

Kestrels Year A		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		We are magic!		Moon Zoom! (Wonder dome or We the curious?)		Castles (Berkeley Castle/Eastnor Castle)	
Literacy	Phonics	EYFS - Little Wandle - Phase 2	Little Wandle - Phase 2 (digraphs)	Little Wandle - Phase 3	Little Wandle - Phase 3	Little Wandle - Phase 4	Little Wandle - Phase 4
		Year 1 - Review Phase 3 and 4 Phase 5 (ay, ou, oy, ea)	Phase 5 continued	Phase 5 continued	Phase 5 continued	Phonics Screening Review - no new sounds	Phase 5 continued
	Writing	EYFS: - Spot and suggest rhymes - Count phonemes in words (segmenting fingers) - Know that print has meaning - Know that print can have different purposes - Begin to break down the flow of speech into words - Hears and says the initial sounds in words - Links phase 2 phonemes to graphemes. - Orally blends and segments CVC words. - Writes own name. - Write some letters accurately.	EYFS: - Continues a rhyming string. - Blend sounds into words, so that they can read short words made up of known phoneme-grapheme correspondences. - Write labels and other forms of writing. - Read some digraphs that each represent one sound and say sounds for them.	EYFS: - Attempts to write short captions in meaningful contexts. - Read a few 'tricky' words matched to the Little Wandle phonics programme. - Read simple phrases and sentences made up of words with known phoneme-grapheme correspondences and, where necessary, a few 'tricky' words.	EYFS: - Form lower-case letters correctly and some capitals (e.g. in own name). - Spell words using segmenting fingers and know GPCs. - Begin to write a short sentence. - Recognise phase 3 digraphs and trigraphs and use these to read words. - Begin to read longer words with known GPCs.	EYFS: - Write short sentences with words with known GPCs. - Begin to re-read what they have written to check that it makes sense. - Read longer words and compound words with known GPCs. - Begin to blend words with adjacent consonants. - Begin to read phase 4 'tricky words'.	EYFS: - Write short sentences with words with known GPCs. - Begin to use a capital letter and full stop. - Re-read what they have written to check that it makes sense. - Read phase 4 'tricky' words. - Begin to read phonically decodable books with some fluency. ELG - Writing: - Write recognisable letters, most of which are formed correctly. - Spell words by identifying sounds in them and representing the sounds with a letter or letters - Write simple phrases and sentences that can be read by others.
		Year 1: - Use names of people, places and things. - Use captions to communicate ideas. - Write a range of simple sentences. - Demarcate a sentence using a capital letter. - Demarcate a sentence using a full stop.	Year 1: - Join words using 'and' - Use 'and; to join simple sentences. - Demarcate a sentence using a capital letter. - Demarcate a sentence using a full stop.	Year 1: - Use past tense accurately. - Use present tense accurately. - Begin to demarcate sentences using a question mark. - Begin to demarcate sentences using an exclamation mark. - Demarcate sentences using capital letters and full stops.	Year 1: - Use simple language features for fiction - Use simple language features for non-fiction - Apply spellings of verbs ending in -ing and -ed where no change is needed to the spelling of root words. - Apply spellings of Y1 common exception words and compound words.	Year 1: - Use simple language features for fiction - Use simple language features for non-fiction - Apply spellings of adjectives ending in -er and -est - Apply spellings of plural nouns by adding s and es	Year 1: - Use simple language features for fiction - Use simple language features for non-fiction - Apply spellings of words using the prefix un
	Word of the Week	Grin Nature Rough Steep Through Under	Before Build Delight Gentle Greedy Nervous	Annoyed Dash Earth Factory Rescue Sob	Adventure Dash Enormous Gloomy Ticket Tremble Yell	Magical Nibble Shelter Shrink Similar Vanish	Connect Demolish Fetch Spring Trail Warn
Mathematics		EYFS: - Explore the composition of numbers within 5. - Subitise different arrangements, both unstructured and structured to 5. - Develop counting skills and knowledge, including cardinality and 1:1 correspondence. - Verbally say which group has more or less. - Continue, copy and create repeating patterns (AB, ABB, ABBC)	EYFS: - Begin to develop the language of 'whole' and 'parts'. - Have a deep understanding of numbers 1 - 5. - Explore number bonds to 5. - Compare equal and unequal groups and use the language 'more than' and 'fewer than'. - Share quantities equally. - Compare length - Talk about measure and patterns - Circles, triangles and shapes with 4 sides.	EYFS: - Continue to subitising skills for numbers within and beyond 5. - Increasingly connect quantities to numerals. - Begin to identify missing parts for numbers within 5. - Have a deep understanding of numbers 1 - 5 - Focus on equal and unequal groups when comparing numbers. - Compare height - length, height and time. - Mass and capacity	EYFS: - Have a deep understanding of numbers 1 - 10. - Explore the structure of the numbers 6 and 7 as '5 and a bit'. - Order numbers and play track games. - Begin to form numerals 1-10. - Understand and explore odd and even numbers sorting according to their 'shape'. - Understand that two equal groups can be called a 'double'. - Recognise that a shape can have other shapes within it, just as numbers can - Explore 3D shapes.	EYFS: - Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers. - Explore a range of representations of numbers, including the 10s frame. - Compare quantities and numbers. - Develop a sense of magnitude (knowing 8 is quite a lot more than 2) - Automatically recall number bonds up to 5 and some number bonds to 10. - Select, rotate and manipulative shapes to develop spatial reasoning skills - Manipulate, compose and decompose.	EYFS: -Begin to generalise about 'one more than' and 'one less than' numbers within 10. -Continue to identify when sets can be subitised and when counting is necessary. -Develop conceptual subitising skills including when using a rekenrek. -Begin to explore teen numbers. - Write numerals 1-10 -To verbally count to 20 and beyond. -Visualise, build and map (repeating patterns consolidation)

		Year 1: Number and Place Value: up to at least 20 Geometry - 2D shapes Addition and Subtraction	Year 1: Number and Place Value: up to 100 Addition and Subtraction: Facts of 7-11 Geometry - 3D shapes	Year 1: Addition and Subtraction: Facts of 11-16 Measurement: Length	Year 1: Addition and Subtraction: Facts of 17-20 Fractions Geometry: Position and Direction	Year 1: Addition and Subtraction Measurement: Time	Year 1: Multiplication and Division Measurement: Money Measurement: Mass and Capacity
PD	PE	EYFS Bike Sessions Principles of Play (Reception) Gymnastics (Reception)	Dance: Magic FUNdamentals of Movement (Reception)	Gymnastics (Y1) Multi-Skills (KS1)	Healthy Heart (KS1) Dance: Year A - Space D2S	Forest School Gymnastics (Balance & Shape on large Apparatus)	Athletics
U+W	EYFS Natural World	All about me Humans Ask and suggest answers to questions about things we see or hear. Talk about how things are similar or different to one another.	Animals Draw pictures of animals. Talk about how things are similar or different to one another.	Materials Melting and freezing Explore the world around us and talk about what we see, hear and feel.	Floating and sinking / forces Make observations about similarities, differences and changes.	Plants Draw pictures of plants. Explore the world around us with our eyes, hands and ears.	Seasons Living things & habitats Suggest answers to questions based on their experience of the world around them.
	Y1 Science	Animals (including humans) Which parts of my body help me explore the world around me? - I can label the following parts of my body: head, face, neck, shoulders, arms, elbows, hands, fingers, chest, stomach, hips, legs, knees, feet, toes. - I know that I have 5 senses: sight, smell, hearing, touch and taste. - I use my eyes to see, my nose to smell, my ears to hear and my skin to feel. - I often use my hands and fingers to feel things with, but I can feel with many parts of my body.	Animals (including humans) How are animals similar and different to each other? - I can describe different animals using the key vocabulary for this unit and saying what is similar and different. - I can name the following animals: shark, goldfish, clown fish, blackbird, robin, wren, dog, cat, horse, cow, common lizard, grass snake, frog, toad, common newt. - I know that carnivores eat other animals, herbivores eat plants and omnivores eat plants and other animals. - I know a fox is an omnivore, an owl is a carnivore and a horse is a herbivore.	Materials and their properties What is a material and why are different materials used for different purposes? - I can name a variety classroom and household objects and state the material they are made from (including objects made from multiple materials e.g. scissors). - I know some materials are natural and some are man-made. - I recognise and name the following materials: wood, plastic, glass, metal, rock, brick, paper, water, cardboard. - I know that water can be ice (solid), water (liquid) or water vapour (gas). - I use the following adjectives to describe properties of materials: hard, soft, smooth, rough, waterproof, absorbent, flexible, rigid, magnetic, transparent, opaque	Materials and their properties Which material makes the best...? - I know that scientists carry out enquiries to answer questions. - I know that scientists use their results from an enquiry to help them answer questions - I can describe the properties of different types of plastic (bubble wrap, cling film, rigid plastic), paper, cardboard, metal (foil). - I can explain which of the above materials would make the best umbrella based on these properties and what I have observed in an enquiry.	Plants Which plants and trees grow in our local area? - I can draw and label a plant showing the following parts: roots, stem, leaves, flower. - I can draw and label a tree showing the following parts: roots, trunk, branches, leaves, blossom. - I can identify and name the following flowering plants: snowdrop, daffodil, dandelion, clover, bluebell, daisy. - I can identify and name the following trees: sycamore, oak, beech, hawthorn, hazel, horse chestnut.	Seasonal changes How do the seasons affect daily life? - I know that there are four seasons in the United Kingdom: Spring, Summer, Autumn and Winter. - I know that daylight hours are longest in the middle of summer and that they get shorter through Autumn and winter until the mid-winter when daylight hours begin to lengthen again. - I know the weather changes with the seasons. It is usually colder and rainier in winter and hotter and drier in summer. - I can describe how deciduous trees change with the seasons. - I can describe other changes with the seasons e.g. fewer minibeasts, some animals hibernate and less plant growth when it is colder.
	RE Glos Agreed Syllabus	F6: Being Special: where do we belong?	F2: Why is Christmas special for Christians? 1.1: What do Christians believe God is like?	1.6: Who is Muslim and how do they live (Part 1)	1.6: Who is Muslim and how do they live (Part 2)	1.7: Who is Jewish and how do they live? (Part 1)	F4: What places are special and why? 1.8: What makes some places sacred to believers?
Geography		<u>What makes my local area special?</u> EYFS: Know about features of our immediate environment. Know that simple symbols are used to identify features on a map. <u>Year 1:</u> I can explain where I live and tell someone my address. I can make observations about where things are within our local area. I can make observations about where things are within our school. I can use a simple picture map to move around the school. I can describe some of the key physical features of a place using words like forest, hill, mountain, river, valley, seasons and weather. I can describe some of the key human features using words like town, village, farm, house and shop.		<u>Why are some places hot and other places cold?</u> EYFS: Know that there are many countries around the world and know some similarities and differences. To know that people in other countries may speak different languages. <u>Year 1:</u> I can keep a weather chart and answer questions about the weather. I can explain some of the main things that are in hot and cold places. I can explain the clothes that I would wear in hot and cold places. I can explain how the weather changes throughout the year and name the seasons. <u>Sticky Knowledge</u>		<u>Where are there castles in the United Kingdom?</u> EYFS: Know about people who help us within the local community. Know that people around the world have different religions. <u>Year 1:</u> To use locational and directional language (left, right, near, far, forwards, backwards) to describe the location of features and routes. I can name the four countries in the United Kingdom and locate them on a map. I can name some of the main towns and cities in the United Kingdom. I can draw maps of imaginary and real places using my own symbols.	

		<u>Sticky Knowledge</u> - I know where I live and can tell someone my address. - I know that a map is an aerial view of a place - I know that maps sometimes have keys with symbols. - I know that Stroud is famous for its beautiful hills and valleys and I can name some physical features that can be found near where I live: hill, valley, river, forest. - I know some human features that can be found near where I live: town, village, farm, shop, mill, canal		- I know the names of the seasons and how the weather changes throughout the year. - I know the equator impacts a country's weather conditions. - I know where the Equator, North Pole and South Pole are on a globe. - I can describe what to wear in a hot climate and in a cold climate. - I know the name of a hot country and a cold country and I can name a difference between the two countries.		<u>Sticky Knowledge</u> - I know that castles were often built at the top of hills so the surrounding area could be seen. - I can name and locate the four countries in the United Kingdom. - I know some of the other towns and cities in the United Kingdom that have castles. (Cardiff, Edinburgh, London, Belfast) - I know that castles were often located near rivers and by the coast so they were accessible by boat.	
	History	<u>How do people help us to have better lives?</u> <u>EYFS:</u> Know about their own life story and know they have changed. Talk about members of their immediate family and community. Name and describe people who are familiar to them. <u>Year 1:</u> I can explain how I have changed since I was born (sequence events in my life) I can recognise the difference between past and present in their own and others' lives. I can compare adults talking about the past – how reliable are their memories? I can explain how some people have helped us to have helped us to have better lives. <u>Sticky Knowledge</u> - I know the key events that have already happened in my own life and can order them. - I can name key events that will happen in the future of my own life. - I know that Emmeline Pankhurst helped women to gain the vote. - I know that Marie Curie discovered radioactivity. - I know that Nelson Mandela fought for change around racism in South Africa.		<u>What do we know about space travel?</u> <u>EYFS:</u> Know some similarities and differences between things in the past and now. Know some key events that have happened in the past. <u>Year 1:</u> I can use words and phrases like: old, new and a long time ago. I can recall facts about a significant individual from the past. Ask and answer basic questions about the past. I can recall basic facts about a significant event. <u>Sticky Knowledge</u> - I know what an astronaut is. - I know who the first person was to walk on the moon (Neil Armstrong) and when it happened (1969). - I know that the mission to space was called Apollo 11 and the rocket was called Saturn V (five). - I know some of the key events in Neil Armstrong's life and can order them. - I know that Katherine Johnson was a NASA mathematician that helped Apollo 11 succeed.		<u>What was it like to live in a castle?</u> <u>EYFS:</u> Know some similarities and differences between things in the past and now. Comment on images of familiar situations in the past. <u>Year 1:</u> I can spot old and new objects. I can recognise that some objects belonged to the past and sort artefacts from distinctly different periods of time. I can explain what an object from the past might have been used for. I can find answers to simple questions about the past from sources of information. e.g. artefacts. Ask and answer basic questions about the past. <u>Sticky Knowledge</u> - I know that castles were built to protect the people who lived in and near them. - I can name 4 of the features of a castle (drawbridge, moat, turrets, arrow slits) - I know that the Lord and Lady usually had food tasters to ensure it was tasty and hadn't been poisoned. - I know that Berkeley Castle is the oldest building in the country to have been built by the same family who are still living in it now.	
Expressive Arts and Design	DT		We are magic! Food: Fruit kebabs		Moon landing Mechanisms: Wheels and Axels (moon buggy) Y1 K		Castles Textiles: King/Queen costume
	Art	We are magic! Spirals Spirals pathway		Moon landing Inspired by flora and fauna flora-and-fauna pathway		Castles Playful making playful-making pathway	
	Music	(1) What is Pulse? Play to the Pulse Body Rhythm Clockwork Rhythms	(R) Singing Puppets Jack in the Box Autumn Leaves Find that Rhyme!	(R) Mouse and the Giant Music Pass the Parcel Rockets, Robots, Monsters Singing Games	(1) Ways to play Different voices The Mouse and the Giant A Spring Score	(R) - Musical Sticks Different Voices Come to the party! Story sound effects	(1) High or low Sound effects Pipe cleaners Show time
	Computing	Online Safety and Exploring Purple Mash (Year 1) Lego Builders (Year 1)		Internet Safety Day Maze Explorers (Year 1) Animated Stories (Year 1) Coding (Year 1)		Spreadsheets (Year 1) Pictograms (Year 1) Technology Outside School (Year 1)	
PSED	PSHE	<u>Me and my relationships</u> Reception: Me and my special people My feelings Year 1: Thinking about feelings Our special people balloons	<u>Valuing Difference</u> Reception: I'm special, you're special Kind and caring Year 1: Who are our special people? It's not fair!	<u>Keeping myself safe</u> Reception: Safe indoors and outdoors Listening to my feelings Year 1: Harold loses Geoffrey What could Harold do?	<u>Rights and responsibilities</u> Reception: Looking after my friends Caring for our world Year 1: Around and about the school Taking care of something	<u>Being the best</u> Reception: Healthy eating 1 + 2 Move your body A good nights sleep Year 1: I can eat a rainbow	<u>Growing and changing</u> Reception: Where do babies come from? Getting bigger Year 1: Taking care of a baby Who can help? (2)

		Good friends How are you listening?		Good or bad touches?	Basic first aid	Eat well Catch it! Bin it! Kill it!	Surprises and secrets (RSE)
<u>PSED (EYFS)</u>	Self-Regulation	To be able to follow one step instructions, recognise different emotions and focus during short whole class activities.	To talk about how they are feeling and begin to consider others feelings.	To be able to focus during longer whole class lessons.	To identify and moderate their own feelings socially and emotionally (taking turns, waiting politely, tidying up).	To be able to control their emotions using a range of techniques.	To follow instructions of three steps or more.
	Managing Self	To wash hands independently after toileting and before snack. To recognise and respond to their own toileting needs.	To understand the need to have rules. To understand the importance of healthy food choices.	To begin to show resilience and perseverance in the face of a challenge.	To develop independence when dressing and undressing. To understand the importance of regular physical activity.	To manage own basic needs independently. To dress independently.	To be able to show a 'can do' attitude.
	Building Relationships	To seek support from adults and gain confidence to speak to peers and adults. Begin to build constructive and respectful relationships with adults.	Begin to develop friendships with peers. To be able to use taught strategies to support turn taking.	To think about the perspectives of others through stories. To be able to use taught strategies to support turn taking independently.	To listen to the ideas of other children and agree on a solution and compromise.	To work as a group.	To be able to have confidence to communicate with adults around the school.
<u>C&L (EYFS)</u>	Listening, Attention and Understanding	To be able to understand how to listen carefully and know why it is important. Engage in daily story times. Listen carefully to rhymes and songs, paying attention to how they sound.	To begin to understand how and why questions. Listen to and talk about stories to build familiarity and understanding. Continues a rhyming string.	To be able to ask questions to find out more. Listen to and talk about selected non-fiction.	To retell a story once they have developed a deep familiarity with the text.	To be able to understand a question such as who, what, where, when, why and how.	To be able to have conversations with adults and peers with back-and-forth exchanges.
	Speaking	To be able to talk in front of small groups and their teacher offering their own ideas. To articulate their ideas and thoughts in well-formed sentences.	To be able to use new vocabulary throughout the day. To be able to speak during whole class circle time with their peers.	To talk in sentences using conjunctions e.g. and, because Describe events in some detail.	To engage in non-fiction books and to use new vocabulary in different contexts.	To use talk to organise, sequence and clarify thinking, ideas, feelings and events.	To be able talk in sentences using a range of tenses.