

**Year One
Long, Long Ago!**



Long,Long Ago! - Year Two

Mathematics

Place Value within 10

- Sort, count and represent objects to 10
- Count read, write forwards and backwards from any number 0 -10
- One more/ less
- Correspondence 1:1 and compare numbers
- Introduce less than, greater than and equal to symbols
- Order numbers
- Use and understand a number line

Mathematics

Addition and Subtraction

- Playing and using numbers using the part part whole
- Addition fact families
- Number bonds to 10
- see addition as adding together
- Finding a part in the part part whole
- Subtraction as taking away and using the symbol
- Fact families - the 8 facts
- Subtraction as crossing out, how many left? Counting back

Long,Long Ago! - Year Two

Mathematics

Shape

- Recognise, sort and name 3D shapes
- Recognise sort and name 2D shapes
- Recognise patterns with 2D and 3D shapes

Mathematics

Place Value within 20

- Count forwards, backwards and write numbers to 20 in numerals and words
- Use 10s and ones
- Count and compare numbers and groups – to order groups of objects and numbers

Long, Long Ago! - Year One

Word Reading

- Apply phonic knowledge and skills as the route to decode words.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read common exception words.
- Read other words of more than one syllable that contain GPCs.
- Read aloud accurately books that are consistent with their developing phonics knowledge.
- Re-read these books to build up their fluency and confidence in word reading.

Reading Comprehension

- Listening to and discussing a wide range of 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.
- 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.
- 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.

Phonics

- Level 5a - 'ay' saying /ai/ 'oy' saying /oi/ 'ie' saying /igh/ 'ea' saying /ee/ 'a_e' saying /ai/ 'e_e' saying /ee/ 'i_e' saying /igh 'o_e' saying /oa/ 'u_e' saying /oo/ and /yoo/ 'ou' saying /ow/ Long vowel sounds 'ch' saying /c/ 'ch' saying /sh/
- Common Exception Words for reading: could, should, would, want, oh, their, Mr, Mrs, love, your, people, looked, called, asked, water, where, who, why, thought, through
- Common Exception words for spelling: said, so, have, like, come, some, were, there, little, one, do, when, what, could, should, would, want, their, Mr, Mrs

Long, Long Ago! - Year One

Writing Transcription

- Spell words containing each of the 40+ phonemes already taught.
- Spell common exception words.
- Spell words using -ing, -er and -ed where no change is needed in the spelling of the root words.
- Apply simple spelling rules and guidance.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

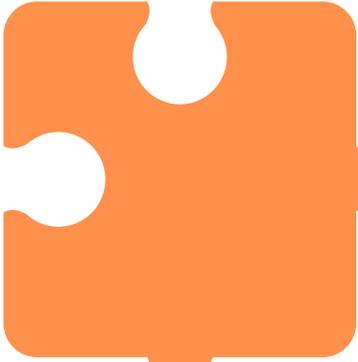
Writing Composition

- Write sentences by:
 - saying out loud what they are going to write.
 - composing a sentences orally before writing it.
 - sequencing sentences to form short narratives.
 - re-reading what they have written to check it makes sense.
- Discuss what they have written with the teacher and other pupils.
- Read aloud their writing clearly enough to be heard by their peers and teacher.

Writing Vocabulary, Grammar and Punctuation

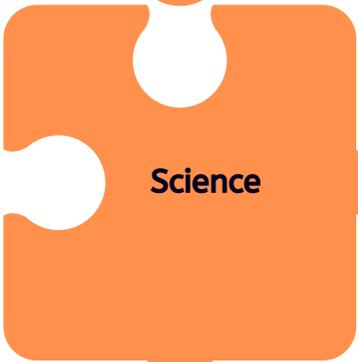
- Leave spaces between words.
- Joining words and joining clauses using 'and'.
- Beginning to punctate sentences using a capital letter, full stop or question mark.
- Using capital letters for names of people and places and the pronoun 'I'.

Long, Long Ago! - Year One



Working Scientifically

- 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



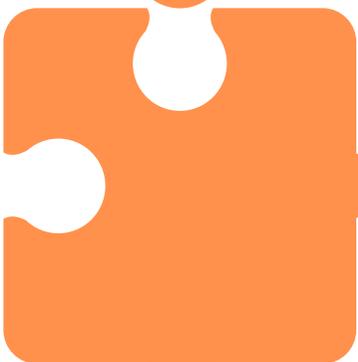
Science

Plants

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees

Animals Including Humans

- 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 materials 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

Long, Long Ago! - Year One

Art and Design

- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Sparkle Skills

We Imagine - encourage children to have self-belief, celebrate their achievements and be ambitious- imagining a world of endless possibilities.

We Explore - encourage children to explore differences. What are our differences and why should they be celebrated? The children will explore what makes them different and the same and explore the meaning of the word 'unique.'

Computing

- Not covered in this learning journey.

Long,Long Ago! - Year One

Design and Technology

- Not covered in this learning journey.

Geography

- Not covered in this learning journey.

History

- learn about events beyond living memory that are significant nationally or globally

Long,Long Ago! - Year One

Music

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

Physical Education

- 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
- perform dances using simple movement patterns

Religious Education

Identity-daily life/ Core Beliefs- Christianity/Belonging- Baptism Harvest festival

- Belonging
- Christianity
- Harvest

Expression of faith/ Core beliefs

- Hinduism
- Diwali
- Christmas

Year One Ice Worlds



Ice Worlds - Year Two

Mathematics

Addition and Subtraction within 20

- Add by counting on
- Find and make number bonds to 20
- Add by making 10
- Subtraction - not crossing 10
- Subtraction - crossing 10
- Compare number sentences

Mathematics

Place Value within 50

- Read, write and recognise numbers to 50
- Break up numbers into 10's and ones
- Compare and order objects and numbers within 50
- Count in 2s and 5s

Ice Worlds - Year Two

Mathematics

Length and Height

- Compare lengths and height using standards and non standard measurements
- Measure length

Mathematics

Weight and Volume

- Introduce, compare and measure weight as mass
- Introduce compare and measure capacity and volume

Ice Worlds - Year One

Word Reading

- Apply phonic knowledge and skills as the route to decode words.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read common exception words.
- Read words containing taught GPCs and -e, -es, -ing, -ed, -er and -est endings.
- Read other words of more than one syllable that contain GPCs.
- Read aloud accurately books that are consistent with their developing phonics knowledge.
- Re-read these books to build up their fluency and confidence in word reading.

Reading Comprehension

- Listening to and discussing a wide range of stories, poems 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.
- Recognising and joining in with predictable phrases.
- Learning to appreciate rhymes and poems.
- 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.
- Predicting what might happen on the basis of what has been read so far.

Phonics

- Level 5b - 'ir' saying /ur/ 'ue' saying /yoo/ and /oo/ 'ew' saying /yoo/ and /oo/ 'y' saying /ee/ 'aw'/'au' saying /or/ 'ow'/'oe' saying /oa/ 'wh' saying /w/ 'c' saying /s/ 'g' saying /j/ 'ph' saying /f/ 'ea' saying /e/
- Common Exception Words for reading: work, house, many, laughed, because, different, any, eye, friend, also, once, live, please, coming, Monday, Tuesday, Wednesday, brother, more, before
- Common Exception words for spelling: love, your, people, looked, asked, called, water, where, who, why, thought, through, work, house, many, laughed, because, different, any, eye.

Ice Worlds - Year One

Writing Transcription

- Spell words containing each of the 40+ phonemes already taught.
- Spell common exception words.
- Spell the days of the week.
- Apply simple spelling rules and guidance.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
- Adding -er and -est to adjectives where no change is needed to the root word.
- Adding s and es to words (plural of nouns and the third person singular of verbs).

Writing Composition

- Write sentences by:
 - saying out loud what they are going to write.
 - composing a sentences orally before writing it.
 - sequencing sentences to form short narratives.
 - re-reading what they have written to check it makes sense.
- Discuss what they have written with the teacher and other pupils.
- Read aloud their writing clearly enough to be heard by their peers and teacher.

Writing Vocabulary, Grammar and Punctuation

- Leave spaces between words.
- Joining words and joining clauses using 'and'.
- Beginning to punctate sentences using a capital letter, full stop or question mark.
- Using capital letters for names of people, places, the days of the week and the pronoun 'I'.

Ice Worlds - Year One



Working Scientifically

- 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

Science

Animals, including Humans

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

Everyday Materials

- distinguish between an object and the material from which it is made

Ice Worlds - Year One

Art and Design

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- ARTIST - Barbara Reid

Sparkle Skills

We Believe- encourage children to believe in themselves and to be brave. To know that they have a voice, and they have the right to be heard.

We Care- encourage children to think about how they can look after their own body and mind, through physical activity, physical health, diet, hygiene and understanding our emotions.

Computing

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Ice Worlds - Year One

Design and Technology

- Not covered in this learning journey

Geography

- identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole
- use basic geographical language to refer to coast, mountain, sea and ocean

History

- Not covered in this learning journey.

Ice Worlds - Year One

Music

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

Physical Education

- 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
- perform dances using simple movement patterns

Religious Education

Core beliefs, ideas and Symbols

- Hinduism
- Hinduism and Christianity- Creation stories
- **Core beliefs, ideas and Symbols**
- Key stories- Easter
- Easter celebrations

Year One
Wild and Wonderful



Wild and Wonderful - Year One

Multiplication and Division

- Count in 2s 5s and 10s
- Make equal groups through grouping and sharing
- Make pictorial arrays and doubles

Mathematics

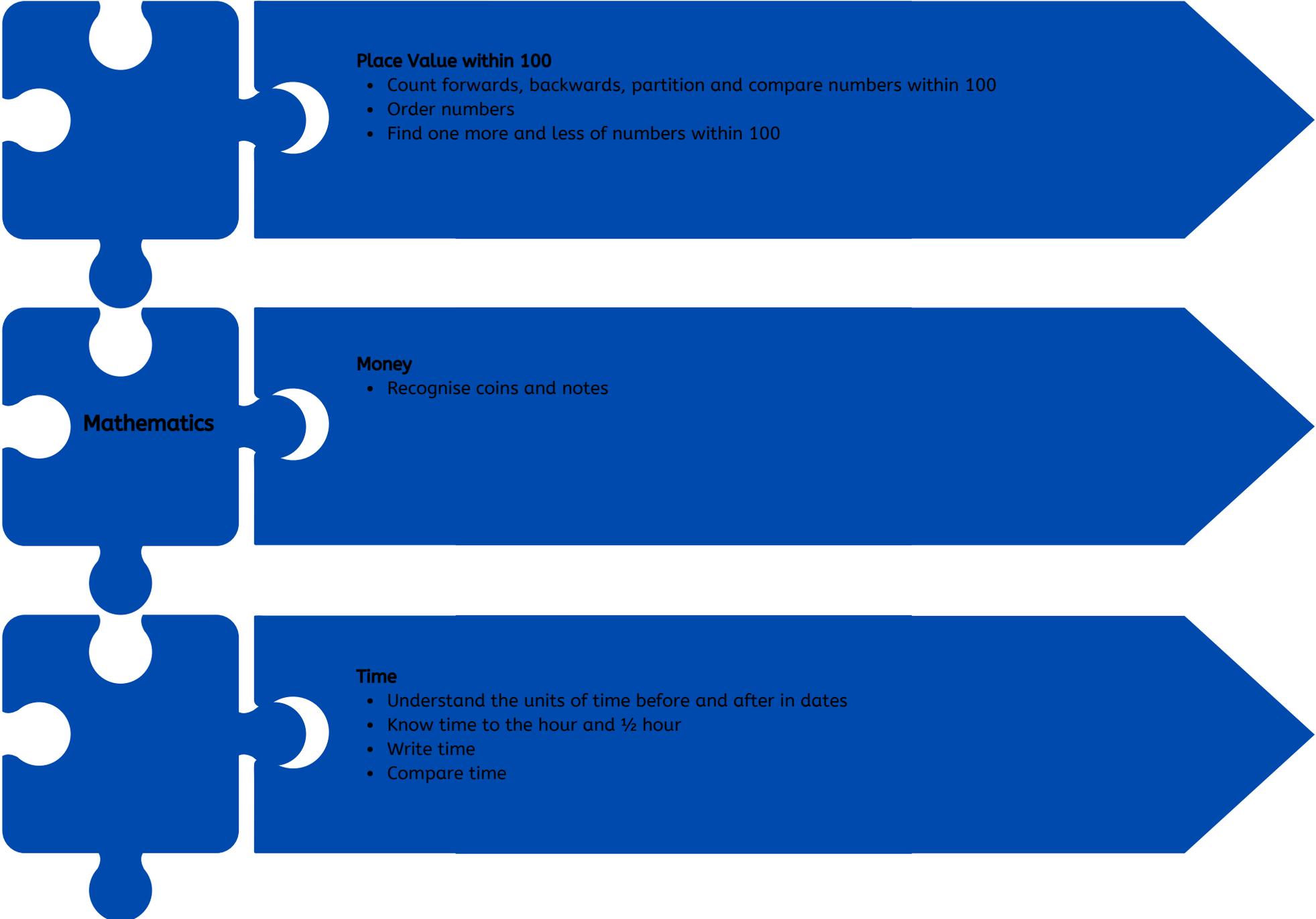
Fractions

- Find half and quarter of shape and number

Position and Direction

- Describe turns and position.

Wild and Wonderful - Year One



Place Value within 100

- Count forwards, backwards, partition and compare numbers within 100
- Order numbers
- Find one more and less of numbers within 100

Mathematics

Money

- Recognise coins and notes

Time

- Understand the units of time before and after in dates
- Know time to the hour and $\frac{1}{2}$ hour
- Write time
- Compare time

Wild and Wonderful - Year One

**Word
Reading**

**Reading
Comprehension**

Phonics

- Level 5c - 'ie' saying /ee/ 'tch' saying /ch/ 'are' saying /air/ 'ear' saying /air/ 'ore' saying /or/
- Common Exception Words for reading: January, February, April, July, scissors, beautiful, castle, treasure, door, floor, bought, favourite, autumn, gone, colour, other, does, talk, two, know
- Common Exception words for spelling: friend, also, please, once, live, coming, Monday, Tuesday, Wednesday, brother, more, before, January, February, April, July, scissors, castle, beautiful, treasure.

Wild and Wonderful - Year One

Writing Transcription

- Spell words containing each of the 40+ phonemes already taught.
- Spell common exception words.
- Apply simple spelling rules and guidance.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
- Adding -er and -est to adjectives where no change is needed to the root word.
- Adding s and es to words (plural of nouns and the third person singular of verbs).

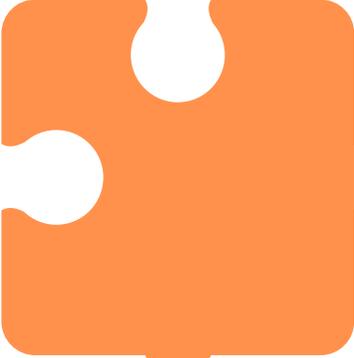
Writing Composition

- Write sentences by:
 - saying out loud what they are going to write.
 - composing a sentences orally before writing it.
 - sequencing sentences to form short narratives.
 - re-reading what they have written to check it makes sense.
- Discuss what they have written with the teacher and other pupils.
- Read aloud their writing clearly enough to be heard by their peers and teacher.

Writing Vocabulary, Grammar and Punctuation

- Leave spaces between words.
- Joining words and joining clauses using 'and'.
- Beginning to punctate sentences using a capital letter, full stop or question mark.
- Using capital letters for names of people, places, the days of the week and the pronoun 'I'.

Wild and Wonderful - Year One



Working Scientifically

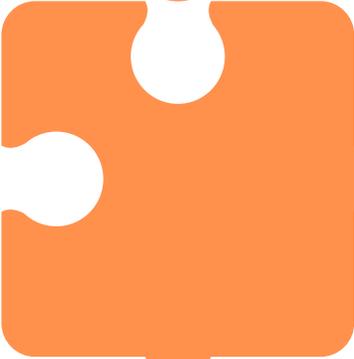
- ????



Science

Animals, including Humans

- ???



Everyday Materials

- ???

Wild and Wonderful - Year One

Art and Design

- ???

Sparkle Skills

We Care (about our world and the people we share it with) - encourage children to explore the importance of kindness and consideration. Children will explore how they can show kindness to people, animals and our planet.

We Belong- encourage children to feel connected and to recognise the different places and groups where they belong.

Computing

- ???

Wild and Wonderful - Year One

**Design and
Technology**

- ????

Geography

- ???

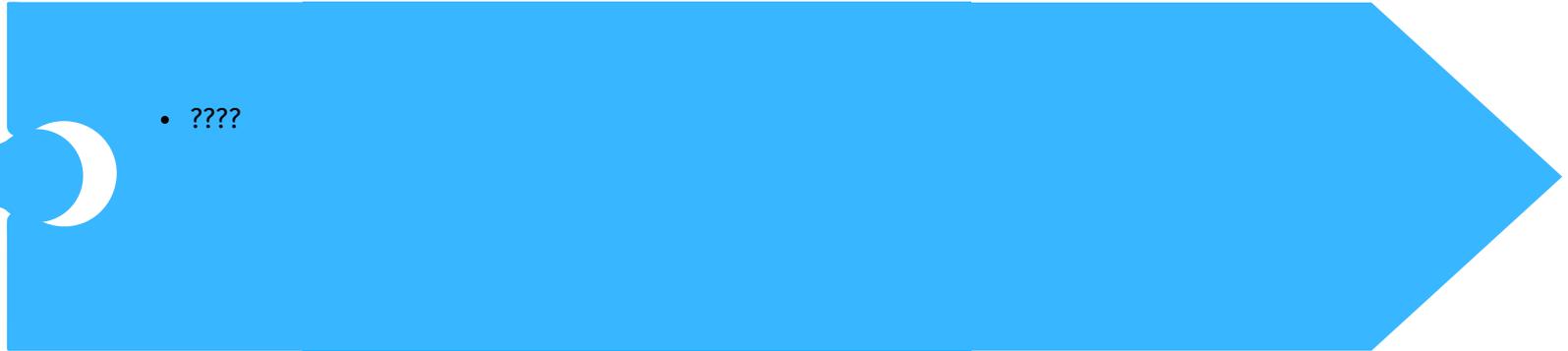
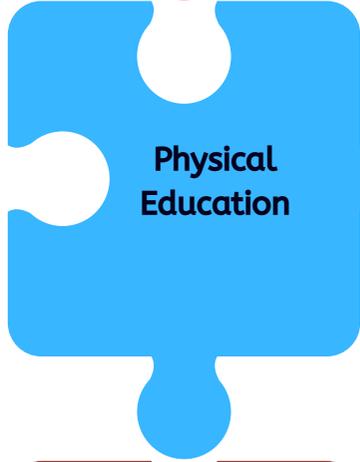
History

- ????

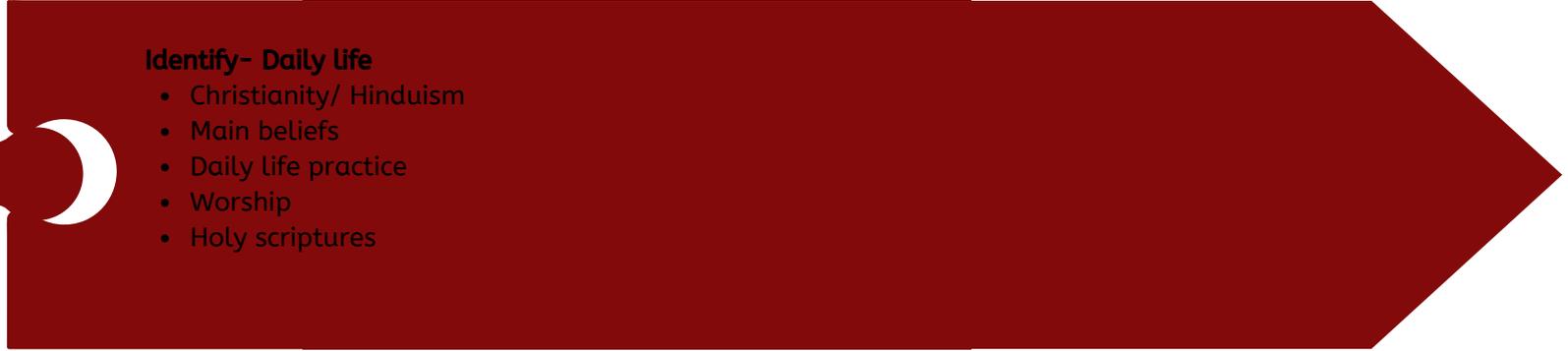
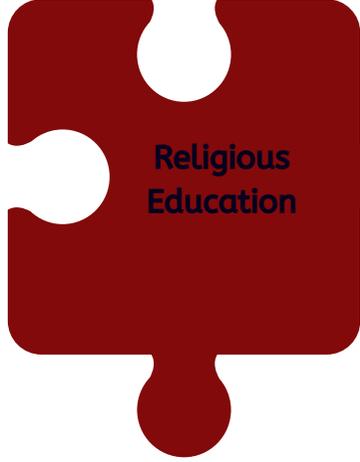
Wild and Wonderful- Year One



- ???



- ????



- Identify- Daily life**
- Christianity/ Hinduism
 - Main beliefs
 - Daily life practice
 - Worship
 - Holy scriptures

A photograph of a sunlit forest path. The path is a narrow, dirt trail covered with fallen leaves, leading into a dense forest. The trees are tall and thin, with a thick canopy of bright green leaves. Sunlight filters through the trees, creating a dappled light effect on the path and the surrounding foliage. The overall atmosphere is peaceful and natural.

Year One Wonderful Woodland

Wonderful Woodland - Year Two

Mathematics

Place Value within 10

- Sort, count and represent objects to 10
- Count read, write forwards and backwards from any number 0 -10
- One more/ less
- Correspondence 1:1 and compare numbers
- Introduce less than, greater than and equal to symbols
- Order numbers
- Use and understand a number line

Mathematics

Addition and Subtraction

- Playing and using numbers using the part part whole
- Addition fact families
- Number bonds to 10
- see addition as adding together
- Finding a part in the part part whole
- Subtraction as taking away and using the symbol
- Fact families - the 8 facts
- Subtraction as crossing out, how many left? Counting back

Wonderful Woodland - Year Two

Mathematics

Shape

- Recognise, sort and name 3D shapes
- Recognise sort and name 2D shapes
- Recognise patterns with 2D and 3D shapes

Mathematics

Place Value within 20

- Count forwards, backwards and write numbers to 20 in numerals and words
- Use 10s and ones
- Count and compare numbers and groups – to order groups of objects and numbers

Wonderful Woodlands - Year One

Word Reading

- Apply phonic knowledge and skills as the route to decode words.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read common exception words.
- Read other words of more than one syllable that contain GPCs.
- Read aloud accurately books that are consistent with their developing phonics knowledge.
- Re-read these books to build up their fluency and confidence in word reading.

Reading Comprehension

- Listening to and discussing a wide range of stories, poems 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 familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
- Recognising and joining in with predictable phrases.
- Discussing word meanings, linking new meanings to those already known.
- Predicting what might happen on the basis of what has been read so far.
- Discussing the significance of the title and events and predicting what might happen.

Phonics

- Level 5a - 'ay' saying /ai/ 'oy' saying /oi/ 'ie' saying /igh/ 'ea' saying /ee/ 'a_e' saying /ai/ 'e_e' saying /ee/ 'i_e' saying /igh 'o_e' saying /oa/ 'u_e' saying /oo/ and /yoo/ 'ou' saying /ow/ Long vowel sounds 'ch' saying /c/ 'ch' saying /sh/
- Common Exception Words for reading: could, should, would, want, oh, their, Mr, Mrs, love, your, people, looked, called, asked, water, where, who, why, thought, through
- Common Exception words for spelling: said, so, have, like, come, some, were, there, little, one, do, when, what, could, should, would, want, their, Mr, Mrs

Wonderful Woodlands - Year One

Writing Transcription

- Spell words containing each of the 40+ phonemes already taught.
- Spell common exception words.
- Spell words using -ing, -er and -ed where no change is needed in the spelling of the root words.
- Apply simple spelling rules and guidance.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Writing Composition

- Write sentences by:
 - saying out loud what they are going to write.
 - composing a sentences orally before writing it.
 - sequencing sentences to form short narratives.
 - re-reading what they have written to check it makes sense.
- Discuss what they have written with the teacher and other pupils.
- Read aloud their writing clearly enough to be heard by their peers and teacher.

Writing Vocabulary, Grammar and Punctuation

- Leave spaces between words.
- Joining words and joining clauses using 'and'.
- Beginning to punctate sentences using a capital letter, full stop or question mark.
- Using capital letters for names of people and places and the pronoun 'I'.

Wonderful Woodland - Year One



Working Scientifically

- observing closely, using simple equipment
- performing simple tests
- identifying and classifying

Science

Everyday Materials

- compare and group together a variety of everyday materials on the basis of their simple physical properties

Seasonal Changes

- Observe changes across the four seasons

Wonderful Woodland - Year One

Art and Design

- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, patterns, texture, line, shape, form and space
- to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
- ARTISTS - Sarah Pye ... Andy Goldsworthy ... Leonid Afremov

Sparkle Skills

?We Imagine - encourage children to have self-belief, celebrate their achievements and be ambitious- imagining a world of endless possibilities.

We Explore - encourage children to explore differences. What are our differences and why should they be celebrated? The children will explore what makes them different and the same and explore the meaning of the word 'unique.'

Computing

- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Wonderful Woodland - Year One

Design and Technology

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

Geography

- use basic geographical vocabulary to refer to forest

History

- Not covered in this learning journey

Wonderful Woodland- Year One

Music

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tunes and untuned instruments musically

Physical Education

- 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
- perform dances using simple movement patterns

Religious Education

Identity-daily life/ Core Beliefs- Christianity/Belonging- Baptism Harvest festival

- Belonging
- Christianity
- Harvest

Expression of faith/ Core beliefs

- Hinduism
- Diwali
- Christmas

Year One On the Move



On the Move - Year Two

Mathematics

Addition and Subtraction within 20

- Add by counting on
- Find and make number bonds to 20
- Add by making 10
- Subtraction - not crossing 10
- Subtraction - crossing 10
- Compare number sentences

Mathematics

Place Value within 50

- Read, write and recognise numbers to 50
- Break up numbers into 10's and ones
- Compare and order objects and numbers within 50
- Count in 2s and 5s

On the Move - Year Two

Mathematics

Length and Height

- Compare lengths and height using standards and non standard measurements
- Measure length

Mathematics

Weight and Volume

- Introduce, compare and measure weight as mass
- Introduce compare and measure capacity and volume

On The Move - Year One

Word Reading

- Apply phonic knowledge and skills as the route to decode words.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read common exception words.
- Read words containing taught GPCs and -e, -es, -ing, -ed, -er and -est endings.
- Read other words of more than one syllable that contain GPCs.
- Read words with contractions and understand that the apostrophe represents the omitted letters.
- Read aloud accurately books that are consistent with their developing phonics knowledge.
- Re-read these books to build up their fluency and confidence in word reading.

Reading Comprehension

- Listening to and discussing a wide range of stories, poems 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.
- 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.
- Discussing the significance of the title and events
- 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.

Phonics

- Level 5b - 'ir' saying /ur/ 'ue' saying /yoo/ and /oo/ 'ew' saying /yoo/ and /oo/ 'y' saying /ee/ 'aw'/'au' saying /or/ 'ow'/'oe' saying /oa/ 'wh' saying /w/ 'c' saying /s/ 'g' saying /j/ 'ph' saying /f/ 'ea' saying /e/
- Common Exception Words for reading: work, house, many, laughed, because, different, any, eye, friend, also, once, live, please, coming, Monday, Tuesday, Wednesday, brother, more, before
- Common Exception words for spelling: love, your, people, looked, asked, called, water, where, who, why, thought, through, work, house, many, laughed, because, different, any, eye.

On the Move - Year One

Writing Transcription

- Spell words containing each of the 40+ phonemes already taught.
- Spell common exception words.
- Spell the days of the week.
- Apply simple spelling rules and guidance.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
- Adding -er and -est to adjectives where no change is needed to the root word.
- Adding s and es to words (plural of nouns and the third person singular of verbs).

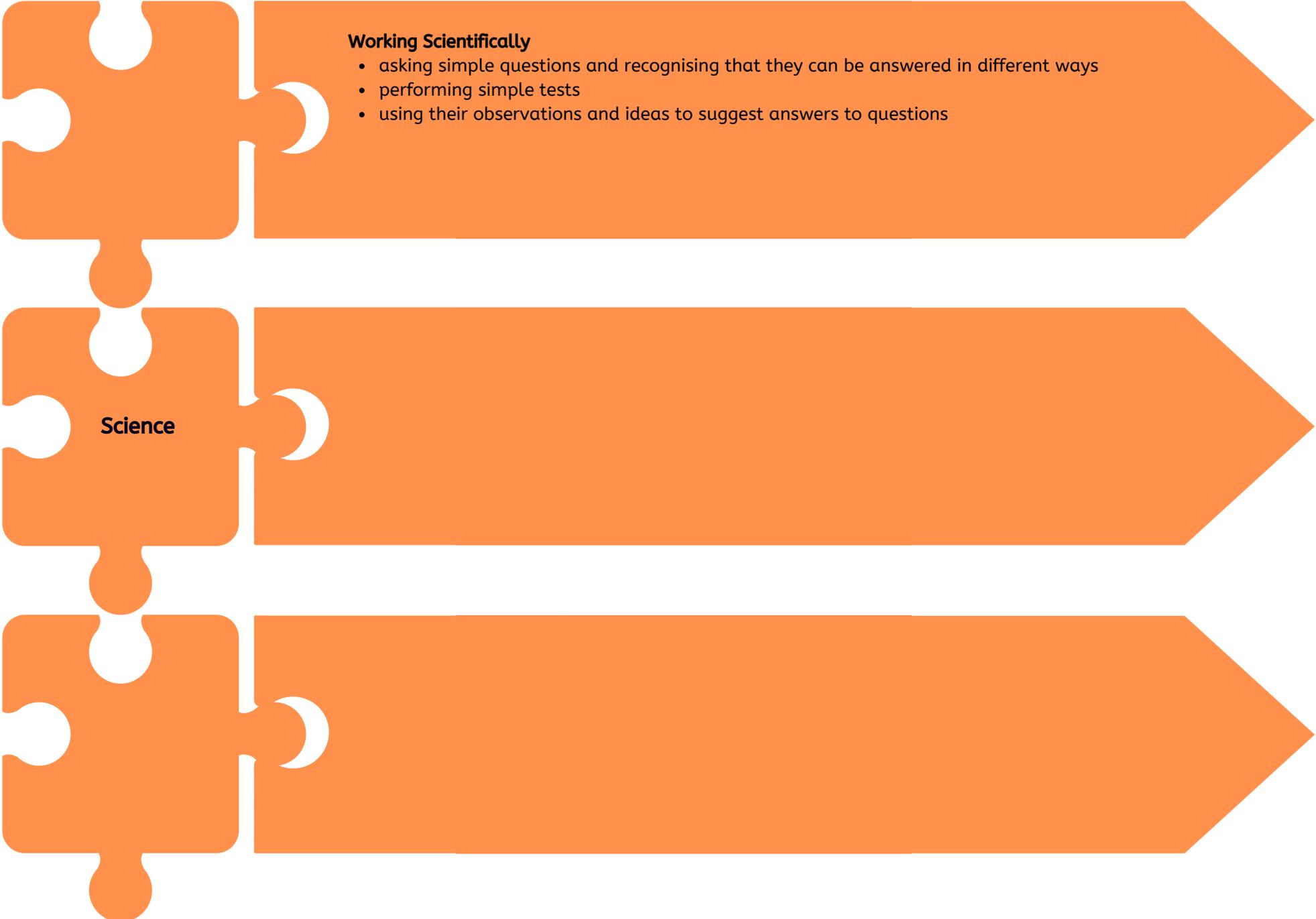
Writing Composition

- Write sentences by:
 - saying out loud what they are going to write.
 - composing a sentences orally before writing it.
 - sequencing sentences to form short narratives.
 - re-reading what they have written to check it makes sense.
- Discuss what they have written with the teacher and other pupils.
- Read aloud their writing clearly enough to be heard by their peers and teacher.

Writing Vocabulary, Grammar and Punctuation

- Leave spaces between words.
- Joining words and joining clauses using 'and'.
- Beginning to punctate sentences using a capital letter, full stop or question mark.
- Using capital letters for names of people, places, the days of the week and the pronoun 'I'.

On the Move - Year One



Working Scientifically

- asking simple questions and recognising that they can be answered in different ways
- performing simple tests
- using their observations and ideas to suggest answers to questions

Science

On the Move - Year One

Art and Design

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, patterns, texture, line, shape, form and space
- to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
- ARTISTS - Matisse ... Picasso

Sparkle Skills

?We Believe- encourage children to believe in themselves and to be brave. To know that they have a voice, and they have the right to be heard.

We Care- encourage children to think about how they can look after their own body and mind, through physical activity, physical health, diet, hygiene and understanding our emotions.

Computing

- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school.
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

On the Move - Year One

Design and Technology

- build structures, exploring how they can be made stronger, stiffer and more stable

Geography

- name and locate the world's seven continents
- 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 contrasting non-European country
- use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- use basic geographical vocabulary to refer to key human features, including town and village
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries and continents
- use simple compass directions (North, South, East and West)

History

- understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- know about event beyond living memory that are significant nationally or globally (for example, the first aeroplane flight
- know about the lives of significant individuals in the past who have contributed to national and international achievement
-

On the Move - Year One

Music

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tunes and untuned instruments musically

Physical Education

- 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

Religious Education

Core beliefs, ideas and Symbols

- Hinduism
- Hinduism and Christianity- Creation stories
- Core beliefs, ideas and Symbols
- Key stories- Easter
- Easter celebrations

**Year One
Far, Far Away!**



Far, Far Away - Year One

Multiplication and Division

- Count in 2s 5s and 10s
- Make equal groups through grouping and sharing
- Make pictorial arrays and doubles

Mathematics

Fractions

- Find half and quarter of shape and number

Position and Direction

- Describe turns and position.

Far, Far Away - Year One

Place Value within 100

- Count forwards, backwards, partition and compare numbers within 100
- Order numbers
- Find one more and less of numbers within 100

Mathematics

Money

- Recognise coins and notes

Time

- Understand the units of time before and after in dates
- Know time to the hour and $\frac{1}{2}$ hour
- Write time
- Compare time

Far, Far Away! - Year One

Word Reading

- Apply phonic knowledge and skills as the route to decode words.
- Read speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read common exception words.
- Read words containing taught GPCs and -e, -es, -ing, -ed, -er and -est endings.
- Read other words of more than one syllable that contain GPCs.
- Read aloud accurately books that are consistent with their developing phonics knowledge.
- Re-read these books to build up their fluency and confidence in word reading.

Reading Comprehension

- Listening to and discussing a wide range of stories, poems 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.
- 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.
- Discussing the significance of the title and events

Phonics

- Level 5c - 'ie' saying /ee/ 'tch' saying /ch/ 'are' saying /air/ 'ear' saying /air/ 'ore' saying /or/
- Common Exception Words for reading: January, February, April, July, scissors, beautiful, castle, treasure, door, floor, bought, favourite, autumn, gone, colour, other, does, talk, two, know
- Common Exception words for spelling: friend, also, please, once, live, coming, Monday, Tuesday, Wednesday, brother, more, before, January, February, April, July, scissors, castle, beautiful, treasure.

Far, Far Away! - Year One

Writing Transcription

- Spell words containing each of the 40+ phonemes already taught.
- Spell common exception words.
- Apply simple spelling rules and guidance.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
- Adding -er and -est to adjectives where no change is needed to the root word.
- Adding s and es to words (plural of nouns and the third person singular of verbs).

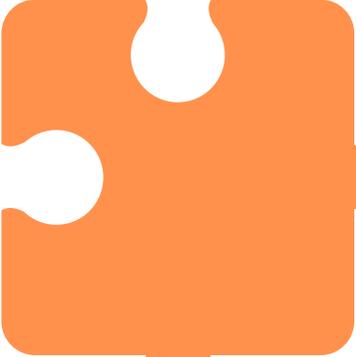
Writing Composition

- Write sentences by:
 - saying out loud what they are going to write.
 - composing a sentences orally before writing it.
 - sequencing sentences to form short narratives.
 - re-reading what they have written to check it makes sense.
- Discuss what they have written with the teacher and other pupils.
- Read aloud their writing clearly enough to be heard by their peers and teacher.

Writing Vocabulary, Grammar and Punctuation

- Leave spaces between words.
- Joining words and joining clauses using 'and'.
- Beginning to punctate sentences using a capital letter, full stop or question mark.
- Using capital letters for names of people, places, the days of the week and the pronoun 'I'.

Far, Far Away! - Year One



Working Scientifically

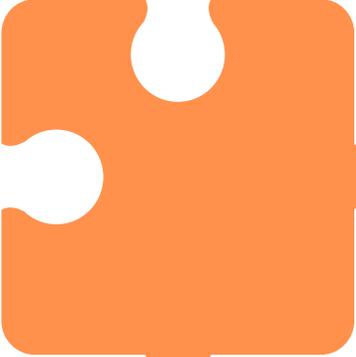
- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions



Science

Animals, including Humans

- 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

- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock

Far, Far Away! - Year One

Art and Design

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, patterns, texture, line, shape, form and space
- to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
- ARTISTS - Hokusai

Sparkle Skills

We Care (about our world and the people we share it with) - encourage children to explore the importance of kindness and consideration. Children will explore how they can show kindness to people, animals and our planet.

We Belong- encourage children to feel connected and to recognise the different places and groups where they belong.

Computing

- use technology purposefully to create, organise, store, manipulate and retrieve digital content

Far, Far Away! - Year One

Design and Technology

- select from and use a range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing)

Geography

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- 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 contrasting non-European country
- use basic geographical vocabulary to refer to key physical features, including sea and ocean
- use basic geographical vocabulary to refer to key human features, including city, town, village and house
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries and continents
- use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.

History

- understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- know about event beyond living memory that are significant nationally or globally (for example, the first aeroplane flight or events commemorated through festivals or anniversaries)
- significant historical events, people and places in their own locality

Far, Far Away! - Year One

Music

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tunes and untuned instruments musically
- listen with concentrations and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

Physical Education

- 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
- perform dances using simple movement patterns

Religious Education

Identity/ Daily life

- Christianity/ Hinduism
- Main beliefs
- Daily life practice
- Worship
- Holy scriptures

Year One The Big Blue



The Big Blue - Year Two

Mathematics

Place Value within 10

- Sort, count and represent objects to 10
- Count read, write forwards and backwards from any number 0 -10
- One more/ less
- Correspondence 1:1 and compare numbers
- Introduce less than, greater than and equal to symbols
- Order numbers
- Use and understand a number line

Mathematics

Addition and Subtraction

- Playing and using numbers using the part part whole
- Addition fact families
- Number bonds to 10
- see addition as adding together
- Finding a part in the part part whole
- Subtraction as taking away and using the symbol
- Fact families - the 8 facts
- Subtraction as crossing out, how many left? Counting back

The Big Blue - Year Two

Mathematics

Shape

- Recognise, sort and name 3D shapes
- Recognise sort and name 2D shapes
- Recognise patterns with 2D and 3D shapes

Mathematics

Place Value within 20

- Count forwards, backwards and write numbers to 20 in numerals and words
- Use 10s and ones
- Count and compare numbers and groups – to order groups of objects and numbers

The Big Blue - Year One

Word Reading

- Apply phonic knowledge and skills as the route to decode words.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read common exception words.
- Read other words of more than one syllable that contain GPCs.
- Read aloud accurately books that are consistent with their developing phonics knowledge.
- Re-read these books to build up their fluency and confidence in word reading.

Reading Comprehension

- Listening to and discussing a wide range of stories, poems 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.
- Recognising and joining in with predictable phrases.
- 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.
- Discussing the significance of the title and events and predicting what might happen.
- Explain clearly their understanding of what is read to them.

Phonics

- Level 5a - 'ay' saying /ai/ 'oy' saying /oi/ 'ie' saying /igh/ 'ea' saying /ee/ 'a_e' saying /ai/ 'e_e' saying /ee/ 'i_e' saying /igh 'o_e' saying /oa/ 'u_e' saying /oo/ and /yoo/ 'ou' saying /ow/ Long vowel sounds 'ch' saying /c/ 'ch' saying /sh/
- Common Exception Words for reading: could, should, would, want, oh, their, Mr, Mrs, love, your, people, looked, called, asked, water, where, who, why, thought, through
- Common Exception words for spelling: said, so, have, like, come, some, were, there, little, one, do, when, what, could, should, would, want, their, Mr, Mrs

The Big Blue- Year One

Writing Transcription

- Spell words containing each of the 40+ phonemes already taught.
- Spell common exception words.
- Spelling words with -er and -est to adjectives where no change is needed to the root word.
- Adding s and es to words (plural of nouns and the third person singular of verbs).
- Apply simple spelling rules and guidance.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

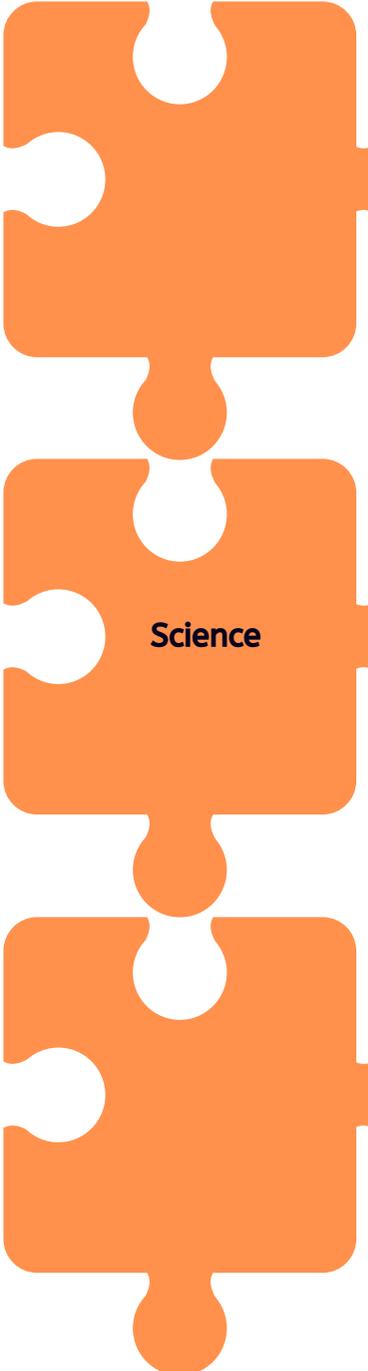
Writing Composition

- Write sentences by:
 - saying out loud what they are going to write.
 - composing a sentences orally before writing it.
 - sequencing sentences to form short narratives.
 - re-reading what they have written to check it makes sense.
- Discuss what they have written with the teacher and other pupils.
- Read aloud their writing clearly enough to be heard by their peers and teacher.

Writing Vocabulary, Grammar and Punctuation

- Leave spaces between words.
- Joining words and joining clauses using 'and'.
- Beginning to punctate sentences using a capital letter, full stop or question mark.
- Using capital letters for names of people and places and the pronoun 'I'.

The Big Blue - Year One



Working Scientifically

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering question

Science

Animals, including Humans

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.

Everyday Materials

- 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

Seasonal Changes

- observe the changes across the four seasons

The Big Blue - Year One

Art and Design

- to use a range of materials creatively to design and make products

Sparkle Skills

?We Imagine - encourage children to have self-belief, celebrate their achievements and be ambitious- imagining a world of endless possibilities.

We Explore - encourage children to explore differences. What are our differences and why should they be celebrated? The children will explore what makes them different and the same and explore the meaning of the word 'unique.'

Computing

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and ambiguous instructions
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content

The Big Blue - Year One

Design and Technology

- understand where food comes from

Geography

- name and locate the world's five oceans
- identify seasonal and daily weather patterns in the United Kingdom
- use world maps, atlases and globes to identify the United Kingdom and its oceans.

History

- Not covering in this Learning Journey

The Big Blue - Year One

Music

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- listen with concentrations and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

Physical Education

- 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
- perform dances using simple movement patterns

Religious Education

Identity-daily life/ Core Beliefs- Christianity/Belonging- Baptism Harvest festival

- Belonging
- Christianity
- Harvest

Expression of faith/ Core beliefs

- Hinduism
- Diwali
- Christmas

A vibrant, sun-dappled rainforest scene. A small stream flows over mossy rocks in the center, surrounded by dense green foliage and tall trees. Sunlight filters through the canopy, creating a misty atmosphere. The text "Year One Rainforest Riches" is centered in the upper half of the image.

**Year One
Rainforest Riches**

Rainforest Riches - Year Two

Mathematics

Addition and Subtraction within 20

- Add by counting on
- Find and make number bonds to 20
- Add by making 10
- Subtraction - not crossing 10
- Subtraction - crossing 10
- Compare number sentences

Mathematics

Place Value within 50

- Read, write and recognise numbers to 50
- Break up numbers into 10's and ones
- Compare and order objects and numbers within 50
- Count in 2s and 5s

Rainforest Riches - Year Two

Mathematics

Length and Height

- Compare lengths and height using standards and non standard measurements
- Measure length

Mathematics

Weight and Volume

- Introduce, compare and measure weight as mass
- Introduce compare and measure capacity and volume

Rainforest Riches - Year One

Word Reading

- Apply phonic knowledge and skills as the route to decode words.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read common exception words.
- Read words containing taught GPCs and -e, -es, -ing, -ed, -er and -est endings.
- Read other words of more than one syllable that contain GPCs.
- Read words with contractions and understand that the apostrophe represents the omitted letters.
- Read aloud accurately books that are consistent with their developing phonics knowledge.
- Re-read these books to build up their fluency and confidence in word reading.

Reading Comprehension

- Listening to and discussing a wide range of stories, poems 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.
- 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.
- Discussing the significance of the title and events
- Predicting what might happen on the basis of what has been read so far.

Phonics

- Level 5b - 'ir' saying /ur/ 'ue' saying /yoo/ and /oo/ 'ew' saying /yoo/ and /oo/ 'y' saying /ee/ 'aw'/'au' saying /or/ 'ow'/'oe' saying /oa/ 'wh' saying /w/ 'c' saying /s/ 'g' saying /j/ 'ph' saying /f/ 'ea' saying /e/
- Common Exception Words for reading: work, house, many, laughed, because, different, any, eye, friend, also, once, live, please, coming, Monday, Tuesday, Wednesday, brother, more, before
- Common Exception words for spelling: love, your, people, looked, asked, called, water, where, who, why, thought, through, work, house, many, laughed, because, different, any, eye.

Rainforest Riches - Year One

Writing Transcription

- Spell words containing each of the 40+ phonemes already taught.
- Spell common exception words.
- Spell the days of the week.
- Spell words using -ing, -er and -ed where no change is needed in the spelling of the root words.
- Apply simple spelling rules and guidance.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

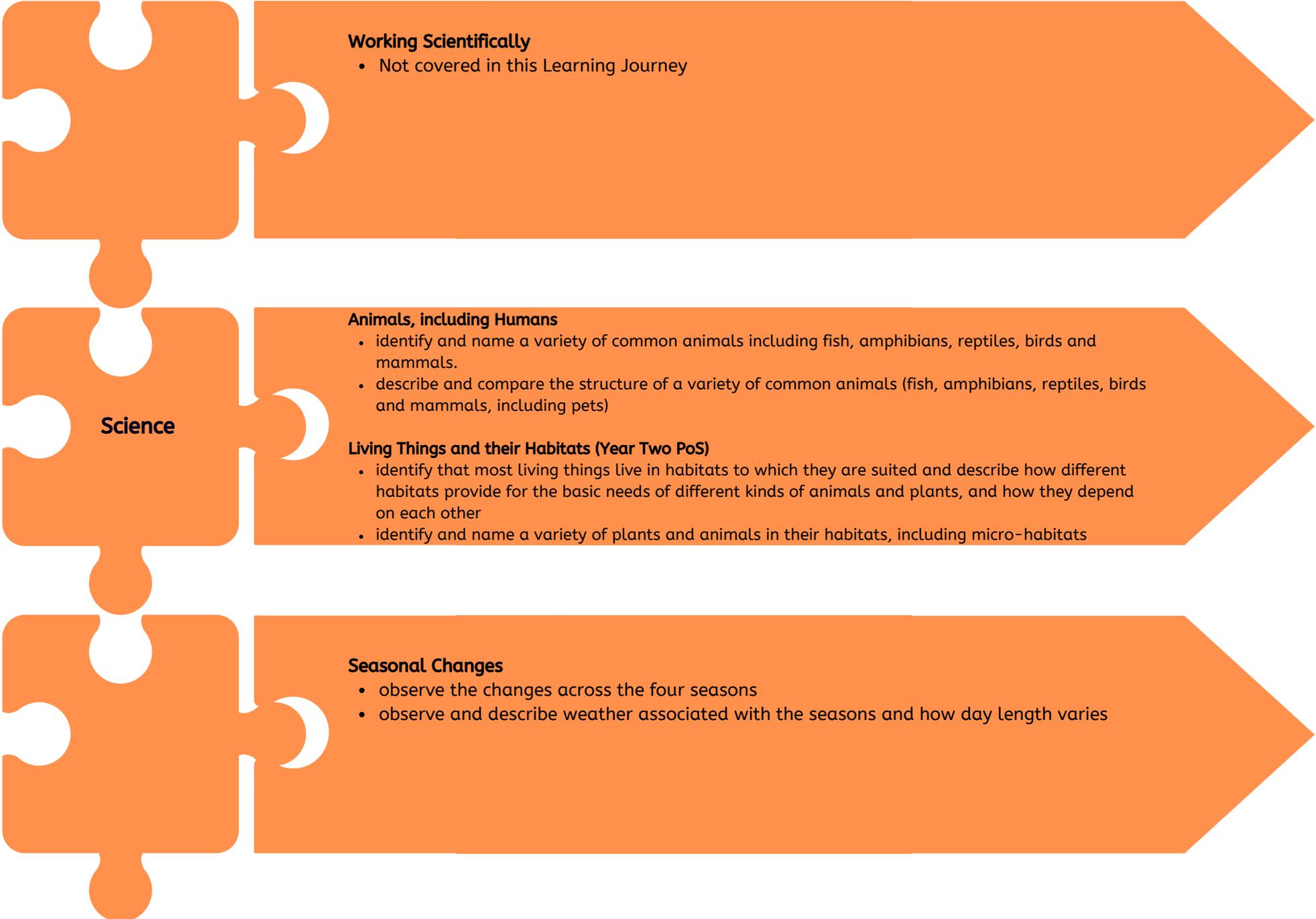
Writing Composition

- Write sentences by:
 - saying out loud what they are going to write.
 - composing a sentences orally before writing it.
 - sequencing sentences to form short narratives.
 - re-reading what they have written to check it makes sense.
- Discuss what they have written with the teacher and other pupils.
- Read aloud their writing clearly enough to be heard by their peers and teacher.

Writing Vocabulary, Grammar and Punctuation

- Leave spaces between words.
- Joining words and joining clauses using 'and'.
- Beginning to punctate sentences using a capital letter, full stop or question mark.
- Using capital letters for names of people, places, the days of the week and the pronoun 'I'.

Rainforest Rescue - Year One



Working Scientifically

- Not covered in this Learning Journey

Science

Animals, including Humans

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

Living Things and their Habitats (Year Two PoS)

- 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 micro-habitats

Seasonal Changes

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

Rainforest Rescue - Year One

Art and Design

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, patterns, texture, line, shape, form and space
- to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
- ARTISTS - Henri Rousseau ... Lu Keplar ... Doug Eaton

Sparkle Skills

We Believe- encourage children to believe in themselves and to be brave. To know that they have a voice, and they have the right to be heard.

We Care- encourage children to think about how they can look after their own body and mind, through physical activity, physical health, diet, hygiene and understanding our emotions.

Computing

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and ambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support where they have concerns about content or contact on the internet or other online technologies

Rainforest Rescue - Year One

Design and Technology

- design purposeful, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Geography

- name and locate the world's seven continents
- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use basic geographical vocabulary to refer to key physical features, including forest
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as countries, countries, continents and oceans studied at this Key Stage
- use aerial photographs and plan perspectives to recognise landmarks and basis human an physical features; devise a simple map; and use and construct basic symbols in a key

History

- Not covering in this Learning Journey

Rainforest Rescue - Year One

Music

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- listen with concentrations and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

Physical Education

- 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
- perform dances using simple movement patterns

Religious Education

Core beliefs, ideas and Symbols

- Hinduism
- Hinduism and Christianity- Creation stories

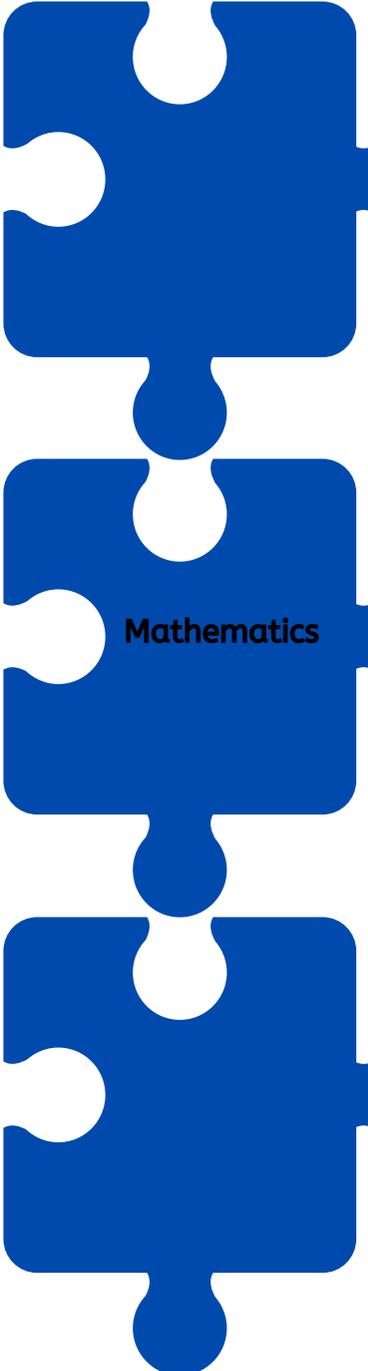
Core beliefs, ideas and Symbols

- Key stories- Easter
- Easter celebrations

Year One Lovely London



Lovely London - Year One



Multiplication and Division

- Count in 2s 5s and 10s
- Make equal groups through grouping and sharing
- Make pictorial arrays and doubles

Mathematics

Fractions

- Find half and quarter of shape and number

Position and Direction

- Describe turns and position.

Lovely London - Year One

Place Value within 100

- Count forwards, backwards, partition and compare numbers within 100
- Order numbers
- Find one more and less of numbers within 100

Mathematics

Money

- Recognise coins and notes

Time

- Understand the units of time before and after in dates
- Know time to the hour and $\frac{1}{2}$ hour
- Write time
- Compare time

Lovely London- Year One

Word Reading

- Apply phonic knowledge and skills as the route to decode words.
- Read speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read common exception words.
- Read words containing taught GPCs and -e, -es, -ing, -ed, -er and -est endings.
- Read other words of more than one syllable that contain GPCs.
- Read aloud accurately books that are consistent with their developing phonics knowledge.
- Re-read these books to build up their fluency and confidence in word reading.

Reading Comprehension

- Listening to and discussing a wide range of stories, poems 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.
- Recognising and joining in with predictable phrases.
- 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.

Phonics

- Level 5c - 'ie' saying /ee/ 'tch' saying /ch/ 'are' saying /air/ 'ear' saying /air/ 'ore' saying /or/
- Common Exception Words for reading: January, February, April, July, scissors, beautiful, castle, treasure, door, floor, bought, favourite, autumn, gone, colour, other, does, talk, two, know
- Common Exception words for spelling: friend, also, please, once, live, coming, Monday, Tuesday, Wednesday, brother, more, before, January, February, April, July, scissors, castle, beautiful, treasure.

Lovely London - Year One

Writing Transcription

- Spell words containing each of the 40+ phonemes already taught.
- Spell common exception words.
- Apply simple spelling rules and guidance.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
- Adding -er and -est to adjectives where no change is needed to the root word.
- Adding s and es to words (plural of nouns and the third person singular of verbs).

Writing Composition

- Write sentences by:
 - saying out loud what they are going to write.
 - composing a sentences orally before writing it.
 - sequencing sentences to form short narratives.
 - re-reading what they have written to check it makes sense.
- Discuss what they have written with the teacher and other pupils.
- Read aloud their writing clearly enough to be heard by their peers and teacher.

Writing Vocabulary, Grammar and Punctuation

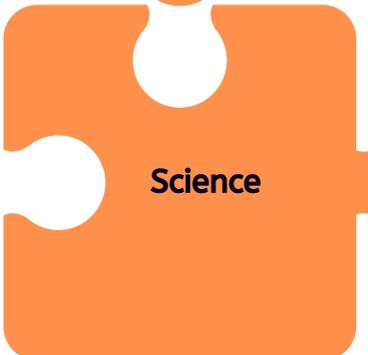
- Leave spaces between words.
- Joining words and joining clauses using 'and'.
- Beginning to punctate sentences using a capital letter, full stop or question mark.
- Using capital letters for names of people, places, the days of the week and the pronoun 'I'.

Lovely London - Year One



Working Scientifically

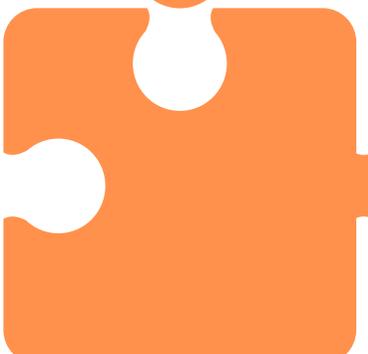
- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simply equipment
- performing simple tests
- using their observations and ideas to suggest answers to questions



Science

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



Seasonal Changes

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

Lovely London - Year One

Art and Design

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, patterns, texture, line, shape, form and space
- to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
- ARTISTS - Andy Warhol

Sparkle Skills

We Care (about our world and the people we share it with) - encourage children to explore the importance of kindness and consideration. Children will explore how they can show kindness to people, animals and our planet.

We Belong- encourage children to feel connected and to recognise the different places and groups where they belong.

Computing

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support where they have concerns about content or contact on the internet or other online technologies

Lovely London - Year One

Design and Technology

- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)
- use the basic principles of a healthy and varied diet

Geography

- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

History

- learn about the lives of significant individuals in the past who have contributed to national and international achievements
- understand significant historical events, people and places in their own locality

Lovely London - Year One

Music

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- listen with concentrations and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

Physical Education

- 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 tactics for attacking and defending

Religious Education

Identity/ Daily life

- Christianity/ Hinduism
- Main beliefs
- Daily life practice
- Worship
- Holy scriptures