Bernards Heath Infant & Nursery School

child
home school

Year 1 at Bernards Heath Infant and Nursery School

A curriculum created for children in Year 1

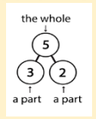
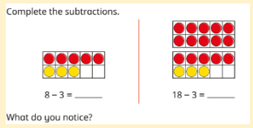
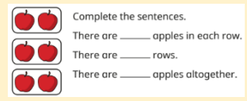
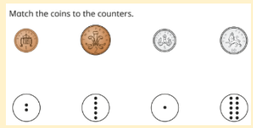
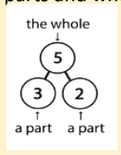
National Curriculum, Hertfordshire Agreed Syllabus for Religious Education, White Rose, NCTEM Maths Mastery, Growing Up at Bernards Heath 2021(Relationships and Health Education)

Curriculum Subjects/ Theme Weeks/Days/ Seasonal Events					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7 weeks 3 days	7 weeks	6 weeks	5 weeks	5 weeks	7 weeks 2 ½ days
Geography -*Locality, London, UK* *All core subjects inc P.E*	Art x 2 weeks DT x 2 weeks Computing x 5 weeks R.E x 3 weeks *All core subjects inc P.E*	Geography – UK, Europe, World Music – covered in PPA Computing (10.2.26 - Safer Internet Day) *All core subjects inc P.E*	History - *The Great Fire of London* Music – Spring sing-a-long Islam/Eid-al-Fitr (Approx 19.3.26) DT x 2 weeks Levers and Sliders *All core subjects inc P.E*	R.E. - Christianity / Easter (20.4.25) x 2 weeks Art- Sculpture x 3 weeks Music x 5 weeks *All core subjects inc P.E*	History- *The Romans – focus on life style, sports, games, Roman St Albans/Verulamium visit to St Albans Museum? X 4 weeks* DT – food x 3 project week Computing x 6 weeks *All core subjects inc P.E*
Growing Up at Bernards Heath	Growing Up at Bernards Heath	Growing Up at Bernards Heath	Growing Up at Bernards Heath	Growing Up at Bernards Heath	Growing Up at Bernards Heath

Foundation Subjects	
Active Learning Approach (AL) *This approach gives children opportunity to access the classroom environment/areas autonomously. Learning opportunities are very closely linked to the curriculum subjects and photographs and observations are made regularly by T/TA to evidence children's understanding. As a school we feel the subjects listed below lend themselves more effectively to this approach.*	**Active Group Approach** *This approach is more suitable for subjects which demand specific skills to be taught and demonstrated. Learning opportunities are active, creative and not worksheet based. Children may use their books, mind maps, group work, drama, resources (laptops/instruments) to demonstrate their understanding. There should also be lots of opportunity for children to access the outside (Year 1 Garden, field, Wild Garden, planters)*
Geography, History, R.E	Music, P.E, Computing, Art, DT
Growing-Up at Bernards Heath and PSHE are taught using high quality books, children take part through discussion and circles times. Evidence is recorded in a class floor book.	

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English **Reading** Systematic Synthetic Phonics **SSP** ELS	Assess and review / review / Revise - ay,ou,ie,ea/oy,ir,ue,aw/ Assess and review / wh,ph,ew,oe *Using all previously taught HRSW – no new HRSW Aut 1 - I the no put of is to go into pull as his Aut 2 - he she buses was we me be push her my you Spring 1 - they all are ball tall when what Spring 2 - said so have were out like some come there little one do children love Summer 2 - oh their people Mr Mrs your ask should would could asked house mouse want very	Revise - au,ey,a_e,e_e/ i_e,o_e,u_e,s(c) / y, al (walk) / Assess and review weeks please once any many again who whole where two	Review week /ai/ (acorn) /ai/ (they) /ai/ (great) /ai/ (weight) /ar/ (father) /ee/ (he) /igh/ *(find) /igh/ (by) /* *oa/ (go) /o/ (was) /oo/ (push) /y/+/oo/ (music) /c/ (school) /sh/ (chef) /e/ (head)* */ur/ (world) /ur/ (learn) /oo/ (soup) /oa/+/l/ (shoulder) /ee/ (brief) /v/ (have) /i/ (gym)* *Assess and review week* */air/ (care) /air/ (there) /air/ (pear) /ch/ (catch)* here sugar friend because	/u/ (brother) Review week /j/ (gem) /j/ (fringe) /j/ (bridge) /s/ (listen) /s/ (fence) /s/ (house) /n/ (sign) /n/ (knee) /r/ (wrap) /m/ (lamb) /z/ (cheese) /z/ (freeze) /ear/ (cheer) /ear/ (here) /sh/ (patient) /sh/ –tion (station) Assess and review week /ar/ (half) /or/ (caught) /sh/ (session) /zh/ (vision) /sh/ –tious (scrumptious) /sh/ (delicious) –ous, –ion, –ian *No new HRSW*	Review all previously taught GPCs for reading and spelling, and teach further rarely-used GPCs *No new HRSW*	Review all previously taught GPCs for reading and spelling, and teach further rarely-used GPCs **June –Phonics Screening Check** **Assess –** Prepared story extract with questions – timed *By the end of **KS1**, we expect children to read at 90 words per minute (0.66 wps). This passage is 90 words long.* *No new HRSW*
Assessment **Statutory ELG: Word Reading** Children at the expected level of development will: - **Say a sound** for each letter in the alphabet and at least 10 digraphs; **- Read words** consistent with their phonic knowledge by sound blending; - **Read aloud** simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	**Intervene if below** is the % point that ELS suggests you address any gaps/support with the development of blending **either** through additional review, in-class support or 1:1 intervention					**June –Phonics Screening Check**
Not at ARE -	Intervene if below – 75% GPCs (6/8) 75% Real words (6/8)	Intervene if below – 85% GPCs (13/14) 75% Real words (9/12)	Intervene if below – >75% Real words (17/22)	Intervene if below – >75% Real words (23/29)	Intervene if below – Phonics Screening Check – Practice – 32/40	Children reading this is less than 1min and 20 seconds (0.88 wps)
English **HFL Essential Writing** 	**HFL Essential Writing** **Inform – Labels, Lists and Captions** Use easy to follow, simple steps or sentences for the reader to understand – these might be numbered Written in time (or chronological) order so that the reader acts in the correct sequence or order Sometimes includes a list of 'things/ ingredients/ items' that the reader will need before acting upon the instructions **Entertain – Narrative** Stories usually have a main character and the reader needs to understand what happens to them **Poetry**	**HFL Essential Writing** **Entertain – Traditional Tales** Will often include repeated phrases May include animal characters that behave like humans (e.g. can talk) Character names will often tell the reader more about their appearance or traits (e.g. The Big Bad Wolf) Usually include happy endings **Inform – Recipes** Use easy to follow, simple steps or sentences for the reader to understand – these might be numbered Written in time (or chronological) order so that the reader acts in the correct sequence or order Sometimes includes a list of 'things/ ingredients/ items' that the reader will need before acting upon the instructions	**HFL Essential Writing** **Entertain – Narrative** Stories usually have a main character and the reader needs to understand what happens to them. Sentences go in order of what happened in a story so that the reader can follow more easily – this is the plot of the story. Introduce idea of fall-rise story shape for basic narrative structure. **Inform – Recount** Written in simple past tense. Events are recounted in the time order that they happened. **Poetry** Some poems can include rhyme, creating a sound pattern to help the reader predict what might come next.	**HFL Essential Writing** **Entertain – Narrative** Link to Spr1 objectives If appropriate, speech bubbles let characters talk and this shows the reader more about the character – what they are thinking, feeling or doing. **Poetry** Some poetry can be performed by using a change in volume and pitch of the voice and combining this with body actions / movement and gesture to create a mood or meaning for the audience.	**HFL Essential Writing** **Inform – Letter Writing** Sender's address in top-right corner & Date under the sender's address. Recipient's address on left-hand side Start with 'Dear…' or' 'To …' Sign off with 'From…' or 'Love from…' (depending on how well you know your reader). **Poetry** Poems can be written as free verse, meaning that they will have lines of any length (from a single word to much longer) and do not have a rhyme scheme or specific rhythm.	**HFL Essential Writing** **Entertain - Narrative** Stories usually have a main character and the reader needs to understand what happens to them Sentences go in order of what happened in a story so that the reader can follow more easily – this is the plot of the story Introduce idea of fall-rise story shape for basic narrative structure If appropriate, speech bubbles let characters talk and this shows the reader more about the character – what they are thinking, feeling or doing **Inform - Explanation** Contains diagrams/ illustrations with labels. May have technical vocabulary specific to the topic being explained. Usually in present tense to clarify for the reader how something works at the time of writing.

	Specific structures of poems can include list poems, which uses a list of words or phrases that represent a chosen topic **NC Objectives** Use a capital letter for names of people and days of the week Begin to punctuate sentences using a capital letter and full stops *Using all previously taught EYFS HRSW – no new HRSW **Autumn Spellings- in c'rooms, shared with parents via blog, print out and staple in reading record** I the no put of is to go into pull as his he she buses was we me be push her my you	**NC Objectives** Begin to punctuate sentences using a capital letter and full stop Use a capital letter for names of people, places, days of the week **Autumn Spellings- in c'rooms, shared with parents via blog, print out and staple in reading record** I the no put of is to go into pull as his he she buses was we me be push her my you	**NC Objectives** Use a capital letter for names of people, places, days of the week and personal pronoun 'I' **Spring Spellings- in c'rooms, shared with parents via blog, print out and staple in reading record** *Y1 Common exception words not included in ELS – today, says, has they all are ball tall when what said so have were out like some come there little one do children love	**NC Objectives** Begin to punctuate sentences using a capital letter, full stop or exclamation mark use a capital letter for names of people, places, days of the week and personal pronoun 'I' **Spring Spellings- in c'rooms, shared with parents via blog, print out and staple in reading record** *Y1 Common exception words not included in ELS – today, says, has they all are ball tall when what said so have were out like some come there little one do children love	**NC Objectives** Begin to punctuate sentences using a capital letter, full stop, question mark or exclamation mark. **Summer Spellings- in c'rooms, shared with parents via blog, print out and staple in reading record** *Y1 Common exception words not included in ELS – by our full here friend oh their people Mr Mrs your ask should would could asked house mouse want very	Stages of a process are clearly broken down into steps to make this understandable for the reader to follow. **Entertain - Narrative** See above. **NC Objectives** Review of year's learning **Summer Spellings- in c'rooms, shared with parents via blog, print out and staple in reading record** *Y1 Common exception words not included in ELS – by our full here friend oh their people Mr Mrs your ask should would could asked house mouse want very
Books to Support	Jasper's Beanstalk by Nick Butterworth and Mick Inkpen Sam Plants A Sunflower by Kate Petty and Axel Scheffler Puffin Peter by Petr Horacek	The Three Billy Goats Gruff by Mac Barnett & Jon Klassen The Princess and the Pea by Rachel Isadora Stop! That's Not my Story by Smriti Halls and Erika Meza Professor Goose Debunks Goldilocks by Paulette Bourgeois and Alex G Griffiths Gruffalo Crumble by Julia Donaldson and Axel Scheffler	Stanley's Stick by John Hegley and Neal Layton Ravi's Roar and Ruby's Worry by Tom Percival Oi Frog! by Kes Gray and Jim Field	Madlenka by Peter Sis Martha Maps it Out by Leigh Hodgkinson Poems to Perform edited by Julia Donaldson	Paddington's Post by Michael Bond Here Comes Mr Postmouse by Marianne Dubuc Click Clack Moo: Cows that Type by Doreen Cronin	Little Red and the Very Hungry Lion by Alex T Smith The Big Book of Bugs by Yuval Zommer; Tad by Benji Davies We're Going to Find the Monster! by Malorie Blackman and Dapo Adeola
Vocab	Finger space, full stop, capital letter. Character, setting.	Finger space, full stop, capital letter. Poem, rhyme, rhythm.	Finger space, full stop, capital letter. Adjective.	Finger space, full stop, capital letter. Adjective, conjunction.	Finger space, full stop, capital letter. Adjective, conjunction, question mark, exclamation mark.	Finger space, full stop, capital letter. Adjective, conjunction, question mark, exclamation mark. Beginning, middle, end.
Assessment **Statutory ELG: Writing** Children at the expected level of development will: **Write recognisable** letters, most of which are correctly formed; - **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.	**End of Year 1 Bernards Heath Progression in Writing** **The pupil can, after discussion with the teacher:** **read** own writing aloud clearly for others to hear and discuss **orally rehearse** sentences and **sequence** them to form **short narratives** join words and clauses with the conjunction **'and'** use past, present and future accurately **in speech** and **begin** to incorporate these in their writing demarcate **many** sentences using a capital letter and a full stop, question mark or exclamation mark spell **some** Y1 common exception words* and the days of the week segment spoken words into phonemes and represent these by graphemes, **spelling many words in a phonically-plausible way** form many letters and digits correctly, with **some** difference between upper and lower-case letters use spaces between words				

Maths	Place Value within 10	Addition and Subtraction within 10	Place Value within 20	Revisit – Addition and Subtraction to 20 from previous half term	Multiplication and Division	Place Value within 100
White Rose Maths	Sort objects, count objects, count objects from a larger group Represent objects, recognise numbers as words, count on from any number 1 more, count backwards within 10, one less Compare groups by matching, fewer, more same Less than, greater than, equal to, compare numbers Order objects and numbers, the number line **Active Learning – Include in Continuous Provision** **Position and Direction** Describe turns, describe position (left/right) describe forwards, backwards, describe above, below, ordinal numbers **Money** Unitising (matching circles in dots to coins), recognise coins/notes – use in a shop setting	Introduce parts and wholes, part whole model  Write number sentences, fact families- addition facts, number bonds within 10 Systematic number bonds within 10, number bonds to 10 Addition – add together, addition add more, addition problems Find a part, subtraction find a part Fact families- the eight facts, subtraction – take away/cross out (how many left?) Take away (how many left?) Subtraction on a number line **Shape** Recognise name and sort 3D shapes Recognise name and sort 2D shapes Patterns with 3D and 2D shapes	Count within 20, understand 10, 11,12,13, 14,15,16, 17, 18, 19, 20 1 more, 1 less, the number line to 20 Use a number line to 20, estimate using a number line to 20, compare/order numbers to 20 **Addition and Subtraction within 20** Add by counting on within 20, add ones using number bonds, find and make no bonds to 20 Subtract ones using numbers bonds- *using knowledge of number bonds e.g. I know 7-5=2 so I also know 17-5=12* *OR*  subtraction – counting back, subtraction finding the difference Doubles and Near Doubles	**Place Value within 50** Count from 20-50, count from 20,30,40,50, count by making groups of 10s, groups of 10s and 1s partition 10s and 1s e.g. *what is the whole number? What are the parts?* *OR* the number line to 50, estimate on a number line to 50, 1 more, 1 less **Length and Height** Compare length and heights, measure length using objects then centimetres **Mass and Volume** Heavier and lighter, measure mass, compare mass, full and empty Compare volume, measure capacity, compare capacity	Count in 2s,10s,5s, recognised equal groups Add equal groups, make arrays e.g.  make doubles, make equal groups- grouping **Fractions** Recognise and find half of an object or shape, recognise and find half of a quantity Recognise and find a quarter of an object or shape, recognise and find a quarter of a quantity 	Count from 50-100, tens to 100, partition into tens/ones, number line to 100 1 more/less, compare numbers with the same number of tens, compare any two numbers **Money** Unitising (matching circles in dots to coins), recognise coins/notes, count in coins e.g.  **Time** Before, after, days of the week, months of the year Hours, minutes, seconds, tell the time to the hour, tell the time to the half hour Turns, forwards and backwards, ordinal numbers –1st, 2nd 3rd.
Maths Meetings NCETM	Subitise (*see the number **without** counting*) within 5, including when using a Rekenrek, and re-cap the composition of 5 Develop their understanding of the numbers 6 to 9 using the '5 and a bit' structure Compare numbers within 10 and use precise mathematical language when doing so e.g. *more, less, equal to, greater, less than* *See next page…* Re-cap the order of numbers within 10 and connect this to '1 more' and '1 less' than a given number Explore the structure of even numbers (including that even numbers can be	Explore the structure of even numbers (including that even numbers can be composed by doubling any number, and can be composed of 2s) Explore the composition of each of the numbers 6, 8, and 10 Explore number tracks and number lines and identify the differences between them	Explore the composition of each of the numbers 7 and 9 Explore the composition of odd and even numbers, seeing that even numbers can be made of two odd or two even parts, and that odd numbers can be composed of one odd part and one even part Explore the aggregation (*formation of number*) and partitioning structures of addition and subtraction through systematically partitioning and re-combining numbers within 10 and connecting this to the part-part-whole diagram, including using the language of parts and wholes 	Explore the aggregation and partitioning structures of addition and subtraction through systematically partitioning and re-combining numbers within 10 and connecting this to the part-part-whole diagram, including using the language of parts and wholes Explore the augmentation and reduction structures of addition (one more less, two more less) and reduction using number stories, including introducing the 'first, then, now' language structure	Explore the composition of the numbers 11 to 19 as '10 and a bit' and compare numbers within 20 Compare numbers 11-15 Develop fluency in reading and writing expressions and equations with number bonds to 10	Connect the composition of the numbers 11 to 19 to their position in the linear number system, including identifying the midpoints of 5, 10 and 15 Compare numbers within 20 Understand how addition and subtraction equations can represent previously explored structures of addition and subtraction (aggregation/ partitioning/ augmentation/ reduction)

<table>
<tr><td></td><td>composed by doubling any number, and can be composed of 2s)</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Vocab</td><td>tens, ones, part whole, digit, addition, subtraction, total, altogether, plus, minus, less, more, subitise</td><td>2D shape – square, circle, hexagon, pentagon, heptagon, triangle, semi-circle, straight, curved

3D solid- cuboid, pyramid, sphere, cylinder, cone, face, side

pattern, repeated, next,

tens, ones, part whole, digit</td><td>tens, ones, part whole, digit, addition, subtraction, total, altogether, plus, minus, less, more, equal to</td><td>Longer, shorter, taller, heavier, lighter, full, empty, half-full.</td><td>Part, whole, half, quarter, quantity, equal groups</td><td>Left, right, forwards, backwards, above, below, ordinal numbers

Coins, notes, total,

Days of the week, months of the year, before, after

Hours, minutes, seconds, o’clock, half past</td></tr>
<tr><td colspan="7">End Point (KS1):
Maths Teacher Assessment Framework</td></tr>
<tr><td rowspan="3">Science</td><td>Materials
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
Distinguish between an object and the material from which it is made

Working Scientifically e.g. perform simple tests to answer questions like ‘what is the best material for…a gymnast’s leotard/an umbrella/Paddington’s raincoat

Seasonal Changes – Autumn
Links with weather in geography
-Observe changes in the environment across the four seasons
- Observe and describe weather associated with the seasons and how day length varies.</td><td>Materials
-Describe the simple physical properties of a variety of everyday materials
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Working Scientifically

Seasonal Changes – Winter
Links with weather in geography
-Observe changes in the environment across the four seasons
- Observe and describe weather associated with the seasons and how day length varies.</td><td>Animals including humans
- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identify and name common animals that are herbivore (cows, rabbit), carnivore (lion, wolf, dog) and omnivore (rat, hedgehog, gorilla)
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

Use local environment to explore and answer questions about animals in their habitat, take care of animals in local environment and take back to their habitat after study
Working Scientifically e.g. use observation to compare and contrast first hand or with photos, group animals according to what they eat</td><td>Animals including Humans
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Use games, actions, rhymes and songs to consolidate this

Working Scientifically e.g. explore, discover which parts of the body use which sense,</td><td>Seasonal Changes – Spring
Links with weather in geography
-Observe changes in the environment across the four seasons
- Observe and describe weather associated with the seasons and how day length varies.

Plants
- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
-Identify and describe the basic structure of a variety of common flowering plants, including trees e.g. leaves, flowers, petals, blossom, stem, fruit, roots, bulb, seed, trunk branches

Use the local environment, wherever possible observe the growth of flowers/veg they have planted.</td><td>Plants- same objectives as Summer 1 but focus on Working Scientifically e.g. using a magnifying glass to compare basic structures of plants, draw diagrams, keep records of how plants change over time (leaves falling, buds opening)

Seasonal Changes – Summer
Links with weather in geography
-Observe changes in the environment across the four seasons
- Observe and describe weather associated with the seasons and how day length varies.

Working Scientifically e.g. making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change</td></tr>
<tr><td colspan="2">Working scientifically

Statutory requirements
During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:
▪ asking simple questions and recognising that they can be answered in different ways
▪ observing closely, using simple equipment
▪ performing simple tests
▪ identifying and classifying
▪ using their observations and ideas to suggest answers to questions
▪ gathering and recording data to help in answering questions.</td><td colspan="3">The children need to be able to name and identify a range of animals in each group e.g. name specific birds and fish. They do not need to use the terms mammal, reptiles etc. or know the key characteristics of each, although they will probably be able to identify birds and fish, based on their characteristics. The children also do not need to use the words carnivore, herbivore and omnivore. If they do, ensure that they understand that carnivores eat other animals</td><td></td></tr>
<tr><td>Vocab</td><td>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
Same as Autumn 1</td><td>See note above about children using language such as amphibian, carnivore.

Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves</td><td>Touch, see, smell, taste, hear, fingers (skin), eyes, nose, ear and tongue
Head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth</td><td colspan="2">Deciduous trees, evergreen trees

Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud

Local trees on the field -Silver Birch, Maple, Crab Apple, Scott’s Pine
Names of garden and wild flowering plants in the local area e.g. daffodil, crocus, snow drop, dandelion, daisy</td></tr>
<tr><td>Weather Vocab</td><td colspan="5">Weather e.g. sunny, rainy, windy, snowy,

Seasons winter, summer, spring, autumn,</td></tr>
</table>

	sun, sunrise, sunset, day length, rising, setting					
End Point: Science National Curriculum Objectives						
Growing-Up at Bernards Heath	**Recap starter – one every week** Internet safety Pantosaurus – body boundaries Worries/Concerns/NSPCC/Childline Calling 999 Basic hygiene Helping Hand	**Recap starter – one every week** Internet safety Pantosaurus – body boundaries Worries/Concerns/NSPCC/Childline Calling 999 Basic hygiene Helping Hand	**Recap starter – one every week** Internet safety Pantosaurus – body boundaries Worries/Concerns/NSPCC/Childline Calling 999 Basic hygiene Helping Hand	**Recap starter – one every week** Internet safety Pantosaurus – body boundaries Worries/Concerns/NSPCC/Childline Calling 999 Basic hygiene Helping Hand	**Recap starter – one every week** Internet safety Pantosaurus – body boundaries Worries/Concerns/NSPCC/Childline Calling 999 Sun safety	**Recap starter – one every week** Internet safety Pantosaurus – body boundaries Worries/Concerns/NSPCC/Childline Calling 999 Sun safety
	Families -Explore why families are important *love, stability, security* -characteristics of family life inc difficult times -Families sometimes look different -Stable, caring healthy relationships/friendships -Zones of Regulation - Helping Hand- asking for help	**Families** -Respecting others/different choices - -How to recognise unhappy/unsafe family relationships -Worries/Concerns/NSPCC/Childline -Where to get advice school/NSPCC/Childline -Calling 999	**Friendships, Feeling Safe, Feelings** -Friendships – safe/happy. How to make friends -What makes a good friend? -Staying safe online -People behaving differently online, sometimes being who they are not -Range of emotions- recognise/talk about -Mental wellbeing, simple care techniques	**Boundaries/Privacy** -Recognise and report feelings of being unsafe -Appropriate boundaries in friendships (inc online) Body Boundaries Song -concept of privacy, not always right to keep secrets -That each person's body belongs to them -Responding safely and appropriately to adults	**Trust/Self Respect** -Recognise who to trust/not trust -Judging whether a friendship is making them feel unhappy, uncomfortable, managing conflict -Self respect linking to own happiness -Sun Safety	**Staying Healthy** -Exercise, diet- healthy and poor -Good sleep -Dental Health/Oral Hygiene -Personal hygiene, germs, spread and treated -Calling 999 -Legal and illegal substances/associated risks *e.g. smoking, alcohol, medicines, cleaning fluid*
PSHE Assembly	**Relationships** -Listen and respond, play co-operatively **Living in the Wider World** -Rules, why do we have them? What rules are needed for different situations? -Helping to look after the environment Road Safety		**Living in the Wider World** -Internet safety in everyday life -What is money? Forms of money, money from different sources -We have different strengths -Jobs help people earn money to pay for things -Different kinds of jobs, jobs in the community		**Health and Wellbeing** -About people who help us stay physically healthy -What makes us feel good? *Sleep/eating/spending time with family* -Growing/changing young to older, needs change -Preparing to move to a new class -recognise risk in everyday situations and minimise harm -staying safe at home *e.g. electrical appliances, fire safety* -Who keeps us safe? *Firefighters, doctors, lollipop person, police*	
Geography	**Weather and seasonal changes** -Identify the daily and seasonal weather using appropriate vocabulary -Describe how weather can change during the day and how it is likely to be at different times of the year 	**Discuss each morning** **Weather and seasonal changes** -Identify the daily and seasonal weather using appropriate vocabulary -Describe how weather can change during the day and how it is likely to be at different times of the year	**Discuss each morning** **Weather and seasonal changes** -Identify the daily and seasonal weather using appropriate vocabulary -Describe how weather can change during the day and how it is likely to be at different times of the year	**Discuss each morning** **Weather and seasonal changes** -Identify the daily and seasonal weather using appropriate vocabulary -Describe how weather can change during the day and how it is likely to be at different times of the year	**Discuss each morning** **Weather and seasonal changes** -Identify the daily and seasonal weather using appropriate vocabulary -Describe how weather can change during the day and how it is likely to be at different times of the year	**Discuss each morning** **Weather and seasonal changes** -Identify the daily and seasonal weather using appropriate vocabulary -Describe how weather can change during the day and how it is likely to be at different times of the year
	UK, Countries, Cities, Features -Identify the daily and seasonal weather using appropriate vocabulary. -Introduce directional language North, East, South, West -Talk about and describe St Albans *Fieldwork walk to the monument* -Explore the capital city of London.		**The Wider World/Geographical Skills** -Name and locate the countries and capitals of the UK. -Name and locate the UK using maps of Europe and the World -Know what a continent is and that they live in Europe **Geographical Skills and Fieldwork** -Use maps (birds eye view) plans, globes and atlases/aerial images to recognise features of a country			

			-Ask and answer simple questions to help investigate *e.g. How is India similar or different to the UK?*			
Vocab	St Albans, The Heath, cathedral, urban, city, rural, River Ver, Sandridge Road, St Peters Street England, Northern Ireland, Scotland, Wales, London, Belfast, Edinburgh, Cardiff Sunny, cloudy, rainy Temperature: cold, freezing, warm, daily, seasonal, pattern, changes, times of day Seasons, Spring, Summer, Autumn, Winter	St Albans, daily, seasonal, pattern, changes, times of day E.g. Sunny, cloudy, rainy Temperature: cold, freezing, warm	**Continent** – a large piece of land surrounded by water Asia, North America, South America, Europe, Antarctica, Africa, Australia	Weather around the UK, London, Cardiff, Edinburgh, Belfast, cities. Changes, seasonal, north, east, south west	Weather around the UK, cities, towns, Liverpool, Canterbury, Bournemouth, Glasgow Changes, seasonal, north, east, south west.	Daytime, night time, midday, morning, afternoon, evening
End point: Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and the wider world. Showing understanding by describing the places and features they study, using simple geographical vocabulary, identifying similarities and differences and simple patterns in the environment. E.g. weather, seasons, traffic						
History		**Remembrance Day (link to geography** -Gain an awareness of where people and events within living memory fit into a chronological framework -Develop an awareness of the past using key vocab *e.g. long ago, in the past, modern times* -		- **The Great Fire of London** Learn about similarities and differences between the past and the present *e.g. clothes, food routines, hobbies* -Use words to describe the passing of time *e.g. long ago, in the past, modern times* -Learn about a significant individual *e.g. Samuel Pepys* -Use stories and sources to show an understanding of key events e.g. Samuel Pepy's diary -Learn about a significant event in history and the impact it had *The Great Fire of London* -Gain an awareness of where people and events within and beyond living memory and how they fit into a chronological framework.		**The Romans** -Learn about similarities and differences between the past and the present *e.g. clothes, food routines, hobbies* -Use words to describe the passing of time *e.g. long ago, in the past, modern times* -Develop an understanding of significant places in the locality – Verulamium Park, Ancient Roman Wall, Museum Visit -Retrieve information from books, people, computers, visits, visitors -Ask and answer relevant questions *e.g. How was my life similar or different to that of a Roman child?*
Vocab				past, present, long ago, years ago, now, modern times, similar different, explain, because, compare, timeline, impact, important, changes decade, century, future sources, artefact		past, present, long ago, years ago, now, modern times, similar different, explain, because, compare, timeline, impact, important, changes decade, century, future sources, artefact
End point: Children have developed their historical understanding, of people and events, discussing similarities and differences, and the impact of these. Children use specific language which supports discussions around their chronological understanding, children know where people and events fit into a framework. Children can select information from different sources, discussing their reliability, to answer historical questioning.						
Computing		**Getting Started** -Recognise common uses of technology beyond school *e.g. satnav, washing machine, mobile phone* -Learn how to logon and shut down safely -Learn how to open and close simple programmes such as 2paint or Google Chrome **Using Technology** -Use technology purposefully to create, organise, store, manipulate and retrieve digital content (Save a picture in 2Paint and be able to then find and open it)	**10.2.26 Safer Internet Day- link to PSHE/Growing-Up** -Understand importance of personal data and why we keep it private and don't share it online -Use Adventures of Kara, Winston and the Smart Crew to learn about being safe on the internet			**Creating with Technology** -Create simple programs (using 2Go, Logo, 2DIY3D in Purple Mash) -Use logical reasoning to predict the behaviour of programs (Drawing shapes in Logo)

Vocab	space bar, enter, touch pad purpose, online tools *e.g. search engine, communication*		Rules, online, personal information, email, safe, unsafe Save, retrieve, store			Instructions, algorithm, code, program, forward, backward, turn, left, right, simulation
End point: Children will be computer literate, they can understand and explain the uses of common technology. Children can use technology purposefully to create, organise, store, manipulate, and retrieve digital content. Children create simple programs and use logical reasoning to predict the behaviour of programs. Children demonstrate an understanding of internet safety.						
R.E	**Harvest** -Demonstrate an awareness of different beliefs and practices including festivals, worship and ritual. (Harvest)	**Christianity/Christmas** -Demonstrate an awareness of different beliefs and practices including festivals, worship and ritual- *How to Christians celebrate Christmas? Why is Christmas important to Christians? Church services, advent, special meals, family traditions* -Children listen to and gain an understanding of stories and comment on their meaning *The Nativity Story* -Engage with visitors, listen and ask questions *families, community leaders*		**Islam/Eid-al-Fitr** (Approx 30.3.25) -Children listen to and gain an understanding of stories and comment on their meaning *The Eid Shoes (scroll down website to see story)* -Children begin to reflect on ideas about right and wrong, consider how spiritual and moral values influence behaviour and lifestyle *prayer, food choices, family traditions* -Recognise how symbols and actions express religious meaning e.g. *Muslims wash before they pray, the cross represents Jesus' sacrifice* -Gain an understanding about how people practise their faith through prayer and reflection e.g. *Muslims pray five time a day*	**Christianity/ Easter** (20.4.25) -Children listen to and gain an understanding of stories and comment on their meaning *The Easter Story* -Recognise how symbols and actions express religious meaning *e.g. the cross represents Jesus' sacrifice* -Engage with visitors, listen and ask questions *families, community leaders* -Begin to explore questions about belonging, meaning, truth W*hy are we here?*	
Vocab	Festival, worship, ritual, Christianity, celebrate, special, reflect	Belief, religion, place of worship, pray, book, miracle, story,		symbol, feelings/emotions, question: when? What? Why? How?	Artefacts, ritual, belonging, Islam,	
End point: Children develop and understanding of religious beliefs and practices and the meaning behind these. Children develop knowledge and understanding of sources of wisdom and their impact whilst exploring their own and others responses.						
Music	**Singing** -Children use their voices expressively and creatively by singing songs and speaking chants and rhymes	**Technical Knowledge, Special Music** -Children show an awareness of pulse and pitch -Have knowledge and understanding of the stories, origins, traditions and social context of the music they are studying *traditional Christmas Songs, Gospel music*	**Technical Knowledge, Create Compose** -Children show an awareness of tempo, rhythm -Experiment with, create, select and combine sounds *inspired by Carnival of the Animals by Camille Saint-Saëns children could create their own animal music*	**Immersing in Music, Singing** -Listen with high levels of engagements and enjoyment to a variety of live and recorded music -Listening to, singing and playing (Springtime song performances) – choosing percussion instruments to accompany.		
Vocab	Chants, rhymes,	Pulse, pitch	tempo, rhythm, composer, conductor, band/orchestra	pulse, pitch, dynamics, tempo, rhythm, conductor, band/orchestra		
End point: To Children use their voices expressively and creatively by singing songs and speaking chants and rhymes. Children begin to show an understanding of how music is created, produced and communicated.						
Art and Design	**Colour** -Identify and name primary, secondary and tertiary colours, use the BH colour wheel to inform choices -Mix primary and secondary colours -Use white or darker colour to create shades -Use the correct brush size		**Sketching** -Explore a range of sketching techniques *e.g. cross hatching, scribbling, stippling* -Blend to create light and dark tones		**Sculpture** -Explore using water to push, mould, and stretch when using clay -Use the 'slip method' to join two pieces of clay together -Apply texture using tools -Look closely at the creations of Henry Moore to inspire model making	
Vocab	Primary, secondary, tertiary, colour wheel, mix, shades, brush size		Sketching, cross hatching, scribbling, stippling, light and dark, tones		Push, mould, stretch, clay, slip method, scoring, paste, smoothing, texture, Henry Moore	

End point: Children can draw, paint and sculpt to develop and express their ideas, experiences and imagination. They will be able to select appropriate materials, and resources for their creations. Children will be able to talk about a range of diverse artists whose work has inspired them.						
D.T		**Christmas Decorations** -Design purposeful, functional and appealing products based on a design criteria -Choose appropriate tools and equipment -Choose appropriate materials -Evaluate, talking and successes and improvements		**Leavers and Sliders** -Generate, develop, model ideas through drawing and talking -Where appropriate use information and communication technology to explore different techniques *e.g. using YouTube to model and explain how to use a pop-up card* -Build structures, exploring how they can be made stronger, stiffer, stable *use crates and planks outside* -Explore and use mechanisms such as levers and sliders		**Food** -Use basic principles of healthy eating and varied diet to create dishes -Gain an understanding of where food comes from
Vocab		Design, make, purpose, evaluate, product, idea, mock-up, success, improvement		Ingredients, healthy, balanced, sugar, diet		Stronger, stiffer, stable, construction, sliders, leavers, mechanism
End point: Children will acquire knowledge and understanding of skills needed in order to design and make products for real life contexts such as the garden, home, school. Children will learn to make a product in a methodical process.						
P.E – use in line with Get Set PE document	**Gymnastics** -Develop agility and coordination through a range of gymnastic moves e.g. *running, jumping, balance*	**Dance** -Engage energetically with a variety of music -With support sequence movements to create simple dance – individually and with others	**Team Games** -Participate in team games developing an understanding of winning and losing, turn taking and fairness -Develop an awareness of attacking and defending skills -Develop competence in a broad range of movements *e.g. dribbling a ball, passing underarm*	**Invasion Games** -Participate in team games developing an understanding of winning and losing, turn taking and fairness -Develop an awareness of attacking and defending skills -Develop competence in a broad range of movements *e.g. dribbling a ball, passing underarm*	**Tennis and Racquet Sports** -Participate in team games developing an understanding of winning and losing, turn taking and fairness -Develop competence in a broad range of movements *e.g. passing underarm, hitting a ball over arm*	**Athletics** -Participate in games (*races*) developing an understanding of winning and losing, turn taking and fairness -Develop agility and coordination through sports *e.g. running, jumping, throwing*
Vocab	Balance, coordination, sequence of movements	Slow, fast movements, agile, sequence, levels (tall or low to the ground) starting position, ending position	Respect, win, loose, take turns, fair, attack and defend, dribble, underarm	Respect, win, loose, take turns, fair, attack and defend, dribble, underarm	Underarm, overarm, net, racquet	Starting line, strength, coordination, baton
End point: children master basic movements including running, jumping, throwing, catching as well as developing balance, coordination and agility. Children can respectfully engage in competitive sport and demonstrate values of fairness, whilst developing tactics for attacking and defending. Children can perform dances using simple movement patterns.						