Lowbrook Academy **Year 1 Curriculum Overview**

Year 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading	Narrative: Stories with Familiar Settings - Knuffle Dogger - Shirley Hughes Little Penguin Lost - Tracey Cordeory Non-Fiction: Recounts - Cox Green walk recount. Poetry: Pattern and Rhyme, learning a poem by heart - The Magic Box Listening to tape) Non-Fiction: Fact File - Study of David Attenborough (linked to Science Week) **1a, b, c, 2a, b, c, 3a, b, c, 4a, b, c, 5a, b, c, d, e, 6a, b, c, d, 7b**	Non-Fiction: Information Texts - The Usborne Book of Big Machines Narrative: Stories involving Fantasy - Beegu – Alexis Deacon, A River – Marc Martin Non-Fiction: Recounts - Norden Farm Christmas Production recount **1a, b, c, 2a, b, c, 3a, b, c, 4a, b, c, 5a, b, c, d, e, 6a, b, c, d, 7b, c**	Non-Fiction: Recounts - Holiday Recount. Non-Fiction: Instructions - How to make jam sandwiches. Narrative: Stories by the same author – The Snail and the Whale - Julia Donaldson. The Gruffalo – Julia Donaldson Non-Fiction: Fact File - Study of Lewis Carroll (linked to Maths Week) Poetry: Pattern and Rhyme, learning a poem by heart / Performance Poetry –text choice dependent on Assembly Theme **1a, b, c, 2a, b, c, 3a, b, c, 4a, b, c, 5a, b, c, d, e, 6a, b, c, d, 7b, c**	Narrative: Traditional & Fairy Tales - See Inside Castles - Katie Daynes, Cinderella - Ron Dias. A Knight's Tale. Non-Fiction: Recounts - Windsor Castle **1a, b, c, 2a, b, c, 3a, b, c, 4a, b, c, 5a, b, c, d, e, 6a, b, c, d, 7b**	Non-Fiction: Information Texts – Find out about Castles- Medieval and History of e.g. Windsor. Non-Fiction: Recounts (fact & fiction) Farm Animals – Katie Daynes Non-Fiction: Recounts (ordering events) – Hounslow Urban Farm **1a, b, c, 2a, b, c, 3a, b, c, 4a, b, c, 5a, b, c, d, e, 6a, b, c, d, 7b, c**	Poetry: Poems on a Theme – Animals - The Works- Paul Cookson Narrative - Stories involving Fantasy – Superheroes, Super Daisy! -Kes Gray Superhero Origins (Thor, Captain America, Iron Man, Hulk) **1a, b, c, 2a, b, c, 3a, b, c, 4a, b, c, 5a, b, c, d, e, 6a, b, c, d, 7b**
Phonics	Teach grapheme phoneme correspondences Ff, ss, zz, ll, ck, nk, tch, ve, ai, oi, ay, oy, suffixes s/es, assess, a-e, e-e, i-e, o-e, u-e, u-e, ar	Teach grapheme phoneme correspondences Ee, suffix ing/ed, assess, ea, er, ir, ur, oa, oo (u), oo, suffix er/est, assess, oe, ou, ow	Teach grapheme phoneme correspondences Ue, ew, I before yie, assess, ie, igh, or, ore, aw, au, air, prefix un, assess, ear (long e), ear (air)	Teach grapheme phoneme correspondences Are, y, ph, wh, e, o, assess, review ff, ll, ss, zz, ck, review nk, review tch, review ve, review ai, review oi, review ay, review oy, review a-e, review e-e, review i-e, review o-e, review u-e, review ar	Teach grapheme phoneme correspondences Phonics screen, review ee, review ea, review er, review ir, review ur, review oa, review oo (u), review oo, review oe, review ou, review ow, review ue, review ew, review ie, review igh,	Teach grapheme phoneme correspondences review or, review ore, review aw, review au, review air, review ear (long e), review ear (air), review are, review y, review ph, review wh, review e, review o, 2 syllable words, compound words, numbers, contractions, days, colours, months

Writing: Punctuation and Grammar	Full stops & capital letters, matching capital letters with their smaller letters, verbs, nouns (proper and common), adjectives, joining words and clauses using 'and' (Ext. begin to use other coordinating/subordinating conjunctions, e.g. 'so' and 'but'). Handwriting- snap snap sit on the log. All small and capital letters- child initiated (12a, b,c). **8a, b, c, d, e, 9a, b, 10a, b, 11a, b, c, 12a, b**	Capital letters for names and for the personal pronouns, nouns, verbs (Ext: adverbs), question marks to demarcate sentences. exclamation marks to demarcate sentences, using 'and' and 'because' (Ext. begin to use other coordinating/subordinating conjunctions, e.g. 'so' and 'but'). Handwriting- snap snap sit on the log. All small letters- child initiated (12a, b,c). Handwriting phonic joins. **8a, b, c, d, e, 9a, b, 10a, b, 11a, b, c, 12a ,b**	Nouns and verbs, Regular plural noun suffixes '-s' or '-es' (including the effects of these suffixes on the meaning of a noun), suffixes that can be added to verbs where no change is needed in the spelling of the root word '-ing', capital letters for names and for the personal pronouns, suffixes that can be added to verbs where no change is needed in the spelling of the root word '-ed', verbs and adjectives. Handwriting- snap snap sit on the log. All small and capital letters letters- child initiated. Catptal letter in context (12a, b,c) Handwriting phonic joins. **8a, b, c, d, e, 9a, b, 10a, b, 11a, b, c, 12a, b**	Adverbs, regular plural noun suffixes '-s', '-es', (including the effects of these suffixes on the meaning on a noun), suffixes that can be added to verbs where no change is needed in the spelling of the root word '-er', suffixes that can be added to verbs where no change is needed in the spelling of the root word '-ing', question marks and exclamation marks to demarcate sentences, prefix '-un' changes the meaning of verbs and adjectives. Handwriting- snap snap sit on the log. All small and capital letters- child initiated (12 a,b,c). Handwriting phonic joins. **8a, b, c, d, e, 9a, b, 10a, b, 11a, b, c, 12a, b**	Nouns and verbs, adverbs and adjectives, capital letters for names and personal pronouns, suffixes that can be added to verbs where no change is needed in the selling of the root word '-ed', question marks and exclamation marks to demarcate sentences, joining words and joining clauses using 'and' (Ext. begin to use other coordinating / subordinating conjunctions. Handwriting- snap snap sit on the log. Focus on descenders and ascenders f, j, g,y,q and in isolation z (12,a,b,c) Handwriting phonic joins. **8a, b, c, d, e, 9a, b, 10a, b, 11a, b, c, 12a, b**	suffixes that can be added to verbs where no change is needed in the spelling of the root word '-er', regular plural noun suffixes '-s' or '-es' (including the effects of these suffixes on the meaning of a noun), prefix '-un' changes the meaning of verbs and adjectives, question marks and exclamation marks to demarcate sentences, joining words and joining clauses using 'and' (Ext. begin to use other coordinating / subordinating conjunctions, recap any misconceptions. Independently choose what to write about. Handwriting- snap snap sit on the log. Focus on descenders and ascenders f, j, g, y, q and in isolation z (12a,b,c) Handwriting phonic joins. **8a, b, c, d, e, 9a, b, 10a, b, 11a, b, c, 12a.b**

Big Write	Fiction: Knuffle Bunny – Speech Fiction: Dogger - Adjectives Fiction: Little Penguin Lost - Speech Non-fiction: Recount of trip Non-fiction: Biography of Thomas Edison Poetry: The Magic Box Non-fiction: Billy's Bucket – Adjectives **8b, c, d, e, 9a chronological, 9b, 10a, b, 11a,b,c**	Non-Fiction: Information Texts – The Usborne Big Book of Big Machines Non-Fiction: Information Texts: The Usborne Big Book of Big Machines Fiction: Beegu - Retelling Non-Fiction: Recount of class trip. **8c, e, 9b non-chronological, 10a, b, 11a, b, c**	Non-Fiction: Recount of holiday Non-Fiction: Instructional Texts Fiction: The Snail and the Whale - Retelling Non-Fiction: Biography of Lewis Carroll Fiction: The Gruffalo **8a, b, c, d, e, 9a chronological, b, 10a, b, 11a, b, c, 12a, b**	Non-Fiction: Castles - Report Non-Fiction: Castles - Report Fiction: Cinderella – Inverted Commas Fiction – Traditional and Fairytales: A Knight's Tale Non-Fiction: Recount of trip to Windsor Castle **8a, b, c, d, e, 9a non-chronological, 10a, b, 11a, b, c, 12a, b**	Cross-curricular Literacy (Place and Time): diary entry of trip to France Non-fiction texts – Find out about Castles Non-fiction texts – Find out about Castles Non-fiction: Information texts – farm animals Non-fiction – Recounts: Hounslow Urban Farm Fiction: We're Going on a Bear Hunt **8a, b, c, d, e, 9a non-chronological, 10a, b 11a, b, c, 12a, b**	Poetry – Poems on a theme: Animals (The Works: Paul Cookson) Poetry – Poems on a theme: Nature (The Works: Paul Cookson) Fantasy Stories: Super Daisy Fantasy Stories: Superhero Origins (Thor, Captain America, Iron Man, Hulk) **8a, b, c, d, e, 9a, b, 10a, b, 11a, b, c, 12a, b**

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Science and Technology	**Animals including Humans:** Learn about bodies and senses in this varied and creative block. Observe changes over time and think about the question how do we change as we get older? Collect data, look for patterns and carry out investigations. **S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S3.4**	**Plants & Hygiene:** Outdoor learning to connect with the world of plants. From fruit and vegetables to flowers and trees, understand and observe them and even grow your own seeds and keep them healthy. How diseases are spread. Physical Health & Wellbeing: Health and prevention: About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. The facts and science relating to allergies immunisation and vaccination **S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S2.1, S2.2**	**Everyday Materials:** Explore different materials and sort them into groups based on their properties. Investigate absorbency of different materials to make a towel for teddy. Design a house for the Three Little Pigs. **S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S5.1, S5.2, S5.3, S5.4**	**Everyday Materials:** Explore a range of materials suitable for fixing a broken umbrella and test them using pipette to simulate raindrops and record results in a table. Working with play figures frozen in ice, plan and devise an investigation to release them. Explore puddles and observe how they change. Think carefully about what is happening: can children explain why a puddle changes? **S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S5.1, S5.2, S5.3, S5.4**	**Seasonal Changes:** Look at weather forecasts and video your own school weather forecasts; do weather observations and make collages about the seasons; have fun with shadows; make a class weather station that can measure rainfall, wind direction and temperature. Physical Health & Wellbeing: Health and Prevention - Sun safety **S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S6.1, S6.2**	(POND UNIT) **Animals and Humans:** Look carefully at the behaviour and habitats of creatures found in the school grounds. Learn about a variety of common animals with a particular focus on the pets we keep and how we keep them happy and healthy. **S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S3.1, S3.2, S3.3**

	Theme Week Tech challenge: cars (distance & weight using a ramp) Technology: Playground structures e.g. swing and slide gluing using glue gun, cutting using scissors & Tenon saw, joining, axels, measuring Scientist Study of: David Attenborough & Rachel Carson **D1.1, D1.2, D2.1, D2.2, D3.1, D3.2, D4.1, D4.2**	Food Tech: Jam sandwich using blackcurrants Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. **C1, C2**	Food Tech: Welsh Cakes Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. **D1.1, D1.2, D2.1, D2.2, D3.2, D4.1, C1, C2**	Technology: Build a catapult and drawbridge (levers and pulleys) generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Inventor Study of: James Dyson **D1.1, D1.2, D2.1, D2.2, D3.2, D4.1, D4.2**	Technology: Make wind socks Design purposeful and functional products based on design criteria. 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 and textiles according to their characteristics. Evaluate their ideas and products against design criteria. **D1.1, D1.2, D2.1, D2.2, D3.2, D4.1 D4.2** Food Tech: Vegetable ratatouille Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. **C1, C2**	Technology: 'toad abode'/ frog hotel design purposeful, functional, appealing products for themselves and other users based on design criteria. Explore and evaluate a range of existing products.

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Place & Time	**Cox Green** Local housing through the times, different types of housing, evolution of local jobs through time, vocabulary linked to cities, towns, villages, farms, etc, locating landmarks on map. **1.4, 1.9, 1.12, 1.13** Field Trip – walk around Cox Green to look at different types of houses and buildings. Look at local amenities such as shops, libraries and churches. Look at simple maps.	**Navigation & Spatial Sense** 4 compass points, navigation from Lowbrook to Norden Farm, directions, treasure maps, Beebots and map symbols, the Equator, North and South Pole, Christopher Columbus. Historical festivals – Guy Fawkes, Remembrance Day, St Andrews Day **1.3, 1.4, 1.9, 1.11, 1.12, 1.13**	**United Kingdom** Identification of the UK on world map, Union Flag, country flags and national emblems (e.g. rose, thistle, leek, daffodil, shamrock, dragon, three lions) and capital cities of UK countries, famous UK landmarks e.g. Big Ben, Tower Bridge, Stonehenge, Angel of the North, Hadrian's Wall **1.1, 1.2, 1.3, 1.4, 1.6, 1.8, 1.9, 1.10, 1.12**	**Windsor Castle & Queen Elizabeth** Study of castle and timeline of Kings and Queens who lived there, how the castle is built and why? Why is the castle built on the River Thames? Historical festivals – St David's Day, St Patrick's Day, St George's Day **1.1, 1.3, 1.4, 1.9, 1.12, 1.13** Field Trip - Windsor Castle looking at features of the castle, learn about the monarchs who have lived there and the locations of the castle. Theme Day – Kings & Queens	**Weather Patterns** Explore aspects of weather and their symbols, meteorologists, climate around the world, make weather measuring instruments, 'Southwold' by Stanley Spencer. Extreme weather – tsunamis and earthquakes. **1.3, 1.4, 1.9, 1.12** Arts and Culture Week: France	**21st Century Time Period** Evolution of motor vehicles (Henry Ford), expansion of computer age (touch screens, YouTube, iPads, Smart phones, Skype/Facetime), Timeline of 21st century **Sustainability** – C02 emissions and alternative fuel. Sports Week (please teach over this time): **History through sport** – cycling Tour De France. **1.1, 1.2, 1.3, 1.9**
Faith & Belief	**Theme-**Creation Story **DRE - Key Question-** Does God want Christians to look after the world? **PBS** – **Key Question** - How do some people's religious beliefs encourage them to care for the world? **AF – Believing/Behaving** **Objectives**- *learning to re-tell the Christian Creation story and to explore how these influences how Christians behave towards nature and the environment. (Spiritual/Moral)* **Religion-** Christianity, Judaism ***1.3, 1.4, 1.5, 1.6, 1.7***	**Theme-**Christmas Story **DRE - Key Question-** What gift would I have given to Jesus if he had been born in my town, not Bethlehem? **PBS** – **Key Question** - Why do some people follow religious leaders and teachings? **AF – Believing/Belonging** **Objectives -** *learning to reflect on the Christmas story and decide what gifts would be meaningful for Jesus. (Spiritual/cultural)* **Religion-** Christianity ***1.7, 1.8, 1.9, 1.10, 1.11, 1.12***	**Theme-**Jesus as a friend **DRE - Key Question-** Was it always easy for Jesus to show friendship? **PBS – Key Question** - Does everyone believe the same things about God? **AF – Believing/Behaving** **Objectives** - *learning to identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult. (Moral/Social)* **Religion-** Christianity ***1.13, 1.14, 1.15, 1.163, 1.17, 1.18***	**Theme-**Easter- Palm Sunday **DRE - Key Question-** Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? **PBS** – **Key Question** - Why do symbols and stories play important roles in religions? **AF – Believing/Behaving** **Objectives** - *learning to know that Jesus is special to Christians and how His welcome on Palm Sunday shows this. (Spiritual/cultural)* **Religion-** Christianity ***1.19, 1.20, 1.21, 1.22, 1.23, 12.4***	**Theme-**Shabbat **DRE - Key Question-** Is Shabbat important to Jewish children? **PBS – Key Question** - How do some religions demonstrate that everyone is special? **AF – Believing/Belonging** **Objectives -** *learning to empathise with Jewish children by understanding what they do during Shabbat and why it is important to them. (spiritual/cultural)* **Religion-** Judaism ***1.25, 1.26, 1.27, 1.28, 1.29, 1.30***	**Theme-**Chanukah **DRE - Key Question-** Does celebrating Chanukah make Jewish children feel close to God? **PBS – Key Question** – Why are religious celebrations important to some people but not to others? **AF – Believing/Belonging** **Objectives -** *learning to empathise with Jewish children by understanding how it feels for them to take part in Chanukah activities. (Spiritual/cultural)* **Religion-** Judaism ***1.31, 1.32, 1.33, 1.34, 1.35***

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Arts and Creativity	**Music**: **Listening & Appraising -** Beginning to understand, how the dimensions of music work together (Pulse, rhythm & pitch) **Singing -** Start to sing in pitch, learn about singing and vocal health. **M1.1, M1.3** **Theme:** **Hey You!** Old school Hip Hop	**Music**: **Listening & Appraising -** Beginning to understand, how the dimensions of music work together (Pulse, rhythm & pitch) **Singing -** Start to sing in pitch, learn about singing and vocal health. **M1.1, M1.3** **Theme:** **Rhythm In the Way We Walk and The Banana Rap** Reggae and Hip Hop	**Music**: **Playing -** Start to play an un-tuned percussion instrument in a group. (Un-tuned percussion instruments) **Improvisation –** Begin to explore and create own responses, melodies and rhythms. **M1.2, M1.3, M1.4** **Theme:** **In The Groove** Different styles of music (Blues, Baroque, Latin, Bhangra, Folk and Funk)	**Music**: **Playing -** Start to play an un-tuned percussion instrument in a group. (Un-tuned percussion instruments) **Improvisation –** Begin to explore and create own responses, melodies, and rhythms. **M1.2, M1.3, M1.4** **Theme:** **Round and Round** Bossa Nova Latin Style	**Music**: **Composition –** Begin to create your own responses and rhythms. (Glockenspiels) **Singing -** Recap and continue to learn about singing and vocal health. **M1.1, M1.3, M1.4** **Theme:** **Your Imagination** Songs about using the imagination	**Music**: **Listening & Appraising -** Recap on how the dimensions of music work together (Pulse, rhythm & pitch) **Singing -** Recap and continue to learn about singing and vocal health. **M1.1, M1.3** **Theme:** **Reflect, Rewind and Replay** Consolidation of musical learning. Context for History of Music and Language of Music. ***Musician Study: Composer, Andrew Lloyd Webber.***
	Art: **Exploring Media** Clay Experiment with using and manipulating clay to create art. Use fingertips to mould clay to make a 3D product. **A1.1, A1.2** **Theme:** **Claude Monet**, clay waterlilies	**Art**: **Skills & Technique** Painting Experiment with a variety of media; different brush sizes and tools. Develop language of brush strokes – dab, flick, stroke, overlay. Begin to hold a paintbrush correctly **A1.3, A1.4** **Theme:** Firework paintings	**Art:** **Exploring Media** Explore mark making using a variety of tools including pencils, crayons, pastels, felt tips, charcoal, chalk. **A1.2, A1.2, A1.3,** **Theme:** Place & Time, the flags of the UK, using colour pencil, pen, oil pastel and tissue paper collage.	**Art:** **Appraisal & Appreciation** Understand that artistic works are made by craftspeople of different cultures and times. Explain what you like about a piece of art & why **A1.3, A1.4** **Theme:** Sir Stanley Spencer, famous painter in our locality	**Art:** **Skills & Technique** Make textured collages by folding, crumpling and tearing materials. Cut, clue and trim material to create images. **A1.1, A1.2, A1.3** **Theme:** France – artwork of Eiffel Tower, making Eiffel Tower using art straws	**Art:** **Skills & Technique** Drawing Develop pencil drawing skills. Experiment with tones using pencils, chalk or charcoal. **A1.2, A1.2, A1.3** **Theme:** Portraits using Chuck Close as inspiration

	Drama: **Oracy** Retell stories, ordering events using story language. **D1.1, D1.4, D1.7, D1.8** **Theme:** Role-play narratives, recount of Cox Green walk around	**Drama**: **Drama** Explore familiar themes and characters through improvisation and role play. **D1.1, D1.4, D1.6, D1.7, D1.8** **Theme:** Role-play activities, Little Penguin Lost, Beegu	**Drama**: **Oracy** Tell stories and describe incidents from own experiences in an audible voice **Learn choral piece** **D1.1, D1.4, D1.7, D1.8** **Theme:** Snail and the Whale and The Gruffalo	**Drama**: **Drama** Act out own and well-known stories, using voices for characters. **D1.1, D1.4, D1.6 D1.7, D1.8+** **Theme:** Role-play, traditional tales, Cinderella, Jack and the Beanstalk	**Drama**: **Oracy** Interpret a text by reading aloud with some variety in pace and emphasis **Learn choral piece** **D1.1, D1.4, D1.7** **Theme:** Arts & Culture week, France choral piece (Frère Jacques)	**Drama**: **Drama** Discuss why they like a performance. **D1.1, D1.3, D1.7** **Theme:** Performing poetry, Paul Cookson

Citizenship and Ethics	**Respecting the Area Around us.** Class & school rules. Growth Mindset. Consequences. Setting goals (assembly led) What makes a good citizen? Learning Charter Safeguarding: Peer on Peer - types of teasing and bullying and how to deal with it. Being Safe: Railway safety. Being safe: Parts of the body and appropriate touch. Health & Prevention: Personal hygiene. Caring friendships: Characteristics of friendship and that healthy friendships are positive Online Relationships: ICT Sid's Top Tips. Define online risk and the rules for keeping safe online (online research), how to recognise risks, harmful content and contact, and how to report them. Respectful relationships: about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. Mutual respect and tolerance. Rule of law Picture News Weekly Lesson Starter One Decision: Keeping & Staying Safe One Decision: KS1 Computer Safety Five Ways of Wellbeing: Keep Learning – Introduction to '5 ways' and Setting Goals **1.1, 1.2, 1.4, 1.5, 1.6, 1.8, 1.9, 1.11, 1.15, 1.16, 1.21, 1.22, 1.23, 1.24, 1.25, 1.26, 1.27, 1.28, 1.33**	**Friendships and Feelings** What makes a good friend? How to listen to a friend. COP Lesson: Linked to the annual conference Caring Friendships: how important friendships are in making us feel happy and secure, and how people choose and make friends Being safe: Feeling safe and special. Feeling proud. Meeting & talking with people, e.g. Nurses, Police & Fire Brigade. Basic First Aid: how to make a clear and efficient call to emergency services if necessary Families & People Who Care for Me: stable, caring relationships, which may be of different types, are at the heart of happy families. Online Relationships: iPad and netbook use. The rules and principles for keeping safe online, how to recognise risks, harmful content, and contact, and how to report them. Respectful relationships: the importance of permission-seeking and giving in relationships with friends, peers and adults Mutual respect and tolerance Picture News Weekly Lesson Starter One Decision: Keeping & Staying Safe tab One Decision: Being Responsible Five Ways of Wellbeing: Give – Linked to Responsibilities to the community **1.2, 1.3, 1.4, 1.6, 1.8, 1.15, 1.22, 1.23, 1.24, 1.25, 1.28, 1.31, 1.33**	**Differences and Gender** What is equality? How to hold a conversation with different people in society. Celebrating differences. Lesson linked to Children's Mental Health Week (February) Safeguarding: Discrimination / Faith Abuse Respectful Relationships: The importance of respecting others, even if there are differences (e.g. physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Courtesy and manners. The importance of self-respect and how this links to their own happiness. Rule of Law Mutual respect and tolerance Individual liberty Picture News Weekly Lesson Starter One Decision: Relationships Five Ways of Wellbeing: Connect – Linked to Respecting people who are different and Children's Mental Health Week. **1.3, 1.6, 1.8, 1.10, 1.11, 1.14, 1.15, 1.22, 1.23, 1.24, 1.25, 1.28, 1.33**	**Morals through Stories & Fables** Understanding what is fair and unfair. The Hare and the Tortoise The Mouse and the Lion Historical Festivals e.g. St George's Day. Being safe: what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. Individual liberty Mutual respect and tolerance Picture News Weekly Lesson Starter One Decision: Relationships or Feeling & Emotions Five Ways of Wellbeing: Give – Linked to our ethical decisions **1.3, 1.4, 1.6, 1.7, 1.8, 1.12, 1.14, 1.15, 1.22, 1.23, 1.24, 1.25, 1.28, 1.29, 1.33**	**Why Rules & Laws are made** Kings & Queens / What is the Monarchy? (Link to P&T) The differences between right and wrong. Respectful Relationships: the conventions of courtesy and manners. Taking turns. Mental wellbeing: where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). Influential person case study: Queen Elizabeth I Democracy Rule of law Individual liberty Mutual respect and tolerance Picture News: Weekly Lesson Starter One Decision: Our World - Linked to Political Systems Five Ways of Wellbeing: Take Notice – Linked to Health & Wellbeing (being present) + Overview of the Five Ways to Wellbeing with practical lessons on safeguarding your wellbeing (yoga, art, exercise) **1.3, 1.6, 1.8, 1.14, 1.15, 1.22, 1.23, 1.24, 1.25, 1.28, 1.29, 1.33**	**The Human Footprint** What produce is grown in the county / locally. What improves and harms our local (natural & built) environment: Water footprint and single use plastic, sustainable energy sources such as wind turbines, mills. Water and single use plastic. Water, single use plastics Sustainable energy Health & Prevention: Medicine and disease. How diseases are spread and controlled. Mental wellbeing: that mental wellbeing is a normal part of daily life, in the same way as physical health. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. Democracy Individual Liberty Picture News Weekly Lesson Starter One Decision: Feelings & Emotions Five Ways of Wellbeing: Active – Linked to Sports Week **1,3 1.6, 1.8, 1.10, 1.12, 1.15, 1.16, 1.20, 1.22, 1.23, 1.24, 1.25, 1.28, 1.29, 1.30, 1.33**

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Physical Health	**Invasion Games - Rugby** basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending **1a, 1b** **Gymnastics** basic movements including running, jumping, as well as developing balance, agility and co-ordination, using simple movement patterns **1a, 1c**	**Invasion Games – Football** basic movements including running as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending **1a, 1b** **Dance** Shoot off in rocket land on/ exploring planet P – Know and perform basic sequences of movement. (cross curricular nativity) C – work in pairs to create movement A – Observe each other dance and identify dance ideas used. **1a, 1c**	**Hockey** basic movements including running as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending **1a, 1b** **Gymnastics** basic movements including running, jumping, as well as developing balance, agility and co-ordination, using simple movement patterns **1a, 1c**	**Netball** basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending **1a, 1b** **Dance** French Can Can performance P – perform basic actions – turn, roll, jump, travel, stillness and gesture. (cross curricular maths) C – vary speeds, directions and pathways. A – observe each other dancing and identify what they see. **1a, 1c**	**Athletics** basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending **1a, 1b** **Cricket** basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending **1a, 1b**	**Athletics** basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending **1a, 1b** **Tennis** basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending **1a, 1b**

Lowbrook Academy **Year 1 Curriculum Overview**

Emotional Health	**C&E** Developing a healthy, safer lifestyle **-** Personal hygiene. Why Rules & Laws are made Being Safe: Railway safety. Being safe: Parts of the body and appropriate touch. Health & Prevention: Personal hygiene. Caring friendships: Characteristics of friendship and that healthy friendships are positive Respectful relationships: about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help Online relationships: that people sometimes behave differently online, including by pretending to be someone they are not. Rule of law Individual liberty Mutual respect and tolerance **1.3, 1.15, 1.16, 1.23, 1.24, 1.28, 1.33**	Physical Health & Wellbeing: Health and prevention: About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. The facts and science relating to allergies immunisation and vaccination **C&E** Developing a healthy, safer lifestyle - Personal hygiene. Caring Friendships: how important friendships are in making us feel happy and secure, and how people choose and make friends Being safe: Feeling safe and special. Feeling proud. Basic First Aid: how to make a clear and efficient call to emergency services if necessary Families & People Who Care for Me: stable, caring relationships, which may be of different types, are at the heart of happy families. Respectful relationships: the importance of permission-seeking and giving in relationships with friends, peers and adults Internet safety and harms: where and how to report concerns and get support with issues online. Mutual respect and tolerance Rule of law **1.1, 1.4, 1.5, 1.9, 1.15, 1.16, 1.23, 1.24, 1.27, 1.28**	**C&E** Developing a healthy, safer lifestyle **-** Personal hygiene. Mental wellbeing: range of emotions Respectful Relationships: The importance of respecting others, even if there are differences (e.g. physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Courtesy and manners. The importance of self-respect and how this links to their own happiness. Mutual respect and tolerance **1.3, 1.4, 1.15, 1.23, 1.24, 1.28, 1.31, 1.33**	**C&E** Developing a healthy, safer lifestyle **-** Personal hygiene. Mental wellbeing: talking about feelings, emotion sand appropriate behaviour Being safe: what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. Mutual respect and tolerance **1.3, 1.15, 1.16, 1.23, 1.24, 1.28, 1.33**	**C&E** Developing a healthy, safer lifestyle **-** Personal hygiene. Understanding what is fair and unfair. Physical Health & Wellbeing: Health and Prevention - Sun safety Mental well-being: self-care techniques Respectful Relationships: the conventions of courtesy and manners. Taking turns. Mental wellbeing: where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). Mutual respect and tolerance **1.1, 1.3, 1.4, 1.5, 1.9, 1.15, 1.16, 1.18, 1.19, 1.23, 1.24, 1.27, 1.28, 1.32, 1.33**	**C&E** Developing a healthy, safer lifestyle - Personal hygiene. **1.16** Health & Prevention: Medicine and disease. How diseases are spread and controlled. Mental wellbeing: that mental wellbeing is a normal part of daily life, in the same way as physical health. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. **Education outside the classroom:** Mobile Caving **1,3 1.15, 1.16, 1.23, 1.24, 1.28, 1.33**

Computing and Education Technology	**To stay safe online (Online Safety)** Login safely. Start to introduce to the children the idea of 'ownership' of their creative work. Know how to find saved work on the server. Become familiar with the types of resources available in the Topics section IN Education city/Purple Mash. Understand the importance of logging out when they have finished. E-Safety Sid's Top Tips (C&E) Online relationships: that people sometimes behave differently online, including by pretending to be someone they are not. **1.5, 1.6** **Tech outside school** Walk around the local community and find examples of where technology is used. Record examples of technology outside school. **1.6**	**The Wrong Sandwich Purple Mash (Lego Builders)** Emphasise the importance of following instructions. follow and create simple instructions on the computer. Consider how the order of instructions affects the result **1.1, 1.2, 1.3** Internet safety and harms: where and how to report concerns and get support with issues online. ***Linked to Literacy instruction writing of sandwiches.***	**Pictograms and Venn Diagrams, Purple Mash (Grouping & Sorting)** Understand that data can be represented in picture format. Use a pictogram to record the results of an experiment iPad and netbook use **1.4** ***Linked to Maths – Using Purple Mash to Classify Shapes***	**Use Beebots to navigate castle (Coding)** Understand what coding means in computing. Add and change backgrounds and characters. Use code blocks to make the characters move automatically. Use the Stop button to make characters stop **1.1, 1.2, 1.3** ***Linked to P&T – Using Beebots to Navigate a Castle***	**Spreadsheets 2Calculate** Understand what a spreadsheet looks like. Be able to navigate around a spread sheet and enter data. Learn new vocabulary related to spreadsheets. **1.4** **Linked to Maths measurement**	**Purple Mash Animal lifecycle (Animated Story Books)** Add animation to a story. Add sound to a story including voice recording and music the children have created. Adding backgrounds and copying and pasting pages **1.3, 1.4** **Linked to science animals and humans**

Lowbrook Academy Year 1 Curriculum Overview

P4C	1. Animals Tame or Wild: Are humans more adventurous than animals? (Science) 2. Can any animal be a pet? (Science) 3. Can you have too much freedom? (Citizenship & Ethics) 4. Would it be better if everyone was friends with everyone? (Citizenship & Ethics) 5. Do you need danger for something to be an adventure? (Citizenship & Ethics) 6. Can something be dangerous even if it is not scary? (Citizenship & Ethics)	1. Would Christmas be Christmas without surprises? (Faith & Belief) 2. Do we need friends? (Citizenship & Ethics) 3. Beegu – Is being lost frightening? (Literacy) 4. Can we reward nature? (Science) 5. Would it better to have school in the park? (Citizenship & Ethics) 6. Would you rather eat only fruit for the rest of your life or only vegetables for the rest of your life? (Science)	1. Can we cope without numbers? (Maths) 2. Fairness v Equality (Citizenship & Ethics) 3. What are the pros and cons of England, Scotland, Wales and Northern Ireland being The United Kingdom? (Place & Time 4. Can we be sure there's no such thing as a Gruffalo? (Literacy) 5. Was it always easy for Jesus to show friendship? (Faith & Belief) 6. Is it worse to fail at something or never attempt it in the first place? (Citizenship & Ethics)	1. Is it better to read books yourself or would it be better if books could read themselves to you?" (Literacy) 2. Would it be better if we gave real eggs or chocolate eggs at Easter? (Faith & Belief) 3. Would you make a good king or queen or should we not have a king or queen at all? (Citizenship & Ethics) 4. Would you rather live on a boat, in a castle or in a spaceship? (Place & Time) 5. If you could only have one of these, what would you choose? Strength or Speed? (Physical Health) 6. Would it be good if people could fly? (Physical Health)	1. Do all art forms have anything in common? (Art & Creativity) 2. What if we could put a dome over an entire city under a biome, and control the weather? (Place & Time) 3. Would you rather have a big family and only a few friends or have lots of friends and only a small family? (Citizenship & Ethics) 4. Would you rather it was always hot or always cold? (Place & Time) 5. What's better – Summer or Winter? (Place & Time) 6. What would happen if it was always Winter? (Science)	1.How races work on Sports Day (Physical Health) 3. Would it be good if there were no phones, no iPads and no computers? (Citizenship & Ethics) 4. If you had unending amounts of money but were only allowed to buy one thing, what would you buy? (Citizenship & Ethics) 5. Why should we grow our own produce rather than shopping at a supermarket? (Citizenship & Ethics) 6. Is it wrong to stop someone doing something they like because it is bad for them? (Citizenship & Ethics)

Lowbrook Academy Year 1 Curriculum Overview

Mandarin	Can I revise greetings from Reception? Can I establish the class routine in Chinese? Can I greet people in Chinese? Can I ask people's names and give my name? Can I ask and answer how someone is and give thanks? Can I review greetings and be able to have a small conversation?	Can I count from 0-5 and recognise the Chinese characters for 1, 2, 3? Can I count from 6-10 using the correct tones and recognise the Chinese character for 10? Can I review numbers 6-10 and be able to trace the character '十' in the correct stroke order in the writing grid? Can I review numbers 0-10 and be able to trace character '八' in the correct stroke order in the writing grid? Can I learn about Christmas markets in China? Revise "We Wish You a Merry Christmas" in Chinese and learn how to say "Happy New Year". Can I make Chinese Christmas cards.	Can I say the colours in Mandarin Chinese? Can I learn the story of 'Nian', and learn why Chinese people like the colour red? Can I learn about the Chinese New Year red decorations? Can I review numbers 0-10 and learn how to say different years in Chinese? Can I learn the Chinese New Year song (chorus only)? Can I review Chinese 'Happy New Year' song and make lucky red Envelope "hong bao"?	Can I answer the question "What colour is this?" and answer it? Can I review colours and be able to say what/who one thinks is beautiful? Can I say things I like and dislike in the context of animals? Can I review things one likes and dislikes in the context of animals? Can I use the "Brown bear, Brown bear" story to talk about animals I like and dislike and what colour they are? Can I review the colours and animals by using the "Brown bear, Brown bear" story?	Can I learn some words for classroom objects? Can I review words for classroom objects and learn to ask and answer "what something is"? Can I review the words for classroom objects and learn to say what's in one's schoolbag? Can I learn some new words for classroom objects? Can I review the new words for classroom objects and learn to say what's in the classroom? Can I review the words and sentences by rap?	Can I review all content so far through EY1 & Y1? Can I review all content so far through EY1 & Y1? Can I review all content so far through EY1 & Y1? Can I review all content so far through EY1 & Y1? Can I complete YCT Style Quiz-3? Can I play Mandarin games?

Lowbrook Academy **Year 1 Curriculum Overview**

Maths	**NUMBER** **Place value and rounding** Count to 100, forwards and backwards, beginning with 0 or 1, or from any given number e.g. 19, 18, 17, 16, Count, read and write numbers to 100 in numerals, count in multiples of twos and tens e.g. 2, 4, 6, 8, 10, 12, … Given a number, identify one more and one less Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Read and write numbers from 1 to 20 in numerals Begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100 supported by objects and pictorial representations **Addition and subtraction** Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Represent, *memorise* and use number bonds and related subtraction facts *within 10, in several forms*	**NUMBER** **Place value and rounding** Count to 100, forwards and backwards, beginning with 0 or 1, or from any given number *e.g. 19, 18, 17, 16,* Count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens e.g. 22, 24, 26, 28, 30, … or 90, 80, 70, 60, … Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Read and write numbers from 1 to 20 in numerals *Use language of ordering e.g. first, second, third* **Addition and subtraction** Solve simple one-step problems *(in familiar practical contexts, including using quantities)* that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems *e.g. 3 + = 7* Represent, *memorise* and use number bonds and related subtraction facts *within 10, in several forms e.g. 3 + 4 = 7; 4 = 7 – 3*	**NUMBER** **Place value and rounding** Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Given a number, identify one more and one less Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Read and write numbers from 1 to 20 in numerals and words. Use language of ordering e.g. first, second, third Begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100 supported by objects and pictorial representations **Addition and subtraction** Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Add and subtract one-digit and two-digit numbers to 20 (9 + 9, 18 - 9), including zero Solve simple one-step	**NUMBER** **Place value and rounding** Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Given a number, identify one more and one less Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Read and write numbers from 1 to 20 in numerals and words. Use language of ordering e.g. first, second, third Begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100 supported by objects and pictorial representations Begin to order numbers to 100 (different tens) e.g. order 36, 29, 63, 51 **Addition and subtraction** Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Add and subtract one-digit and two-digit numbers to 20	**NUMBER** **Place value and rounding** Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number e.g. 103, 102, 101, 100, 99, 98, Count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens e.g. 5, 10, 15, 20, 25, Given a number, identify one more and one less Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Read and write numbers from 1 to 20 in numerals and words. Use language of ordering e.g. first, second, third Begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100 supported by objects and pictorial representations Begin to order numbers to 100 (different tens) Recognise odd and even numbers	**NUMBER** **Place value and rounding** Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number e.g. 103, 102, 101, 100, 99, 98, Count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens e.g. 5, 10, 15, 20, 25, Given a number, identify one more and one less Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Read and write numbers from 1 to 20 in numerals and words. Use language of ordering e.g. first, second, third Begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100 supported by objects and pictorial representations Begin to order numbers to 100 (different tens) Recognise odd and even numbers

	e.g. 3 + 4 = 7; 4 = 7 – 3; Add and subtract one-digit and two-digit numbers to 20 (9 + 9, 18 - 9), including zero Solve simple one-step problems *(in familiar practical contexts, including using quantities)* that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems *e.g. 3 + = 7* *Problems should include vocabulary such as: put together, add, altogether, total, take away, more than, less than…* **GEOMETRY** **Position and direction** Describe positions, directions and movements using language such as left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside…	; and begin to know doubles to 20 e.g. 8 + 8 = 16 complements to 20 e.g. 8 + 12 = 20 **Multiplication and division** Double and halve numbers to 20 e.g. double 6 is 12, half of 10 is 5 **Fractions** Recognise, find and name a half as one of two equal parts of an object, shape, length or quantity e.g. Find half of a length of string, by folding; **MEASUREMENT** **Measurement** Compare, describe and solve practical problems for: • lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half) • mass or weight (e.g. heavy/light, heavier than, lighter than) • capacity/volume (full/empty, more than, less than) • time (quicker, slower, earlier, later) Use non-standard measures to measure and begin to record the following: • lengths and heights • mass/weight • capacity and volume	problems (in familiar practical contexts, including using quantities) that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems Problems should include vocabulary such as: put together, add, altogether, total, take away, distance between, more than, less than… **Multiplication and division** Double and halve numbers to 20 e.g. double 8 is 16, half of 20 is 10 **Fractions** Recognise, find and name a half as one of two equal parts of an object, shape, length or quantity e.g. What is half of 12 counters? **MEASUREMENT** **Measurement** Compare, describe and solve practical problems for: • lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half) • mass or weight (e.g. heavy/light, heavier than, lighter than) • capacity/volume (full/empty, more than, less than,	(9 + 9, 18 - 9), including zero Solve simple one-step problems (in familiar practical contexts, including using quantities) that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems Problems should include vocabulary such as: put together, add, altogether, total, take away, distance between, more than, less than… **Fractions** Recognise, find and name a half as one of two equal parts of an object, shape, length or quantity e.g. What is half of 12 counters? Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity e.g. find a quarter of a shape, by folding in half and half again. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity e.g. find ¼ of 12 beads, practically **MEASUREMENT** **Measurement** Compare, describe and solve practical problems for: • lengths and heights (e.g.	**Addition and subtraction** Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Represent, memorise and use number bonds and related subtraction facts within 20, in several forms e.g. 9 + 7 = 16; 16 – 7 = 9; 7 = 16 - 9 Add and subtract one-digit and two-digit numbers to 20 (9 + 9, 18 - 9), including zero Solve simple one-step problems (in familiar practical contexts, including using quantities) that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems e.g. 7 = - 9 Problems should include vocabulary such as: put together, add, altogether, total, take away, distance between, more than, less than… **Multiplication and division** Double and halve numbers to 20 Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays	**Addition and subtraction** Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Represent, memorise and use number bonds and related subtraction facts within 20, in several forms e.g. 9 + 7 = 16; 16 – 7 = 9; 7 = 16 - 9 Add and subtract one-digit and two-digit numbers to 20 (9 + 9, 18 - 9), including zero Solve simple one-step problems (in familiar practical contexts, including using quantities) that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems e.g. 7 = - 9 Problems should include vocabulary such as: put together, add, altogether, total, take away, distance between, more than, less than… **Fractions** Recognise, find and name a half as one of two equal parts of an object, shape, length or quantity Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity e.g. find ¼ of 12 beads, practically

		Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening Recognise and use language relating to dates, including days of the week, weeks, months and years **GEOMETRY** **Position and direction** Describe positions, directions and movements using language such as left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside…	quarter) • time (quicker, slower, earlier, later) Begin to use measuring tools (ruler, weighing scales, containers) to measure and begin to record the following: • lengths and heights • mass/weight • capacity and volume • time (hours, minutes) Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening Recognise and use language relating to dates, including days of the week, weeks, months and years **GEOMETRY** **Properties of shapes** Recognise and name common 2-D and 3-D shapes, including: • 2-D shapes (e.g. rectangles (including squares), circles and triangles) • 3-D shapes (e.g. cuboids, including cubes, pyramids and spheres).	long/short, longer/shorter, tall/short, double/half) • mass or weight (e.g. heavy/light, heavier than, lighter than) • capacity/volume (full/empty, more than, less than, quarter) • time (quicker, slower, earlier, later) Begin to use measuring tools (ruler, weighing scales, containers) to measure and begin to record the following: • lengths and heights • mass/weight • capacity and volume • time (hours, minutes) Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening Recognise and use language relating to dates, including days of the week, weeks, months and years **GEOMETRY** **Position and direction** Describe positions, directions and movements	with the support of the teacher e.g. share 8 sweets between 2 children **Fractions** Recognise, find and name a half as one of two equal parts of an object, shape, length or quantity Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity e.g. find ¼ of 12 beads, practically **MEASUREMENT** **Measurement** Compare, describe and solve practical problems for: • lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half) • mass or weight (e.g. heavy/light, heavier than, lighter than) • capacity/volume (full/empty, more than, less than, quarter) • time (quicker, slower, earlier, later) Begin to use standard measures (metres, cms, grams/kg, litres) to measure and begin to record the following: • lengths and heights	**MEASUREMENT** **Measurement** Compare, describe and solve practical problems for: • lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half) • mass or weight (e.g. heavy/light, heavier than, lighter than) • capacity/volume (full/empty, more than, less than, quarter) • time (quicker, slower, earlier, later) Begin to use standard measures (metres, cms, grams/kg, litres) to measure and begin to record the following: • lengths and heights • mass/weight • capacity and volume • time (hours, minutes, seconds) Recognise and know the value of different denominations of coins and notes Sequence events in chronological order using language such as: before and after, next, first, today,

			GEOMETRY **Position and direction** Describe positions, directions and movements using language such as left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside… ***Maths Week*** ***Create and interpret Venn Diagrams*** ***(PS)*** ***Financial Literacy*** ***Profit and Loss (R)***	using language such as left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside…	• mass/weight • capacity and volume • time (hours, minutes, seconds) Recognise and know the value of different denominations of coins and notes Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening Recognise and use language relating to dates, including days of the week, weeks, months and years Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. **GEOMETRY** **Properties of shapes** Recognise and name common 2-D and 3-D shapes, in different orientations and sizes, including: 2-D shapes (e.g. rectangles (including squares), circles and triangles) 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres). know that rectangles, triangles, cuboids and pyramids can be different shapes	yesterday, tomorrow, morning, afternoon and evening Recognise and use language relating to dates, including days of the week, weeks, months and years Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. **GEOMETRY** **Properties of shapes** Recognise and name common 2-D and 3-D shapes, in different orientations and sizes, including: 2-D shapes (e.g. rectangles (including squares), circles and triangles) 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres). know that rectangles, triangles, cuboids and pyramids can be different shapes **Position and direction** Describe positions, directions and movements using language such as left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside… Describe position, directions and movements, including half, quarter and

					Position and direction Describe positions, directions and movements using language such as left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside… Describe position, directions and movements, including half, quarter and three-quarter turns, in a clockwise direction	three-quarter turns, in a clockwise direction ***Sports Week*** ***Collect, read, record and present information using Tally marks (PS)***