## **Aintree Davenhill Medium Term Planning**

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## Year Group: 1 Term: Autumn 1

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<ul> <li>Contraction comments</li> <li>Los in contraction comments</li> <li>Contracting ments (20 https://doi.org/10.00000000000000000000000000000000000</li></ul>		English	Science	
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- Recogness and to the district is marked.  - Recogness and to the district is marked.  - Recogness and to the district is marked Recogness and to the	nes		,	
Is for from crown as the style graph.  In compare and crown as short g		Recognise and use the different ways of pronouncing the same grapheme, e.g. ow in snow of the same grapheme.		Read and write numbers
- Counting man, 20 of your allarge cases of costs participated or compared and or collaborate, security and an analysis of the cost participated or compared and or collaborate and or c	•			
counting minus 10 of by making rest and one (pinus, muchalles, to former)  Who are the common to the common to the sequence spillation to support and publics to support the former of the sequence spillation to support and publics to support and public to support and publics to support and publics to support and public to support and publics to support and publics to support and public to			•	
The standard of the comment of the c	blending for reading	Split two and three syllable words into the separate syllables to support blending for reading		
voluming terms 30 bits you whating terms and one (if finames and the area 10) coming terms 20 bits you had go terms and count or an install, blumming at first hand or through visions and phistographs controlled the properties of		Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe representations are supplied to the contractions of the contraction of the co	Recognise that humans have many similarities	
<ul> <li>Counting means and overlail prior equipment</li> <li>Counting means and overlail prior equipment is the mans of through videous and photographs</li> <li>Use the results of compendent means (pursuants) is 1. Security of compendent with the control of the prior of the results of compendent with the control of the prior of the results of compendent with the control of the prior of the results of compendent with the control of the prior of the results of th</li></ul>	ottom)	Automatically recognise approximately 150 high frequency words (see bottom)	Working Scientifically	
Use their service biocompose different teachers, sounds and smells Concreting antiquering multiples (3-2) Standard optimises Congregated (3-2) Standard optimises Congregated multiples (3-2) Standard optimises Congregated multiples (3-2) Standard optimises Congregated (3-2) Standard optimises Congreg		Apply phonic knowledge for reading		
- Counting and respecting number () - Develop flavor, security and confidence by re-respited books in Studented equipment () Counting and respectively and group them () Develop flavor, security and confidence by re-respited books in Studented equipment () Counting and respectively () Counting and describe objects by plength and legally using policy () About the respective of the state of respectively () Counting and describe objects by plength and legally using policy () About the respective of the state of respectively () Counting and described objects by plength and legally using policy () About the respective of the state of respectively () Counting and described objects by plength and legally using policy () About the respective of the state of respectively () Counting and described objects by plength and legally () Counting and described objects by plength and legally () Counting and described objects by plength and legally () Counting and described objects by plength and legally () Counting and described objects by plength and legally () Counting and described objects by plength and legally () Counting and described objects by plength and legally () Counting and described objects by plength and legally () Counting and described objects by plength and legally () Counting and described objects by plength and legally () Counting and described objects by plength and legally () Counti	nonic knowledge	Read aloud accurately books that are consistent with their developing phonic knowledge		Groups of ten and numbers not in groups of 10
• Structured equipment Concrises patronics Con		Develop fluency, accuracy and confidence by re-reading books	•	
Concring any marker 9-30 Counting and recreasing numbers 9-30 Counting and recreasing numbers 9-30 Counting and recreasing numbers 9-30 Counting and recreasing any number took, honder of space and all any special plants are and number took. Comparing quantities of Mans, News, register of the state as level beyond that at which they can read independent on the special plants of the special plan	islan	Dood more shallonging tooks using phonics and high frequency word recognition		
Counting and representing numbers 20 10 Patterning on number to all, water days are alregated concrete Other nor and fore fewer 5-50 floor, to bridging (10 florame and number trick) Other nor and nor fewer 5-50 floor, to bridging (10 florame and number trick) Other nor and nor fewer 5-50 floor, to bridging (10 florame and number trick) Other nor and nor fewer 5-50 floor, to bridging (10 florame and number trick) Other nor and nor fewer 5-50 floor, to bridging (10 florame and number trick) Other nor and nor fewer 5-50 floor, to bridging (10 florame and number trick) Other nor and nor fewer 5-50 floor, to bridging (10 florame and number trick) Other nor and nor fewer 5-50 floor, to bridging (10 florame and number trick) Other nor and nor fewer 5-50 floor, to bridging (10 florame and number trick) Other nor and nor fewer 10 florame, in florame and number trick) Other nor and records explored in florame, in florame and record lengths and height suring florage primaries and reposition.  Neasure and record lengths and height suring florage primaries (10 florage) Other nor and describe objects by length and height suring floor, and the name recent in stories.  Neasure and record in lengths and height suring florage primaries and reposition.  Neasure and record in lengths and height suring florage primaries and reposition.  Neasure and record in lengths and height suring florage primaries and reposition.  Neasure and record in lengths and height suring grade primaries and reposition.  Neasure and record in lengths and height suring florage primaries and reposition.  Neasure and record in lengths and height suring florage primaries and record in lengths and height suring florage primaries and record in lengths and height suring and primaries and record in lengths and height suring florage primaries and record in lengths and height suring and surin	tion	kead more challenging texts using phonics and high frequency word recognition	Grouping animals according to what they eat	
and the result of support all support all support all supports all sup		Reading Comprehension		
One more and one fewer 0-30 flores not shrighing (10 flores and number track     Omergang quantities to 20 flores, flores, lung up, qualified or several trace of flerens, lung up, qualified or several trace of flerens	ling by:			
Comparing quantifies to 20 Monte, Fewer, equal to Different size of the remission or innes  Measurement  Comparing quantifies to 20 Monte, Finishing quantifies to 10 Monte, Fin	d independently including stories non-fiction	Listening to a range of texts at a level heyond that at which they can read independently inc.		
Infernity sizes of items, finite up, offferent cerivations of lines  (Compare and describe ebjects by length and height using body parts, including the teacher  (Compare and describe ebjects by length and height using body parts, including the teacher  (Compare and describe depicts and heights using body parts, including the teacher  (Compare and describe depicts and heights using body parts, including and parts and record lengths and heights using body parts, including and parts and record untils, fundables  (Compare and describe depicts and heights using body parts, including and parts and record untils, fundables  (Compare and describe depicts and heights using body parts, including and parts and record untils, fundables  (Compare and describe depicts and parts and parts)  (Compare and describe depicts and heights using body parts, including and parts and parts)  (Compare and describe depicts and parts)  (Compare and describe depicts)  (Compare and describe depicts)  (Compare and describe depicts)  (Compare and describe and and parts and	Tindependently including stories, non-neutor			
Measurement even describe objects by length and height suing longer/höhrer (long/höhrer) and taller/höhrer (tall, short)  Measure and record lengths and height suing longer/höhrer (long/höhrer) (lon				<ul> <li>Different sizes of items, lining up, different orientations of lines</li> </ul>
Compare and describe objects by length and theight using looper profounding the teacher  Measure and record lengths and heights using subdy and subdivide the teacher  Measure and record lengths and heights using subdivide the subdivation of the subdivide the subdivide the subdivide the subdivide		, •		
Messure and record lengths and heights using body part-junifuling the leacher Messure and record lengths and heights using uniform on an attended units (milding) Compare and describe objects by mass/weight using julker/heavy Resture and record masses using uniform non-standard units (milding) Resture and record masses using uniform non-standard units (milding) Resture and record masses using uniform non-standard units Addition and subtraction Sudos for till—10 men, addition and subtraction facts relationships  Part-part-unifole language Uniforms and describe objects by mass/weight using julker/heavier, light rheavy Resture and record masses using uniform non-standard units  Resture and posses that provide a record record and subtraction of subtracting of subtra				
Mesure and record kengths and heights using uniform non-standard units (nuclinis)     Mosave and record heights with pull-light representations (including and contract of the standard units)     Mosave and record masses using uniform non-standard units     8 Boots for 10-10 frame, addition and subtraction facts relationships     8 Boots for 10-10 frame, addition and subtraction facts relationships     7 Bert—part—whole including diagram     1 Including and discussing key vocabulary     1 Part—part—whole including diagram     1 Including and discussing key vocabulary     2 Sobrigat on particularly including part—part—whole including subtracting of the vocabular particular including subtracting of the vocabular vocabular particular including subtracting of the vocabular particular including subtractions of the vocabular particular				
Reciting register and describe objects by mass/weight using lighter/heavier, light/heavy Resoure and record masses using unfort and season stay unforted masses using unfort and subtraction facts relationships  Reciting resource and subtraction Boods for 12-16 (them, addition and subtraction facts relationships)  Part-part-whole language Counting all Part-part-whole language Understand both the bools they can already read accourably and fluently and those included adding and included adding dig and included adding dig and a single digit of the counting all the state of the counting all included adding and included adding and a single digit of the counting all included adding and a single digit of the counting and a single digit of the counting and a single digit of the counting and a single digit from another using take away concrete lems including subtracting 0  Subtract single digit from another using take away concrete lems including subtracting 0  Subtract single digit from another using take away concrete lems oper-part-whole digram  Subtract single digit from another using take away concrete lems oper-part-whole digram  Subtract single digit from another using take away concrete lems oper-part-whole digram  Subtract single digit from another using take away concrete lems oper-part-whole digram  Subtract single digit from another using take away concrete lems oper-part-whole digram  Subtract single digit from another using take away concrete lems oper-part-whole digram  Subtract single digit from another using take away concrete lems oper-part-whole digram  Subtract single digit from another using take away concrete lems oper-part-whole digram  Subtract single digit from another using take away concrete lems oper-part-whole digram  Subtract single digit from another using take away concrete lems oper-part-part has been read to a fine the subtraction problems—farguage focus  Subtract single digit from another using take away concrete lems oper-part has the subtraction problems—farguage focus  Subtract singl				
** Meabling tests to own experiences  Addition and subtraction  ** Owns for 10-10 trains, addition and subtraction facts relationships  ** Part-part-whole language  ** Description for the state of the part of o				
Addition and Subtraction  Description (1-10) frame, addition and subtraction facts relationships  Releting familiar stories: In a range of contexts e.g. smml workt, role plays, storyth.  Make personal reading choices and explain reasons for choices.  Understand both the books they can already read accurately and fluently and those content include dating.  Include adding of the content of the c				
Bools for 1310 frame, addition and subtraction facts relationships     Part-part-whole indusing all     Counting all     Part-part-whole indusing diagram     Include adding 0     Adding 10 and a single digit     Counting on a recitacily including parts—art-whole indusing precitations based on what has been read so far     Adding 10 and a single digit     Counting on paractically including parts—art-whole diagram     Solving on sets paddition problems—language focus     Solving on sets paddition problems—language focus     Solving one size pather active size, orientations, colours, examples and non-examples     Solving one size pather active problems—language focus     Solving one size pather active problems—language foc	u stantallina			
Part-part-whole language  Part-part-whole language  Part-part-whole including diagram  Include adding 0  Part-part-whole including diagram  Include adding 0  Activating point including and discussing key vocabulary  Counting and increasing key vocabulary  Counting and increasing key vocabulary  Counting on practically including part-part-whole diagram  Subtract single digit from another using take away concrete items including subtracting 0  Subtract single digit from another using take away, concrete items including subtracting 0  Subtract single digit from another using take away, concrete items in part-part-whole diagram  Subtract single digit from another using take away, concrete items including subtracting 0  Subtract single digit from another using take away, concrete items in part-part-whole diagram  Subtract single digit from another using take away, concrete items in part-part-whole diagram  Subtract single digit from another using take away, concrete items in part-part-whole diagram  Subtract single digit from another using take away, concrete items in part-part-whole diagram  Subtract single digit from another using take away, concrete items in part-part-whole diagram  Make basic inferences about what it beding said and done  Subtract single digit from another using take away, concrete items in the whole story e.g. Peace  Participating in discussion about what it read to them, taking turns and listening to a Participating of custosin about what is read to the me, taking turns and istening to a Participating of what others say  Taking turns  Name suchers day may maid-different sizes, orientations, colours, examples and non-examples  Name cubes and cuboids-different sizes, orientations, colours, examples and non-examples  Name cubes and cuboids-different sizes, orientations, colours, examples and non-examples  Name cubes and cuboids-different sizes, orientations, colours, examples and non-examples  Name cubes and cuboids-different sizes, orientations, colours, examples and non-examples  Name cubes and	, storyteining			
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Part—part—whole including diagram Include adding 0 Include adding 1 Including adding 1 Including adding 1 Including adding adding 1 Including adding 1 Include adding 1 Including a	id those that they listen to by:	Understand both the books they can already read accurately and fluently and those that they li		
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<ul> <li>Adding 10 and a single digit</li> <li>Counting on practically including part—part—whole diagram</li> <li>Solving one step addition problems—language focus</li> <li>Subtract single digit from another using take away, concrete items including subtracting 0</li> <li>Subtract single digit from another using take away, concrete items on part—part—whole diagram</li> <li>Subtract single digit from another using take away, concrete items on part—part—whole diagram</li> <li>Subtract single digit from another using take away, concrete items on part—part—whole diagram</li> <li>Subtract 10 from teens number, controver to 10 frames, base 10</li> <li>Solving one step subtraction problems—language focus</li> <li>Participating in discovery discovery of the subtractions of the subtract one form teens number concrete 10 frames, base 10</li> <li>Solving one step subtraction problems—language focus</li> <li>Participating in discovery discovery of the subtraction of the</li></ul>				
Counting on practically including part—part—whole diagram     Solving one step addition problems—language focus     Solving an estep addition problems—language focus     Solving one step subtract ingle digit from another using take away, concrete lems including subtracting 0     Solving one step subtract 10 from teens number, subtract can from teens number, concrete 10 frames, base 10     Solving one step subtraction problems—language focus     Solving one step subtraction problems—language focus     Shape     Name circles and triangles—different sizes, orientations, colours, examples and non-examples     Name square ectangles and oblong rectangles—different sizes, orientations, colours, examples and non-examples     Name square rectangles and cuboids—different sizes, orientations, colours, examples and non-examples     Name square rectangles—and cuboids—different sizes, orientations, colours, examples and non-examples     Name cubes and cuboids—different sizes, orientations, colours, examples and non-examples     Name cubes and cuboids—different sizes, orientations, colours, examples and non-examples     Name cubes and cuboids—different sizes, orientations, colours, examples and non-examples     Writing     Vocabulary, Spelling and Punctuation     Say, and hold in memory whilst writing, simple sentences which make sense     Writing     Vocabulary, Spelling and Punctuation     Say, and hold in memory whilst writing, simple sentences which make sense     Writing     Vocabulary, Spelling and Punctuation     Say and hold in memory whilst writing, simple sentences which make sense     Punctual simple sentences with capital letters and full stops     Use capital letters for names of people, places and days of the week     identify and use question marks and exclamation marks     Use simple connectives to link ideas, e.g., and     Piluralise nouns using its needed to the root word, e.g.     Add suffress to verbs by "a dife's," e.g., dog, dogs, wish, wishes     Add suffress to verbs by "a dife's," e.g., dog, dogs				
<ul> <li>Solving one step addition problems-language focus</li> <li>Subtract single digit from another using take away concrete items including subtracting 0</li> <li>Subtract single digit from another using take away concrete items on part-part—whole diagram</li> <li>Subtract single digit from another using take away concrete items on part-part—whole diagram</li> <li>Solving one step subtraction problems—language focus</li> <li>Solving one step subtraction problems—language focus</li> <li>Eistening to what others say</li> <li>Taking turns</li> <li>Giving opinions and supporting with reasons e.g. Hansel was dever when he put</li> <li>Explaining clearly their understanding of what is read to them.</li> <li>Demonstrating understanding of texts by answering questions related to who, w</li> <li>Name cubes and cuboids—different sizes, orientations, colours, examples and non-examples</li> <li>Name cubes and cuboids—different sizes, orientations, colours, examples and non-examples</li> <li>Name cubes and cuboids—different sizes, orientations, colours, examples and non-examples</li> <li>Name cubes and cuboids—different sizes, orientations, colours, examples and non-examples</li> <li>Writes ingle sentences which make sense</li> <li>Write simple sentences which make sense</li> <li>Write simple sentences with capital letters and full stops</li> <li>Uses capital letter for the personal pronoun</li> <li>Uses capital letter for the personal pronoun</li> <li>Use simple connections to link ideas, e.g., e.g., and</li> <li>Pluralise nous using s' and 'es', e.g., dog, dogs; wish, wishes</li> <li>Add suffixes to verts where no spelling charge is needed to the root word, e.g.</li> </ul>				
Subtract single digit from another using take away, concrete items including subtracting 0 Subtract 10 from teens number, subtract ones from teens number concrete 10 frames, base 10 Solving one step subtract 10 from teens number, subtract ones from teens number concrete 10 frames, base 10 Solving one step subtraction problems—language focus  Snape Name circles and triangles—different sizes, orientations, colours, examples and non-examples Name square rectangles—different sizes, orientations, colours, examples and non-examples Name square rectangles—and polong rectangles—different sizes, orientations, colours, examples and non-examples Name cubes and cuboids—different sizes, orientations, colours, examples and non-examples Name cubes and cuboids—different sizes, orientations, colours, examples and non-examples Name cubes and cuboids—different sizes, orientations, colours, examples and non-examples Name cubes and cuboids—different sizes, orientations, colours, examples and non-examples  Name cubes and cuboids—different sizes, orientations, colours, examples and non-examples  Writing Vocabulary, Spelling and Punctuation Say, and hold in memory whilst writing, simple sentences which make sense Write simple sentences that can be read by themselves and others Say, and hold in memory whilst writing, simple sentences with capital letters and full stops Use capital letter for the personal pronoun Use capital letter for the personal pronoun Use capital letter for names of people, places and days of the week Identify and use question marks and exclamation marks Use capital letter for names of people, places and days of the week Identify and use question marks and exclamation marks Use capital letter for the personal pronoun Use capital letter for the personal pr				
Subtract 10 from teens number using taxe away, concrete reems on part-part-whose larger and substraction from teens number concrete 10 frames, base 10  Solving one step subtraction problems-language focus  Shape  Name circles and triangles-different sizes, orientations, colours, examples and non-examples  Name square rectangles and obliging extraggles-different sizes, orientations, colours, examples and non-examples  Name square and privamids-different sizes, orientations, colours, examples and non-examples  Name cubes and cuboids-different sizes, orientations, colours, examples and non-examples  Name square rectangles and obliging extraggles-different sizes, orientations, colours, examples and non-examples  Name cubes and cuboids-different sizes, orientations, colours, examples and non-examples  Writing  Vocabulary, Spelling and Punctuation  Say, and hold in memory whilst writing, simple sentences which make sense  Write simple sentences that can be read by themselves and others  Separate words with finger spaces  Punctuate simple sentences that can be read by themselves and others  Separate words with finger spaces  Punctuate simple sentences with capital letters and full stops  Use capital letter for the personal pronoun  Add suffices to verbs where need by themselves to link ideas, e.g., and  Pluralise nouns using 's and 'es', e.g., dog,, dogs; wish, wishes  Add suffices to verbs where need to the root word, e.g.	g. Peace at Last by Jill Murnhy			
Solving one step subtraction problems—language focus  1. Listening to what others say  1. Taking turns  2. Taking turns  3. Hansel was clever when he put  2. Explaining clearly their understanding of what is read to them  3. Pame square rectangles and bolong rectangles—different sizes, orientations, colours, examples and non-examples  3. Name square rectangles and bolong rectangles—different sizes, orientations, colours, examples and non-examples  4. Demonstrating understanding of what is read to them  5. Demonstrating understanding of texts by answering questions related to who, we work and cuboids—different sizes, orientations, colours, examples and non-examples  4. Writing  6. Writing  7. Writing  7. Vocabulary, Spelling and Punctuation  8. Say, and hold in memory whilst writing, simple sentences which make sense with finger spaces  9. Write simple sentences with capital letters and full stops  9. Separate words with finger spaces  1. Use capital letter for these swith capital letters and full stops  1. Use capital letter for these swith capital letters and full stops  1. Use capital letter for these swith capital letters and full stops  1. Use capital letter for mames of people, places and days of the week  1. Identify and use question marks and exclamation marks  2. Use simple connectives to link ideas, e.g. and  3. Pluralise nouns using 's' and 'es', e.g. dog, dogs; wish, wishes  4. Add suffixes to versh, where no spelling change is needed to the root word, e.g.  4. Add suffixes to versh, where no spelling change is needed to the root word, e.g.  4. Add suffixes to versh, where no spelling change is needed to the root word, e.g.  4. Add suffixes to versh, where no spelling change is needed to the root word, e.g.				
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Shape  Name cricles and triangles—different sizes, orientations, colours, examples and non-examples  Name square rectangles—different sizes, orientations, colours, examples and non-examples  Name spheres and pyramids—different sizes, orientations, colours, examples and non-examples  Name cubes and cuboids—different sizes, orientations, colours, examples and non-examples  Name cubes and cuboids—different sizes, orientations, colours, examples and non-examples  Writing  Vocabulary, Spelling and Punctuation  Say, and hold in memory whilst writing, simple sentences which make sense  Write simple sentences that can be read by themselves and others  Separate words with finger spaces  Punctuates imple sentences with capital letters and full stops  Use capital letter for the personal pronoun  Use capital letter for the personal pronoun  Use capital letters for names of people, places and days of the week  Identify and use question marks and exclamation marks  Use simple connectives to link ideas, e.g., and  Pluralise nouns using 's' and 'es', e.g., dog, dogs; wish, wishes  Add suffixes to verbs where no spelling change is needed to the root word, e.g.		Listening to what others say		Solving one step subtraction problems—ranguage rocus
<ul> <li>Name circles and triangles-different sizes, orientations, colours, examples and non-examples</li> <li>Name square rectangles and olloing rectangles and olloing rectangles and olloing rectangles and non-examples</li> <li>Name sphare and pyramids-different sizes, orientations, colours, examples and non-examples</li> <li>Demonstrating understanding of texts by answering questions related to who, w</li> <li>Writing</li> <li>Wocabulary, Spelling and Punctuation</li> <li>Say, and hold in memory whilst writing, simple sentences which make sense</li> <li>Write simple sentences that can be read by themselves and others</li> <li>Separate words with finger spaces</li> <li>Punctual simple sentences with capital letters and full stops</li> <li>Use capital letter for the personal pronoun</li> <li>Use capital letters for names of people, places and days of the week</li> <li>Identify and use question marks and exclamation marks</li> <li>Use simple connectives to link ideas, e.g. and</li> <li>Pluralise nouns using 's' and' e's', e.g. dog, dogs; wish, wishes</li> <li>Add suffixes to verbs where no spelling change is needed to the root word, e.g.</li> </ul>		Taking turns		
<ul> <li>Name square rectangles and oblong rectangles—different sizes, orientations, colours, examples and non-examples</li> <li>Name spheres and pyramids—different sizes, orientations, colours, examples and non-examples</li> <li>Name cubes and cuboids—different sizes, orientations, colours, examples and non-examples</li> <li>Writing</li> <li>Worabulary, Spelling and Punctuation</li> <li>Say, and hold in memory whilst writing, simple sentences which make sense</li> <li>Write simple sentences that can be read by themselves and others</li> <li>Separate words with finger spaces</li> <li>Punctuate simple sentences with capital letters and full stops</li> <li>Use capital letter for the personal pronoun</li> <li>Use capital letters for names of people, places and days of the week</li> <li>Identify and use question marks and exclamation marks</li> <li>Use simple connectives to link ideas, e.g. and</li> <li>Puncture in our suing 's' and 'es', e.g. dog, dogs; wish, wishes</li> <li>Add suffixes to verbs where no spelling change is needed to the root word, e.g.</li> </ul>	ı he put stones in his pocket	Giving opinions and supporting with reasons e.g. Hansel was clever when he put stones in his		Shape
<ul> <li>Name spheres and pyramids—different sizes, orientations, colours, examples and non-examples</li> <li>Writing</li> <li>Vocabulary, Spelling and Punctuation</li> <li>Say, and hold in memory whilst writing, simple sentences which make sense</li> <li>Write simple sentences that can be read by themselves and others</li> <li>Separate words with finger spaces</li> <li>Punctuate simple sentences with capital letters and full stops</li> <li>Use capital letter for the personal pronoun</li> <li>Use capital letters for names of people, places and days of the week</li> <li>Identify and use question marks and exclamation marks</li> <li>Use simple connectives to link ideas, e.g. and</li> <li>Pluralise nouns using 's' and 'es', e.g. dog, dogs, wish, wishes</li> <li>Add suffixes to verbs where no spelling change is needed to the root word, e.g.</li> </ul>		Explaining clearly their understanding of what is read to them		
Writing     Vocabulary, Spelling and Punctuation     Say, and hold in memory whillst writing, simple sentences which make sense     Wite imple sentences that can be read by themselves and others     Separate words with finger spaces     Use capital letters and full stops     Use capital letters for names of people, places and days of the week     Idea the specified of the	who, what, where, when, why, how	Demonstrating understanding of texts by answering questions related to who, what, where		
Writing  Vocabulary, Spelling and Punctuation  Say, and hold in memory whilst writing, simple sentences which make sense  Write simple sentences that can be read by themselves and others  Separate words with finger spaces  Punctuate simple sentences with capital letters and full stops  Use capital letter for the personal pronoun  Uses capital letter for the personal pronoun  Uses capital with capital letter for the personal pronoun  Uses capital letter for the personal pronoun				
Vocabulary, Spelling and Punctuation  Say, and hold in memory whilst writing, simple sentences which make sense  Write simple sentences that can be read by themselves and others  Separate words with finger spaces  Penarate words with finger spaces  Use capital letter for the personal pronoun  Use capital letter for the personal pronoun  Use capital letter for names of people, places and days of the week  Use simple connectives to link ideas, e.g. and  Use simple connectives to link ideas, e.g. and  Pluralise nouns using 's' and 'e.g. e.g. dog, dogs wish, wishes  Ad Seffixes to verbs where no spelling change is needed to the root word, e.g.		Writing		Name cubes and cuboids—different sizes, orientations, colours, examples and non-examples
<ul> <li>Say, and hold in memory whilst writing, simple sentences which make sense</li> <li>Write simple serve enter when the read by themselves and others</li> <li>Separate words with finger spaces</li> <li>Punctuate simple sentences with capital letters and full stops</li> <li>Use capital letter for the parties of people, places and days of the week</li> <li>Identify and use question marks and exclamation marks</li> <li>Use simple connectives to link ideas, e.g. and</li> <li>Pluralise on the capital enter of the pool of the very days of the week</li> <li>Add suffixes to verbs where on spelling change is needed to the root word, e.g.</li> </ul>				
Separate words with finger spaces  Purcus simple sent facapital letters and full stops  Use capital letter for the personal pronoun  Use capital letters for names of people, places and days of the week  Use capital letters for names of people, places and days of the week  Use simple connectives to link ideas, e.g. and  Use simple connectives to link ideas, e.g. and  Pluralise nouns using s' and fo', e.g. dog, dogs wish, wishes  Add Selfixes to verbs where no spelling change is needed to the root word, e.g.	ense	<ul> <li>Say, and hold in memory whilst writing, simple sentences which make sense</li> </ul>		
<ul> <li>Punctuate simple sentences with capital letters and full stops</li> <li>Use capital letter for the scapital letter for pames of peropal point of the week</li> <li>Identify and use question marks and exclamation marks</li> <li>Identify and use question marks and exclamation marks</li> <li>Use simple connectives to link ideas, e.g. and</li> <li>Pluralise on the connectives to link ideas, e.g. and</li> <li>Pluralise on the connectives to link ideas, e.g. and one pluralise of the connectives to li</li></ul>				
Use capital letter for the personal pronoun Use capital letters for male letters for male letters for male letters for male of people, places and days of the week letentify and use question marks and exclamation marks  Use simple connectives to link ideas, e.g., and Use simple connectives to link ideas, e.g., and Pluralise nouns go, dogs; wish, wishes Add suffixes to ver's war or spelling, change is needed to the root word, e.g.				
<ul> <li>Use capital letters for names of people, places and days of the week</li> <li>Identify and use question marks and exclamation marks</li> <li>Uses limited as, e.g. and</li> <li>Uses limited as, e.g. and fes', e.g. dog, dogs; wish, wishes</li> <li>Add suffixes to verbs where no spelling change is needed to the root word, e.g.</li> </ul>				
<ul> <li>Identify and use question marks and exclamation marks</li> <li>Use simple connectives to link ideas, e.g. and</li> <li>Pluralise nounce is 'and 'es', a dogs; wish, wishes</li> <li>Add suffixes to verbs where an os spelling change is needed to the root word, e.g.</li> </ul>				
Use simple connectives to link ideas, e.g. and Pluralise new fam'd Es', e.g. dog, dogs; wish, wishes Add suffixes to verb's where no spelling change is needed to the root word, e.g.  But the control of the control o				
<ul> <li>Pluralise nouns using 's' and 'es', e.g. dog, dogs; wish, wishes</li> <li>Add suffixes to verbs where no spelling change is needed to the root word, e.g.</li> </ul>				
<ul> <li>Add suffixes to verbs where no spelling change is needed to the root word, e.g.</li> </ul>				
<ul> <li>Add the prefix 'un' to verbs and adjectives to change the meaning, e.g. untie, ur</li> </ul>		Add suffixes to verbs where no spelling change is needed to the root word, e.g. helping, he		
	untie, unkind	Add the prefix 'un' to verbs and adjectives to change the meaning, e.g. untie, unkind		
		Composition		
Composition  Orally compose every sentence before writing				
Urally compose event section to the state of the sta				
Orally plan and retheats eithers     Orally plan and retheats eithers				
Sequence ideas/events in order				
Use formulaic phrases to open and close texts				
Use familiar plots for structuring the opening, middle and end of their stories	tories			
	, narratives, recounts, poems, information to	Write in different forms with simple text type features, e.g. instructions, narratives, recour		
Discuss their writing with adults and peers				
Read aloud their writing to adults and peers		Read aloud their writing to adults and peers		

		Spelling – RWI/English lesson  Name the letters of the alphabet in order  Use letter names to distinguish between alternative spellings of the same sound  Spell words containing each of the phonemes already taught  Be able to encode the sounds they hear in words  Be able to read back words they have spelt  Use their phonic knowledge when spelling unfamiliar words (i.e. produce phonically plausible spellings)  Spell common exception words  Spell the days of the week  Use the spelling rule for adding –s or –es (i.e. when the word has a /tz/ sound)  Apply simple spelling rules and guidelines, as listed in Appendix 1 Supporting Spelling document  Write from memory simple sentences dictated by the teacher that include words taught so far Spelling lesson  Sounds 'f', 't', 's', 't' and 'k' spelt 'ff', 'll', 'ss', 'zz' and 'ck'
		Division of words into syllables 'tch' 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 Handwriting
		Hold a pencil with an effective grip Form lower-case letters correctly – starting and finishing in the right place, going the right way round, correctly oriented Have clear ascenders ('tall letters') and descenders ('talls') Form capital letters correctly
History	Geography	Computing
Changes in my lifetime – my family and my own personal history	My Home, My School Place Knowledge  • Know the name of my school, the roads around it, the address of where I live  Human and Physical Geography  • Use basic geographical vocabulary to refer to: key physical features: soil, vegetation key human features: village, house, school, farm, road, shop, address  Mapping  • Use vocabulary such as bigger/smaller, near/far  • Know that maps give information about places in the world (Where? What?)  • Use large scale maps and aerial photos of the school  • Recognise simple features on maps, e.g. buildings, roads and fields  • Follow a route on a picture map of school  • Recognise is andmarks and basic human features on aerial photographs  • Draw a simple map, e.g. the school playground  • Know that symbols mean something on maps  • Use and construct basic symbols in a map key  • Begin to realise why maps need a key  • Look down on objects and make a plan, e.g. of the classroom  Fieldwork  • Use cameras and audio equipment to record geographical features, changes, differences, e.g. buildings  • Use cameras and audio adujoment to record geographical features, changes, differences, e.g. buildings  • Use cameras and audio adujoment to record geographical features, changes, differences, e.g. buildings  • Use cameras and andio equipment to record geographical features, changes, differences, e.g. buildings  • Use cameras and audio equipment to record geographical features, changes, differences, e.g. buildings  • Use cameras and audio equipment to record geographical features, changes, differences, e.g. buildings  • Use cameras and audio equipment to record geographical features, changes, differences, e.g. buildings  • Use simple compass directions, e.g. NSEW  • Use locational and directional language to describe features and routes, e.g. left/right, forwards/backwards  Enquiry and Investigation  • Ask simple geographical, 'Where?', 'What?' and 'Who?' questions about the school environment  • Investigate through observation and description	My Online Life (DL)
D.T	Recognise differences between their own and others' lives     Art	Music
Structures: Windmills  Windmills  To create a stable structure.  Children will find the centre of an object.  Children will puncture a hole.  Children will add weight to a structure.	Alt	Pulse and Rhythm- All about Me  To use my voice and hands to make music.  To say and clap a rhythm.  To clap in time to the music.  To know what the pulse is.  To sing their favourite food.
Making the Sails  To use tools and equipment accurately to make part of a structure.  Children will hold scissors correctly.  Children will begin to estimate equal distances.  Children will cut carefully.  Children will fold to make the shape of the structure.		To clap and play in time to the music.  To say and clap own name.  To clap in time to the music.  To sing (say) my friend's name.  To play simple rhythms on an instrument.
Attaching the Sails To join parts of a structure.  Children will widen a hole. Children will join parts together. Children will attach a supporting structure. Children will test a structure.		To play the rhythm of own name and my friend's name. To clap in time to the music. To hold the pulse.  To listen to and repeat short rhythmic patterns. To hear rhythmic patterns.

To evaluate th	neir project and adapt their design. Children will evaluate their windmill according to the design criteria. Children will test whether their structure is strong and stable and reinforce it if necessary. Children will test whether their turbine turns in the structure and alter the parts if it does not. Children will test whether their turbine turns freely in the wind/when blown on.		To play in time to the music. To create a rhythm.  To understand the difference between pulse and rhythm. To play the pulse. To play a rhythm. To create a rhythm.
	P.E	P.S.H.E	R.E
Games (Hit Ca	atch Run)	Health and Well-Being	1.7 What does it mean to belong to a faith community?
•	Select a space to throw or roll a ball into	To set a goal	
•	Track and collect a rolling ball	To understand and explain how to keep teeth healthy	In this unit, the children will:
•	Catch a ball to stop an opponent from scoring	To understand the importance of food	
•	Use your hands to hit a ball	To understand the difference between healthy and unhealthy foods	Talk about what is special and of value about belonging to a group that is important to them (B2).
•	Run between bases to score points	To understand the importance of variety on a diet	Show an awareness that some people belong to different religions (B1).
•	Work as a team to score points	To explain how to use medicine safely	<ul> <li>Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).</li> <li>Give an account of what happens at a traditional Christian infant baptism / dedication and suggest what the actions and</li> </ul>
Dance			symbols mean (A1).
•	to show moods and feelings we would experience in the jungle.		<ul> <li>Identify two ways people show they belong to each other when they get married (A1).</li> <li>Respond to examples of co-operation between different people (C2)</li> </ul>
•	to move as if we were living in the jungle.		Kespond to examples of co-operation between different people (C2)  Give examples of ways in which believers express their identity and belonging within faith communities, responding
•	to create and perform movements which show friendship.		sensitively to differences (B2).
•	to perform leading and following movements.		Identify some similarities and differences between the ceremonies studied (B3).
•	to perform a short dance with a clear start, middle and end.		- identity some similarities and directores between the cerenitiiles studied (Bs).
•	6. to use repeated actions in our dance		

To repeat short rhythmic patterns.

Testing and evaluating