

Year 1 Overview

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| <p>Block 1 Topic: The Great Outdoors Book/Author: Julia Donaldson – The Gruffalo Enrichment: Clifton Flower Park British Values Focus: The rule of law GARP: Why are the characters in the Gruffalo boys? (Animation) SCARF: Me and My Relationships English: Labelling and Captions, Character description Maths: Number and Place Value to 10, Place Value to 20. Science - Humans Geography –Human and Physical, Fieldwork History – N/A Music – Singing, listening, history of music Computing – iAlgorithm French –Greetings RE: Christianity Art: N/A DT: N/A PE: Gymnastics (Rolling and balancing) and Ball Skills (Handball)</p> | <p>Block 2 Topic: Arctic Adventures Book/Author: Oliver Jeffers - Lost and Found Enrichment: Arctic Day British Values Focus: Mutual Respect GARP: Who are the Inuit people? SCARF: Valuing Difference English: Recount, non-chronological report, instructions Maths Number and Place Value to 50, Number and Place Value to 100. Science – Animals including humans Geography- Hot and Cold areas, Poles (N and S) History N/A Music Singing Computing iProgram French Greetings RE Christianity- Christmas Story Art: N/A DT N/A PE Gymnastics (jumping and sequencing) & OAA</p> | <p>Block 3 Topic: The Old Toy Box Book/Author: Lost in a toy museum by David Lucas Enrichment: Artefacts Box British Values Focus: Tolerance GARP: Toys from other cultures SCARF: Keeping Myself Safe English: Recount, narrative, instructions (sock puppet) Maths: Addition and Subtraction to 10 and 20. Science – Everyday Materials Geography N/A History- Old and New Toys Music – Listening and Creating Computing- iWrite French Greetings RE Christianity - Friendships Art N/A DT: Sock Puppet -Textiles PE Dance & Fundamental movement skills (circuit)</p> |
| <p>Block 4 Topic: Once upon a Castle Book/Author: The Brothers Grimm – Rapunzel Enrichment: Nottingham Castle/ Tamworth Castle British Values Focus: Individual Liberty GARP: Rapunzel from another culture. SCARF: Rights and Responsibilities English Recount from visit, retell, poetry (Zog) Maths Multiplication – Division and Fractions Science – STEM Week/Materials Geography : N/A History Chronology, History of Castles (parts etc) Music: Listening Computing iData French Greetings RE Christianity- Palm Sunday Art William Morris - Printing DT STEM Week PE Dance & OAA</p> | <p>Block 5 Topic: Let it Grow Book/Author: Oliver’s Vegetables By Alison Bartlett and Vivian French Enrichment: Glapton Woods British Values Focus: Democracy GARP: Inspiring people from around the World (Mary Seacole) SCARF: Being My Best English list poems, explanation text, non-chron report (Mary Seacole) Maths Shape, Geometry, Money Science - Plants Geography N/A History Mary Seacole Music Listening (Mozart), History of Music Computing iSafety French Greetings RE Judaism - Shabbat Art Andy Goldsworthy – sculpture- Natural Materials DT - Where food comes from ‘Cooking and nutrition’ PE Ball Skills (Tennis) & Team Games (Football)</p> | <p>Block 6 Topic: The UK and Me Book/Author: Meerkat Mail (Use for retell postcards & The Big Book of the UK: Facts, Folklore and Fascinations (use for non-chron report) Enrichment: Airport Visit British Values Focus: Equality GARP: Houses from around the World (poor/rich) Follow the Swallow & Handa’s Surprise SCARF: Growing and Changing English Non-chronological report, setting description, recount from visit, retell (postcard), Persuasive (verbal) Maths Time, length/height, weight/volume Science – Seasonal Changes Geography The UK and comparing to another area. History N/A Music Instruments Computing iModel French Greetings RE Judaism Rosh Hoshana- Yim Kippur Art: Ester Mahlangu- drawing-African Art DT : Where food comes from ‘Cooking and nutrition’ PE: Athletics & Team Games (Cricket)</p> |

English – Year 1

The Writing Process (to be taught within every unit of writing)

Before I write:

- I can tell someone out loud what I am going to write about.
- I can think and say a sentence that makes sense.

When I write:

- I can talk about my writing with a teacher or my friends.
- I can read what I have written to check it makes sense.
- I can write simple sentences that make sense.
- I can separate words using finger spaces.
- I can use a capital letter to start some sentences.
- I can use a full stop to end some sentences.

After I have written:

- I can talk about my writing with a teacher or my friends.
- I can read what I have written to check it makes sense.
- I can read my writing aloud so that others can hear me clearly.

- I can write for a range of purposes and am starting to use features of different forms such as lists, stories and instructions.

Poetry (weekly)

- Appreciate rhymes and poems and recite some by heart.
- Perform rhymes and poems with repeated phrases, creating and including actions.

Block 1 The Gruffalo

Unit 1 - Narrative (captions and labels) 2 weeks

- I know that a noun is a naming word for a thing or feeling. I can give some examples.
- I can separate words using finger spaces.

Unit 2 - Sentence Structure 2 weeks

- I know that a verb is a 'doing' or 'being' word; it gives an action. I can give some examples.
- I can think and say a sentence that makes sense.
- I can write simple sentences that make sense.
- I can separate words using finger spaces.
- I know that a noun is a naming word for a thing or feeling. I can give some examples.
- I know that an adjective is a word that describes a noun. I can give some examples

Block 2 Lost and Found

Unit 1 - Poetry- Shape 1 week

- Write short poems using single words or short sentences.
- Start each line with a capital letter.
- Use adjectives to create simple expanded noun phrases.
- I know that a noun is a naming word for a thing or feeling. I can give some examples.
- I know that an adjective is a word that describes a noun. I can give some examples
- I know that a verb is a 'doing' or 'being' word; it gives an action. I can give some examples.

Unit - Narrative- setting description 2 weeks

Block 3 Lost in a toy museum

Unit 1- Recount- Diary- 2 weeks

- I can use a capital letter for the personal pronoun 'I'.
- I can use the suffix 'ed' to form verbs in the simple past tense where there is no change to the root word and use them in my writing. E.g. helped, danced.
- I can sequence sentences to form short narratives
- I can use some exclamation marks correctly.
- I can use capital letters for the names of people, places and the days of the week.
- I can join clauses within a sentence using 'but'.
- I can use some simple time connectives to sequence ideas/events in order. E.g. First, next, then, after that.

Unit 3- Narrative- Character description 2 Weeks

- I know that an adjective is a word that describes a noun. I can give some examples.
- I can use a capital letter to start some sentences.
- I can use a full stop to end some sentences.
- I can use adjectives to create simple expanded noun phrases. E.g. The red car. The huge castle.
- I know that a noun is a naming word for a thing or feeling. I can give some examples.
- I know that a verb is a 'doing' or 'being' word; it gives an action. I can give some examples.

Handwriting

- Robot letters- b,h,m,n,p,r (lower and upper case)
- Writing own name including surname
- I can use a conventional tripod pencil grip.
- I am starting to use the correct letter formation using school cursive script.
- I am starting to form lower-case letters in the correct direction, starting and finishing in the right place.
- I can sit correctly at a table, holding a pencil comfortably and correctly.
- I can form capital letters.
- I can form digits 0-9.

Spelling

- I can name the letters of the alphabet.
- I can name the letters of the alphabet in order.

- I can use regular plural noun suffixes -s or -es and know how these affect the meaning of the noun. E.g. woods, foxes.
- I can sequence sentences to form short narratives
- I know that a noun is a naming word for a thing or feeling. I can give some examples.
- I know that an adjective is a word that describes a noun. I can give some examples
- I know that a verb is a 'doing' or 'being' word; it gives an action. I can give some examples.

Genre – Report- non-chronological 2 Weeks

- I can write some questions.
- I can use some question marks correctly.
- I can join words within a sentence using 'and.'
- I can use the suffix 'ing' to form verbs where there is no change to the root word and use them in my writing. E.g. wanting, sleeping.
- I am beginning to use some of the distinctive features of Standard English in my writing. E.g. because instead of cos.
- I can use capital letters for the names of people, places and the days of the week.
- I can use the suffix '-s' to form third person singular verbs where there is no change to the root word and use them in my writing. E.g. makes, hopes.

Handwriting

- Curly Caterpillar Letters - a,c,d,e,f,g,s,q, (lower and upper case)
- I can use a conventional tripod pencil grip.
- I am starting to use the correct letter formation using school cursive script.
- I am starting to form lower-case letters in the correct direction, starting and finishing in the right place.
- I can sit correctly at a table, holding a pencil comfortably and correctly.

Spelling

Genre- Narrative- 1st person retelling 2 weeks

- I know how the prefix un- changes the meaning of verbs and adjectives. E.g. kind - unkind, doing - undoing, tie - untie.
- I can form verbs using the prefix un- where no change is needed to the spelling of the root word and use them in my writing. E.g. untie, undo.
- I know that a noun is a naming word for a thing or feeling. I can give some examples.
- I know that an adjective is a word that describes a noun. I can give some examples
- I know that a verb is a 'doing' or 'being' word; it gives an action. I can give some examples.
- I can sequence sentences to form short narratives
- I can use capital letters for the names of people, places and the days of the week.
- I can use a capital letter for the personal pronoun 'I'.

Genre- Instruction- sock puppets 2 weeks

- I can identify some commands.
- I can use some exclamation marks correctly.
- I can use some simple time connectives to sequence ideas/events in order. E.g. First, next, then, after that.
- I can use regular plural noun suffixes -s or -es and know how these affect the meaning of the noun. E.g. woods, foxes.
- I am beginning to use some of the distinctive features of Standard English in my writing. E.g. because instead of cos.
- I can use some question marks correctly.

Handwriting

- Long ladder letters -i,j,t,l,u,y (lower and upper case)
- I can orientate letters correctly on four lines.

Spelling

- I can divide words into syllables.

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| | <ul style="list-style-type: none"> I can spell the days of the week. | |
| <p>Block 4 Rapunzel/Zog</p> <p>Genre- Narrative- retelling traditional tale 3 weeks</p> <ul style="list-style-type: none"> I can use the suffix '-s' to form third person singular verbs where there is no change to the root word and use them in my writing. E.g, makes, hopes. I can use some familiar phrases to open my sentences. E.g. Once upon a time... One day... A long time ago... I know that a noun is a naming word for a thing or feeling. I can give some examples. I know that an adjective is a word that describes a noun. I can give some examples I know that a verb is a 'doing' or 'being' word; it gives an action. I can give some examples. I can sequence sentences to form short narratives I can use capital letters for the names of people, places and the days of the week. <p>Genre- Poetry- rhyme (Zog) 1 week</p> <ul style="list-style-type: none"> Listen to and discuss a wide range of poems. Join in with predictable phrases. Start to use rhyming couplets. <p>Genre- Report- Tourist guide about Castle</p> <ul style="list-style-type: none"> I am beginning to use some of the distinctive features of Standard English in my writing. E.g. because instead of cos. I can join clauses within a sentence using 'and'. I can use regular plural noun suffixes -s or -es and know how these affect the meaning of the noun. E.g. woods, foxes. I can use some question marks correctly. I can use some exclamation marks correctly. | <p>Block 5 Oliver's Veg</p> <p>Genre- Report- biography Mary Seacole 2 weeks</p> <ul style="list-style-type: none"> I can use capital letters for the names of people, places and the days of the week. I am beginning to use some of the distinctive features of Standard English in my writing. E.g. because instead of cos. I can join clauses within a sentence using 'because'. I can use some simple time connectives to sequence ideas/events in order. E.g. First, next, then, after that. I can use the suffix 'ed' to form verbs in the simple past tense where there is no change to the root word and use them in my writing. E.g. helped, danced. <p>Genre- Explanation Text -Growing Plants</p> <ul style="list-style-type: none"> I can join clauses within a sentence using 'and'. I can use some exclamation marks correctly. I can use regular plural noun suffixes -s or -es and know how these affect the meaning of the noun. E.g. woods, foxes. I am beginning to use some of the distinctive features of Standard English in my writing. E.g. because instead of cos. I can use some question marks correctly. I can join clauses within a sentence using 'because'. I can use some simple time connectives to sequence ideas/events in order. E.g. First, next, then, after that. I can use the suffix '-s' to form third person singular verbs where there is no change to the root word and use them in my writing. E.g, makes, hopes. | <p>Block 6 The Big Book of the UK/Meerkat Mail</p> <p>Genre- Letter- postcard (meerkat mail) 2 weeks</p> <ul style="list-style-type: none"> I can join clauses within a sentence using 'but'. I can use the suffix 'ed' to form verbs in the simple past tense where there is no change to the root word and use them in my writing. E.g. helped, danced. I can use some question marks correctly. I can use some exclamation marks correctly. I can use capital letters for the names of people, places and the days of the week. I can use a capital letter for the personal pronoun 'I'. I can join clauses within a sentence using 'and'. I can use some simple time connectives to sequence ideas/events in order. E.g. First, next, then, after that. <p>Genre- Report- Information text 2 weeks</p> <ul style="list-style-type: none"> I can use capital letters for the names of people, places and the days of the week. I can write some questions. I can use regular plural noun suffixes -s or -es and know how these affect the meaning of the noun. E.g. woods, foxes. I am beginning to use some of the distinctive features of Standard English in my writing. E.g. because instead of cos. I can join clauses within a sentence using 'and'. I can use the suffix '-s' to form third person singular verbs where there is no change to the root word and use them in my writing. E.g, makes, hopes. <p>Genre- Recount from trip 2 weeks</p> |

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| <ul style="list-style-type: none"> I can use capital letters for the names of people, places and the days of the week. <p>Handwriting</p> <ul style="list-style-type: none"> Zig-zag letters-k, v, w, x, z (upper and lower case) I understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and am starting to practise these. <p>Spelling</p> <ul style="list-style-type: none"> I can spell some of the Year 1 common exception words. I can write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. | <p>Genre- Poetry- List poems</p> <ul style="list-style-type: none"> Start to sequence sentences into verses I know that a noun is a naming word for a thing or feeling. I can give some examples. I know that an adjective is a word that describes a noun. I can give some examples I know that a verb is a 'doing' or 'being' word; it gives an action. I can give some examples. <p>Handwriting</p> <ul style="list-style-type: none"> Phase 3 graphemes: ch, sh th ng ai ee igh oa oo (join grapheme together) I am starting to join letters using the handwriting patterns. I practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes the letters easy to join later. <p>Spelling</p> <ul style="list-style-type: none"> I can use letter names to distinguish between alternative spellings of the same sound. | <ul style="list-style-type: none"> I can join clauses within a sentence using 'because'. I know when I can add suffixes to verbs where no change is needed in the spelling of root words. E.g. helping, helped, helper. I can use regular plural noun suffixes -s or -es and know how these affect the meaning of the noun. E.g. woods, foxes. I can use capital letters for the names of people, places and the days of the week. I can use a capital letter for the personal pronoun 'I'. I can join clauses within a sentence using 'and'. I can use some simple time connectives to sequence ideas/events in order. E.g. First, next, then, after that. I can use the suffix 'ed' to form verbs in the simple past tense where there is no change to the root word and use them in my writing. E.g. helped, danced. <p>Handwriting</p> <ul style="list-style-type: none"> Phase 3 graphemes: ar or ur ow oi ear air ure er (join grapheme together) <p>Spelling</p> <ul style="list-style-type: none"> I can spell words containing each of the 40+ phonemes already taught. I can spell the first 100 high frequency words. I can apply simple spelling rules and guidance, as listed in <u>English Appendix 1</u>. |
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English – Year 1

On-going LEAPS (to be taught in every unit/ block)

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| The Writing Process | Before I write | <ul style="list-style-type: none"> I can tell someone out loud what I am going to write about. I can think and say a sentence that makes sense. |
| | When I am writing | <ul style="list-style-type: none"> I can talk about my writing with a teacher or my friends. I can read what I have written to check it makes sense. I can write simple sentences that make sense. I can separate words using finger spaces. I can use a capital letter to start some sentences. I can use a full stop to end some sentences. |
| | After I have written | <ul style="list-style-type: none"> I can talk about my writing with a teacher or my friends. I can read what I have written to check it makes sense. I can read my writing aloud so that others can hear me clearly. |
| Handwriting | | <ul style="list-style-type: none"> I can use a conventional tripod pencil grip. I am starting to use the correct letter formation using school cursive script. I can orientate letters correctly on four lines. I can sit correctly at a table, holding a pencil comfortably and correctly. I am starting to form lower-case letters in the correct direction, starting and finishing in the right place. I can form capital letters. I can form digits 0-9. I understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and am starting to practise these. I practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes the letters easy to join later. |
| Spelling | | <ul style="list-style-type: none"> I can spell the first 100 high frequency words. I can apply simple spelling rules and guidance, as listed in English Appendix 1. I can spell words containing each of the 40+ phonemes already taught. I can use letter names to distinguish between alternative spellings of the same sound. I can spell some of the Year 1 common exception words. I can spell the days of the week. |
| Reading | Range of Reading | <ul style="list-style-type: none"> I listen to and discuss a wide range of poems, stories and non-fiction at a level beyond which I can read independently. I am becoming familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. I can recognise and join in with predictable phrases. I am learning to appreciate rhymes and poems and can recite some by heart. |
| | Fluency | <ul style="list-style-type: none"> I can accurately read texts that are consistent with my developing phonic knowledge, that do not require me to use other strategies to work out words. |

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| | | <ul style="list-style-type: none"> I can re-read texts to build up fluency and confidence in word reading. |
| | Phonics Decoding | <ul style="list-style-type: none"> I can match all 40+ graphemes to their phonemes. I can blend sounds in unfamiliar words. I can divide words into syllables. I can read common exception words. I can read phonetically decodable words. I can read words of more than one syllable that contain taught GPCs. |
| | Vocabulary | <ul style="list-style-type: none"> I can find out the meaning of new words by discussing them with my teacher. With support, I can explain the meaning of an unfamiliar word in a shared story by using the context. |
| | Inference and Prediction | <ul style="list-style-type: none"> I can answer questions and make some basic inferences from the text and/or the illustrations. I can predict what might happen next in a text that I have read or that has been read to me on the basis of what has been read so far. |
| | Retrieval | <ul style="list-style-type: none"> I can answer some simple questions about a text that I have read. |

| Block 1 | Block 2 | Block 3 |
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| <p>Subject/Conceptual knowledge/Skills: Narrative (Captions and Labels), Sentence Structure, Narrative (Character description)</p> <p>Text/ Novel: The Gruffalo by Julia Donaldson</p> <p>Key Vocabulary from Text: Gruffalo, Mouse, Snake, Fox, Owl, tusks, claws, teeth, jaws, wood, knees, toes, wart, nose, eyes, tongue, prickles</p> | <p>Subject/Conceptual knowledge/Skills: Poetry (shape), Narrative (setting description), Report (non-chronological)</p> <p>Text/ Novel: Lost and Found by Oliver Jeffers</p> <p>Key Vocabulary from Text: Penguin, boy, South Pole, sad, lonely, lost, friend</p> | <p>Subject/Conceptual knowledge/Skills: Recount (diary), Narrative (retell), Instruction (sock puppets)</p> <p>Text/ Novel: Lost in a Toy Museum by David Lucas</p> <p>Key Vocabulary from Text: toys, museum, lost, Dolls' House, Toy Railway, adventure</p> |
| <p>Block 1 Reading LEAPs:</p> <p><u>Decoding</u></p> <ul style="list-style-type: none"> I can check that my reading makes sense and am beginning to go back to correct when it doesn't. <p><u>Inference/Prediction</u></p> <ul style="list-style-type: none"> I can start to ask questions about a <i>familiar book</i> that is read to me. <p><u>Explanation</u></p> <ul style="list-style-type: none"> With prompting, I can discuss my favourite words and phrases and give reasons for my opinions. <p><u>Retrieval</u></p> | <p>Block 2 Reading LEAPs:</p> <p><u>Decoding</u></p> <ul style="list-style-type: none"> I can read words that end with 's, es, -ing <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> I can use my knowledge of root words to work out the meaning of words with suffixes. <p><u>Explanation</u></p> <ul style="list-style-type: none"> I can link what I have heard or read to my own experiences. I can explain what I think the text is about. <p><u>Retrieval</u></p> <ul style="list-style-type: none"> I can use picture cues to tell a story. | <p>Block 3 Reading LEAPs:</p> <p><u>Decoding</u></p> <ul style="list-style-type: none"> I can read words with contractions and understand that the apostrophe represents the missing letters. I can read words that end with -ed, -est <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> I can use my knowledge of root words to work out the meaning of words with suffixes. <p><u>Explanation</u></p> <ul style="list-style-type: none"> With prompting, I can explain what I like about a text and why. |

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| <ul style="list-style-type: none"> I can identify the key organisational features of a fiction book. E.g. Title, front cover, blurb, illustrations, author and illustrator. <p><u>Sequencing</u></p> <ul style="list-style-type: none"> I can retell a familiar story, in the correct order. | <ul style="list-style-type: none"> I understand the difference between fiction and non-fiction books. | |
| <p>Block 1 Writing LEAPS:</p> <p>Unit 1- Narrative (captions and labels) 2 weeks</p> <ul style="list-style-type: none"> I know that a noun is a naming word for a thing or feeling. I can give some examples. I can separate words using finger spaces. <p>Vocabulary for unit (to be displayed): Captions, labels, noun phrase, noun, expanded noun phrase, adjectives, finger space, word</p> <p>Unit 2- Sentence Structure 2 weeks</p> <ul style="list-style-type: none"> I know that a verb is a 'doing' or 'being' word; it gives an action. I can give some examples. I can think and say a sentence that makes sense. I can write simple sentences that make sense. I can separate words using finger spaces. I know that a noun is a naming word for a thing or feeling. I can give some examples. I know that an adjective is a word that describes a noun. I can give some examples <p>Vocabulary for unit (to be displayed): verb, action, sentence, finger space, word, noun, naming, thing, name, feeling, adjective, expanded noun phrase</p> <p>Unit 3-</p> <p>Genre- Narrative- Character description 2 Weeks</p> <ul style="list-style-type: none"> I know that an adjective is a word that describes a noun. I can give some examples. I can use a capital letter to start some sentences. I can use a full stop to end some sentences. I can use adjectives to create simple expanded noun phrases. E.g. The red car. The huge castle. | <p>Block 2 Writing LEAPS:</p> <p>Genre – Poetry- Shape 1 week</p> <ul style="list-style-type: none"> Write short poems using single words or short sentences. Start each line with a capital letter. Use adjectives to create simple expanded noun phrases. I know that a noun is a naming word for a thing or feeling. I can give some examples. I know that an adjective is a word that describes a noun. I can give some examples I know that a verb is a 'doing' or 'being' word; it gives an action. I can give some examples. <p>Vocabulary for unit (to be displayed): Poem, shape, word, sentence, capital letter, line, adjective, expanded noun phrase, noun, thing, name, feeling, verb, action</p> <p>Unit 2- Narrative- setting description 2 weeks</p> <ul style="list-style-type: none"> I can use regular plural noun suffixes -s or -es and know how these affect the meaning of the noun. E.g. woods, foxes. I can sequence sentences to form short narratives I know that a noun is a naming word for a thing or feeling. I can give some examples. I know that an adjective is a word that describes a noun. I can give some examples. I know that a verb is a 'doing' or 'being' word; it gives an action. I can give some examples. <p>Vocabulary for unit (to be displayed): setting, description, noun, suffix, plural, sequence, sentence,</p> | <p>Block 3 Writing LEAPS:</p> <p>Unit 1- Genre- Recount- Diary- 2 weeks</p> <ul style="list-style-type: none"> I can use a capital letter for the personal pronoun 'I'. I can use the suffix 'ed' to form verbs in the simple past tense where there is no change to the root word and use them in my writing. E.g. helped, danced. I can sequence sentences to form short narratives I can use some exclamation marks correctly. I can use capital letters for the names of people, places and the days of the week. I can join clauses within a sentence using 'but'. I can use some simple time connectives to sequence ideas/events in order. E.g. First, next, then, after that. <p>Vocabulary for unit (to be displayed): Recount, diary, capital letter, personal pronoun, I, suffix, verb, past tense, root word, sequence, sentence, narrative, exclamation mark, command, names, people, places, days of the week, clause, but</p> <p>Unit 2- Narrative- 1st person retelling 2 weeks</p> <ul style="list-style-type: none"> I know how the prefix un- changes the meaning of verbs and adjectives. E.g. kind - unkind, doing - undoing, tie - untie. I can form verbs using the prefix un- where no change is needed to the spelling of the root word and use them in my writing. E.g. untie, undo. I know that a noun is a naming word for a thing or feeling. I can give some examples. I know that an adjective is a word that describes a noun. I can give some examples I know that a verb is a 'doing' or 'being' word; it gives an action. I can give some examples. |

- I know that a noun is a naming word for a thing or feeling. I can give some examples.
- I know that a verb is a 'doing' or 'being' word; it gives an action. I can give some examples.

Vocabulary for unit (to be displayed): character, adjective, expanded noun phrase, noun, capital letter, sentence, full stop, noun, naming, name, thing, feeling, verb, doing, action

Block 1 Handwriting

- Writing own name including surname.
- I can use a conventional tripod pencil grip.
- I am starting to use the correct letter formation using school cursive script.
- I can sit correctly at a table, holding a pencil comfortably and correctly.
- I am starting to form lower-case letters in the correct direction, starting and finishing in the right place.
- I can form capital letters.
- I can form digits 0-9.
- 1 armed robot letters - b,h,m,n,p,r lower and uppercase.

Block 1 Spelling

- I can name the letters of the alphabet.
- I can name the letters of the alphabet in order.
- Vowel digraphs and trigraphs: ay oy oi ee a-e
- Common exception words

narrative, noun, name, thing, feeling, adjective, describe, verb, doing, action

Unit 3- Report- non-chronological 2 Weeks

- I can write some questions.
- I can use some question marks correctly.
- I can join words within a sentence using 'and'.
- I can use the suffix 'ing' to form verbs where there is no change to the root word and use them in my writing. E.g. wanting, sleeping.
- I am beginning to use some of the distinctive features of Standard English in my writing. E.g. because instead of cos.
- I can use capital letters for the names of people, places and the days of the week.
- I can use the suffix '-s' to form third person singular verbs where there is no change to the root word and use them in my writing. E.g. makes, hopes.

Vocabulary for unit (to be displayed): report, non-chronological, question, question mark, conjunction, and, suffix, verb, root word, capital letters, people, places, days of the week

Block 2 Handwriting

- I can use a conventional tripod pencil grip.
- I am starting to use the correct letter formation using school cursive script.
- I can sit correctly at a table, holding a pencil comfortably and correctly.
- I am starting to form lower-case letters in the correct direction, starting and finishing in the right place.
- I can form capital letters.
- I can form digits 0-9.
- Curly caterpillar letters - a,c,d,e,f,g,s,q lower and uppercase.

Block 2 Spelling

- I can spell the days of the week.

- I can sequence sentences to form short narratives
- I can use capital letters for the names of people, places and the days of the week.
- I can use a capital letter for the personal pronoun 'I'.

Vocabulary for unit (to be displayed): narrative, retell, prefix, un-, verbs, adjectives, root word, noun, naming, thing, feeling, name, adjective, describe, verb, doing, action, sequence, capital letter, names, people, places, days of the week, capital letter, personal pronoun, I

Unit 3- Instruction- sock puppets 2 weeks

- I can identify some commands.
- I can use some exclamation marks correctly.
- I can use some simple time connectives to sequence ideas/events in order. E.g. First, next, then, after that.
- I can use regular plural noun suffixes -s or -es and know how these affect the meaning of the noun. E.g. woods, foxes.
- I am beginning to use some of the distinctive features of Standard English in my writing. E.g. because instead of cos.
- I can use some question marks correctly.

Vocabulary for unit (to be displayed): Instruction, command, exclamation mark, time connective, sequence, first, next, then, after that, plural noun suffix, noun, question, question mark

Block 3 Handwriting

- I can orientate letters correctly on four lines.
- Long ladder letters - i,j,t,l,u,y lower and uppercase.

Block 3 Spelling

- I can divide words into syllables.

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| | <ul style="list-style-type: none"> Vowel digraphs and trigraphs: oo oa oe ou The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck The /ŋ/ sound spelt n before k Common exception words | <ul style="list-style-type: none"> Vowel digraphs and trigraphs: ar ir ur ow ue ew Common exception words |
| <p>Block 4</p> <p>Subject/Conceptual knowledge/Skills: Narrative (retell), Poetry (rhyme), Report (Tourist Guide)</p> <p>Text/ Novel: Rapunzel by The Brothers Grimm Zog by Julia Donaldson (poetry)</p> <p>Key Vocabulary from Text: Once upon a time, Rapunzel, tower, hair, witch</p> | <p>Block 5</p> <p>Subject/Conceptual knowledge/Skills: Report (biography-Mary Seacole), Explanantion Text (growing plants), Poetry (list poems)</p> <p>Text/ Novel: Oliver's Vegetables by Alison Bartlett and Vivian French</p> <p>Key Vocabulary from Text: Vegetables, allotment, garden, chops, potatoes, carrots, spinach, beetroot, rhubarb, cabbage, peas</p> | <p>Block 6</p> <p>Subject/Conceptual knowledge/Skills: Letter (postcard), Report (Information text), Recount (from trip)</p> <p>Text/ Novel: Meerkat Mail by Emily Gravett (postcard) The Big Book of the UK: Facts, Folklore and Fascinations by Imogen Russell Williams (information text)</p> <p>Key Vocabulary from Text: postcard, mail, meerkat, desert, address, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday United Kingdom, England, Wales, Scotland, Northern Ireland</p> |
| <p>Block 4 Reading LEAPS:</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> I can recognise obvious story language - Once Upon a Time, big bad wolf. <p><u>Inference/Prediction</u></p> <ul style="list-style-type: none"> I can start to ask questions about a <i>familiar book</i> that is read to me. <p><u>Explanation</u></p> <ul style="list-style-type: none"> I can understand the moral of a story. I can identify good and bad characters in a story and explain why. <p><u>Sequencing</u></p> <ul style="list-style-type: none"> I can identify the beginning, middle and end of a story. | <p>Block 5 Reading LEAPS:</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> I can make links between new words and words I already know. <p>E.g. terror/terrorised</p> <ul style="list-style-type: none"> I can use my knowledge of root words to work out the meaning of words with suffixes. <p><u>Retrieval</u></p> <ul style="list-style-type: none"> I can find key words/sounds within a text I am reading. | <p>Block 6 Reading LEAPS:</p> <p><u>Decoding</u></p> <ul style="list-style-type: none"> I can read words that end with -er I can read many words quickly and accurately without overt sounding out and blending. <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> I can use my knowledge of root words to work out the meaning of words with suffixes. <p><u>Retrieval</u></p> <ul style="list-style-type: none"> I can identify the key organisational features of a non-fiction book. E.g. title, sub-title, contents, glossary, index, page numbers, diagrams, captions. I can use a contents page to find information. I can explain how a contents page, glossary and index are ordered. I understand the difference between fiction and non-fiction books. |
| <p>Block 4 Writing LEAPS:</p> <p>Unit 1 - Narrative- retelling traditional tale 3 weeks</p> <ul style="list-style-type: none"> I can use the suffix '-s' to form third person singular verbs where there is no change to the | <p>Block 5 Writing LEAPS:</p> <p>Unit 1- biography Mary Seacole 2 weeks</p> <ul style="list-style-type: none"> I can use capital letters for the names of people, places and the days of the week. | <p>Block 6 Writing LEAPS:</p> <p>Unit 1- Information text 2 weeks</p> <ul style="list-style-type: none"> I can use capital letters for the names of people, places and the days of the week. |

root word and use them in my writing. E.g. makes, hopes.

- I can use some familiar phrases to open my sentences. E.g. Once upon a time... One day... A long time ago...
- I know that a noun is a naming word for a thing or feeling. I can give some examples.
- I know that an adjective is a word that describes a noun. I can give some examples
- I know that a verb is a 'doing' or 'being' word; it gives an action. I can give some examples.
- I can sequence sentences to form short narratives
- I can use capital letters for the names of people, places and the days of the week.

Vocabulary for unit (to be displayed):

Traditional tale, Suffix, plural, root word, phrases, Once upon a time, One day, A long time ago, verb, sentence, names, days of the week, capital letters.

Unit 2- Rhyme (Zog) 1 week

- Listen to and discuss a wide range of poems.
- Join in with predictable phrases.
- Start to use rhyming couplets.

Vocabulary for unit (to be displayed):

Poems, rhymes, couplet, phrases, predictable.

Unit 3- Tourist guide about Castles 2 weeks

- I am beginning to use some of the distinctive features of Standard English in my writing. E.g. because instead of cos.
- I can join clauses within a sentence using 'and'.
- I can use regular plural noun suffixes -s or -es and know how these affect the meaning of the noun. E.g. woods, foxes.
- I can use some question marks correctly.
- I can use some exclamation marks correctly.
- I can use capital letters for the names of people, places and the days of the week.

Vocabulary for unit (to be displayed):

- I am beginning to use some of the distinctive features of Standard English in my writing. E.g. because instead of cos.
- I can join clauses within a sentence using 'because'.
- I can use some simple time connectives to sequence ideas/events in order. E.g. First, next, then, after that.
- I can use the suffix 'ed' to form verbs in the simple past tense where there is no change to the root word and use them in my writing. E.g. helped, danced.

Vocabulary for unit (to be displayed):

Biography, names, people, places, days, capital letters, because, main clause, subordinating conjunction, time connectives, First, Next, After that, Finally, root word, suffix, ed.

Unit 2- Growing plants

- I can join clauses within a sentence using 'and'.
- I can use some exclamation marks correctly.
- I can use regular plural noun suffixes -s or -es and know how these affect the meaning of the noun. E.g. woods, foxes.
- I am beginning to use some of the distinctive features of Standard English in my writing. E.g. because instead of cos.
- I can use some question marks correctly.
- I can join clauses within a sentence using 'because'.
- I can use some simple time connectives to sequence ideas/events in order. E.g. First, next, then, after that.
- I can use the suffix '-s' to form third person singular verbs where there is no change to the root word and use them in my writing. E.g. makes, hopes.

Vocabulary for unit (to be displayed):

Clauses, and, exclamation mark, plural, suffix, suffixes, because, question marks, time connectives, sequence, order, First, Next, After that, Finally, root word, main

- I can write some questions.
- I can use regular plural noun suffixes -s or -es and know how these affect the meaning of the noun. E.g. woods, foxes.
- I am beginning to use some of the distinctive features of Standard English in my writing. E.g. because instead of cos.
- I can join clauses within a sentence using 'and'.
- I can use the suffix '-s' to form third person singular verbs where there is no change to the root word and use them in my writing. E.g. makes, hopes.

Vocabulary for unit (to be displayed):

Information, names, people, places, days, capital letters, plural, nouns, suffix, suffixes, because, main clause, subordinating conjunction, coordinating conjunction, an.

Unit 2- Recount from trip 2 weeks

- I can join clauses within a sentence using 'because'.
- I know when I can add suffixes to verbs where no change is needed in the spelling of root words. E.g. helping, helped, helper.
- I can use regular plural noun suffixes -s or -es and know how these affect the meaning of the noun. E.g. woods, foxes.
- I can use capital letters for the names of people, places and the days of the week.
- I can use a capital letter for the personal pronoun 'I'.
- I can join clauses within a sentence using 'and'.
- I can use some simple time connectives to sequence ideas/events in order. E.g. First, next, then, after that.
- I can use the suffix 'ed' to form verbs in the simple past tense where there is no change to the root word and use them in my writing. E.g. helped, danced.

Guide, Tourist, because, clauses, and, plural, suffix, suffixes, question, question mark, exclamation mark, names, days of the week, co-ordinating conjunctions, subordinating conjunctions, main clause.

Block 4 Handwriting

- I understand which letters belong to which handwriting family (i.e. letters that are formed in similar ways) and I am starting to practice these.
- Zigzag letters - k,v,w,x,z lower and uppercase.

Block 4 Spelling

- Vowel digraphs and trigraphs: or ore aw air ear are
- Common exception words and awareness of compound words

clause, co-ordinating conjunctions, subordinating conjunctions.

Unit 3- List poems

- **Start to sequence sentences into verses**
- I know that a noun is a naming word for a thing or feeling. I can give some examples.
- I know that an adjective is a word that describes a noun. I can give some examples
- I know that a verb is a 'doing' or 'being' word; it gives an action. I can give some examples.

Vocabulary for unit (to be displayed):

Poem, list, Sentence, verse, noun, adjective, noun phrase, verb, rhyme, pattern.

Block 5 Handwriting

- I am starting to join letters using the handwriting patterns.
- I practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes the letters easy to join later.
- Phase 3 Graphemes - ch,sh,th,ing,ai,ee,igh,oa,oo (Join grapheme together)

Block 5 Spelling

- I can use letter names to distinguish between alternative spellings of the same sound.
- Vowel digraphs and trigraphs: ai i-e o-e u-e ie igh
- -tch
- Common exception words and awareness of compound words

Vocabulary for unit (to be displayed):

Recount, clauses, and, exclamation mark, plural, suffix, suffixes, because, question marks, time connectives, sequence, order, First, Next, After that, Finally, root word, main clause, co-ordinating conjunctions, subordinating conjunctions.

Unit 3- Letter- postcard (meerkat mail) 2 weeks

- I can join clauses within a sentence using 'but'.
- I can use the suffix 'ed' to form verbs in the simple past tense where there is no change to the root word and use them in my writing. E.g. helped, danced.
- I can use some question marks correctly.
- I can use some exclamation marks correctly.
- I can use capital letters for the names of people, places and the days of the week.
- I can use a capital letter for the personal pronoun 'I'.
- I can join clauses within a sentence using 'and'.
- I can use some simple time connectives to sequence ideas/events in order. E.g. First, next, then, after that.

Vocabulary for unit (to be displayed):

Letter, address, postcard, stamp, greeting, information main clause, coordinating conjunction, question, question mark, exclamation mark, names, people, places, days, capital letters, personal pronoun, I, but, and, time connectives, First, Next, After that, Finally.

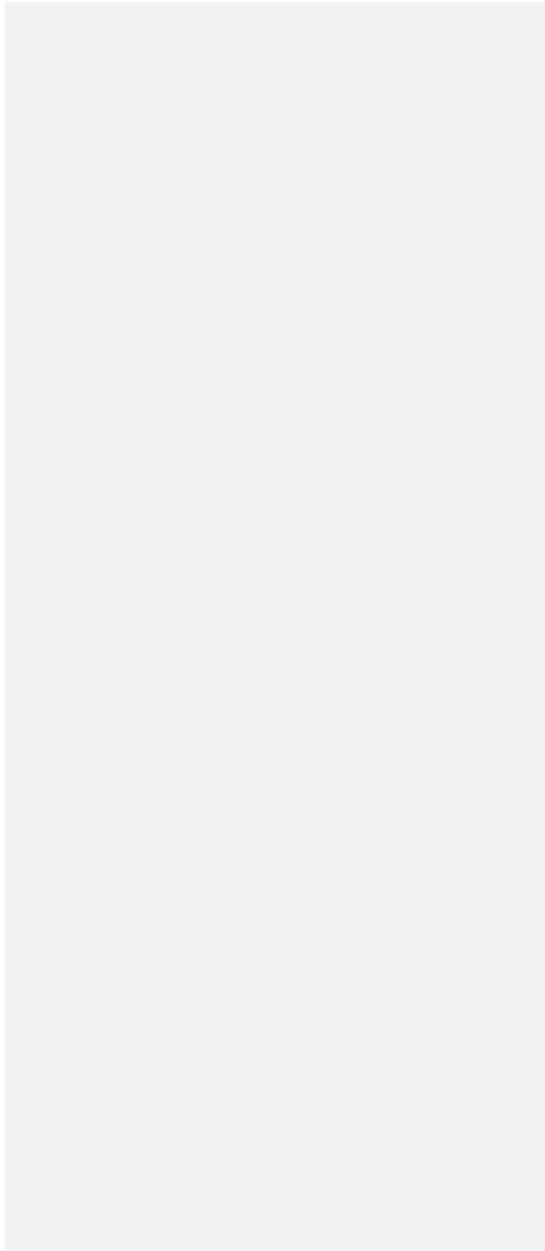
Block 6 Handwriting

- I am starting to join letters using the handwriting patterns.
- Phase 3 Graphemes - ar,or,er,ur, ow, oi,ear,air,ure (Join grapheme together)

Block 6 Spelling

- I can spell words containing each of the 40+ phonemes already taught.
- I can spell the first 100 high frequency words.

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| | | <ul style="list-style-type: none">• The /v/ sound at the end of words• Adding s and es to words (plural of nouns and the third person singular of verbs)• Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word• New consonant spellings: wh and ph• Words ending -y (/i:/ or /i/)• Common exception words |
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Maths – Year 1

Block 1

Subject/Conceptual knowledge/skills:

LEAPS:

Number and Place Value within 10

- Read and write numbers to 10 in numerals.
- **Count forwards to and from 10 beginning at zero.**
- **Count backwards from any number below 10.**
- Read and write numbers to 10 in numerals.
- Use the language of: more than, less than (fewer), most, least and equal to.
- Use number lines, objects and pictures to represent numbers to 10.
- Identify one more or one less than any given number. (To 10)
- Identify which numbers are closest to 10.
- Compare numbers using $>$ $<$ and $=$

Number and Place Value within 20

- Read and write numbers to 20 in numerals.
- **Count forwards to and from 20 beginning at zero.**
- **Count backwards from any number below 20.**
- Read and write numbers to 20 in words.
- Use the language of: more than, less than (fewer), most, least and equal to.
- Use number lines, objects and pictures to represent numbers to 20.
- Identify one more or one less than any given number. (To 20)
- **Identify which numbers are closest to 20.**
- Compare numbers using $>$ $<$ and $=$
- Reason about the location of numbers to 20 in the linear number system
-

Vocabulary:

Forwards, Backwards, numeral, number, more than, less than, equal to, fewer, most and least, representation, one more, one less, tens, ones.

Block 2

Subject/Conceptual knowledge/skills:

LEAPS:

Number and Place Value within 50

- **Count forwards to and from 50 beginning at zero.**
- **Count backwards from any number below 50.**
- Read and write numbers to 50 in numerals.
- Use the language of: more than, less than (fewer), most, least and equal to.
- Use number lines, objects and pictures to represent numbers to 50.
- **Identify one more or one less than any given number. (To 50)**
- **Recognise the place value of each digit in a number beyond 20, supported by objects and pictorial representations including a number line.**
- Identify which number is closest to 50.
- Compare numbers using $>$ $<$ and $=$
-

Number and Place Value within 100

- **Count forwards to and across 100 beginning at zero.**
- **Count backwards from any number below 100.**
- Read and write numbers to 100 in numerals.
- Use the language of: more than, less than (fewer), most, least and equal to.
- **Use number lines, objects and pictures to identify and represent numbers to 100.**
- Identify one more or one less than any given number. (To 100)
- Recognise the place value of each digit in a number beyond 20, supported by objects and pictorial representations including a number line.
- Identify which number is closest to 100.
- Compare numbers using $>$ $<$ and $=$
 - **Know 10 ones are equivalent to 1 ten.**
 - **Know that multiples of 10 are made up from a number of tens**

Block 3

Subject/Conceptual knowledge/skills:

LEAPS:

Addition and Subtraction (Within 10)

- Represent and use number bonds and related subtraction facts within 10.
- **Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.**
- Recognise the inverse relationship between addition and subtraction.
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations if needed.
- Solve missing number problems, using objects and pictures if needed.
- **Develop fluency in addition and subtraction facts within 10**
- **Compose numbers to 10 from two parts and partition numbers to 10 into parts including odd and even numbers**
- **Relate additive expressions and equations to real life contexts**

Addition and Subtraction (Within 20)

- Represent and use number bonds and related subtraction facts within 20.
- **Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.**
- Recognise the inverse relationship between addition and subtraction.
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations if needed.
- Solve missing number problems, using objects and pictures if needed.

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| | <p>Vocabulary: Forwards, Backwards, numeral, number, more than, less than, equal to, fewer, most and least, representation, one more, one less, tens, ones.</p> | <ul style="list-style-type: none"> Add and subtract one digit numbers and two digit numbers to 20 including zero (realising the effect of +/- 0) Related additive expressions and equations to real life contexts <p>Vocabulary: Addition, add, total, altogether, more, subtraction, equals, is the same as, number bonds, missing number.</p> |
| <p>Block 4 Subject/Conceptual knowledge/skills:</p> <p>LEAPS: <u>Multiplication and Division</u></p> <ul style="list-style-type: none"> Count forwards and backwards in multiples of two, five and ten up to ten multiples, beginning with any multiple. Show an understanding of multiplication by grouping objects. Show an understanding of division by grouping and sharing objects. Solve one-step problems involving \div and \times using objects, pictures and arrays to help me. Recall and use doubles of numbers to 20 and corresponding halves. <p><u>Fractions</u></p> <ul style="list-style-type: none"> Count in steps of $\frac{1}{2}$. Find half of an object, shape or quantity and explain that halves are two equal parts of a whole. Find quarter of an object, shape or quantity and explain that a quarter are four equal parts of a whole. I can explain that halves are two equal parts and quarters are four equal parts of the whole. <p>Vocabulary: Multiplication, multiply, multiplied by, multiple.</p> | <p>Block 5 Subject/Conceptual knowledge/skills:</p> <p>LEAPS: <u>Shape</u></p> <ul style="list-style-type: none"> Recognise common 2D and 3D shapes presented in different orientations and know that rectangles, triangles cuboids and pyramids are not always similar to one another Compose 2D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations. Recognise common 3D shapes presented in different orientations and know that cuboids and pyramids are not always similar to one another Compose 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations. <p><u>Geometry</u></p> <ul style="list-style-type: none"> Describe position, direction and movement, including whole, half, quarter and three-quarter turns. <p><u>Money</u></p> <ul style="list-style-type: none"> Recognise and know the value of different denominations of coins and notes. <p>Vocabulary: Shape, 2D Shape, triangle, circle, square, rectangle. 3D Shape, pyramid, cylinder, cube, cuboid, sphere.</p> | <p>Block 6 Subject/Conceptual knowledge/skills:</p> <p>LEAPS: <u>Time</u></p> <ul style="list-style-type: none"> Sequence events in chronological order using language e.g. before, 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. Compare or describe time e.g. quicker, slower, earlier, later Measure and begin to record time (hours, minutes, seconds). Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. <p><u>Length/Height</u></p> <ul style="list-style-type: none"> Measure and begin to record lengths and heights. Compare, describe and solve practical problems for: lengths and heights)for example, long/short, longer/shorter, tall/short, double, half) <p><u>Weight/Volume</u></p> <ul style="list-style-type: none"> Measure and begin to record mass/weight. Measure and begin to record capacity and volume. Compare, describe and solve practical problems for mass/weight (heavy/light, heavier than, lighter than. |

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| <p>Division, dividing, sharing, grouping, array, doubling, halving.</p> <p>Fractions, equal part, equal grouping, equal sharing, half, quarter, parts of a whole, one of two equal parts, one of four equal parts.</p> | <p>Position, direction, underneath, centre, journey, quarter turn, three-quarter turn, right, left, up, down.</p> <p>Money - Change, cost more, cheap, cost less, cheaper, costs the same as, how much...? how many...? total</p> | <p>Compare, describe and solve practical problems for capacity and volume (full/empty, more than/less than, half/half full, quarter full).</p> <p>Vocabulary:</p> <p>Time Months of the year, seasons, weekend, month, year, earlier, later, first, midnight, date, how long ago? how long will it be to...? how long will it take to...? how often? always, never, often, sometimes, usually, once, twice, hour, o'clock, half past, quarter past, quarter to, clock, clock face, watch, hands, hour hand, minute hand, hour, minute</p> <p>Length and Height, Weight and Volume - Measurement, guess, estimate, roughly, metre, centimetre, length, height, width, depth, ruler, metre stick, kilogram, half kilogram, scales, litre, half litre, capacity, volume, more than, less than, quarter full</p> |
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Science - Year 1

Seasonal Changes (taught throughout the year)

- Observe changes across the four seasons
- Observe and describe weather associates with the seasons and how day length varies
- I can observe and describe how day length varies.
- I can make tables and charts about weather.

Throughout all strands - Working Scientifically

- I can ask simple questions.
- I can observe using simple equipment.
- I can perform simple tests.
- I can identify and classify.
- I can gather and record data to answer questions.
- I can use observations and ideas to suggest answers to questions.

Block 1

Subject/Conceptual knowledge/skills: Animals including Humans (focus on Humans)

LEAPS:

- I can identify, name, draw and label the basic parts of the human body.
- I can say which part of the body is associated with each sense.
- I can use my senses to compare different textures, sounds and smells.

Key Questions

Which of our senses is the most accurate at identifying food?

Which parts of our body can feel an object most accurately?

Can we hear better without our using our sight?

Scientist:

Comparative tests

Is our sense of smell better when we cannot see?

Identify and Classify

How can we sort the different children in our class?

What are the names of all the body parts?

Block 2

Subject/Conceptual knowledge/skills: Animals including Humans (focus on Animals)

LEAPS:

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- I can explore and answer questions about animals and their habitats.
- I can take care and return animals from the local habitats.

Vocabulary:

Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, fish, amphibians, reptiles, birds and mammals.

Block 3

Subject/Conceptual knowledge/skills: Everyday Materials (STEM Week)

LEAPS:

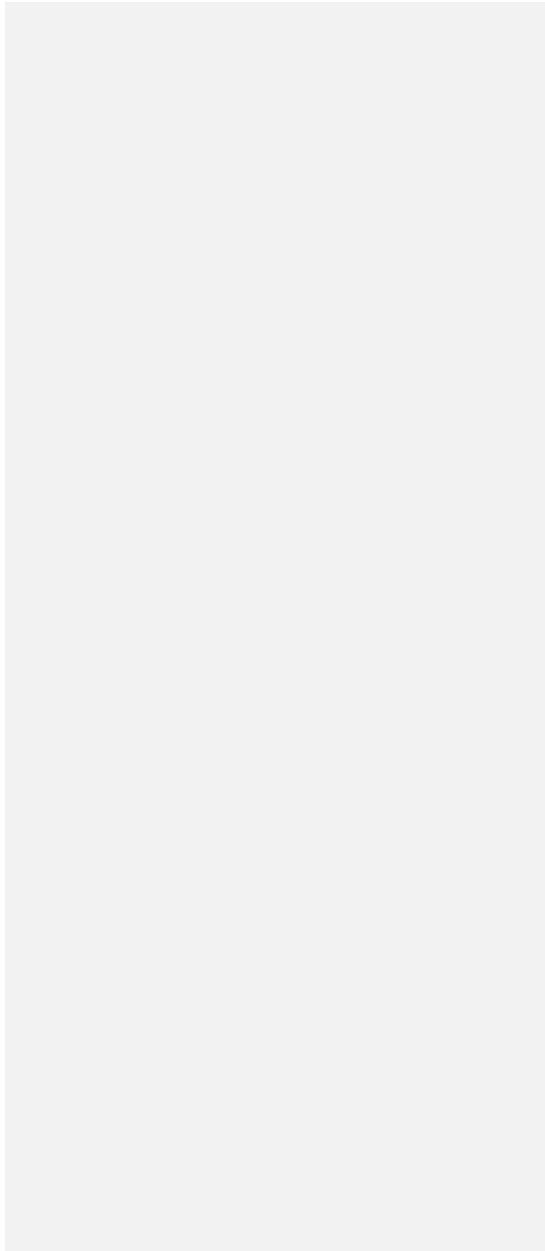
- I can distinguish between an object and material.
- I can name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.
- I can describe the simple physical properties of everyday materials.
- I can compare and group a variety of materials based on their properties.
- I can raise questions about everyday materials

Vocabulary:

Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see through, not see through

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| <p>Observation over time How does my height change over the year?</p> <p>Pattern Seeking Do the tallest children have the biggest feet? Do boys or girls have the longest arms?</p> <p>Research How does our tongue taste things?</p> <p>Vocabulary: Head, body, eyes, ears, mouth, teeth, leg, arm, hand, fingers, head, neck, foot, toes.</p> | | |
| <p>Block 4 Subject/Conceptual knowledge/skills: Everyday Materials</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can distinguish between an object and material. • I can name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. • I can describe the simple physical properties of everyday materials. • I can compare and group a variety of materials based on their properties. • I can raise questions about everyday materials <p>Vocabulary: Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see through, not see through</p> | <p>Block 5 Subject/Conceptual knowledge/skills: Plants (trees)</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can identify a variety of evergreen and deciduous trees. • I can identify and describe the basic structure of a variety of common flowering plants including trees. • I can observe the growth of flowers and vegetables. <p>Sticky Knowledge Plants grow from seeds/bulbs Plants need light and water to grow and survive. Plants are important. We can eat lots of plants.</p> <p>Key Questions How do plants grow? What do plants need to grow? Do all plants need water? Are all plants green? Why do seeds look different? Can plants grow as big in the shade? What is the biggest/smallest/smelliest (etc) tree/flower/plant on the planet?</p> <p>Scientist Beatrix Potter (Author & Botanist)</p> | <p>Block 6 Subject/Conceptual knowledge/skills: Plants (flower/vegetables)</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can identify and name a variety of common plants. • I can identify and name a variety of wild plants. • I can identify and describe the basic structure of a variety of common flowering plants including trees. • I can observe the growth of flowers and vegetables. <p>Vocabulary: Plants, Flowers, Petal, Leaf, Stem, Root, Petal, Seeds, Fruit, Bud, Bramble, Bush, Berry, Water, Sunlight, Soil</p> |

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| | <p>Comparative tests Which tree has the biggest leaves?</p> <p>Identify and Classify How can we sort the leaves that we collected on our walk?</p> <p>Observation over time How does a tree change over the year?</p> <p>Pattern Seeking Do trees with bigger leaves lose their leaves first in autumn?</p> <p>Research What is the most common British tree?</p> <p>Vocabulary: plants, trees, leaf, leaves, trunk, root, branch, bark, blossom, water, sunlight, soil</p> | |
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SCARF – Year 1

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| <p>Block 1 Subject/Conceptual knowledge/skills: Me and My Relationships Feelings Getting Help Classroom Rules LEAPS:</p> <ul style="list-style-type: none"> Understand that classroom rules help everyone to learn and be safe; Explain their classroom rules and be able to contribute to making these. Recognise how others might be feeling by reading body language/facial expressions; Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.) Identify a range of feelings; Identify how feelings might make us behave; Suggest strategies for someone experiencing 'not so good' feelings to manage these. Recognise that people's bodies and feelings can be hurt; Suggest ways of dealing with different kinds of hurt. Recognise that they belong to various groups and communities such as their family; Explain how these people help us and we can also help them to help us. Identify simple qualities of friendship; Suggest simple strategies for making up. Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel. <p>Vocabulary:</p> | <p>Block 2 Subject/Conceptual knowledge/skills: Valuing Difference Recognising, valuing and celebrating difference Developing Tolerance LEAPS:</p> <ul style="list-style-type: none"> Identify the differences and similarities between people; Empathise with those who are different from them; Begin to appreciate the positive aspects of these differences. Explain the difference between unkindness, teasing and bullying; Understand that bullying is usually quite rare. Explain some of their school rules and how those rules help to keep everybody safe. Identify some of the people who are special to them; Recognise and name some of the qualities that make a person special to them. Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others. <p>Vocabulary: Different, similar, unkind, teasing, bullying, special, kind, fair, unfair, kindness</p> | <p>Block 3 Subject/Conceptual knowledge/skills: Keeping Myself Safe How our feelings can keep us safe Keeping Healthy Medicine Safety LEAPS:</p> <ul style="list-style-type: none"> Understand that the body gets energy from food, water and air (oxygen); Recognise that exercise and sleep are important parts of a healthy lifestyle. Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; Identify simple bedtime routines that promote healthy sleep. Recognise emotions and physical feelings associated with feeling unsafe; Identify people who can help them when they feel unsafe. Recognise the range of feelings that are associated with loss. Understand that medicines can sometimes make people feel better when they're ill; Explain simple issues of safety and responsibility about medicines and their use. Understand and learn the PANTS rules; Name and know which parts should be private; Explain the difference between appropriate and inappropriate touch; Understand that they have the right to say "no" to unwanted touch; Start thinking about who they trust and who they can ask for help. <p>Vocabulary: Food, water, energy, oxygen, air, exercise, sleep, healthy lifestyle, emotions, unsafe, worried, sadness,</p> |
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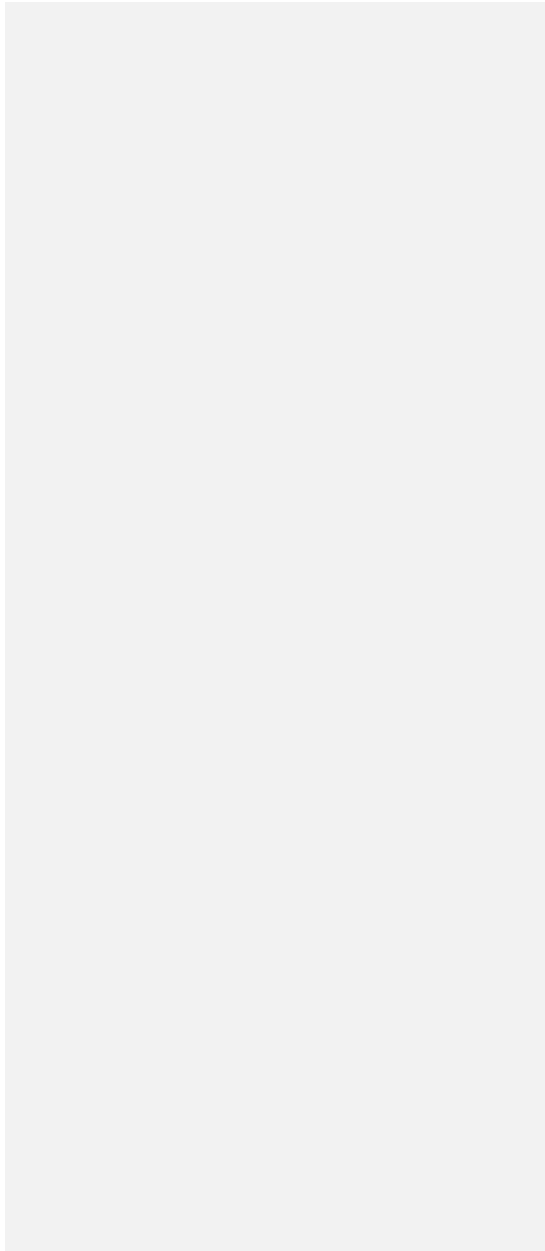
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| <p>Rules, safe, feeling, emotions, help, friendship, conflict, anger, happiness, nervous, worried, scared, unhappy, sad, excited</p> | | <p>sad, upset, medicines, safety, PANTS, private, appropriate, inappropriate, touching, trust, help, no.</p> |
| <p>Block 4 Subject/Conceptual knowledge/skills: Rights and Responsibilities Looking after things</p> <p>LEAPS:</p> <ul style="list-style-type: none"> Recognise the importance of regular hygiene routines; Sequence personal hygiene routines into a logical order. Identify what they like about the school environment; Recognise who cares for and looks after the school environment. Demonstrate responsibility in looking after something (e.g. a class pet or plant); Explain the importance of looking after things that belong to themselves or to others. Explain where people get money from; List some of the things that money may be spent on in a family home. Recognise that different notes and coins have different monetary value; Explain the importance of keeping money safe; Identify safe places to keep money; Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it). <p>Vocabulary: Hygiene, personal hygiene, routines, environment, responsibility, belonging, money, notes, coin, value, safe, save</p> | <p>Block 5 Subject/Conceptual knowledge/skills: Being My Best Growth Mindset Keeping Healthy</p> <p>LEAPS:</p> <ul style="list-style-type: none"> Recognise the importance of fruit and vegetables in their daily diet; Know that eating at least five portions of vegetables and fruit a day helps to maintain health. Recognise that they may have different tastes in food to others; Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; Recognise which foods we need to eat more of and which we need to eat less of to be healthy. Understand how diseases can spread; Recognise and use simple strategies for preventing the spread of diseases. Recognise that learning a new skill requires practice and the opportunity to fail, safely; Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel. Recognise how a person's behaviour (including their own) can affect other people. <p>Vocabulary: Fruit, vegetables, diet, healthy, unhealthy, taste, eat, carbohydrates, fats, protein, dairy, disease, skills,</p> | <p>Block 6 Subject/Conceptual knowledge/skills: Growing and Changing Getting help Becoming independent Body Parts</p> <p>LEAPS:</p> <ul style="list-style-type: none"> Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); Understand and explain the simple bodily processes associated with them. Understand some of the tasks required to look after a baby; Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. Identify things they could do as a baby, a toddler and can do now; Identify the people who help/helped them at those different stages. Explain the difference between teasing and bullying; Give examples of what they can do if they experience or witness bullying; Say who they could get help from in a bullying situation. Explain the difference between a secret and a nice surprise; Identify situations as being secrets or surprises; Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. Identify parts of the body that are private; Describe ways in which private parts can be kept private; |

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| | <p>practice, fail, challenge, listening, conflict, feedback, behaviour</p> | <ul style="list-style-type: none">• Identify people they can talk to about their private parts. <p>Vocabulary: Body, heart, lungs, blood, stomach, intestines, brain, process, baby, needs, eye contact, cuddling, washing, changing, feeding, toddler, help, teasing, bullying, witness, secret, surprise, uncomfortable, body parts, private, private parts</p> |
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R.E – Year 1

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| <p>Block 1 Subject/Conceptual knowledge/skills: Christianity <i>“Does God want Christians to look after the World?”</i> LEAPS: Personal Resonance and Reflection</p> <ul style="list-style-type: none"> I can say how it felt to make something. <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> I can remember the Christian Creation story and talk about it. <p>Evaluation and Critical Thinking</p> <ul style="list-style-type: none"> I can express an opinion about the Christian belief about creation. <p>Vocabulary: God, Creation, Creator, Genesis, Stewards, Responsibility</p> | <p>Block 2 Subject/Conceptual knowledge/skills: Christianity Christmas Story <i>“What gifts might Christians in my town have given Jesus if He had been born here rather than in Bethlehem?”</i> LEAPS: Personal Resonance and Reflection</p> <ul style="list-style-type: none"> I can talk about a gift that is special to me. <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> I can remember some of the Christmas story. <p>Evaluation and Critical Thinking</p> <ul style="list-style-type: none"> I can suggest a gift I would give to Jesus. <p>Vocabulary: Christmas, Jesus, Mary, Joseph, Wise Man, Star, Gifts, King, Gold, Frankincense, Myrrh, Symbol</p> | <p>Block 3 Subject/Conceptual knowledge/skills: Christianity- Friendships <i>“Was it always easy for Jesus to show friendship?”</i> LEAPS: Personal Resonance and Reflection</p> <ul style="list-style-type: none"> I can talk about my friends and why I like them. <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> I can remember a story about Jesus showing friendship and talk about it. <p>Evaluation and Critical Thinking</p> <ul style="list-style-type: none"> I can say how Jesus tried to be a good friend. <p>Vocabulary: Friendship, Forgiveness, Gentile.</p> |
| <p>Block 4 Subject/Conceptual knowledge/skills: Christianity- Pam Sunday <i>“Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?”</i> LEAPS: Personal Resonance and Reflection</p> <ul style="list-style-type: none"> I can talk about a person I admire. <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> I can recall parts of the Easter story. I can recognise some symbols in the story. <p>Evaluation and Critical Thinking</p> <ul style="list-style-type: none"> I can start to show understanding that Jesus is special to Christians and say why. <p>Vocabulary: Palm Sunday, King, Messiah, Rescuer, Cross, Resurrection</p> | <p>Block 5 Subject/Conceptual knowledge/skills: Judaism- Shabbat <i>“Is Shabbat important to Jewish children?”</i> LEAPS: Personal Resonance and Reflection</p> <ul style="list-style-type: none"> I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal. <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> I can use the right names for things that are special to Jewish people during Shabbat and explain why. <p>Evaluation and Critical Thinking</p> <ul style="list-style-type: none"> I can start to make a connection between being Jewish and decisions about behaviour. <p>Vocabulary: Synagogue, Shabbat, Challah bread, Kippah, Torah</p> | <p>Block 6 Subject/Conceptual knowledge/skills: Judaism- Rosh Hashanah <i>“Are Rosh Hashanah and Yom Kippur important to Jewish children?”</i> LEAPS: Personal Resonance and Reflection</p> <ul style="list-style-type: none"> I can say how it feels to say sorry and what I have to say sorry for. <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> I can tell you something that either Rosh Hashanah or Yam Kippur is about. <p>Evaluation and Critical Thinking</p> <ul style="list-style-type: none"> I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur. <p>Vocabulary: Rosh Hashanah, Yom Kippur, Forgiveness, Reflection, Rabbi, Shofar</p> |

History – Year 1

Block 1

Block 2

Block 3

Old and New Toys

Subject/Conceptual knowledge/skills:

LEAPS:

Chronology

- **I can understand the difference between past and present.**
- I can sequence some objects, pictures and events in chronological order.
- I can remember parts of stories and memories about the past.
- I can use words and phrases such as old, new, young, days, months, years.

Knowledge and Understanding of events, people and change in the past

- I can tell the difference between past and present in my own life and other people's lives.

Historical Interpretations

- **I can begin to use sources to identify and recall some details about the past.**

Historical Enquiry

- I can ask simple questions.
- **I can find answers to simple questions about the past using different sources of information.**
- I can sort sources into now and then.

Organisation and Communication

- I am beginning to use historical language in discussion.

Vocabulary:

Past, present, order, time, chronology, chronological order, sequence, pictures, sources, artefacts, objects, events, memories, stories, old, new, today, yesterday, last week/month/year, purpose, use, owner, appearance,

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| <p>Block 4 Castles Subject/Conceptual knowledge/skills:</p> <p>LEAPS: Historical Interpretations</p> <ul style="list-style-type: none"> • I can begin to use sources to identify and recall some details about the past. <p>Historical Enquiry</p> <ul style="list-style-type: none"> • I can ask simple questions. • I can find answers to simple questions about the past using different sources of information. • I can sort sources into now and then. <p>Knowledge and Understanding of events, people and change in the past</p> <ul style="list-style-type: none"> • I can discuss significant historical events and people within my own locality <p>Organisation and Communication</p> <ul style="list-style-type: none"> • I am beginning to use historical language in discussion. • I can show knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking). <p>Chronology</p> <ul style="list-style-type: none"> • I can understand the difference between past and present. • I can sequence some objects, pictures and events in chronological order. <p>Vocabulary: past, present, change, time, event, famous, significant source, picture, event, artefact, object, purpose, use, owner, appearance who, what, where, why, when, how pictures, objects, artefacts, stories, videos, sources, text, information then, now, past, present</p> | <p>Block 5 Mary Seacole Subject/Conceptual knowledge/skills:</p> <p>LEAPS: Chronology</p> <ul style="list-style-type: none"> • I can sequence some objects, pictures and events in chronological order. • I can remember parts of stories and memories about the past. <p>Organisation and Communication</p> <ul style="list-style-type: none"> • I can discuss the lives of significant individuals in the past. <p>Vocabulary: Mary Seacole, Jamaica, UK, nurse, lemon, lemongrass, ginger, aloe vera, soldiers, Crimea, Crimean War, hospital, Scotland</p> | <p>Block 6</p> |
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Geography – Year 1

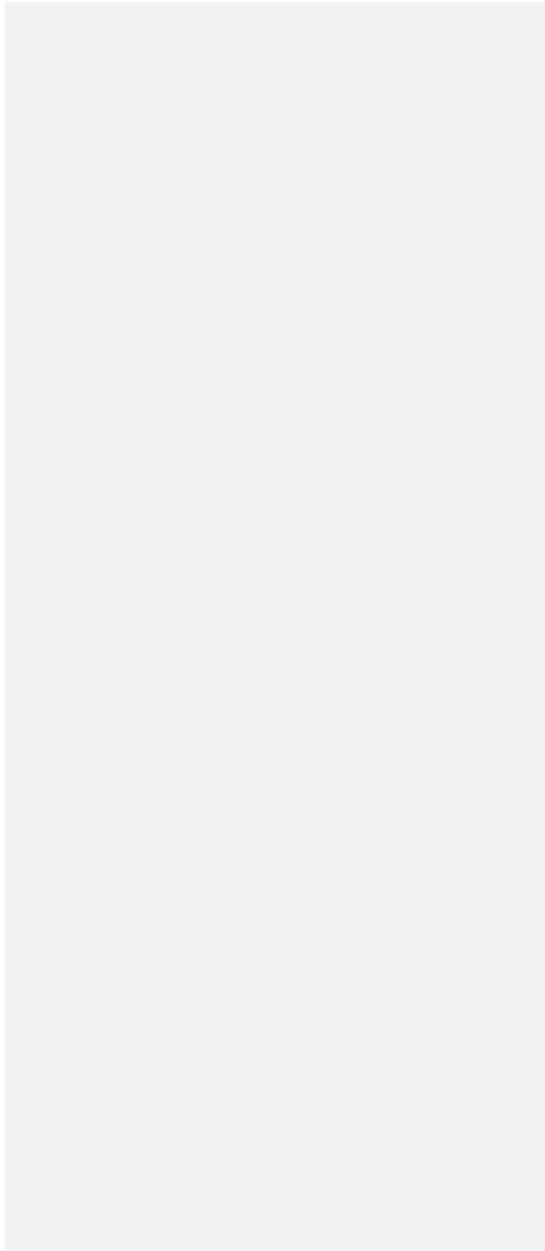
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| <p>Block 1 Subject/Conceptual knowledge/skills: Local Area</p> <p>LEAPS: Place Knowledge</p> <ul style="list-style-type: none"> • I can explain what <i>Geography</i> is. • I understand the difference between human and physical features. • I can identify human and physical features of a local area using basic geographical vocabulary and compare this to another part of the world. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> • I can use basic geographical vocabulary to refer to key human and physical features of a familiar setting. • I can identify seasonal and daily weather patterns in the UK. <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> • I know what maps, atlases and globes are and begin to use them. • I can use simple fieldwork and observational skills to study my school grounds and its surrounding environment. • I can use aerial photographs to recognise landmarks and human and physical features of a familiar area (e.g. school grounds). • I can use locational and directional language to describe of features on a map. • I can draw simple maps and keys <p>Vocabulary:</p> <ul style="list-style-type: none"> • <i>Geography</i>, human features, physical features, man-made, natural, • near, far, left, right, in front, behind, next to | <p>Block 2 Subject/Conceptual knowledge/skills: Hot and Cold areas of the World</p> <p>LEAPS: Human and Physical Geography</p> <ul style="list-style-type: none"> • I can identify the location of hot and cold areas of the world in relation to the equator and identify the North and South Poles. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • I can use simple compass directions including North, South, East and West. • I can draw simple maps and keys <p>Vocabulary: Equator, north, south, poles, cold, hot, hemisphere, earth, ice</p> <p>Compass, north, south, east, west, direction</p> | <p>Block 3</p> |
| <p>Block 4</p> | <p>Block 5</p> | <p>Block 6 Subject/Conceptual knowledge/skills: Around the World</p> |

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| | | <p>LEAPS:</p> <p>Locational Knowledge</p> <ul style="list-style-type: none">• I can name and locate the four countries of the United Kingdom and the continent it is in.• I can name and locate the capital city of the United Kingdom. <p>Place Knowledge</p> <ul style="list-style-type: none">• I can identify human and physical features of a local area using basic geographical vocabulary and compare this to another part of the world. <p>Human and Physical Geography</p> <ul style="list-style-type: none">• I can understand geographical similarities and differences between a place in the UK and another part of the world.• I can use basic geographical vocabulary to refer to key human and physical features of a familiar setting. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none">• I know what maps, atlases and globes are and how to use them.• I can use world maps, atlases and globes to identify the United Kingdom and its countries (and other parts of the world).• I can draw simple maps and keys• <p>Vocabulary: Geography, human features, physical features, man-made, natural country, continent, United Kingdom, England, Scotland, Wales, Northern Ireland, Europe, London, capital city north, south, east, west</p> |
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Computing – Year 1

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| <p>Block 1 Subject/Conceptual knowledge/skills: iAlgorithm</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can understand that algorithms are precise instructions that can be followed. • I can follow and devise a simple algorithm. • I can understand that programs execute by following precise instructions. • I can plan, test and debug a simple algorithm. • I can make predictions about an outcome based on a simple algorithm. • I can understand conditions or outcomes. • I can understand that some statements can only be true or false. <p>Vocabulary: Instructions, sequence, forward, backwards, turn, up, down, algorithm, left, right, plan, test, debug, predict</p> | <p>Block 2 Subject/Conceptual knowledge/skills: iProgram</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can understand what algorithms are, how they are used as programs. • I can recognise common uses of information technology beyond school. • I can understand that programs execute by following precise instructions. • I can use logical reasoning to predict the behaviour of simple programs. • I can create and debug simple programs. • I can use technology purposefully to create, organise, store, change and retrieve digital content. <p>Vocabulary: Device, signal, instruction, response, forward, back, left, steps, program, input, output, debugging, command.</p> | <p>Block 3 Subject/Conceptual knowledge/skills: iWrite</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can recognise that text can be created in a number of ways. • I can use word processing software to create a text. • I can insert text into a word processing application. • I can open and save a word document. <p>Vocabulary: Return, backspace, spacebar, scroll, text, keyboard, shift, open, save, cut, font.</p> |
| <p>Block 4 Subject/Conceptual knowledge/skills: iData</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can understand why pictograms are useful. • I can collect and organise information to solve a problem. • I can create a pictogram using collected data. • I can sort information and present data using a graph. <p>Vocabulary: Survey, tally, information, data, pictogram, graph, select, click, classify.</p> | <p>Block 5 Subject/Conceptual knowledge/skills: iSafety</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can understand what being online may look like, the different feelings we can experience online and how to identify adults who can help. • I can understand that people online may try to manipulate others, how this can make someone feel and how to identify and approach adults who can help. • I can understand that photos can be shared online | <p>Block 6 Subject/Conceptual knowledge/skills: iModel</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can understand that computers can show real events and things. • I can use a mouse to move things accurately on screen. • I can understand that computers can be used to make choices. • I can understand that a computer can be used to model an environment where choices can be made. |

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| | <ul style="list-style-type: none">• To understand the importance of seeking permission before being on internet. <p>Vocabulary: Online, feelings, experience, identify, manipulate, approach, safety, safe, shared, permission, internet.</p> | <ul style="list-style-type: none">• I can understand that a computer model is not exactly the same as real life.• I can create a representation of a real or fantasy game or story. <p>Vocabulary: Mouse, point, click, drag, choice, decision, adventure, imaginary, model.</p> |
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French– Year 1

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| <p>Block 1 Subject/Conceptual knowledge/skills:</p> <p>LEAPS: Speaking</p> <ul style="list-style-type: none"> I can repeat simple words and phrases (e.g. greetings) I can speak aloud familiar words. I can respond appropriately to a comment even whilst engaged in another activity. <p>Listening</p> <ul style="list-style-type: none"> I can listen to familiar words and phrases. I can respond to familiar spoken words and phrases. <p>Reading</p> <ul style="list-style-type: none"> I am able to read aloud familiar words. <p>Vocabulary: Bonjour = Hello</p> <p>Au revoir = Goodbye</p> <p>Merci = Thank you</p> | <p>Block 2 Subject/Conceptual knowledge/skills:</p> <p>LEAPS: Speaking</p> <ul style="list-style-type: none"> I can repeat simple words and phrases (e.g. greetings) I can speak aloud familiar words. I can respond appropriately to a comment even whilst engaged in another activity. <p>Listening</p> <ul style="list-style-type: none"> I can listen to familiar words and phrases. I can respond to familiar spoken words and phrases. <p>Reading</p> <ul style="list-style-type: none"> I am able to read aloud familiar words. <p>Vocabulary: Bonjour = Hello</p> <p>Au revoir = Goodbye</p> <p>Merci = Thank you</p> | <p>Block 3 Subject/Conceptual knowledge/skills:</p> <p>LEAPS: Speaking</p> <ul style="list-style-type: none"> I can repeat simple words and phrases (e.g. greetings) I can speak aloud familiar words. I can respond appropriately to a comment even whilst engaged in another activity. <p>Listening</p> <ul style="list-style-type: none"> I can listen to familiar words and phrases. I can respond to familiar spoken words and phrases. <p>Reading</p> <p>I am able to read aloud familiar words.</p> <p>Vocabulary: Bonjour = Hello</p> <p>Au revoir = Goodbye</p> <p>Merci = Thank you</p> |
| <p>Block 4 Subject/Conceptual knowledge/skills:</p> <p>LEAPS: Speaking</p> <ul style="list-style-type: none"> I can repeat simple words and phrases (e.g. greetings, stories, rhymes and songs) https://www.youtube.com/watch?v=Mt00FUPzLPc I can speak aloud familiar words. I can respond appropriately to a comment even whilst engaged in another activity. <p>Listening</p> <ul style="list-style-type: none"> I can listen to familiar words and phrases. I can respond to familiar spoken words and phrases. | <p>Block 5 Subject/Conceptual knowledge/skills:</p> <p>LEAPS: Speaking</p> <ul style="list-style-type: none"> I can repeat simple words and phrases (e.g. greetings) I can speak aloud familiar words. I can respond appropriately to a comment even whilst engaged in another activity. <p>Listening</p> <ul style="list-style-type: none"> I can listen to familiar words and phrases. I can respond to familiar spoken words and phrases. <p>Reading</p> | <p>Block 6 Subject/Conceptual knowledge/skills:</p> <p>LEAPS: Speaking</p> <ul style="list-style-type: none"> I can repeat simple words and phrases (e.g. greetings) I can speak aloud familiar words. I can respond appropriately to a comment even whilst engaged in another activity. <p>Listening</p> <ul style="list-style-type: none"> I can listen to familiar words and phrases. |

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| <p>Reading I am able to read aloud familiar words.</p> <p>Vocabulary: Bonjour = Hello</p> <p>Au revoir = Goodbye</p> <p>Merci = Thank you</p> | <p>I am able to read aloud familiar words</p> <p>Vocabulary: Bonjour = Hello</p> <p>Au revoir = Goodbye</p> <p>Merci = Thank you</p> | <ul style="list-style-type: none">• I can respond to familiar spoken words and phrases. <p>Reading I am able to read aloud familiar words</p> <p>Vocabulary: Bonjour = Hello</p> <p>Au revoir = Goodbye</p> <p>Merci = Thank you</p> |
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Music – Year 1

History of Music (Weekly 15 minute sessions)

- I can say how a range of music makes me feel.

- Pitch = how high or low a sound is.
- Dynamics = How loud or quiet sounds are throughout a piece of music.
- Timbre and Texture = Different sounds are created by different instruments and voices.
- Tempo and Pulse = The speed of the music and how fast or slow it is.
- Duration and Rhythm = Length of a sound, how long or short it is.
- Composer = the writer of a piece of music.

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| <p>Block 1 Subject/Conceptual knowledge/skills: Singing, composing LEAPS: <u>Singing</u></p> <ul style="list-style-type: none"> • I can sing and chant in time, keeping a steady pulse. • I can sing songs with some control of pitch, breathing and clarity of words. • I can convey different moods (happy, sad and angry) whilst singing. <p><u>Listening</u></p> <ul style="list-style-type: none"> • I can listen to a piece of music and clap/move in time with the beat. • I can begin to identify differences in tempo (slow/fast), dynamics (loud/quiet), duration (long and short) and pitch (high/low). <p><u>History of Music</u></p> <ul style="list-style-type: none"> • I can say how a range of music makes me feel. <p>Vocabulary: Sing, chant, pulse, moods, beat, tempo, dynamics, duration, pitch, feelings, happy, sad, excited.</p> | <p>Block 2 Subject/Conceptual knowledge/skills: Singing</p> <p>LEAPS: <u>Singing</u></p> <ul style="list-style-type: none"> • I can sing and chant in time, keeping a steady pulse. • I can sing songs with some control of pitch, breathing and clarity of words. <p>Vocabulary: Pulse, sing, pitch, mood, happy, sad, angry, listen, beat, in time, tempo, fast, slow, dynamics, loud, quiet, duration, long, short, high, low</p> | <p>Block 3 Subject/Conceptual knowledge/skills: Percussion</p> <p>LEAPS: <u>Listening</u></p> <ul style="list-style-type: none"> • I can listen to a piece of music and clap/move in time with the beat. • I can begin to identify differences in tempo (slow/fast), dynamics (loud/quiet), duration (long and short) and pitch (high/low). • I can respond to the mood of a piece of music through movement, dance and art and show awareness when the mood of the piece changes. <p>Vocabulary: Pulse, sing, pitch, mood, happy, sad, angry, listen, beat, in time, tempo, fast, slow, dynamics, loud, quiet, duration, long, short, high, low</p> <p><u>Creating</u></p> <ul style="list-style-type: none"> • I can experiment with different types of sound through voice, body, percussion, music ICT and classroom instruments. • I can explain what duration, tempo, dynamics and pitch are in my own words. • I can experiment with duration (long/short), tempo (slow/fast), dynamics (quiet/loud) and pitch (low/high) • I can create a simple repeated rhythmic pattern. <p><u>Vocabulary</u></p> |
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| | | Sound, voice, body, percussion, music, instruments, duration (long/short), tempo (slow/fast), dynamics (quiet/loud) and pitch (low/high) |
| <p>Block 4 Subject/Conceptual knowledge/skills: Percussion and composing LEAPS: Listening</p> <ul style="list-style-type: none"> • I can listen to a piece of music and clap/move in time with the beat. • I can begin to identify differences in tempo (slow/fast), dynamics (loud/quiet), duration (long and short) and pitch (high/low). • I can respond to the mood of a piece of music through movement, dance and art and show awareness when the mood of the piece changes. <p>Vocabulary: Pulse, sing, pitch, mood, happy, sad, angry, listen, beat, in time, tempo, fast, slow, dynamics, loud, quiet, duration, long, short, high, low</p> | <p>Block 5- Mozart Subject/Conceptual knowledge/skills: Listening LEAPS: History of Music</p> <ul style="list-style-type: none"> • I can say how a range of music makes me feel. <p>Listening</p> <ul style="list-style-type: none"> • I can listen to a piece of music and clap/move in time with the beat. • I can begin to identify differences in tempo (slow/fast), dynamics (loud/quiet), duration (long and short) and pitch (high/low). • I can respond to the mood of a piece of music through movement, dance and art and show awareness when the mood of the piece changes. <p>Vocabulary Pulse, sing, pitch, mood, happy, sad, angry, listen, beat, in time, tempo, fast, slow, dynamics, loud, quiet, duration, long, short, high, low</p> | <p>Block 6 Subject/Conceptual knowledge/skills: Percussion and composing LEAPS: Instruments</p> <ul style="list-style-type: none"> • I can explore the different sounds that can be produced by a range of instruments. • I can control my playing to produce long and short and loud and quiet sounds. • I can follow hand signals for start/stop and quieter/louder. • I can play in time to steady beat. • I can play a repeated pattern or drone to accompany a song. • I can copy back a rhythmic pattern. <p>Vocabulary: Instruments, long, short, sound, control, loud, quiet, signals, start, stop, quieter, louder, beat, repeated pattern, rhythmic pattern</p> |

Art – Year 1

| Block 1 | Block 2 | Block 3 |
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| <p>Block 4 Subject/Conceptual knowledge/skills: Making, Evaluating, Knowledge and Understanding William Morris- printing</p> <p>LEAPS: Making</p> <ul style="list-style-type: none"> I can try out a range of materials and processes and recognise that they have different qualities (pattern/printing). <p>Evaluating</p> <ul style="list-style-type: none"> I can show interest in and describe what I think about great artworks and my peers work. <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> I can name the tools, techniques and formal elements (colours, shapes, tones etc) I am using. <p>Vocabulary: Characteristic, textures, printing, observe</p> | <p>Block 5 Subject/Conceptual knowledge/skills: Making and Evaluating Andy Goldsworthy- sculpture</p> <p>LEAPS: Making</p> <ul style="list-style-type: none"> I can explore different textures e.g. using natural materials in relation to Andrew Goldsworthy artwork (sculpture). <p>Evaluating</p> <ul style="list-style-type: none"> I can show interest in and describe what I think about great artworks and my peers work. I can say what is the same and different about my art and the work of others. <p>Vocabulary: Textures, pattern, observe, sculpture</p> <p>Interest, describe, same different, compare, artist</p> | <p>Block 6 Subject/Conceptual knowledge/skills: Generating Ideas, Making, Knowledge and Understanding Esther Mahlangu- drawing</p> <p>LEAPS: Generating Ideas</p> <ul style="list-style-type: none"> I can recognise that ideas can be expressed in art work. I can experiment enthusiastically and try out materials presented to me. <p>Making</p> <ul style="list-style-type: none"> I can use materials purposefully to achieve particular characteristics or qualities e.g. portraits (drawing/painting). <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> I can recognise and describe some simple characteristics of different kinds of art, craft and design. <p>Vocabulary: Artist, materials, experiment, sketching, watercolour, painting, brushes, crayons, pastels, pencils</p> |

D&T – Year 1

Block 1

Block 2

Block 3

Textiles- Sock Puppet (Toys)

Subject/Conceptual knowledge/skills:

LEAPS:

Understanding contexts, users and purposes

- I can say how my products will work in simple terms.
- I can say how my products will help the user.
- I can use a simple design criterion to develop my ideas.

Generating, developing, modelling and communicating ideas

- I can begin to draw on my own experiences to help generate ideas.
- I can begin to develop my ideas through talk and drawing.

Planning

- I can select materials from a limited range that will meet a simple design criteria.

Practical skills and techniques

- I can begin to work safely and hygienically.
- With help, I can measure, mark out, cut and shape a range of materials.
- I can begin to assemble, join and combine materials and components together e.g. glues or masking tape.
- I can begin to use simple finishing techniques to improve the appearance of my product.

Own ideas and products

- I can begin to talk about my designs as I develop and identify good and bad points.
- *I can begin to talk about my products' strengths and possible changes I might make.*

Existing products

- I know what products are.

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| | | <ul style="list-style-type: none"> I can discuss how products work, how and where they are used and who they can be used by. I can select materials which products are made from. <p>Making products work</p> <ul style="list-style-type: none"> I can assemble two fabric shapes. <p>Vocabulary: Product, material, measure, cut, shape assemble, join, like, dislike, fabric, combine</p> |
| <p>Block 4 Mechanisms (STEM Week) Subject/Conceptual knowledge/skills:</p> <p>LEAPS: Understanding contexts, users and purposes</p> <ul style="list-style-type: none"> I can describe what my products will be used for through talk. <p>Planning</p> <ul style="list-style-type: none"> I can select and name the tools needed to perform a practical task e.g. use scissors for cutting and glue to joining. <p>Practical skills and techniques</p> <ul style="list-style-type: none"> With help, I can measure, mark out, cut and shape a range of materials. I can begin to assemble, join and combine materials and components together e.g. glues or masking tape. I can begin to use simple finishing techniques to improve the appearance of my product. <p>Own ideas and products</p> <ul style="list-style-type: none"> I can begin to talk about my designs as I develop and identify good and bad points. | <p>Block 5 Where food comes from Subject/Conceptual knowledge/skills:</p> <p>LEAPS: Where food comes from</p> <ul style="list-style-type: none"> I can begin to understand that all food comes from plants or animals. I can start to understand that food has to be farmed, grown elsewhere (home) or caught. <p>Food preparation, cooking and nutrition</p> <ul style="list-style-type: none"> I am starting to name and sort foods into the 5 groups in The Eat Well Plate (SCARF). I am beginning to understand that everyone should eat at least 5 portions of fruit and vegetables every day (SCARF). <p>Vocabulary: Fruit, vegetables, cereals, grains, dairy, meat, fish, fats, sugars, portion, safely, hygiene</p> | <p>Block 6 Food Preparation Subject/Conceptual knowledge/skills:</p> <p>LEAPS: Food preparation, cooking and nutrition</p> <ul style="list-style-type: none"> I know how to prepare dishes safely and hygienically without using a heat source. I know how to use techniques such as cutting, peeling and grating. <p>Making products work</p> <ul style="list-style-type: none"> I can combine food ingredients according to their characteristics. <p>Understanding contexts, users and purposes</p> <ul style="list-style-type: none"> I can begin to communicate what I am making and who it is for. <p>Planning</p> <ul style="list-style-type: none"> I can begin to discuss the steps I will take to make a product. <p>Practical skills and techniques</p> <ul style="list-style-type: none"> I can begin to work safely and hygienically. <p>Own ideas and products</p> |

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| <ul style="list-style-type: none"> I can begin to talk about my products' strengths and possible changes I might make. <p>Existing products</p> <ul style="list-style-type: none"> I can discuss how products work, how and where they are used and who they can be used by. I can say what I like and dislike about products. <p>Making products work</p> <ul style="list-style-type: none"> I can begin to understand the simple working characteristics of materials and components I can look at simple hinges, wheels and axels. I can start to build structure, building components together I can use technical vocabulary where appropriate <p>Vocabulary:</p> | | <ul style="list-style-type: none"> I can begin to evaluate my products (final dish) and explain what I like and dislike. <p>Vocabulary: safely, hygiene, cutting, peeling, grating</p> |
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| P.E - Year 1 | | |
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| Evaluation | <ul style="list-style-type: none"> I am beginning to describe the effect exercise has on the body. I can begin to explain the importance of exercise and a healthy lifestyle. | |
| Healthy Lifestyles | <ul style="list-style-type: none"> I can comment on own and others performance. I can give comments on how to improve performance. I can use appropriate vocabulary when giving feedback | |
| <p>Block 1 Subject/Conceptual knowledge/skills: Gymnastics (Rolling/Balancing) & Ball Skills (Handball)</p> <p>LEAPS: Gymnastics</p> <ul style="list-style-type: none"> I can create a sequence linking two to three simple movements. | <p>Block 2 Subject/Conceptual knowledge/skills: Gymnastics (jumping and sequencing) & OAA</p> <p>LEAPS: Gymnastics</p> <ul style="list-style-type: none"> I can create a sequence linking two to three simple movements. I can copy action and movement sequences with control and co-ordination. | <p>Block 3 Subject/Conceptual knowledge/skills: Dance & Fundamental skills (circuits)</p> <p>LEAPS: Dance</p> <ul style="list-style-type: none"> I can copy and explore basic movements and body patterns. I can sequence three or more movements in a routine. |

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| <ul style="list-style-type: none"> • I can copy action and movement sequences with control and co-ordination. • I can show three gymnastic positions including a pike, straddle and tuck, showing good control and extension. • I can roll in different ways e.g. log roll (controlled), curled side roll and teddy bear roll. • I can perform balances with control E.g. standing and kneeling balances. • I can perform different body shapes. • I can stretch in different ways. • I can use equipment safely. <p>Ball Skills</p> <ul style="list-style-type: none"> • I can send a ball into space. • I can explore ways of stopping the ball. • I can control my body when retrieving a ball. • I can show correct technique when rolling and sending a ball. • I can make simple decisions of where to send the ball in a game. • I can begin to use hand, eye co-ordination skills. • I can point and look at a target. • I can begin to perform a range of throws. • I can receive the ball with basic control. • I can participate in simple games. • I can demonstrate simple tactics in a game. | <ul style="list-style-type: none"> • I can show three gymnastic positions including a pike, straddle and tuck, showing good control and extension. • I can roll in different ways e.g. log roll (controlled), curled side roll and teddy bear roll. • I can perform balances with control E.g. standing and kneeling balances. • I can perform different body shapes. • I can stretch in different ways. • I can perform a two footed jump, straight jump, tuck jump, jumping jack and half turn jump. • I can carry out a range of simple jumps and land safely. • I can move around, under, over and through different objects and equipment. • I can perform at different levels. • I can use equipment safely. <p>OAA</p> <ul style="list-style-type: none"> • I can listen carefully to and try to follow instructions. • I can begin to understand how to create movements and patterns with the body. • I can solve simple problems as part of a group involving exploration and discovery. <p>•I can identify basic orienteering symbols and colours using the legend [map key]</p> <p>•I can travel safely to and from orienteering control marker signs</p> | <ul style="list-style-type: none"> • I can recall simple movements and dance steps. • I can link movements to sounds and music. • I can move in time to a beat. • I can move in time to music. • I can express ideas to a range of music genres. • I can respond to a range of stimuli. <p>Fundamental:</p> <ul style="list-style-type: none"> • I can send a ball into space. • I can explore ways of stopping the ball. • I can control my body when retrieving a ball. • I can show correct technique when rolling and sending a ball. • I can begin to use hand, eye co-ordination skills. • I can point and look at a target. • I can begin to perform a range of throws. • I can receive the ball with basic control. • I can travel in a variety of ways including running and jumping. <p>Vocabulary: Sequence, timing, beat, movement, agility, balance, co-ordination, speed, control.</p> <p>Agility, balance, co-ordination, speed, control, cooperation, running, jumping, throwing, underarm throw, overarm throw, catching, passing, chest pass, bounce pass, kicking.</p> |
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| <ul style="list-style-type: none"> I can discuss and make choices with teammates. I can travel in a variety of ways including running and jumping. <p><u>Vocabulary:</u> Pike, straddle, tuck, log roll, teddy bear roll, rolls, balances.</p> <p>Agility, balance, co-ordination, speed, control, cooperation, running, jumping, throwing, underarm throw, overarm throw, catching, passing, chest pass, bounce pass, kicking.</p> | <p>Vocabulary Orienteering, control, marker, signs, direction instruction, partner, movement</p> <p>Pike, straddle, tuck, log roll, teddy bear roll, rolls, balances.</p> | |
| <p>Block 4 Subject/Conceptual knowledge/skills: Dance & OAA</p> <p>LEAPS: Dance</p> <ul style="list-style-type: none"> I can copy and explore basic movements and body patterns. I can sequence three or more movements in a routine. I can recall simple movements and dance steps. I can link movements to sounds and music. I can move in time to a beat. I can move in time to music. I can express ideas to a range of music genres. | <p>Block 5 Subject/Conceptual knowledge/skills: Ball skills (tennis) & Team Games (Football)</p> <p>LEAPS: Team Games - Fundamental - Ball Skills - Fundamental</p> <ul style="list-style-type: none"> I can send a ball into space. I can explore ways of stopping the ball. I can control my body when retrieving a ball. I can show correct technique when rolling and sending a ball. I can make simple decisions of where to send the ball in a game. I can begin to use hand, eye co-ordination skills. | <p>Block 6 Subject/Conceptual knowledge/skills: Team Games (cricket) & Athletics</p> <p>LEAPS: Team Games - Fundamental - Ball Skills - Fundamental- Cricket</p> <ul style="list-style-type: none"> I can send a ball into space. I can explore ways of stopping the ball. I can control my body when retrieving a ball. I can show correct technique when rolling and sending a ball. I can make simple decisions of where to send the ball in a game. I can begin to use hand, eye co-ordination skills. I can point and look at a target. |

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| <ul style="list-style-type: none"> • I can respond to a range of stimuli. <p>OAA</p> <ul style="list-style-type: none"> • I can listen carefully to and try to follow instructions. • I can begin to understand how to create movements and patterns with the body. • I can solve simple problems as part of a group involving exploration and discovery. • I can begin to discuss and work with others in a group. • I can travel safely to and from orienteering control marker signs <p>Vocabulary: Orienteering, control, marker, signs, direction instruction, partner, movement</p> | <ul style="list-style-type: none"> • I can point and look at a target. • I can begin to perform a range of throws. • I can receive the ball with basic control. • I can participate in simple games. • I can demonstrate simple tactics in a game. • I can discuss and make choices with teammates. • I can travel in a variety of ways including running and jumping. <p>Vocabulary: Agility, balance, co-ordination, speed, control, cooperation, running, jumping, throwing, underarm throw, overarm throw, catching, passing, chest pass, bounce pass, kicking.</p> | <ul style="list-style-type: none"> • I can begin to perform a range of throws. • I can receive the ball with basic control. • I can participate in simple games. • I can demonstrate simple tactics in a game. <p>I can discuss and make choices with teammates. I can travel in a variety of ways including running and jumping.</p> <p>Athletics</p> <ul style="list-style-type: none"> • I can run at different speeds. • I can jump from a standing position. • I can perform different types of jumps for example two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. • I can jump as high as possible and as far as possible. • I can land safely with control. • I can work with a partner to develop the control of jumps. • I can perform a variety of throws with basic control - underarm and overarm. • I can throw a ball towards a target with increasing accuracy. • I can improve the distance I can throw by using more power. <p>Vocabulary: Control, running, jumping, throwing, underarm throw, overarm throw.</p> |
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| | | Agility, balance, co-ordination, speed, control, cooperation, running, jumping, throwing, underarm throw, overarm throw, catching, passing, chest pass, bounce pass, kicking. |
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| Nursery Rhymes | | |
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| <ul style="list-style-type: none"> • 1,2,3,4,5 once I caught a fish alive • 2 little dickie birds • 10 in a bed • 5 little speckled frogs • Jack and Jill • Recap and performance | <ul style="list-style-type: none"> • Row your boat • Humpty Dumpty • Hey Diddle Diddle • Incy Wincy Spider • Old Mcdonald had a farm - Change to polar animals • Recap and performance | <ul style="list-style-type: none"> • 1,2 Buckle my shoe • Teddy Bears picnic • Wind the bobbin up • I'm a little tea pot • Little Bo Peep • Wheels on the bus • Recap and performance |
| <ul style="list-style-type: none"> • Grand old duke of York • 5 currant buns • Pat a cake • Head Shoulder Knees and Toes (French) • Mary had a little lamb • Recap and performance | <ul style="list-style-type: none"> • Twinkle twinkle • Little Miss Muffet • Mary Mary Quite Contrary • Ring O Ring O Roses • This little piggy • Recap and performance | <ul style="list-style-type: none"> • Hickory Dickory Dock • 3 blind mice • Boys & Girls come out to play • Sing a Song of Sixpence • Worm at the bottom of the garden • Goosey Goosey Gander • Recap and performance |