

Kestrels Year B		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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.
		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	beneath, between, country, cover, half, harm, next	pleasant, press, problem, watch, whole, adore	compare, expert, feat, miserable, sly, cross	glide, jolly, piece, responsible, swirl, base	bloom, crowd, early, few, together	above, confused, fierce, list, second, sprinkle
	Maths	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 in 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	Principles of Play (Reception) Gymnastics (Reception)	Dance: <i>Going on a Bear Hunt</i> FUNdamentals of Movement (Reception)	Gymnastics (Y1) Multi-Skills (KS1)	Healthy Heart (KS1) Dance: Year B - Transport D2S	Y1 Forest School/ EYFS Bike Session Gymnastics (Balance & Shape on large Apparatus)	Principles of Play (Reception) Gymnastics (Reception)
U+W	Science	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.
		Which parts of my body help me explore the world around me? Animals (including humans) - 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.	How are animals similar and different to each other? Animals (including humans) - 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.	What is a material and why are different materials used for different purposes? Materials and their properties - 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	Which material makes the best...? Materials and their properties - 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.	Which plants and trees grow in our local area? Plants - 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.	How do the seasons affect daily life? Seasonal changes Seasons in the United Kingdom: Spring, Summer, Autumn and Winter. Spring is the longest in the middle of summer and ends in the middle of autumn. Autumn and winter until the mid-winter then spring begins again. It is usually colder and drier in summer. Trees change with the seasons. With the seasons e.g. fewer minibeasts, less plant growth when it is colder.
	RE	F5 What times/stories are special and why? 1.10 What does it mean to belong to a faith community?	F2 Why is Christmas special for Christians? 1.3 Why does Christmas matter to Christians?	1.2 Who do Christians say made the world?	F3 Why is Easter special to Christians? 1.5 Why does Easter matter to Christians?	F1 Why is the word 'God' so important to Christians? 1.4 What is the good news Christians believe Jesus brings?	1.9 How should we care for the world and for others, and why does it matter?
	Geography	<u>What are the features of my local area?</u> EYFS • Describe their immediate environment using knowledge from observations, discussion, stories, non-fiction texts and maps. Year 1 • I can explain how the weather changes throughout the year and name the seasons. • I can make observations about where things are within our school. • To use locational and directional language (left, right, near, far, forwards, backwards) to describe the location of features and routes. • I can use a simple picture map to move around the school.		<u>How are hot and cold places different?</u> EYFS • Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. Year 1 • 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 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>What is the best weather for growing plants?</u> EYFS • Describe their immediate environment using knowledge from observations, discussion, stories, non-fiction texts and maps. Year 1 • I can explain how the weather changes throughout the year and name the seasons. • I can make observations about where things are within our school. • To use locational and directional language (left, right, near, far, forwards, backwards) to describe the location of features and routes. • I can use a simple picture map to move around the school.	

		Sticky Knowledge: - I know where I live and can tell someone my address. - I know 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, house, school. - I can name the different types of houses (detached, semi-detached, terraced, bungalow, flats) and can identify what type of house I live in. - I know some similarities and differences between my home and a home in another country.		Sticky Knowledge: - I know the four countries in the United Kingdom. - I know that England is the largest country in the UK and I know the capital city is London. - I know that there are some vehicles that can only travel on land (car, bus, lorry, bike, train) and some on/in water (boat, submarine, jet-ski) - I know where Australia is in the world compared to Stroud/England. - I know that our local river is the River Severn and the main river in Sydney is the Parramatta.		Sticky Knowledge: - I know the names of the seasons and can explain how the weather changes throughout the year. - I know that in some places around the world the weather can be extreme and this can be dangerous. - I know a map is an aerial view and can be used to find places or objects. - I know where Stroud and Thrupp School is on a map. - I can draw an aerial view map of Kestrels classroom to show where everything is and draw a map of Thrupp School's grounds.	
	History	<u>How have houses and homes changed?</u> EYFS: - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling. Year 1: - I can use words and phrases like: old, new and a long time ago. - I can recognise that some objects belonged to the past and sort artefacts from distinctly different periods of time. Sticky Knowledge: - I know that a long time ago, people would have used natural materials to build shelters. - I know the similarities and differences between houses now and long ago. - I know the similarities and differences between houses now and during the Tudor times. - I understand that household items were different in the past and can give some reasons why.		<u>How has transport changed?</u> EYFS: - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling. Year 1: Sticky Knowledge: - I know that in the past, people would have walked or used horse and carts to travel to different places. - I know the order the Viking long boat, train, aeroplane and car were invented. - I know that early cars were wound up by hand but now cars are powered by petrol, diesel or electric. - I know that the Wright brothers invented the aeroplane. - I can explain how transport has changed people's daily lives.		<u>How is my life different to when my grandparents were born?</u> EYFS: - Talk about the people around them and their roles in society. - Understand the past through settings, characters and events encountered in books read in class and storytelling. Year 1: - 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. Sticky Knowledge: - I know the key events that have already happened in my own life and can order them. - I know that I can learn about the past by talking to adults and looking at old photographs and objects. - I know one difference and one similarity between my daily life and what daily life was like for my grandparents when they were children. - I know that David Attenborough has helped people to understand how important animals and plants are.	
Expressive Arts and Design	DT		History of houses and homes Structures: Junk modelling (YR) K		Where shall we go? (first aeroplane flight) Textiles: Bookmarks (YR) Bookmarks		Let it grow Food: Soup (YR) Soup
	Art	History of houses and homes How can we use our imagination eyfs-how-can-we-use-our- imagination pathway		Where shall we go? (first aeroplane flight) Expressive Painting expressive-painting pathway		Let it grow Music and Art music-and-art pathway	
	Music	YR Me!	Little Angel Gets Her Wings (Nativity)	Y1 Dance, Sing and Play	YR Big Bear Funk	Y1 Learning to Listen	Y1 Let's Perform Together!

	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 Good friends How are you listening?	<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? Good or bad touches?	<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 Basic first aid	<u>Being the best</u> Reception: Healthy eating 1 + 2 Move your body A good nights sleep Year 1: I can eat a rainbow Eat well Catch it! Bin it! Kill it!	<u>Growing and Changing</u> Reception: Responsibility Growing Up People Who Help Us Keeping Ourselves Clean Year 1 Changes - Life Cycles Changes - Human Life Cycle Being Unique Personal Hygiene Keeping privates private (SCARF lesson)
<u>PSED</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</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.