emotions using the appropriate names</p> <p>Identify how they feel when someone is kind and unkind</p>	<p>Recognise that everybody has similar feelings</p> <p>Recognise that it is normal and acceptable to feel different emotions</p> <p>Recognise when others are being unkind</p> <p>Set simple goals and achieve them</p>
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KEY STAGE 1 GROUP 1 & 2

SUBJECT AREA		TERM 1		TERM 2		TERM 3	
MUSIC	1	<p>Singing Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in. Begin with simple songs with a very small range, mi-so and then slightly wider.</p>	<p>Listening develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances. Live opportunities.</p>	<p>Composing Improvise simple vocal chants, using question and answer phrases. Create musical sound effects and short sequences of sounds in response to stimuli. Combine sounds to make a story, choosing and playing instruments or sound-makers.</p>	<p>Musicianship - Pulse/Beat Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Use body percussion, (e.g., clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.).</p>	<p>Musicianship – Rhythm Perform short copycat rhythm patterns accurately, led by the teacher. Perform short repeating rhythm patterns (ostinato) while keeping in time with a steady beat. Perform word-pattern chants; create, retain and perform their own rhythm patterns.</p>	<p>Musicianship – Pitch Listen to sounds in the local school environment, comparing high and low sounds. Sing familiar songs in both low and high voices and talk about the difference in sound. Explore percussion sounds to enhance storytelling. Follow pictures and symbols to guide singing and playing.</p>
	2	<p>Singing Sing songs regularly with a pitch range of do-so with increasing vocal control. Sing songs with a small pitch range, pitching accurately. Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these</p>	<p>Listening Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded</p>	<p>Composing Create music in response to a non-musical stimulus. Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. Use graphic symbols,</p>	<p>Musicianship - Pulse/Beat Understand that the speed of the beat can change, creating a faster or slower pace (tempo). Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. Walk in time to</p>	<p>Musicianship – Rhythm Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Create rhythms using word phrases as a starting point. Read and respond to chanted rhythm</p>	<p>Musicianship – Pitch Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody. Sing short phrases independently within a singing game or short song.</p>

		when singing by responding to (a) the leader's directions and (b) visual symbols	performances should be complemented by opportunities to experience live music	dot notation and stick notation, as appropriate, to keep a record of compose	the beat of a piece of music or song.	patterns, and represent them with stick notation including crotchets,	Respond independently to pitch changes heard in short melodic
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