Whitmore Primary School Long Term Planning 2026/27 Year One

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Engaging activities and visits	**Superhero dress up day**	**Traction Man assault course**	**Spaceship Crash**	**Local Area Walk- visit Library, Park & shops**	**Trip to Stansted Mountfitchet Castle**	**Library Visit** **Dinosaur Afternoon** **Money Week and Enterprise Day**
Productions and Performances		**Christmas Production**				**KS1 Music Festival** *Selected children only*
Texts studied	**Supertato** *Sue Hendra & Paul Linnet* **Naughty Bus** *Jan Oke & Jerry Oke*	**Traction Man** *Mini Grey*	**Beegu** *Alexis Deacon*	**Little Red** *Bethan Woollvin*	**The See-Saw** *Tom Percival*	**The Girl and the Dinosaur** *Hollie Hughes*
Text types taught in writing and objectives	**Supertato** *Sentence Writing* *Use of adjectives to create a simple noun phrase* *How words can combine to make sentences* *Using 'and' to join single-clause sentences* *Join words and clauses using 'and'* *Separate words with spaces* *Introduction to capital letters and full stops to demarcate sentences* *Capital letters for names* *Read, explore, and identify speech punctuation in books and modelled use of writing* *Use of some speech in writing but might not use inverted commas* *Introduction to simple contracted forms using 'not'* *Say out loud what they are going to write about* *Write down ideas* *Orally rehearse sentences* *Re-reading to check that their writing makes sense* *Read aloud what they have written*	**Traction Man** *Solving a problem story* *Create excitement* *Use of adjectives to create a simple noun phrase* *How words can combine to make sentences* *Using 'and' to join single-clause sentences* *Join words and clauses using 'and'* *Separate words with spaces* *Introduction to capital letters, full stops and exclamation marks to demarcate sentences* *Separate words with spaces Introduction to capital letters, full stops and exclamation marks to demarcate sentences* *Read, explore and identify speech punctuation in books and modelled writing* *Use of some speech in writing but might not use inverted commas* *Introduction to simple contracted forms using 'not'* *Sequence sentences to form short narratives* *Write about real events* *Say out loud what they are going to write about* *Write down ideas* *Orally rehearse sentences* *Re-reading to check that their writing makes sense* *Read aloud what they have written*	**Beegu** *Diary entry* *Writing to inform* *Use of the simple past tense (– ed), present tense and present progressive (–ing) where there is no change to the root word* *How words can combine to make sentences* *Using 'and' to join single-clause sentences* *Join words and joining clauses using 'and'* *Separate words with spaces* *Introduction to capital letters and full stops to demarcate sentences* *Capital letters for names and for the personal pronoun I* *Write about real events* *Say out loud what they are going to write about* *Write down ideas* *Orally rehearse sentences* *Re-reading to check that their writing makes sense* *Read aloud what they have written*	**Little Red** *Simple traditional/fairy tale* *Writing to build an atmosphere* *Use of adjectives to create a simple noun phrase* *How words can combine to make sentences* *Using 'and' to join single-clause sentences* *Join words and joining clauses using 'and'* *Separate words with spaces* *Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences* *Capital letters for names* *Read, explore and identify speech punctuation in books and modelled writing* *Use of some speech in writing but might not use inverted commas* *Introduction to simple contracted forms using 'not'* *Sequence sentences to form short narratives* *Say out loud what they are going to write about* *Write down ideas* *Orally rehearse sentences* *Re-reading to check that their writing makes sense* *Read aloud what they have written*	**Trip Recount** *Writing to explain* *Use of the simple past tense (– ed), present tense and present progressive (–ing) where there is no change to the root word* *How words can combine to make sentences* *Using 'and' to join single-clause sentences* *Join words and joining clauses using 'and'* *Separate words with spaces* *Introduction to capital letters, full stops, to demarcate sentences* *Capital letters for names and for the personal pronoun I* *Write about real events* *Say out loud what they are going to write about* *Write down ideas* *Orally rehearse sentences* *Re-reading to check that their writing makes sense* *Read aloud what they have written*	**The Girl and the Dinosaur** *Voyage and return story* *Writing to create a mental picture* *How the prefix un– changes the meaning of verbs and adjectives [negation, e.g. unkind, or undoing: untie the boat]* *Use of adjectives to create a simple noun phrase* *Use of the simple past tense (– ed), present tense and present progressive (–ing) where there is no change to the root word* *How words can combine to make sentences* *Using 'and' to join single-clause sentences* *Join words and joining clauses using 'and'* *Separate words with spaces* *Introduction to capital letters, full stops and exclamation marks to demarcate sentences* *Capital letters for names* *Read, explore and identify speech punctuation in books and modelled writing* *Use of some speech in writing but might not use inverted commas* *Introduction to simple contracted forms using 'not'* *Sequence sentences to form short narratives* *Say out loud what they are going to write about* *Write down ideas* *Orally rehearse sentences* *Re-reading to check that their writing makes sense* *Read aloud what they have written*
	Naughty Bus *Solving a problem story* *Use of adjectives to create a simple noun phrase* *How words can combine to make sentences* *Using 'and' to join single-clause sentences* *Join words and clauses using 'and'* *Separate words with spaces* *Introduction to capital letters, full stops and exclamation marks to demarcate sentences* *Capital letters for names* *Read, explore, and identify speech punctuation in books and modelled writing* *Use of some speech in writing but might not use inverted commas* *Sequence events to form short narratives* *Write about real events* *Say out loud what they are going to write about* *Write down ideas* *Orally rehearse sentences* *Re-reading to check that their writing makes sense* *Read aloud what they have written*	**Traction Man** *Instruction writing* *Writing to show how to do something* *Use simple adverbs to sequence writing* *How words can combine to make sentences* *Separate words with spaces* *Introduction to capital letters and full stops to demarcate sentences* *Say out loud what they are going to write about* *Write down ideas* *Orally rehearse sentences* *Re-reading to check that their writing makes sense* *Read aloud what they have written*	**Beegu** *Non-chronological report* *Writing to explain* *Regular plural noun suffixes –s or –es [e.g. dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun* *Use of adjectives to create a simple noun phrase* *How words can combine to make sentences* *Using 'and' to join single-clause sentences* *Join words and joining clauses using 'and'* *Separate words with spaces* *Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences* *Capital letters for names* *Say out loud what they are going to write about* *Write down ideas* *Orally rehearse sentences* *Re-reading to check that their writing makes sense* *Read aloud what they have written*	**Little Red** *Non-chronological report – guidebook* *Writing to inform* *Use of adjectives to create a simple noun phrase* *How words can combine to make sentences* *Using and to join single-clause sentences* *Join words and joining clauses using 'and'* *Separate words with spaces* *Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences* *Capital letters for names* *Say out loud what they are going to write about* *Write down ideas* *Orally rehearse sentences* *Re-reading to check that their writing makes sense* *Read aloud what they have written*	**The See-Saw** *Longer solving a problem story* *Writing to provoke a feeling or emotion* *Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)* *Use of adjectives to create a simple noun phrase* *Use simple adverbs to sequence writing* *How words can combine to make sentences* *Using 'and' to join single-clause sentences* *Join words and joining clauses using and* *Separate words with spaces Introduction to capital letters, full stops, question marks to demarcate sentences* *Capital letters for names and for the personal pronoun I* *Write about real events* *Say out loud what they are going to write about* *Write down ideas* *Orally rehearse sentences.* *Re-reading to check that their writing makes sense* *Read aloud what they have written*	**The Girl and the Dinosaur** *Non-chronological report* *Writing to explain* *Regular plural noun suffixes –s or –es [e.g. dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun* *Use of adjectives to create a simple noun phrase* *How words can combine to make sentences* *Using 'and' to join single clause sentences* *Join words and joining clauses using 'and'* *Separate words with spaces* *Introduction to capital letters, full stops and exclamation marks to demarcate sentences* *Capital letters for names* *Say out loud what they are going to write about* *Write down ideas* *Orally rehearse sentences.* *Re-reading to check that their writing makes sense* *Read aloud what they have written*

Whitmore Primary School Long Term Planning 2026/27 Year One

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Handwriting skills taught		**Autumn term starting point** *Start of Year 1 content*					
Phonics & Spellings	**Wk 1**	*2 days*	*4 days* **Autumn 2 content** */ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn*	**Spring 1 content** */ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder*	**Spring 2 content** */ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk*	**Assess and review**	**Summer 1 content** *ph phone wh wheel ie shield g giant*
	Wk 2	**Phase 4** *Long vowel sounds* *CVCC CCVC*	*/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he*	*/igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone*	*/ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father**	**Summer 1 content** *ay play a-e shake ea each e he*	**Assess and review** **Phonics Screening Check Week**
	Wk 3	**Long vowel sounds** *CCVC CCCVC CCV CCVCC* **Longer words** *Phase 4 words with –s /s/ at the end Phase 4 words with –s /z/ at the end Phase 4 words with –es /z/ at the end*	*/ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute*	*/l/ le al apple metal /s/ c ice /v/ ve give*	*/or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there*	*ie pie i-e time o go o-e home*	**Start Summer 2 content** */ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer*
	Wk 4	**Phase 4** *CVCC CCVC CCVCC CCCVC* **Phase 4 with long vowels** **Longer words** *Root words ending in –ing, –ed /t/, –ed /id/ /ed/, –ed /d/*	*/ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw*	*/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey*	*/ur/ ear learn /r/ wr wrist /s/ st sc whistle science schwa at the end of words: actor*	*4 days* *ue blue rescue ew chew new u-e rude cute aw claw*	*/zh/ su si treasure vision /j/ dge bridge /il/ y crystal /j/ ge large*
	Wk 5	**Longer words** *Root words ending in: –er, –est* **Review phase 3 GPCs** *ai ee igh oa oo ar or ur oo ow oi ear*	**Grow the code** */igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue*	**Grow the code** */oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa*	*4 days* */c/ ch school /sh/ ch chef /z/ ze freeze*	*ea head ir bird ou cloud oy toy*	*/sh/ ti ssi si ci potion mission mansion delicious*
	Wk 6	*air er /z/ s –s –es words with two or more digraphs e.g. queen thicker* **Phase 5** */ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each*	**Assess and review**	**Assess and review**		*i tiger a paper ow snow u unicorn*	*/or/ augh our oar ore daughter pour oar more* **Assess and review**
	Wk 7	**Review longer words**	**Assess and review**			*3 days*	*3 days* **Assess and review**
	Wk 8	**Assess and review**					

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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading skills taught	**Word reading: Fluency** *Re-read books to build up their fluency and confidence in word reading* *Read aloud accurately books consistent with their developing phonic knowledge* **Poetry and Rhymes** *Appreciate and recite some rhymes and poems* **Understand** *Check that the text makes sense to them as they read and correct inaccurate reading* **Inference** *Make simple inferences about characters*	**Phonics, etymology and morphology** *Apply phonic knowledge and skills as the route to decode words* *Respond speedily with the correct graphemes for all 40+ phonemes, including graphemes with alternative sounds* *Read accurately by blending sounds in unfamiliar words containing taught GPCs* *Read words (incl. polysyllabic words) containing taught GPCs and –s, –es, –ing, –ed, –er and – est suffixes* *Compound words* **Identify and Retrieve** *Draw on what they already know [e.g. they are sad]*	**Understanding Language** *Discuss word meanings, linking new meanings to those already known* **Prediction** *Predict what might happen based on previous experience*	**Reading for pleasure** *Listen to and discuss a wide range literature beyond their independent reading ability, linking it to their own experiences*	**Structure** *Recognise and join in with predictable phrases*	**Discussion** *Discuss the significance of the title and events* *Participate in discussion about what is read to them, taking turns and listening to what others say*
Oracy skills taught	**Physical** *I can speak clearly and confidently in a range of contexts* **Linguistic** *I can use newly learnt vocabulary in an appropriate way* **Cognitive** *I can build on others' ideas in discussions* **Social and Emotional** *I can encourage everyone to contribute*	**Physical** *I can use body language to show I am listening* **Linguistic** *I can use vocabulary specific to the topic at hand* **Cognitive** *I can offer reasons for opinions* **Social and Emotional** *I listen carefully to others*	**Physical** *I experiment with adjusting tone and volume* **Linguistic** *I take opportunities to try out new language* *I can use sentence stems to link to other's ideas in group discussion (e.g. 'I agree with… because …' 'Linking to …')* **Cognitive** *I can disagree with someone else's opinion politely* **Social and Emotional** *I participate in group discussions with some support from an adult*	**Physical** *I experiment with adjusting tone, volume and pace* **Linguistic** *I can use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally* **Cognitive** *I consider the merits of different viewpoints* *I can explain ideas and events in chronological order* **Social and Emotional** *I participate in group discussions independently from an adult*	**Physical** *I can use body language to show I am listening* **Linguistic** *I can use vocabulary specific to the topic at hand* **Cognitive** *I can offer reasons for opinions* **Social and Emotional** *I listen carefully to others*	**Physical** *I experiment with adjusting tone and volume* **Linguistic** *I take opportunities to try out new language* *I can use sentence stems to link to other's ideas in group discussion (e.g. 'I agree with… because …' 'Linking to …')* **Cognitive** *I can disagree with someone else's opinion politely* **Social and Emotional** *I participate in group discussions with some support from an adult*
Talk Tactics taught	**Instigate**	**Instigate**	**Build**	**Challenge**	**Instigate**	**Build**

Whitmore Primary School Long Term Planning 2026/27 — Year One

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
White Rose units taught		**Place Value** *Within 10* **Addition and Subtraction** *Within 10*	**Addition and Subtraction** *Within 10* **Shape**	**Place Value** *Within 20* **Addition and Subtraction** *Within 20*	**Place Value** *Within 50* **Length and Height** **Mass and Volume**	**Multiplication and Division** **Fractions** **Position and Direction**	**Place Value** *Within 100* **Money** **Time**
Maths Mastery units covered	**Wk 1**	*2days* **Expectations week**	**Verbally count beyond 20** *Recognising the pattern of the counting system* *Count forwards from 0 to 10 and backwards from 10 to 0* *Identify '1 more and 1 less' than a given number up to 10*	**Composition of 7** *Recap that 7 is 1 more than 6, and it can be composed of 5 and 2* *Understand that 7 can be composed in different ways* *Find a missing part if 7 is the whole* *Work systematically to find all the bonds of 7 on the Rekenrek*	**Partitioning numbers within 10, starting with the systematic partitioning of 6** *Subitise even numbers within 10* *Recalling doubles within 10 and show them on part–part–whole diagrams and on their fingers* *Identify arrangements of beads as 'near doubles' using a Rekenrek*	**Number facts and arithmetic** *Recap the effect of adding or subtracting 1 to or from odd or even numbers* *Identify that subtracting 2 from an even number gives the previous even number* *Recap the effect of adding or subtracting 2 to or from an even number*	*4 days* **Number facts and arithmetic** **Subtraction within 10** *Use the terminology of 'how many are/are NOT' to describe a whole and its parts* *Use a part–part–whole diagram to represent a given set of objects with different attributes* *Use a subtraction equation to represent a partitioning story involving 'not'*
	Wk 2	*5 days* **Expectations week**	**Automatically recall some number bonds to 10** *(including doubles facts)* *Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally*	**Composition of 9** *Build on their knowledge that 9 is 1 more than 8, and can be composed of 5 and 4* *Explore ways in which 9 counters can be arranged in a 3-by-3 grid* *Identify the missing part to make 9* *Work systematically to find all the ways that 9 can be composed of two parts on the Rekenrek*	**Composition of the numbers 11–19 as 'ten and a bit** *Recap that the numbers 11, 12, 13, 14 and 15 can be composed of '10 and a bit'* *Identify missing numbers in part–part–whole diagrams*	**Number facts and arithmetic** *Recap the effect of adding or subtracting 1 to or from odd or even numbers* *Identify that subtracting 2 from an even number gives the previous even number* *Recap the effect of adding or subtracting 2 to or from an even number*	**Number facts and arithmetic** **Subtraction within 10** *Use the terminology of 'how many are/are NOT' to describe a whole and its parts* *Use a part–part–whole diagram to represent a given set of objects with different attributes* *Use a subtraction equation to represent a partitioning story involving 'not'*
	Wk 3	**Composition of numbers to 10** *Number bonds to 5*	**Explore and represent patterns within numbers up to 10** *Including evens and odds, double facts and how quantities can be distributed equally.* *Explore the structure of even numbers (including that even numbers can be composed by doubling any number, and can be composed of 2s)* *Explore the structure of the odd numbers as being composed of 2s and 1 more*	**Composition of odd and even numbers** *Recap the 'shape' of odd and even numbers* *Sort odd and even numbers to 10* *Begin to generalise that even numbers can be composed of 2 odd parts* *Subitise odd parts within 10* *Begin to make generalisations about the composition of odd numbers* *Explore the composition of odd and even numbers, seeing that even numbers can be made of two odd or two even parts, and that odd numbers can be composed of one odd part and one even part*	**Composition of the numbers 11–19 as 'ten and a bit** *Identify that the numbers 16, 17, 18 and 19 can be composed of '10 and a bit'* *Make the numbers 11–19 on the Rekenrek*	**Number facts and arithmetic** **Identify that adding 2 to an odd number gives the next odd number** *Recap that adding 2 to an even number gives the next even number* *Identify that adding 2 to an even number gives the next even number* *Solve 'first, then, now' stories that involve adding 2 to even numbers within 10*	**Number facts and arithmetic** *Show the numbers 6, 7, 8 and 9 on their fingers as '5 and a bit'* *Relate a 'first, then, now' story for addition to an equation* *Tell and model 'first, then, now' stories, and record the corresponding addition equations* *Show 5, 6 and 7 on their fingers in different ways*
	Wk 4	**Composition** *Develop their understanding of the numbers 6 to 9 using the '5 and a bit' structure*	*4 days* **Composition of the number 6** *Explore how 6 can be composed of different parts and identify the parts within 6* *Exploring a range of different arrangements of 6 will support children in developing fluency with bonds of 6 and help them to become flexible when calculating*	**Composition of numbers within 10** *Pupils will continue to explore the composition of numbers within 10 and explore addition and subtraction structures and the related language (without the use of symbols)* *Know how a number is composed and understanding the effect of partitioning and recombining wholes and parts provides knowledge of 'additive relationships', which involve both addition AND subtraction* *Subitise the numbers 5–9 and represent them on a Rekenrek* *Use the language of 'whole' and 'part' to describe groups and sub-groups* *Identify different ways of seeing parts within a whole* *Use the language of 'splitting' and 'combining' to describe partitioning a whole into its parts* *Partition a set of objects in different ways, describing how they have done it* *Explore the aggregation and partitioning structures of addition and subtraction through systematically partitioning and re-combining numbers within 10 and connecting this to the part-part-whole diagram, including using the language of parts and wholes*	**Composition of the numbers 11–19 as 'ten and a bit** *Recognise the numbers 11–19 when presented using a dice pattern* *Write the numbers 11–19 using numerals* *Practise recognising and making the numbers 11–19*	**Number facts and arithmetic** *Apply their knowledge of the composition of numbers to both the partitioning and the reduction structures of subtraction* *Recap even and odd numbers within 10*	**Number facts and arithmetic** *The composition of 5, and how bonds of 5 can be used to both add and subtract* *Using bonds of 5 to complete missing addend equations and related subtraction equations*
	Wk 5	**Have a deep understanding of number to 10, including the composition of each number** *Re-cap that 10 can be seen as 2 fives in a linear arrangement* *Make 6, 7, 8 and 9 on a rekenrek when 5 is a part*	**Composition of the number 8** *Explore the composition of 8, relating this to their previous work on 8 as '5 and a bit' and as an even number composed of 2s* *Identify ways in which 8 can be composed of two parts* *Identify 'how many more to make 8'*	**Composition of numbers within 10** *Exploring how numbers can be partitioned and recombined* *Represent the partitioning of a number on a part–part–whole diagram* *Observe and explain the patterns made by numbers when a systematic approach to partitioning is used* *Reason about missing parts when 4 is the whole* *Use cubes to systematically partition 5* *Observe and explain the patterns made by numbers when a systematic approach to partitioning is used*	**Composition of the numbers 11–19 as 'ten and a bit** *Recognise the numbers 11–19 when presented using a dice pattern* *Write the numbers 11–19 using numerals* *Practise recognising and making the numbers 11–19*	**Number facts and arithmetic** *Identify that even numbers can be partitioned into two odd parts or two even parts* *Recap that even numbers can be partitioned into two odd parts or two even parts* *Recap the ways in which 6, 8 and 10 can be partitioned*	**Number facts and arithmetic** *The composition of 6, 7, 8 and 9 as '5 and a bit'* *Using the '5 and a bit' structure to complete missing number equations*
	Wk 6	**Have a deep understanding of number to 10, including the composition of each number** *Re-cap that 10 can be seen as 2 fives in a linear arrangement* *Make 6, 7, 8 and 9 on a rekenrek when 5 is a part*	**Composition of the number 10** *Have a deep understanding of number to 10, including the composition of each number* *Automatically recall number bonds up to 5 and some number bonds to 10* *Identify bonds of 10 shown in a 10-frame* *Use finger patterns to represent 2 numbers that sum to 10* *Find pairs of numbers that sum to 10*	**Partitioning numbers within 10, starting with the systematic partitioning of 6** *Reason about missing parts when 4 or 5 is the whole* *Recap that even numbers can be composed of 2s* *Identify that even numbers can be split into two equal parts and made by combining two equal parts*		**Number facts and arithmetic** **Subtraction within 10** *Use the terminology of 'how many are/are NOT' to describe a whole and its parts* *Use a part–part–whole diagram to represent a given set of objects with different attributes* *Use a subtraction equation to represent a partitioning story involving 'not'*	**Number facts and arithmetic** *Bonds of 10 represented by expressions* *Missing addend equations in which the sum is 10*
	Wk 7	**Compare quantities up to 10 in different contexts** *Recognising when one quantity is greater than, less than or the same as the other* *Re-cap the order of numbers within 10 and connect this to '1 more' and '1 less' than a given number*	**Identify missing numbers on a number track** *Complete a marked number line by placing numbers in the correct place by the marks on the line* *Visualise the number line and the position of numbers within 10*			*3 days*	*3 days*
	Wk 8	**Compare quantities up to 10 in different contexts** *Recognising when one quantity is greater than, less than or the same as the other* *Re-cap the order of numbers within 10 and connect this to '1 more' and '1 less' than a given number*					

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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science units and skills	**Everyday Materials** *I can distinguish between and object and the material it is made from* *I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock* *I can describe the physical properties of a variety of everyday materials* *I can compare and group everyday materials based on their physical properties* *I can talk about what I found out and how I found it out* *I can use the equipment provided for me to perform simple tests that have been planned as a whole class*	**Seasonal Changes** *I can observe changes across the four seasons* *I can observe and describe weather associated with the seasons* *I can how the length of days changes at different times of the year* *I can record simple data to answer questions* *I can observe changes over time (timeline for the seasons?)* *I can ask questions based on my observations*	**Animals, Including Humans** *I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals* *I can identify and name a variety of common animals that are carnivores, herbivores and omnivores* *I am beginning to use scientific language when talking about my results* *I can use my observations to identify, compare and group* *With support, I can use observations to answer questions* *I can make verbal predictions based on my observations with support*	**TAPS Investigation** **Ways to Test Transparency** *I can make verbal predictions based on my observations with support* *I can use the equipment provided for me to perform simple tests that have been planned as a whole class* *I can talk about what I found out and how I found it out* *I am beginning to use scientific language when talking about my results* *I can check my results make sense using peer and self-assessment* *I can check if I have answered the question from the beginning of the test*	**Plants** *I can identify and name a variety of common wild and garden plants, including types of tree* *I can identify and describe the basic structure of a variety of common flowering plants, including trees* *I can use my observations to identify, compare and group* *With support, I can use observations to answer questions* *I am beginning to use scientific language* *I can have my questions answered by people around me*	**Living Things and Their Habitats** *I can identify things that are living, dead, and have never been alive (Yr 2 objective)* *I can name a variety of different habitats and match animals to their habitats* *I can identify where some animals get their food* *I can check my results make sense using peer and self-assessment* *I can check if I have answered the question from the beginning of the test* *I can use my observations to identify, compare and group*
PE units and skills	**Fundamentals** *I can change direction when moving at speed* *I can recognise changes in my body when I do exercise* *I can run at different speeds* *I can select my own actions in response to a task* *I can show hopping and jumping movements* *I can work co-operatively with others to complete tasks* *I show balance and co-ordination when static and moving at a slow speed* **Dance** *I am beginning to use counts* *I can copy, remember and repeat actions* *I can move confidently and safely* *I can use different parts of the body in isolation and together* *I can work with others to share ideas and select actions* *I can choose appropriate movements for different dance ideas* *I can say what I liked about someone else's performance* **Fitness** *I can recognise changes in my body when I do exercise* *I can share my ideas with other people in the class* *I can talk about what exercise does to my body* *I can recognise how exercise makes me feel* *I try my best in the challenges I am set* *I understand why it is important to warm up*		**Gymnastics** *I am confident to perform in front of others* *I can link simple actions together to create a sequence* *I can make my body tense, relaxed, stretched and curled* *I recognise changes in my body when I do exercise* *I can remember and repeat actions and shapes* *I can say what I liked about someone else's performance* *I can use apparatus safely and wait for my turn* **Invasion Games** *I am beginning to dribble a ball with my hands and feet* *I can change direction to move away from a defender* *I can recognise space when playing games* *I can send and receive a ball with hands and feet* *I can use simple rules to play fairly* *I can move to stay with another player when defending* *I recognise changes in my body when I do exercise* *I understand when I am a defender and when I am an attacker* **Target Games** *I can recognise changes in my body when I do exercise* *I can use an overarm throw aiming towards a target* *I can throw with some accuracy over increasing distances* *I can use an underarm throw aiming towards a target* *I can work co-operatively with a partner* *I understand what good technique looks like*		**Ball Skills** *I am beginning to catch with two hands* *I am beginning to dribble a ball with my hands and feet* *I am beginning to understand simple tactics* *I can roll and throw with some accuracy towards a target* *I can say when someone was successful* *I can track a ball that is coming towards me* *I can work co-operatively with a partner* **Yoga** *I can recognise how yoga makes me feel both physically and mentally* *I can remember and repeat actions, linking poses together* *I can say what I liked about someone else's flow* *I can show an awareness of space when travelling* *I can work with others to create poses* **Athletics** *I am able to throw towards a target* *I am beginning to show balance and co-ordination when changing direction* *I am developing overarm throwing* *I can recognise changes in my body when I do exercise* *I can run at different speeds* *I can work with others and make safe choices* *I try my best* *I understand the difference between a jump, a leap and a hop, and can choose which allows me to jump the furthest* **Net and Wall Games** *I can hit a ball using a racket* *I can throw a ball to land over the net and into the court area* *I can track balls and other equipment sent to me* *I can use a ready position to move to the ball* *I know how to score points* *I recognise changes in my body when I do exercise* *I show honesty and fair play when playing against an opponent*	

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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History units and skills		**Changes in Living Memory** **How do our favourite toys and games compare with those of my parents and grandparents?** *I can recognise the difference between the present and the past* *I can use common words and phrases, or answer simple questions, to order events* *I can talk about events using phrases like 'long ago', 'before my parents were born', 'around the time of X'* *I can say how toys have changed over time* *I can say how toys have stayed the same over time* *I can say why historians divide up time*			**Events Beyond Living Memory** **What were homes like in the past?** *I can make simple historical comparisons* *I can look at books, internet sites, artefacts and other sources that are given to me* *I can explain how people can find out about the past* *I can say how homes from the past are similar and different to my home* *I can describe how settlements have changed and stayed the same over time* *I can look at pictures of buildings and make a timeline*	**Comparing Significant Individuals** **What does it take to be a great explorer?** *I can ask and answer simple questions about what I have heard* *I can explain the difference between fiction and non-fiction* *I can retell parts of stories to show I understand historical events* *I can say what is the same and what is different about people from the past* *I know the names of some famous explorers* *I can explain where people have been when they are exploring*
Geography units, skills and knowledge	**Weather and Seasons** *I can make simple recordings of my findings* *I can create first-hand observations using my senses* *I can ask and answer simple questions about what I have heard* *I can spot the differences between seasons* *I can order the months of the year* *I can say how the weather can affect different jobs*		**United Kingdom** *I can use north, south, east and west for simple navigation* *I can use simple locational language to describe where things are* *I can locate the four countries of the UK on a map* *I know the four capital cities of the UK* *I can explain the differences between human and physical features* *I can describe the human and physical features of one of the UK's capital cities*	**Local Area** *I can use basic symbols in a key* *I can follow a simple map* *I can use photographs to recognise basic features* *I can explain the differences between different image types* *I know the differences between rural and urban areas* *I can explore and record the features of my local area*		
Geography fieldwork activities	**Explore and experience weather over the course of the year** *This fieldwork will take place throughout the year*		**Measuring Shadows** *Children will measure shadows and compare to the cardinal points of the compass*	**Local Maps** *Children will look at different maps of the school, including aerial photographs, and compare them* *Children will describe routes around the school using maps*		
Art and Design units and skills	**3D Art/Sculpture** *I can work with a variety of different materials such as dough, clay, cardboard and papier-mâché* *I understand the difference between 2 dimensional and 3 dimensional* *With support I can join materials* *I can use tools appropriately including scissors and clay tools and I can use rolling, pinching and kneading to shape my work (clay/dough)* *I can add simple decoration (for example painting, sticking or collaging)* *I can verbalise my ideas about what I am going to create before I begin my work*		**Drawing** *I can hold the pencil correctly using the 'tripod' grasp* *My pictures of humans are not stick people but begin to show a body being 3-dimensional, such as a head joined to a body* *I can use 2 dimensional shapes to help me draw* *My pictures show some structure* *With support or scaffolded ideas, I can add detail to my drawings* *I can ask and answer simple questions about what I have seen*		**Painting** *I hold a paintbrush correctly like a pencil using the 'tripod' grasp* *I can experiment with a variety of different paints, different brush sizes and tools* *I know the names of colours and I can experiment with unstructured colour mixing* *With guidance I can mix primary colours to make secondary colours and create colour wheels and say which colours work well together* *With support, I can explore lightening and darkening paint by adding black or white* *I can express my opinions on what I like/dislike about works of art*	
Artists studied	**James Sigle** *Junk robots* **Henry Moore** *Clay forms*		**Romeo Britto**		**Piet Mondrian**	

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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Design and Technology units and skills		**Textiles: Puppets – Traction Man** *I can trace around simple shapes to copy symbols* *I can measure to the nearest 10cm* *I can refer to a photo or drawing when talking about my work* *I know that drawing a design idea is useful to see how an idea will look* *I know that there are various temporary methods of joining fabric by using staples, glue or pins* *I know that 'joining technique' means connecting two pieces of material together*		**Food: Smoothies** *I can make comments about what I am going to design and cook* *I can give a brief overview of my plans for design or cooking, using some DT vocabulary* (year 2 skill) *I can use tallies and simple tables* *I can use knives with an 11-12cm non-serrated blade (supervised)* *To understand that some foods typically known as vegetables are actually fruits (e.g. cucumber)* *I can use a peeler (e.g. apples)*		**Structures: stable structures** *I can come up with ideas of a product and say why I like it (i.e. personal appeal)* *With support, I can discuss design criteria during the construction process* *I can create constructions with materials that are supplied for me* *I can create a simple evaluation* *I can follow simple advice from adults to improve my work* *To understand that cylinders are a strong type of structure (e.g. the main shape used for windmills and lighthouses)*
Computing units taught	**Data Handling** *I know that sorting objects into various given categories can help to locate information* *I can choose how to sort objects, including sorting other children into groups* *I am beginning to sort independently using my own categories* *I know that using yes/no questions to find an answer is known as a branching database* *I can ask and answer yes/no questions to create a branching database* *I know how to create a branching database*	**Programming** *I know that being able to follow and give simple instructions is important in computing* *I am able to follow and give simple instructions to a game or activity* *I understand that it is important for instructions to be in the right order* *I understand why a set of instructions may have gone wrong* *I am beginning to make corrections in instructions that may have gone wrong* *I can explain what inputs and outputs are*	**Online Safety** *I can discuss what the internet is and how it can be used* *I recognise that the internet may affect mood or emotions* *I recognise how internet use can affect and upset others* *I can identify which information is appropriate to share and post online and which is not* *I know what to do if I feel unsafe or worried online – tell a trusted adult* *I know that people I do not know on the internet (online) are strangers and are not always who they say they are*	**Computing Systems and Networks** *I can use computers more purposefully* *I can log in and navigate around a computer* *I can drag, drop, click and control a cursor using a mouse* *I can use software tools to create art on the computer* *I can use a computer and mouse to click, drag, fill, select, add backgrounds, text, layers, shapes and clipart* *I know passwords are important for security and to keep us safe*	**Programming** *I can explain what an algorithm is* *I can write clear algorithms* *I can follow an algorithm* *I can decompose a design into steps* *I can identify bugs in an algorithm and say how to fix them* *I can write an achievable algorithm*	**Creating Media** *I can plan a pictorial story using photographic images in sequence* *I can explain how to take clear photos* *I can take photos using a device* *I can edit photos by cropping, filtering and resizing and organise images on the page, orientating where necessary* *I can search for and import images from the internet* *I can explain what to do if something makes me uncomfortable online*
PSHE units and skills	**First Aid** *I know how to get help from an adult in the classroom or playground* **Rail Safety** *I can talk about different safety signs and say what they mean* *I can show how to behave safely around railways by following safety signs* *I can talk about who helps us at the station and on the train* *I can show how to behave safely at the station* Note: Switched on Suzi lessons 1, 2 and 3 **Citizenship** **How can I help others and the environment?** *To recognise some of the needs of babies and toddlers.* *To understand that animals have different needs and how to care for them.* *To identify ways to look after the school environment.* *To show respect when sharing ideas and opinions.* *To recognise how people help look after the school and local environments.* *To recognise how rules help people, animals and places.* **Health Protection** **How can I protect myself and others in daily life?** *To explain how and why we wash our hands.* *To describe how to protect myself in any weather.* *To recognise people who help keep us healthy.* *To talk about how my body feels when I am ill.* *To recognise if an injury is serious or not.* *To identify who can help with serious illnesses and injuries.*		**The Online World** **How do we spend time online?** *To recognise when we are online.* *To recognise online activities and in-person activities.* *To recognise that polite behaviour online is the same as polite behaviour in person.* *To explain why it is good to balance screen time with in person activities.* *To understand when and how I should tell an adult about something I see online.* *To describe how I can stay safe online.* **Staying Safe** **How can I stay safe?** *To identify what is safe and unsafe in the home.* *To identify what is safe and unsafe for our bodies.* *To explain how rules can keep us safe.* *To describe how to stay safe near roads.* *To notice how I feel when something is unsafe.* *To recognise who and how to ask for help.*		**Connecting With Others** **How can I help myself and others feel happy and safe?** *To recognise what makes me special and talk about my strengths.* *To explore how families care for and support each other.* *To understand that families should help me feel safe and cared for.* *To explain how to be a good friend.* *To explore how to be kind even when you are angry or upset.* *To explore kind and respectful behaviours.* **My Healthy Self** **How can we look after our emotions?** *To name and recognise the six emotions.* *To recognise that people may show different emotions in a situation and understand why.* *To describe emotions and how they change.* *To explore what makes me and others feel excited and calm.* *To explore what makes us feel worried, annoyed or upset.* *To talk about how we can get help with our feelings.*	

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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music units and skills	**My Musical Heartbeat** *I understand that the pulse is the heartbeat of music* *I can find the pulse by moving my body* *I can sing and rap as part of a group.* *I can add appropriate actions to a song* *I can use some musical words to describe a piece of music* *I can recognise some musical instruments and name them*		**Exploring Sounds** *I can move in a steady time to the beat* *I can find the pulse by moving my body* *I can sing high and low sounds* *I can sing some songs and sections of songs from memory* *I can follow the leader of a group and take simple direction* *I can say what I like or dislike about a piece of music and describe how it makes me feel*		**Having Fun with Improvisation** *I can sing high and low sounds* *I can use common words and phrases related to music* *I can say what I liked or enjoyed about the performance and what could have been better* *I can add appropriate actions to a song* *I understand that tempo describes how fast or slow the music is* *I can recognise if the music is loud or quiet*	
RE units and skills	**Christianity** **Does God want Christians to look after the world?** *I can say what Christians can learn from Genesis* *I can say what I find confusing about the Christian creation story* *I can talk about how Christians might decide what is 'right' and 'wrong'* *I can create my own questions about the Christian creation story* *I can say how I think the universe began* *I can say how the Christian creation story might influence people's behaviour*	**Christianity** **What gifts might Christians in Basildon might have given Jesus if he had been born here rather than Bethlehem?** *I can recount the key parts of the Christmas story* *I can explain why Jesus was given gold, frankincense and myrrh* *I can describe some differences and similarities between different versions of the Christmas story* *I can describe how Christians celebrate Christmas* *I can explain why Christians celebrate Christmas* *I can suggest ways the Christmas story might be different if it happened in modern times*	**Christianity** **Was it always easy for Jesus to show friendship?** *I can recount some key stories about the life of Jesus* *I can say why Jesus chose to be friends with outcasts* *I can create and ask my own questions about Jesus* *I can explain which behaviours I think are 'right' and 'wrong'* *I can say how Jesus' teachings might affect the behaviour of modern Christians* *I can say how I think Jesus might treat outcasts in the modern world if he were around today*	**Christianity** **Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?** *I can recount some of the key points of the Easter story* *I can describe my own feelings about the Easter story* *I can describe why Christians believe Jesus was a special person* *I can explain how important people are treated in modern times* *I can explain why Palm Sunday is important to modern Christians* *I can describe how Easter is celebrated in modern Britain*	**Judaism** **Is Shabbat important to Jewish children?** *I can say how Jewish people celebrate Shabbat* *I can say how I like to spend my rest time* *I can compare my rest time to that of other people* *I can give reasons for my answers to questions* *I can describe what the Shabbat meal is like* *I can describe special meals in my family*	**Judaism** **Are Rosh Hashanah and Yom Kippur important to Jewish children?** *I can say how Rosh Hashanah brings people together* *I can describe what happens on Yom Kippur* *I can describe how Yom Kippur can help Jewish people across the whole year* *I can reflect on my own behaviour and mistakes I have made* *I can choose ways to solve disagreements with people* *I can imagine or describe what it is like to take part in a festival*