

Grove CE Primary School Reception and Year 1 Long Term Plan 2026- 2027			Reception	Year 1
Intent	Implementation	Impact		
At the heart of our mixed Reception and Year 1 classroom is the belief that every child should have the opportunity to flourish academically, socially, emotionally and spiritually, enabling them to "Let Their Light Shine." We provide a nurturing, inclusive and ambitious learning environment where children are encouraged to demonstrate the school values of love, respect and resilience in all aspects of school life. Our curriculum is carefully designed to meet the needs of both Reception and Year 1 children, ensuring progression from the Early Years Foundation Stage into Key Stage One. Through engaging, knowledge-rich topics, children develop the skills, knowledge and understanding required to achieve the Early Learning Goals and Year 1 National Curriculum objectives. A key priority is the development of oracy and language. We aim to create a language-rich environment where high-quality interactions, storytelling, explicit vocabulary instruction and meaningful conversations support children to become confident communicators. Through the use of adult ECERs language learning principle strategies, adults model, scaffold and extend children's language, thinking and understanding. We recognise that children learn best through a balance of adult-directed teaching and purposeful play. Therefore, we provide stimulating continuous provision and carefully planned enhancements that inspire curiosity, independence, creativity and problem-solving, whilst allowing children to revisit, practise and apply learning across the curriculum. Our provision supports the whole child, fostering independence, collaboration, critical thinking and a lifelong love of learning.	Learning is organised through a blend of direct teaching, adult-led carousel activities and high-quality continuous provision. Topic-based learning provides meaningful contexts for children to make connections across subjects whilst ensuring curriculum coverage and progression. High-quality texts and storytelling are central to our curriculum. Carefully selected stories, non-fiction texts and poems enrich children's vocabulary, develop comprehension and inspire writing, imaginative play and enquiry. Key vocabulary is explicitly taught, displayed and revisited throughout each topic. Adults use effective interaction strategies, including: Oracy Playroom commentary, ECERs-informed communication approaches; open-ended questioning and sustained shared thinking; modelling ambitious vocabulary and sentence structures; responsive teaching informed by children's interests and needs. Key vocabulary, concepts and skills are systematically revisited through storytelling, discussion, retrieval activities and continuous provision. Using Rosenshine's Principles of Instruction, adults support children to recall prior learning, deepen understanding and confidently apply knowledge across different contexts. The learning environment is carefully planned to encourage exploration and independence through a range of continuous provision areas. Enhancements within these areas are regularly adapted to reflect current topics, children's interests and next steps in learning. Children are encouraged to apply taught skills independently across provision, embedding and deepening their understanding. Reception children access learning through an EYFS approach, while Year 1 pupils benefit from opportunities that gradually prepare them for the increased expectations of Key Stage One. Teaching is carefully adapted to ensure challenge and support for all learners, enabling each child to make progress from their individual starting points. Assessment is ongoing and informs future planning. Observations, child voice, work produced in provision and adult-led activities contribute to a holistic understanding of each child's development and attainment.	Children leave our mixed Reception and Year 1 class as confident, motivated and independent learners who demonstrate curiosity, resilience and respect for others. As a result of our curriculum and provision: Children develop a rich and growing vocabulary and are able to communicate their ideas with increasing confidence and clarity. Reception children are well prepared to achieve the Early Learning Goals and make a successful transition into Year 1. Year 1 children secure the knowledge and skills required by the National Curriculum and are prepared for future learning. Children demonstrate strong levels of engagement, independence and ownership of their learning. Knowledge is retained and applied across different contexts through meaningful opportunities within provision. Children's creativity, enquiry skills and critical thinking are fostered through exploration and discovery. Positive attitudes to learning are evident as children show perseverance, resilience and pride in their achievements. Children embody the school's values of love, respect and resilience, contributing positively to their school community and allowing their individual lights to shine. Through a carefully balanced approach of direct teaching, purposeful play, rich language experiences and high-quality interactions, children develop the foundations they need to become successful learners and confident members of society.		

Construction Area | Commentary (Year One)

Descriptive Vocabulary for construction play

Construction: foundation support balance reinforce interlock connect anchor stabilise join connect

Thinking: plan predict compare investigate test improve evaluate explain solve design

Sentence Starters

Notice: "I noticed you decided to..." "You worked together to..."

Describe: "You've made the base wider to make it more stable." "You've adapted your design after it didn't work the first time." "You're thinking carefully about how each part fits together."

Stretch: "Which design do you think will work best, and why?" "Can you convince me this is the strongest way?" "What might you improve if you built it again?"

Open-Ended Questions (Used Sparingly)

"Why do you think that worked?" "How did you solve that problem?" "What could you change to make it more stable?" "If someone else wanted to build this, what instructions would you give them?"

REMEMBER! Comment first, question last. Pause 5-10 seconds after commenting/questioning. Avoid: "What is it?" Follow the child's lead. Name strategies and engineering thinking. Celebrate adapting, testing and problem-solving. Encourage children to explain their reasoning and listen to each other's ideas.

Join their Play

Become an architect asking for a new design. Become a building inspector checking whether the structure is safe. Become a customer requesting a bridge, house or playground. Become an engineer trying to solve a construction problem. Become a photographer creating a magazine about amazing buildings. Become a neighbour asking questions about the finished structure.

Rosenshine's 10 Principles of Instruction

1 Review learning at the start.

2 Present new material in small steps.

3 Ask lots of good questions.

4 Provide models and worked examples.

5 Practise using the new materials.

6 Check for understanding.

7 Obtain a high success rate.

8 Provide scaffolding and support.

9 Encourage independent practice.

10 Weekly and monthly review.

Language Learning Principles

Make it meaningful

Actively encourage peer communication and conversation

Use books as a context for conversation

Extend conversation and thinking

Prompt conversation

Read books and discuss daily

Help children to understand word meanings

Provide repeated opportunities for children to bump into and use new words

Model rich language and thinking

Be an active listener and responsive language partner

Encourage children to initiate conversation

Make children feel noticed and valued

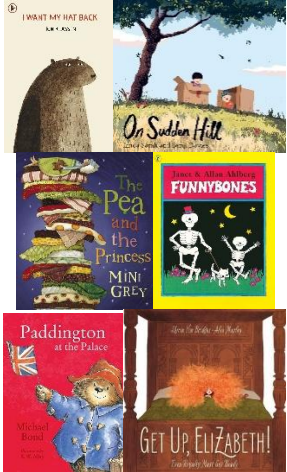
Making every interaction count

Share attention

Respond

Expand

Conversation

Reception Year 1 all	Autumn term 1 A Royal Adventure 3 September - 23 October	Autumn term 2 Our place in the World 4 November - 18 December	Spring term 3 Kind and Caring 5 January - 12 February	Spring term 4 Amazing Changes 22 February - 25 March	Summer term 5 Our Town Through Time 12 April – 28 May	Summer term 6 Exploring our World 7 June - 20 July
Possible trips /visitors/celebrations/ wow moments	Visit to Vale and Downland/ Workshop Harvest Festival Service Roald Dahl Day (13 th Sept) Black History Month (Oct) PC Ben Visit (15 th Oct)	Visit St Johns church Rock Kidz Fun Run Computing Workshop Bonfire Night (5 th Nov) Christmas Performance Anti-Bullying Week (16 th Nov) Children in Need (20 th Nov) Christingle Making Christmas Jumper Day Christmas Service	Visit to Wantage Hospital E-Safety Workshops Number Day Children’s Mental Health Week (1 st Feb) Safer Internet Day (9 th Feb) Pancake Day (9 th Feb)	Trip to Cotswold Wildlife Park Prayer Space Tell a Fairytale Day (26 th Feb) World Book Day (4 th March) Mother’s Day (7 th March) Red Nose Day (19 th March) Easter Service Easter (March 28 th)	History Visit to King Alfred Statue and market-place History – local walk to look at Tudor Houses. Earth Day (22 nd April) St George’s Day (23 rd April) May Fayre Dancing	Thank a Teacher day (18 th June) Spelling Bee Family Picnic Transition Days End of Year Service
Parental involvement	Open classroom Phonics information evening Mystery Reader	Church service Christmas performance Parent meetings Mystery Reader	Volunteers for the trip Mystery Reader	Volunteers for our trip to the Wildlife Park Parent meetings Mystery Reader	Volunteers for Visit to the market place Mystery Reader Sports Day	Family Picnic Meet The Teacher Mystery Reader Reports
Key topic related and supporting texts (images of each)		 Poetry: Michael Rosen Chocolate Cake	 TtS	 Sleep Tight, Disgusting Blob	 King Alfred Burnt cakes story TtS Billy and the Beast? TtS	
Key questions/ learning	Can you describe a hat? How do we know Rabbit might not be telling the truth? What could we do with a cardboard box? What does it mean to share a friendship?	Have you ever been to a party with a theme? What is a celebration? How do you celebrate Christmas?	How can we care for each other? How did the significant people care for others? How has a visit to the doctors changed? Why was Mary Seacole important? Why was Florence Nightingale important?			
Vocabulary in tiers 1. Everyday 2. Rich oral language 3. Ambitious	1. hat/ bear/ rabbit Friend/ hill/ box Bone/ dog/ dark Princess/ pea/ bed/ Prince/ Queen 2. missing/ remember/ search Share/ welcome/ lonely Skeleton/ spooky/ explore Journey/ exhausted/ sensitive 3. clue/ investigate/ accuse Contraption/ invention/ imagination Cellar/ anatomy/ x-ray	1. hat/ party/ friend Look/ tree/ world Mouse/ fox/ owl/ woods Child/ snow Cake/ mum/ eat 2. invitation/ prepare/ organise Notice/ discover/ curious Clever/ brave/ frightened Investigate/ explore/ cautious Tempted/ delicious/ sneak 3. etiquette/ requirement/ qualification	1. happy/ sad/ angry Dragon/ school/ star Rhino/ pancake/ girl tree/ leaf/ weather Woman/ work/help Nurse/ lamp/ hospital 2. nervous/ calm/ confused Practise/ prove/ brave Believe/ enormous/ surprising season/ change/ observe Inspire/ achieve/ determined Caring/ helpful/ improve 3. emotions/ regulate/ wellbeing	1. alien/ friend/ home Rabbit/ toy Wolf/ pig/ woods 2. lonely/ welcome/ belong Favourite/ belong/ special Kind/ helpful/ responsible 3. unfamiliar/ acceptance/ communication Ownership/ treasured/ value Stereotype/ expectation/ character KEY TOPIC VOCAB:	1. street/ house/ shop Baby/ fruit/ market King/ cake/ fire Dragon/ knight/ castle Friend/ forest 2. past/ present/ change Busy/ tasty/ surprise Forgetful/ worried/ hiding Brave/ protect/ rescue Lonely/ helpful/ adventure 3. chronology/ historical/ century Trader/ colourful/ marketplace	1. friend/ bench/ play food/ tea/ family Boat/ island/ grandad snail/ whale/ sea Home/ road/ family Granny/ travel 2. include/ welcome/ kindness Celebrate/ tradition/ share Memory/ adventure/ goodbye Travel/ giant/ adventure Travel/ journey/ explore Journey/ explore/ different Continent/ ocean/ world/ 3. friendship/ belonging/

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		exhibit/ mattress/ genuine/ artifact/ throne/ Royal legacy/ colonies KEY TOPIC VOCAB: Castle/ Palace/ Throne Old/ New/ Past/ King Alfred/ Queen Elizabeth Queen Victoria/ King Charles/ Wantage Monarch/ Reign Coronation/ Tudor Victorian/ Saxon Carolean/ Compare/ Timeline/ Kingdom/ Empire	Wonder/ appreciation/ perspective Creature/ tusk/ poisonous Legend/ mysterious woodland Temptation/ mischief/ consequence KEY TOPIC VOCAB: School/ Classroom/ Playground/ Field/ Map Photograph/ Label/ Near Far/ Weather/ Spring/ Summer/ Autumn/ Winter Address/ Route/ Location Aerial photograph/ Geographer/ Fieldwork Observe/ Record/ Feature Sketch/ Caption/ Interview	Training/knight/ achievement Imagination/ evidence/ extraordinary Blossom/ hibernation/ migration Equality/ activist/ pioneer Sanitation/ patient/ reform KEY TOPIC VOCAB: Nurse/ Help/ Care/ Hospital Florence Nightingale Mary Seacole/ Edith Cavell Kind/ Brave/ Important Significant/ Patient/ Medicine/ Healing/ Compare Similar/ Different/ Improve Caring/ Remember	Home/ House/ Shop/ Park Map/ Journey/ Walk/ Bus Near/ Far/ Photograph/ Label/ Flat/ Bungalow/ Cottage/ Community/ Location/ Landmark/ Route Fieldwork/ Observe/ Record Survey/ Graph/ Symbol/ Key	Monarch/ kingdom/ legend Armour/ quest/ legend Misunderstanding/ cooperation/ friendship KEY TOPIC VOCAB: Wantage/ Market Marketplace/ Shop/ High Street/ Past/ Present Old/ New/ Then/ Now/ Same/ Different/ Compare/ Change	community Culture/ customs/ diversity Journey/ remembrance/ bereavement Migration/ ocean/ expedition Nomadic/ caravan/ community Culture/ continent/ international KEY TOPIC VOCAB: Earth/ World/ Continent/ Country/ Planet/ Map/ Globe/ Land/ Water/ Europe UK/ Ocean/ Landmark/ River/ Mountain/ Satellite image/ Locate/ Atlantic/ Pacific/ Antarctica/ Mountain range/ Journey/ Travel
British Values		Mutual Respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected and celebrated	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. This is covered through the topic of celebrations.	Rule of Law We all know that we have rules in school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when necessary. Know class rules.	Individual Liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Recap of all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity in the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
Assessment opportunities		Teacher Baseline Assessment data on entry. On Entry EYFS National Baseline data by the end of term. Read Write Inc Phonics Assessments.	Ongoing assessments. Pupil progress meetings. Parent’s Evening. EYFS team meetings. School moderation. Phonics Assessments. Projections for achieving GLD in June.	Phonics Assessments. Ongoing assessments. Pupil progress meetings.	Phonics Assessments. Ongoing assessments. Pupil progress meetings.	Pupil progress meetings. Phonics Assessments. Ongoing assessments. Phonics screening check	EYFSP data due ELG Phonics Assessments. Pupil progress meetings. End of term assessment data. EoY data to C Council.
Enhanced provision ideas		Hats in provision- draw, describe, design Hat shop Cardboard boxes of different sizes- what can we do with them? Peas to mash/ count Princess design Discovery- can you hide a pea? Material best for the job. Xray lab	Invitations maps	Dragon school role play- registers, certificates Dragon hospital Nightingale Hospital	One of the cuddly toys goes missing and sends a letter back for help.		Travel agents role play Globes/ maps
Communication and Language	RECEPTION Listening attention and understanding	-Children are beginning to listen to other children in their setting. -They listen during story time and show an interest in the books being read.	-Children are listening more on the carpet and when being spoke to by their teacher and peers. -Children continue to listen to new stories that are shared with them.	-Children’s listening skills are continuing to develop and they are listening in lots of different situations such as carpet time, assembly, phonics and other lessons.	-Children listen when both in and out of school and pay attention to the person talking. -When out of school they know it is important to listen to	-Children’s listening skills continue to develop, they can listen in a range of situation and can listen while taking part in a guided task while remaining on task.	-Children show good listening skills and can listen to one another, adults and new people with great skill. -Children attend to others in play.

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	Speaking	-Children sit on the carpet and show some attention – this may only be for a short time. -Children can pay attention to one thing at a time. -Children following simple 1 step instructions. -Children understanding appropriate ‘why’ questions. -Children speaking in simple sentences. Children can say simple rhymes and sing songs and poems. -Children speak to the adults and children in the class, they talk to other children during their play. Oracy shared inputs.	-Children paying more attention on the carpet and during guided tasks. -Children understanding why they need to pay attention. -Children following clear instructions with 2 parts. -Children using expression to communicate meaning. -Children starting conversations and speaking to familiar adults. -Children taking turns and telling past events. -Children learning about rhyme and alliteration.	-Children showing a good level of attention and concentration. -Children being attentive during classroom tasks – both guided and independent. -Children taking turns when speaking and responding to their peers and adults with a clear understanding of what has been said -Children using talk to pretend play. -Children explaining things through speech. -Children describing things through speech. -Children talking in the past tense.	- keep safe – such as cars or Stanger danger. -Children can maintain attention in different contexts. -Children show attention to both peers and adults. -Children asking questions to clarify understanding and confirm knowledge. -Children showing a good understanding of texts that have been read to them through their recall. -Children using talk to clarify their thinking and ideas. -Children speaking in well-formed sentences. -Children using speech to reason and problem solve. -Children verbally telling stories.	-Children are developing their attention skills to both listen and continue with an activity. -Children following clear instructions with 3 parts. -Children using new knowledge and vocab in conversation and play. -Children showing an understand questions through their talk and actions. -Children explaining how things work, what has happened and why. -Children solving problems, reasoning with others and fixing friendship issues through speech. -Children adding detail to their sentences. -Children describing things that have happened in their life to others.	-Children show good levels of attention during learning tasks. -Children can retell a story showing a good understanding. -Children understanding and using a large number of words and new vocabulary in their conversations and during discussions -Children creating an imaginary story of their own in play. -Children speak clearly in well-formed sentences. -Children using new vocabulary in different contexts. -Children use past, present, and future tenses in conversation with peers and adults.
	(Year 1) Speaking and Listening (Literacy):	-Children expressing their feelings. -Children role-playing either in provision or as part of a lesson. -Children being taught new specific vocabulary.	-Children being taught and using new specific vocabulary -Children being encouraged to ask questions to extend knowledge.	-Children encouraged to roleplay and improvise ideas. -Children encouraged to build on others contributions during discussions.	-Children retelling stories through performance. -Sharing feelings and thoughts about characters and stories.	-Recognising different types of texts and identifies different features. -Using clear language when speaking and good interaction skills.	-Children asking relevant questions to extend their understanding and knowledge.
PSED: Personal, Social, Emotional Development	SCARF PSHE lessons Year 1 lessons	SCARF PSHE Unit: Me and My Relationships	SCARF PSHE Unit: Valuing Differences	SCARF PSHE Unit: Keeping Myself Safe	SCARF PSHE Unit: Rights and Responsibilities	SCARF PSHE Unit: Being My Best	SCARF PSHE Unit: Growing and Changing
	Self-Regulation, Managing Self, Building Relationships Year 1: PSHE	Reception: Settle into routines. Build relationships with adults and peers. Learn classroom expectations. Begin managing feelings and sharing resources.		Reception: Increase independence in daily routines. Show resilience when facing challenges. Work cooperatively and develop empathy towards others. Year 1: Develop resilience and perseverance when challenged.		Reception: Demonstrate confidence and independence. Regulate emotions appropriately. Resolve conflicts with support and show readiness for transition to Year 1. Year 1: Take responsibility for learning and prepare for Year 2 expectations.	
Physical development	PE scheme: Complete PE	Locomotion: walking and running The focus of learning is to explore running. Pupils will explore running using different body parts and different techniques and begin to understand how to run efficiently. Gymnastics: wide, narrow, curled The focus of learning is to apply 'champion gymnastics' to explore movements and balances in a wide way on the floor and on apparatus.	Ball skills: Hand 1 The focus of learning is to develop bouncing (dribbling). Pupils will understand why we need to keep the ball away from the defender. Pupils will explore different ways of sending (passing) the ball to their partner. Reception children will focus on controlling a ball with their hands.	Ball skills: feet The focus of learning is to learn/ recap the different ways of using our feet to move with a ball. Pupils will develop their understanding of the meaning of the word, 'control,' and why it is important to keep the ball close to them. Gymnastics: big body parts The focus of the learning is to apply 'champion gymnastics' to explore movements and balances using the 'big' parts of our bodies on the floor and on apparatus.	Ball skills: Hand 2 The focus of the learning is to introduce throwing (underarm). Pupils will understand how we throw a bean bag underarm and why. Dance The focus of the learning is to respond to the stimulus (big animals) using a range of different, controlled movements showing character expression. Pupils will learn how to control and co-ordinate their bodies to	Locomotion: Jumping The focus of learning is to practise/ recap jumping, in different directions, at different speeds and different levels. Pupils will begin to understand the different reasons when, where and why we jump in different ways. May Fayre dance Practising a dance for the May Fayre.	Games for Understanding The focus of the learning is to understand the basic principles of attack. Pupils will learn what 'attacking' means and why we attack during a game. Ball Skills racket, balls and bats The focus of the learning is for pupils to explore using a racket and a ball together. Pupils will explore moving the ball using the racket, beginning an understanding of how and why we keep the ball close and controlled.

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					perform movements that represent big animals.		
	Gross motor	Reception: -Begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table. -Begin to safely use tools and equipment. Year 1 Pupils should develop fundamental movement skills including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Reception: -Begin to develop overall body; strength, balance, co-ordination, balance and agility. -Experiment moving in different ways. Year 1 become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.	Reception: -Continue to develop overall body strength, balance and coordination. -Developing in ability when dancing to music. Year 1 Pupils should be taught to: master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Reception: -Negotiates space successfully and can adjust speed and direction. -Showing increasing control with a ball. Year 1 Pupils should be taught to: master basic movements including throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Reception: -Using equipment safely with consideration to others. -Move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing. Year 1 perform dances using simple movement patterns.	Reception: -Negotiate space and obstacles safely. -Show strength, balance and coordination when playing. -Move energetically in a range of different ways. Year 1 They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. participate in team games, developing simple tactics for attacking and defending .
	Fine motor	Reception: -Children using pencils and other equipment comfortably for them. -Children making snips in paper either using one hand or two. Year 1: Begin to form letters correctly	Reception: -Children continuing to develop their fine motor skills. -Children beginning to learn correct letter formations and use these in their writing. Year 1: Begin to form letters correctly	Reception: -Developing an effective pencil grip. -Developing skill when using tools including scissors. Year 1: Begin to form letters correctly	Reception: -Children forming recognisable letters with an effective pencil grip. Year 1: Begin to form letters correctly	Reception: -Confidently using scissors and small tools. -Beginning to use a tripod grip to draw and write accurately. Year 1: Begin to form letters correctly: Capital letter formations Form digits correctly	Reception: -Children using the tripod grip. -Using a range of small tools. -Showing accuracy when drawing. Year 1: Begin to form letters correctly: Development of letter joins for Year 2.
Literacy	Comprehension	Reception: -Children joining in with rhyme, songs and poems. -Children are encouraged to hold a book correctly and carefully turn pages. -Children understand books have a beginning and an end. -Children listen and enjoy sharing a range of books both fiction and non-fiction. -Children know that text in English is read top to bottom and left to right. -Children can recognise pictures and illustrations in a text Vs the writing. -Children spotting familiar words in books Year 1: -I know a few familiar stories and I can recall some events. -I can use pictures and texts to identify meaning. -I can discuss some simple features of books; answering	Reception: -Children being able to sequence two events from a familiar story – possibly with the use of prompts for support. -Children discussing and hearing a range of books – non-fiction and fiction. -Children being asked questions liked to the books read to them. -Children using texts and images to answer simple questions. Year 1: -I can ask what unfamiliar words mean and remember them the next time I come across them. -I recognise what a poem is and understand some sounds rhyme.	Reception: -Children having favourite books and rhymes – they may know these books from memory. -Say what they liked or disliked about a story. When listening to a story children use the images to help them read. -Children are becoming increasingly more confident with their understanding of new words in stories. -Children can use a books front cover or blurb to make a prediction. Year 1: -I know a range of familiar stories and I can talk about main events, such as beginning, middle and end. -I can use my knowledge of texts to answer questions. E.g	Reception: -When children are playing they are adapting, roleplaying or using vocabulary from stories they've read or heard. -When reading a well-known or repeated story children will join in. -Showing an increasing confidence in sequencing a story. -Gives a suggestion to the ending of a story using the front cover, blurb and beginning to support their suggestions. Year 1: -I understand the familiar structure in certain stories and I can join in with repeated language. -I can use my knowledge of texts to support reading of unfamiliar words.	Reception: -Use events in a story to suggest what might happen next (with reasonable suggestions being made). -Know what non-fiction and fiction means and can talk about the two text types. -Correctly sequence a story. -Use 'because' to give reason when answering 'why' questions about a text. -Rehearse and recall rhymes and stories and remembering actions to well-known rhymes. Year 1: -I can identify the main events or key points in a text. -I can answer straight forward questions about a story. -I can recognise obvious story language - 'Once upon a time...Big Bad Wolf..'	Reception: -Converses about books talking about the events, the parts they liked and dislikes and gives reason as to why they feel this way. -Knows key vocabulary used in a range of books. -Continue to develop their roleplay to involve the storylines of the books read to them. -Recalls many parts of a text with accuracy. Year 1: -I can discuss what new words mean, linking new meanings to those I already know. -I can explain clearly my understanding of what is being read to me.

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		questions relating to, for example changes in font size, details in illustrations, identifying when someone is speaking. -I can join in with group reading of familiar stories. -I can use stories I have already read to support my predictions.	-I can say what I like about a story -I understand some features of a book and use these to help me understand what it is about. E.g Title, cover picture.. -I can understand what the main characters are doing	what typically happens to good and bad characters? -I can recognise the difference between fiction and non-fiction. -I am reading and can make a prediction based on these. -I understand the feelings of the main characters within a story.	-I can guess what new words mean using clues from my teacher. -I understand rhyming words and how they can be used in poems. -I know a few traditional tales very well and I know the key characteristics. -I am beginning to understand how the characters have an impact on the main events in a story.	-I can appreciate rhymes and poem and recite some by heart. -I am very familiar with key stories, fairy stories and traditional tales and can retell them. -I can participate in discussion about what is read to me, taking turns and listening to what others say	-I can express opinions about main events and characters in a story. -I can make simple predictions about the characters. -I can recognise why a character is feeling a certain way. -I can link what I read or hear to my own experience with support. -I can recognise repetition of language in my reading.
	Reading / Phonics RWI Reception	Children are taught their Set 1 sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, th, ch, qu, ng, nk	Recap on set 1 special friends: th, ch, qu, ng, nk Children are taught to blend sounds into words orally. Children are taught to blend single-letter sounds (word time 1.1-1.4)	Recap on set 1 special friends: th, ch, qu, ng, nk Secure blending of words with special friends (word time 1.5 and 1.6).	Recap on any set 1 sounds (addressing sound gaps). Secure blending on words containing all set 1 sounds Children are taught to blend words containing 4/5 sounds and consonant blends (word time 1.6 and 1.7). To be exposed to some common exception words: put, the, I, no, of, my, for, he	Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy To recall previous common exception words and be exposed to new common exception words: your, said, you, be, are	Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Children are taught to blend words containing set 2 sounds Children to build speed of reading words containing set 1 sounds.
	By each half term children in Rec should be able to:	Read all single letter set 1 sounds	- Read all set 1 sounds. - Blend sounds into words orally.	- Blend sounds to read words - Read short ditty stories	- Read Red storybooks	- Read Green storybooks. - Read some set 2 sounds.	- Read Green or Purple storybooks. - Read some set 2 sounds.
	Reading / Phonics RWI Year 1	Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Children are taught to read words containing set 2 sounds. Children build speed of reading words containing set 1 sounds, particularly word time 1.6-1.7.	Review set 2 sounds, particularly: ar, or, air, ir, ou, oy Children build speed of reading words containing these set 2 sounds: ay, ee, igh, ow, oo, oo Children are taught set 3 sounds: ea, oi, a-e, i-e,o-e, u-e, e-e	Children to build speed of reading words containing these sounds set 1,2 and the following set 3 sounds (ea, oi, a-e, i-e,o-e, u-e, e e). Children are taught the rest of the set 3 sounds.	Children to build speed of reading words containing set 1, 2 and 3 sounds. Begin to read multisyllabic words, including words with suffix endings	Children to build speed of reading words containing set 1, 2 and 3 sounds. Read multisyllabic words with increased accuracy.	Children to read words containing set 1, 2 and 3 sounds speedily. Read multisyllabic words with increased accuracy and pace.
	By each half term children Yr 1 children should be able to:	- Read Purple storybooks. - Read the first six set 2 sounds speedily (ay, ee, igh, ow, oo, oo)	- Read Pink storybooks. - Read all set 2 sounds speedily. - Read nonsense words containing set 2 sounds.	- Read Orange storybooks. - Read some set 3 sounds. - Read set 2 sounds within nonsense words.	- Read Yellow storybooks. - Read some set 3 sounds speedily: (ea, oi, a-e, i-e,o e, u-e, e-e). - Read above sounds in nonsense words.	- Read Yellow storybooks. - Read all of set 3 sounds. - Read 60/70 words per minute.	- Read Blue storybooks. - Read all of set 3 sounds speedily. - Read 70 words per minute.
	(Reception) Literacy Word Reading (Year 1) Literacy Word Reading	Reception: -Children can discriminate sounds (Phase 1 Phonics) such as instruments and cars. -Children are beginning to be able to orally blend and segment. (Phase 1 Phonics). Year 1: -I can sound out most phonemes and I am able to identify common digraphs (Phase 2 and 3) -I am beginning to blend simple CVC, CVCC words.	Reception: -Phonics lessons/ First sound reading books introduced and children read graphemes (letter sounds) s,a,t, p, i... -Begin to blend some simple words -Children read a few common exception words matched to the phonic programme. Year 1: -I can sound out most phonemes and I am able to identify common digraphs (Phase 4) - I am learning new GPCs.	Reception: -Continue to read individual graphemes (letters sounds). -Blend simple sounds into VC or CVC words. -Children read a few common exception words matched to the school's phonic programme. Year 1: -I can use my phonic knowledge to sound out digraphs and split digraphs.	Reception: -Continue to read graphemes as well as some digraphs. -Children reading simple phrases and sentences with known graphemes / phonemes and a few exception words from memory. Year 1: -I can use my phonic knowledge to sound out digraphs and split digraphs. -I can sound out graphemes (letters or groups of letters) for all 40+ phonemes.	Reception: -Children read some graphemes, digraphs, simple phrases and sentences with known graphemes / phonemes and a few exception words from memory. Year 1: -I can use phonics knowledge to blend sounds together to read words.	Reception: -Children beginning to read some tricky words from Phase 4 e.g. said, like, have, so. -Children can re-read what they have written to check that it makes sense Year 1: -I can read the Year 1 common exception words -I can read words containing GPCs that have been taught.

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		-I can read most Common Exception Words (CEW) from EYFS.		-I can sound out graphemes (letters or groups of letters) for all 40+ phonemes. -I can read GPCs within known words with increasing accuracy. -I can recognise familiar words (CEW) in simple texts.	-I can read GPCs within known words with increasing accuracy. -I can recognise familiar words (CEW) in simple texts.	-I can read words without overt sounding and blending with repetition. - I can read familiar endings to words (:s, :es, :ing, :ed, :er, :est). -I am beginning to spot errors in decoding and attempt to self -correct	-I am starting to notice contractions and am beginning to understand them.
	Writing	Reception: Transcription, captions and labels, Tales Toolkit -Writes their name - copying it from a name card or trying to write it from memory. -Develop an awareness that writing communicates meaning. -Gives meaning to marks they make. Year 1: -Say out loud what they are going to write about/ composing orally before writing. -Sequencing sentences to form short narratives. -Discuss what they have written. -Leaving spaces between words. -Joining words and joining clauses using and. -Beginning to punctuate sentences using a capital letter and a full stops. -Using a capital letter for 'I'.	Reception: Transcription, captions and labels, Tales Toolkit -Children recording letters for initial sounds and end sounds. -Continuing to develop a phoneme / grapheme relationship. -Now has increasing control when making marks and drawing. -Copies adult 'writing behaviour' e.g. writing on a whiteboard, writing messages. -Uses some recognisable letters and own symbols such as their name or some initial sounds. Year 1: Transcription -Say out loud what they are going to write about/ composing orally before writing. -Sequencing sentences to form short narratives. -Re-reading what they have written to check that it makes sense. -Discuss what they have written. -Read aloud their writing clearly. -Leaving spaces between words - Joining clauses using and/ but. -Beginning to punctuate sentences using a capital letter and a full stop. -Using a capital letter for 'I'.	Reception: Tales Toolkit Children build CVC, CVCC words using known graphemes. -Children recording these. -Use writing in their play. Year 1: Common nouns Proper nouns Common or proper? Nouns review Being verbs Beings verbs + to have Regular action verbs Irregular action verbs Action verbs being or action verb? Verbs review What is a subject? Building single clause sentences Pronouns Subject/verb focus Grammar subject verb focus application -Continue composing a sentence orally before writing. -Sequencing sentences to form short narratives. -Re-reading what they have written to check that it makes sense. - Discuss what they have written. -Read aloud their writing clearly. -Leaving spaces between words. Joining clauses using and/because/but. - Beginning to punctuate sentences using a capital letter and a full stop, exclamation mark. -Using a capital letter for names, places, the days of the week, and 'I'.	Reception: Tales Toolkit - Write simple sentences using phonetic knowledge. -Some children moving onto caption writing if ready. Year 1: -Continue composing a sentence orally before writing. -Sequencing sentences to form short narratives. -Re-reading what they have written to check that it makes sense -Discuss what they have written -Read aloud their writing clearly -Leaving spaces between words. -Joining clauses using and/because/but/so. -Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. -Using a capital letter for names, places, the days of the week, and 'I'.	Reception: Tales Toolkit -All children being exposed to caption writing and simple sentence writing and extended to copy or create a simple caption e.g. it is a bus. -Continue to build on knowledge of letter sounds in writing. Year 1: -Continue composing a sentence orally before writing. -Sequencing sentences to form short narratives. -Re-reading what they have written to check that it makes sense -Discuss what they have written -Read aloud their writing clearly -Leaving spaces between words. -Joining clauses using and/because/but/so. -Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. -Using a capital letter for names, places, the days of the week, and 'I'.	Reception: Tales Toolkit -Children writing for a range of purposes e.g. non-fiction and fiction writing. Write sentences independently that can be read by others. SOME: using capital letters, finger spaces and some punctuation. Year 1: -Continue composing a sentence orally before writing. -Sequencing sentences to form short narratives. -Re-reading what they have written to check that it makes sense - Discuss what they have written -Read aloud their writing clearly -Leaving spaces between words. -Joining clauses using and/because/but/so. - Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. -Using a capital letter for names, places, the days of the week, and 'I'.
	Writing outcomes	I Want My Hat Back Name writing Early letter formation and mark making about pictures from story speech bubbles. Hat shop- draw and label hats	You Must Bring a Hat A list of things to take to a party. Write about going to the party- past tense. The Wonder	The Colour Monster Feelings book- I am happy...when... Write a letter to the Colour Monster Zog	CVC captions about our trip to the Wildlife Park Recount of our trip to Cotswold Wildlife Park Beegu Welcome card/ Letter to Beegu	A Street Through Time Children draw a building, shop or house from a time period and label. Then and Now Comparison.	The Friendship Bench (links to coastal areas) write a note for a friend. A recount friendship story. Teatime around the world Tea party invitation

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		Sentence doctor- punctuation and spaces. Dictated sentences- AI pictures of animals in hats. Speech bubbles as a two-way conversation. Questions to match a picture Letter to Rabbit On Sudden Hill Give meaning to marks Decorate a cardboard box Initial sounds labels Friendship pictures- Adult scribe Draw and label a hill. Support to hear and write initial sounds. Sentences using 'and' and 'because'. Speech/ thought bubbles. Lists using bullet points. Labels- design a box on wheels. The Pea and the Princess Character, Setting, problem, solution (Tales Toolkit) Copy words. Design a mattress for the Princess- patterns. Persuasive advert for a new princess Funny Bones Draw and label bones on black paper with chalk Spooky walk map. Write a short book review Write a character profile.	Interesting objects and labelling them. Writing I wonder sentences linked to Christmas The Gruffalo and The Gruffalo's Child Character, Setting, problem, solution (Tales Toolkit) Character labelling Character description Describe the forest changes between stories. Michael Rosen- Chocolate Cake Sequence the story- label/caption Sequence the story sentences. My Favourite food story Reciting parts of the poem.	Character, Setting, problem, solution (Tales Toolkit) Dragon school labels Write a certificate Wanted poster for Zog Write a certificate Character descriptions Grammar work- dictated sentences Rhinos Don't Eat Pancakes Pancake labelling/captions Instructions for making pancakes.	Wanted Poster Welcome card/ Letter to Beegu Wanted Poster Create draw and label a monster from your imagination. Sentences including adjectives to describe their monsters. That Rabbit Belongs To Emily Brown Character, Setting, problem, solution (Tales Toolkit) Message to Stanley Write about your own favourite toy Missing poster for Stanley Dictated captions/sentences Postcard from Stanley Persuasive letter to the Queen Little Red Riding Hood and Good Little Wolf Wolf character labels/captions/ sentences Character comparison for both stories	Baby Went to Market (UtW links) Shopping list for Mum. Captions of picture: I can see. Market adventures retell. What would you buy? King Alfred and the burnt cakes Story sequence and captions. Narrative retelling. George and the dragon Dragon description poster. Character description Billy and the Dragon Oral retelling then character captions: Billy is brave. Friendship story. Character, Setting, problem, solution (Tales Toolkit)	Non fiction information page about different country/ comparison Grandad's Island Character, Setting, problem, solution (Tales Toolkit) Postcard from the island Postcard from the island The Snail and The Whale Dictated sentences- I can see. Travel Diary of the snail.
Maths	Number	Mastering number NCETM Weeks 1-5 identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers	Mastering number NCETM 6-10 • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in	Mastering number NCETM 11-15 • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers	Mastering number NCETM 16-20 • understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers	Mastering number NCETM 21-25 • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2	Mastering number NCETM Weeks 26-30 Review and Assess • 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.

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			any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts				
	Numerical Patterns	Measures and patterns White Rose • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. • Combine shapes to make new ones – an arch, a bigger triangle, etc. • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	Mastering number NCETM Shapes White Rose • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns.	Mastering number NCETM Length, height and time Mass and capacity White Rose • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Compare length, weight and capacity.	Mastering number NCETM 3D shapes White Rose • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns.	Mastering number NCETM Manipulate, compose and decompose shapes White Rose • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	Mastering number NCETM Make connections Visualise build and map White Rose Early Learning Goals • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
	Year 1 maths White Rose	Year 1: -Place Value (within 10) Count, read and write numbers to 10 using numerals and number words. Understand that zero represents no quantity. Represent numbers using a range of concrete, pictorial and abstract methods. Compare and order numbers within 10 using mathematical vocabulary and symbols. Find one more and one less than a given number. Partition numbers within 10 into different parts. Use ordinal numbers to describe position. Recognise number bonds and patterns within 10. Explain mathematical thinking using appropriate vocabulary and simple reasoning. Addition and Subtraction (within 10) Understand that numbers can be combined and separated in different ways. Recall and use number bonds within 10.		Place Value (within 20) Count forwards and backwards to 20 and recognise number patterns. Read, write and represent numbers to 20 using numerals, words and practical resources. Understand teen numbers as one ten and some ones. Partition numbers within 20 into tens and ones. Compare and order numbers within 20 using mathematical vocabulary and symbols (> , < , =). Addition and Subtraction (within 20) Add and subtract within 20 using counting strategies, number bonds and practical resources. Use number bonds to 20 and apply known facts to solve calculations efficiently. Add by making 10 and use place value knowledge to support mental calculation. Understand subtraction as taking away and finding the difference.		Multiplication and Division Recognise and create equal groups using practical resources. Use repeated addition, grouping and arrays to represent multiplication. Understand doubling as adding the same number twice. Share and divide objects into equal groups. Count in groups of 2s, 5s and 10s. Use mathematical vocabulary to describe multiplication and division. Solve simple multiplication and division problems using practical and pictorial methods. Fractions Recognise and find halves and quarters of shapes, objects and quantities. Understand that halves and quarters are equal parts of a whole. Use visual and practical representations to identify fractions. Share objects into equal groups to explore fractions.	

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		Add and subtract within 10 using practical resources, pictures and number lines. Record calculations using number sentences. Understand the relationship between addition and subtraction, including fact families and inverse operations. Use counting on and counting back strategies to solve calculations. Compare number sentences using mathematical symbols, including =, < and >. Understand that the equals sign represents balance. Solve simple problems and explain methods and answers using mathematical language. Shape Recognise, name and describe common 2D and 3D shapes. Identify shapes in different sizes, orientations and real-life contexts. Sort and compare shapes according to their properties. Use mathematical vocabulary to describe shape properties, including sides, corners, faces, edges and curved surfaces. Create, identify and continue repeating patterns using shapes. Use positional language to describe the location and orientation of shapes. Explain similarities and differences between shapes using mathematical reasoning.		Record and solve calculations using diagrams, models and number sentences. Compare addition and subtraction statements using mathematical symbols and reasoning. Solve simple word problems using addition and subtraction strategies. Place Value (within 50) Count forwards and backwards within 50 and recognise number patterns and sequences. Read, write and represent numbers to 50 using numerals, words and practical resources. Understand and partition numbers to 50 into tens and ones. Compare and order numbers within 50 using mathematical vocabulary and symbols. Identify missing numbers and continue number sequences. Count in multiples of 2, 5 and 10 and recognise skip-counting patterns. Length and Height Compare and describe length and height using appropriate mathematical vocabulary. Measure and compare length and height using non-standard and standard units. Begin to use rulers accurately and understand centimetres (cm). Order objects by length and height and explain comparisons. Estimate, measure and solve practical problems involving length and height. Record measurements using numbers and units. Mass and Volume Compare and describe mass using appropriate mathematical vocabulary. Measure and compare mass using non-standard units and balance scales. Compare and describe volume and capacity using mathematical language. Measure volume using non-standard units and practical equipment. Estimate, measure and solve practical problems involving mass, volume and capacity. Record findings using numbers, units and mathematical vocabulary.		Use mathematical vocabulary including whole, half, quarter and equal parts. Solve simple problems involving halves and quarters. Position and Direction Use positional language to describe the location of objects. Use directional language to describe movement and routes. Recognise and describe quarter, half and full turns, including clockwise and anticlockwise. Follow and give simple instructions involving position and direction. Use simple maps, diagrams and practical activities to develop spatial awareness. Place Value (within 100) Count, read, write and order numbers to 100. Understand and represent numbers as tens and ones. Compare numbers within 100 using mathematical vocabulary and symbols. Identify missing numbers and continue number sequences. Use place value knowledge to explain, reason and solve problems. Apply number understanding in practical contexts. Money Recognise and know the value of UK coins and notes. Compare, count and combine amounts of money. Make the same amount using different combinations of coins. Select coins to make given amounts and solve simple money problems. Understand and use money vocabulary such as pence, pounds, value, total and change. Time Use time vocabulary to describe and sequence events. Know and order the days of the week and months of the year. Tell and write the time to the hour and half hour on an analogue clock. Match times to everyday events and draw times on clock faces. Compare durations and describe how long events take. Solve simple problems involving time using appropriate vocabulary and reasoning.	
Understanding The World	Past and Present Year 1 History	Get Up Elizabeth by Shirin Yin Bridges History: Queen Elizabeth 1, King Charles, Queen Victoria compare to Tudor life. Past and present. Different types of homes. Learn about self, family, school and local community. Compare past and present experiences. - Begin to look closely at pictures in books and notice	Remembrance Day -Talk about the soldiers, poppies, two minutes silence - Know some historical facts and stories from different religions and celebrations – Bonfire night, Guy Fawkes, Poppy Day	Fantastically Great Women Who Changed The World by Kate Pankhurst (Mary Seacole) Little People, Big Dreams: Florence Nightingale Nursing: significant people Florence Nightingale, Edith Cavell, Mary Seacole People who help us Compare past and present experiences. -Know about		A Street Through Time by Steve Noon Story of our local highstreet: visit KA statue. Now and then 1950s Compare past and present experiences. Explore similarities and differences between people, places and environments. -Understand the past through settings, characters and events	ELG: Past and Present: I can..... -talk about the lives of the people around me and their roles in society -know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class understand the past through settings, characters and events encountered in books read in class and through storytelling

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		similarities and differences between now and the past. - Know and talk about influential figures from the past Study personal history. To know about Queen Elizabeth, I and Tudor life. To know about Queen Victoria and the Victorian period. To know about Queen Elizabeth II and the Elizabethan age. To compare Tudor, Victorian and Elizabethan times. To know who King Alfred was, when he was alive, when he reigned and why he is significant to Wantage. To know about King Charles III, where he lives and the Carolean period.		influential figures from the past and discuss historical events that have happened in the past -Use vocabulary such as in the past, a long time ago Investigate significant people. To know what makes a person significant. To know who Florence Nightingale was and how she improved nursing. To know who Mary Seacole was and how she improved nursing. To know who Edith Cavell was and how she improved nursing. To compare the lives of different nurses. To persuade others to remember Florence Nightingale, Mary Seacole and/or Edith Cavell.		encountered in books read in class and storytelling make comparisons of settings and fictional settings To know what life was like before now (in the 1950s). people paid for products in the past To know that Wantage marketplace has changed. To know what kind of shops there were in the past in the locality. To know what it was like to shop for food in the past. To know how food used to be packaged and compare it to how it is packaged now. To know how people paid for products in the past and how this is done now.	
	The Natural World Year 1 Science	Science Seasons: Autumn Materials. Observe seasonal changes in autumn. Harvest and Autumn Ogden Trust science lesson with book. Know that the weather changes during the seasons and name them (all year) Describe what they can hear, see and feel whilst outside. Learn about seasonal changes and everyday materials. -Describe the simple physical properties of a variety of everyday materials. -To know that we can use our senses to describe a range of materials. - Compare and group together a variety of everyday materials To know that the seasons change over the year. To name the seasons and suggest the type of weather in each season. To know how the amount of daylight in a day will change over the year.	Science Seasons: winter Investigate winter changes Investigate winter and spring changes. Explore maps, cultures and simple scientific investigations. Explore local geography. Diwali, Remembrance Day, Christmas, Bonfire Night.	Science: plants Investigate growth and nature. -Know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what I have read Observe plants and growth. -To know that there are many types of trees. -To know that there are many types of garden plants -To know that there are many types of wild plants. -To know that these plants and trees can be classified into deciduous and evergreen. -To know deciduous is a tree that sheds its leaves annually – record changes over the year. -To know that evergreen means that the plants keeps its green leaves all year o know that plants are alive. -To know that the shoot is above ground. -To know that the root is below ground. To know that the leaves produced food. To know that the stem supports the plant.	Science focus- life cycles, animals including humans Cotswold Wildlife Park Science seasons: spring; new life. Chicks. Science; grouping data link to animals Investigate spring changes. Investigate life cycles, growth and nature. Investigate animals, habitats. -Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals -To know that birds are warm-blooded animals that lay eggs. -To know that birds are in possession of feathers and typically can fly. -To know that fish swim in water and breath using gills. -To know that amphibians are cold-blooded animals. -To know that reptiles have dry scaly skin and can lay eggs on land. -To know that mammals are warm-blooded animals that have fur. -To know that we are mammals	Explore local geography.	Compare places and environments. ELG: The Natural World: I can..... -Explore the natural world around me, making observations and drawing pictures of animals and plants -Know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class -Understand some important processes and changes in the natural world around me, including the seasons and changing states of matter

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				-To know that flowers start as buds	-To know that we can group animals based on what they eat. -To know that carnivores eat mainly meat and feeds of other animals. -To know that herbivores feed off plants. -To know that omnivores feed off both plants and other animals (meat) o know that mammals have fur and are warm blooded. -To know that mammals have live young and produce milk. -To know that most reptiles can live in water but are born on land. -To know that some reptiles live on land. To know that some animals are kept as pets. -To know that animals that are not kept as pets are wild animals -To name the parts of the body -To know and name the 5 senses.		
	People, Cultures and Communities including RE Year 1 Geography	Community – immediate environment and Grove Harvest- why do we celebrate? ✓ Draw information from a simple map. ✓ Understand that some places are special to members of their community.	Local Area: Where Do We Go to School? Know that every school has a name and an address that help identify and locate it. Know that maps, aerial photographs and addresses help us find and understand where places are. Know the names of key features within the school grounds, such as playgrounds, fields and buildings. Know that geographers use fieldwork to gather information about places. Know that geographers use photographs, sketches, maps, labels and captions to record and share information and opinions. Use locational vocabulary to describe where things are and where features are located. Know that people may have different views about the most important features of a place. Know that geographers ask and answer questions to find out more about places and what people think of them. Know that schools have many different jobs and roles that		Local Area: Where Do We Live? Know that maps, aerial images and digital maps help us identify and locate homes and familiar features in the local area. Use locational vocabulary to describe where homes and local features are located. Know that there are different types of homes, including houses, flats, bungalows and cottages. Know that local areas contain a range of human and physical features, such as homes, shops, places of worship and green spaces. Know that geographers use fieldwork to investigate places and gather information safely. Know that geographers use maps, photographs, labels and sketches to record and share information about places. Know that geographers collect, organise and present information to help answer questions about places. Know that people travel to school in different ways and make travel choices for different reasons.		My Granny Went to Market Continents and oceans: what can we find out about the world? Know that Earth is a round planet made up of land, water and atmosphere, and is often called the Blue Planet because most of its surface is covered by water. Know that globes, maps and satellite images help us understand what the world looks like. Know that there are seven continents: Europe, Africa, Asia, North America, South America, Oceania and Antarctica. Know that there are five oceans: Pacific, Atlantic, Indian, Arctic and Southern. Know that oceans are connected and are important for life on Earth. Know that rivers and mountains are important physical features found on every continent. Know that a group of mountains is called a mountain range.

Reception Year 1 all		Autumn term 1 A Royal Adventure 3 September - 23 October	Autumn term 2 Our place in the World 4 November - 18 December	Spring term 3 Kind and Caring 5 January - 12 February	Spring term 4 Amazing Changes 22 February - 25 March	Summer term 5 Our Town Through Time 12 April – 28 May	Summer term 6 Exploring our World 7 June - 20 July
			help the school run successfully. Know that interviews should be planned and can be recorded to help collect information from people. Know that photographs can provide clues about the location where they were taken. Know that geographers can follow and record routes on maps and aerial photographs. Know that observing and recording weather develops geographical understanding and vocabulary. Know that there are four seasons and their signs can be observed in the school grounds. Know that geographers record their observations through photographs, drawings, models and maps. Explore celebrations and traditions. (Christmas) Remembrance Diwali- What do other people celebrate? Christmas- why do we celebrate? ✓ Recognise that people have different beliefs and celebrate special times.		Know that graphs and surveys can be used to present and analyse information collected during fieldwork. Know that maps can show routes and journeys, using symbols, colours and keys to represent information. Know that landmarks and familiar features help people recognise and follow routes within the local area. Easter- Why do we celebrate? ✓ ELG Know some similarities and differences between religions and cultures.		Know that every continent has significant natural and human landmarks. Know that continents are divided into countries. Know that the United Kingdom is a country in Europe, with the Atlantic Ocean to the west. Know that people may have friends, family and connections in countries around the world. Know that we can locate the UK and our place within it using maps and globes. Develop understanding of the wider world. Explore maps, cultures and simple scientific investigations. Name some countries in the world other than the UK ✓ Identify the UK on a map ✓ Explain how to care for the natural world ✓ Name different environments, giving a brief description of them using simple terms: hot, cold, wet, dry, windy ✓ ELG Explain similarities and differences between life in this country and life in other countries.
	RE (Oak National Academy)	RE New Life: how is a new child welcomed?	RE Christianity Jesus: why is he so important to Christians? Christmas story	RE Communities: what does it mean to belong?	RE Choices: do we need rules to live by?	RE Places of Worship: what makes them sacred?	RE The Bible: What does it say about God's Promises?
	Computing	Barefoot Computing- Busy Bodies Technology around us	Barefoot Computing- Space Digital painting Digital citizenship	Barefoot Computing- Boats Ahoy! Digital writing	Barefoot Computing- Spring	Moving a robot- discovery area all the time	Barefoot Computing- Summer Fun Develop digital skills. Programming animations
Expressive Arts and Design	Reception: Creating with Materials Year 1: Art, Design and Technology	Art: Spirals -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function -Follow drawings and curved and straight lines to create line drawings of	DT structures	Art simple printmaking ✓	Art making birds	DT sliding pictures- changes?	DT prepare and cook food from other countries

	The Wonder by Tom Percival	Self-belief, uniqueness, confidence, emotions	EYFS: PSED. Y1 PSHE: self-esteem, wellbeing.
	The Gruffalo and The Gruffalo's Child by Julia Donaldson	Courage, cleverness, woodland habitats, family	EYFS: Literacy. Y1 English: story structure, rhyme. Science: habitats and animals.
	Poetry: Chocolate Cake by Michael Rosen	Humour, family life, consequences	EYFS: Communication & Language. Y1 English: poetry performance, expression, rhythm.
	The Colour Monster by Anna Llenas	Emotions, emotional literacy, self-awareness	EYFS: PSED. Y1 PSHE: recognising and managing feelings.
	Zog by Julia Donaldson Talk Through Stories	Perseverance, learning from mistakes, aspirations	EYFS: PSED. Y1 English: character development. PSHE: resilience.
	Rhinos Don't Eat Pancakes by Anna Kemp	Imagination, family relationships, being listened to	EYFS: Communication & Language. Y1 English: fantasy stories, speaking and listening.
	Seasons Come, Seasons Go, Tree by Britta Teekentrap	Seasons, change in nature, observation	EYFS: Understanding the World. Y1 Science: Seasonal Changes.
	Fantastically Great Women Who Changed The World by Kate Pankhurst	Inspirational women, equality, achievement, Nursing	EYFS: Understanding the World. Y1 History: significant individuals. PSHE: aspirations.
	Little People, Big Dreams Florence Nightingale	Inspirational women, equality, achievement, Nursing	EYFS: Understanding the World. People Who Help Us Y1 History: significant individuals. PSHE: aspirations.
	Beegu by Alexis Deacon	Belonging, loneliness, kindness, diversity	EYFS: PSED. Y1 English: inference and empathy. PSHE: inclusion.
	That Rabbit Belongs To Emily Brown by Cressida Cowell	Friendship, ownership, imagination, kindness	EYFS: PSED. Y1 English: character and setting.
	Good Little Wolf by Nadia Shireen	Challenging stereotypes, family, identity	EYFS: Literacy. Y1 English: traditional tales and twists.
	Sleep Tight, Disgusting Blob by Huw Aaron	Bedtime routines, fears, humour	EYFS: PSED, Health & Self-Care. Y1 English: descriptive language.
	A Street Through Time by Steve Noon	Change over time, history, community	EYFS: Understanding the World. Y1 History: changes within living memory.
	Baby Goes To Market by Atinuke	Counting, community, markets, African culture	EYFS: Mathematics, Understanding the World. Y1 Maths: counting. Geography: comparing places.
	My Granny Went to Market by	World cultures, travel, counting, diversity	EYFS: Understanding the World. Y1 Geography: continents and countries. Maths: counting.
	King Alfred Burnt cakes story (traditional tale)	Responsibility, perseverance, historical stories	EYFS: Understanding the World. Y1 History: significant historical figures and stories.
	George and the Dragon by Chris Wormell Talk Through Stories	Courage, legends, heroes and villains	EYFS: Literacy. Y1 English: traditional tales. History: St George as a cultural figure.
	Billy and The Dragon by Nadia Shireen Talk Through Stories	Communication, language development, storytelling	EYFS: Communication & Language. Y1 English: speaking and listening skills.
	The Friendship Bench by Wendy Meddour	Friendship, bravery, adventure, empathy	EYFS: PSED. Y1 English: characterisation and narrative writing.
	Teatime around the World by Denyse Waissbluth	Friendship, conflict resolution, emotions, community	EYFS: PSED. Y1 PSHE: relationships and belonging.
	Grandad's Island by Benji Davies	Global cultures, food, traditions, diversity	EYFS: Understanding the World. Y1 Geography: similarities and differences around the world.
	The Snail and the Whale by Julia Donaldson	Family, memories, loss, love and change	EYFS: PSED. Y1 English: inference and discussion of feelings.
	Our Home On Wheels by Jessica and Stephen Parry-Valentine	Adventure, journeys, habitats, environmental awareness	EYFS: Understanding the World. Y1 Geography: oceans and places. Science: habitats.