

Owl Class Key Stage One - Curriculum Planner Year B						
Blue Text= Year 1 Programme of Study or progression			Green Text= Year 2 Programme of Study or progression			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about Me	All about our world.	London's Burning		Marvellous Map Makers	
English	Narrative: Funny Bones (J&A Ahlberg) Non-fiction: Human Body books Poetry: Nursery Rhymes	Narrative: Too much stuff / Tidy (Emily Gravett) Non-fiction: Animal infor-	Narrative: Toby and the Great Fire of London Non-fiction: Diary of Samuel Pepys Poetry: Rhymes (London's Burning, Ring o'Roses)		Narrative: The Snail and the Whale (Julia Donaldson) Non-fiction: Maps and atlases Poetry: The Owl and the Pussy Cat (Edward Lear)	
READING	<p>Phonics and decoding</p> <p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p> <p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.</p> <p>Common Exception Words</p> <p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p> <p>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Fluency</p> <p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p> <p>Comprehension</p> <p>To check that a text makes sense to them as they read and to self- correct.</p> <p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p> <p>Vocabulary</p> <p>To discuss word meaning and link new meanings to those already known.</p> <p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p> <p>Inference and Prediction</p> <p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p> <p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p> <p>Poetry and Performance</p> <p>To recite simple poems by heart.</p> <p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p> <p>Non-Fiction</p> <p>To recognise that non- fiction books are often structured in different ways.</p>		<p>Phonics and decoding</p> <p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words 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recognise that non- fiction books are often structured in different ways.</p>	

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English	Narrative: Funny Bones (J&A Ahl-berg) Non-fiction: Human Body books	Narrative: Too much stuff / Tidy (Emily Gravett) Non-fiction: Animal information	Narrative: Toby and the Great Fire of London Non-fiction: Diary of Samuel Pepys Poetry: Rhymes (London's Burning, Ring o'Roses)		Narrative: The Snail and the Whale (Julia Donaldson) Non-fiction: Maps and atlases Poetry: The Owl and the Pussy Cat (Edward Lear)	
WRITING	<p>Writing Write narratives that are sequenced to form a short narrative. Write simple, coherent narratives about personal experiences and those of others (real or fictional).</p> <p>Independent writing refers to the context of the task.</p> <p>Word Structure/spelling Using verb suffixes –ing and –ed where there is no change to the root word. Using the noun suffix –s for plurals. Spell most of the Year 1 common exception words. To begin t o use the correct pronoun (consideration to number and gender) To use simple word banks for word choice. Using verb suffixes –es, –ing and –ed and applying some rules for spelling. Using noun suffixes –s and –es. Beginning to adjective apply suffixes –er and –est. Spell most of the Year 2 common exception words. To understand the purpose of an apostrophe for omission. To use word banks to support word choices. To spell some homophones (their/there, be/bee, right/write, see/sea)</p> <p>Sentence Structure/Grammar Write simple sentences and use co-ordination (and) to join clauses for multi-clause sentences. Demarcate some sentences with capital letters and full stops. To use sentence openings (teacher modelling). To use vocabulary to indicate chronology. To begin to use adjectives to describe. First person is used mostly consistently. To begin to use tenses in writing. Use co-ordination (or, and, but) and subordination (when, if, that, because) to join clauses.</p> <p>Demarcate most sentences in their writing with capital letters and full stops. To use a variety of sentence openings. To use vocabulary to indicate time and chronology. To adjectives to describe and specify. First person is used consistently and confidently. To use present and past tense mostly correctly and consistently.</p> <p>Text Structure and Organisation To use some of the characteristics of narrative form. Begin to show some features of different texts. To use narrative features (beginning, middle, end) In non-narrative texts, sections of writing sequenced appropriately.</p> <p>Punctuation Demarcate some sentences with capital letters and full stops. Begin to use question marks and exclamation marks to demarcate sentences. Demarcate most sentences in their writing with capital letters and full stops. Use question marks and exclamation marks realising their effect on the reader</p> <p>Terminology letter, capital letter word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present) apostrophe, comma</p>					

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MATHS	Counting count to and across 100, forwards and backwards. count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens given a number, identify one more and one less count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward Comparing numbers use the language of: equal to, more than, less than (fewer), most, least compare and order numbers from 0 up to 100; use <, > and = signs Identifying, representing and estimating identify and represent numbers using objects and pictorial representations including the number line identify, represent and estimate numbers using different representations, including the number line Understanding Place Value recognise the place value of each digit in a two-digit number (tens, ones) Problem Solving Use place value and number facts to solve problems Statistics interpret and construct simple pictograms, tally charts, block diagrams and simple tables ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity ask and answer questions about total ing and comparing categorical data	Number Bonds represent and use number bonds and related subtraction facts within 20 recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 Mental Calculation add and subtract one-digit and two-digit numbers to 20, including zero add and subtract numbers using concrete objects, pictorial representations, and mentally, including: * a two-digit number and ones * a two-digit number and tens * two two-digit numbers * adding three one-digit numbers Written methods read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Mental Calculation) recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. Problem Solving solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = * - 9 solve problems with addition and subtraction: * using concrete objects and pictorial representations, including those involving numbers, quantities and measures * applying their increasing knowledge of mental and written methods Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change Comparison of quantity (part-whole). Numbers 0 to 5. Fluently add and subtract within 10. Addition and subtraction of two digit numbers (1). Introduction to multiplication.	Multiplication and division count in multiples of twos, fives and tens count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot Written calculation calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs Problem solving solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts Geometry recognise and name common 2-D and 3-D shapes, including: 2-D shapes [e.g. rectangles (including squares), circles and triangles] 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres]. identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] compare and sort common 2-D and 3-D shapes and everyday objects Recognise, compose, decompose and manipulate 2D & 3D shapes. Numbers 1 to 10. Additive structures. Addition and subtraction facts within 10. Introduction to multiplication. Introduction to division structures. Shape. Addition and subtraction of two digit numbers.		Fractions Count in fractions up to 10, starting from any number and using the 1/2 and 2/4 equivalence on the number line recognise, find and name a half as one of two equal parts of an object, shape or quantity recognise, find and name a quarter as one of four equal parts of an object, shape or quantity recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity write simple fractions e.g. 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. Measurement compare, describe and solve practical problems for: lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half] mass/weight [e.g. heavy/light, heavier than, lighter than] capacity and volume [e.g. full/empty, more than, less than, half, half full, quarter] time [e.g. quicker, slower, earlier, later] sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) recognise and know the value of different denominations of coins and notes tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. recognise and use language relating to dates, including days of the week, weeks, months and years compare and order lengths, mass, volume/capacity and record the results using >, < and = compare and sequence intervals of time choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value find different combinations of coins that equal the same amounts of money solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.	

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Science	<p>Animals, including humans. To identify parts of the human body and say which part of the body is name, draw and label the basic associated with each sense. To notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air). To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Seasonal Change. To observe changes across the 4 seasons. To observe and describe weather associated with the seasons and how day length varies</p>	<p>Animals, including humans. To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. To explore and compare the differences between things that are living, dead, and things that have never been alive. To find out about and describe the basic needs of animals, including humans, for survival (water, food and air). To notice that animals, including humans, have offspring which grow into adults - name animals and their babies- life cycle of common pets.</p> <p>Seasonal Change. To observe changes across the 4 seasons. To observe and describe weather associated with the seasons and how day length varies</p>	<p>Everyday materials/Uses of everyday materials. To distinguish between an object and the material from which it is made. To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Seasonal Change. To observe changes across the 4 seasons. To observe and describe weather associated with the seasons and how day length varies</p>		<p>Uses of everyday materials. Describe the simple physical properties of a variety of everyday materials. To compare and group together a variety of everyday materials on the basis of their simple physical properties. To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Seasonal Change. To observe changes across the 4 seasons. To observe and describe weather associated with the seasons and how day length varies</p>	
Science WS	<p>To record using prepared tables and pictograms. To record using simple tables, tally charts and block diagrams.</p> <p>To measure using non-standard units. To measure length using some standard units. Using secondary sources for research.</p>	<p>To use simple features to compare. To sort into categories. To use simple observations and behavioural features to compare, sort and group. To decide on categories for simple sorting and grouping (with support). Using secondary sources for research.</p>	<p>To plan with support using given variables. To make simple predictions by choosing from given outcomes. To select and use equipment to set up a simple test as demonstrated. To plan, with help, and decide on a variable to change or measure. To make simple predictions using own ideas. To choose from given equipment and suggest a method to use in a simple test. Using secondary sources for research.</p>		<p>To make careful observations and begin to describe them. To review and talk about observations/results. To begin to talk adapting an investigation. T To make careful observations that are described with increasing detail. To talk about observation/results and with help, evaluate the prediction. To identify changes that could be made to this investigation, with support. Using secondary sources for research.</p>	
Investigate	<p>Hand span and other body feature ratios Exercise and heart rate Germ</p>	<p>Classification Life Cycles</p>	<p>Modelling materials (Josiah Wedgwood) Flammable materials (Forest School)</p>		<p>Boat materials (sinking and floating) Waterproof materials (Charles Mackintosh)</p>	

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Art and Design	To use drawing to share their ideas. To learn about a range of artists. David Hockney (photo portraits) To understand that a pencil can create lines of different thickness. To explore pattern by using lines and dots. To use a pencil to draw lines of different thickness. To add pattern by using lines and dots.	To use painting to share their ideas. To learn about a range of artists. George Rodrigue: Blue Dog To understand that different media can be used to shade an area. To correctly hold a paintbrush. To explore mixing colours. To explore creating shades of colours (light and dark). To begin to use different media to shade an area. To use different thickness of brushes. To mix primary colours and record resulting secondary colours. To begin to create shades of colours (light and dark).	To use painting and sculpture to share their ideas. To learn about a range of artists, craft makers and designers. Josiah Wedgwood: Wedgwood designs. Sid Kirkham —taking in fresh the air. To explore creating shades of colours (light and dark). To begin to use simple tools with support to shape or form malleable media. To explore shape and form in 3D/sculptures with a range of materials. To begin to create shades of colours (light and dark). To experiment with using simple tools to shape or form malleable media. To begin to represent shape and form in their own sculptures.		To use drawing to share their ideas. To learn about a range of artists. Vija Celmins: Range of sea sketches/drawings Hokusai: The Great Wave off Kanagawa To understand that different media can be used to shade an area. To explore creating shades of colours (light and dark). To begin to use different media to shade an area. To begin to create shades of colours (light and dark).	
Computing	To follow online safety rules and know where to go for help and support if they have a concern. To identify what personal information is (including usernames and password). To begin to understand why websites or online resources need/have age limits. To understand that 'friends' online are not the same as in real life. To follow online safety rules and know where to go for help and support if they have a concern. To begin to use own usernames and passwords for online resources and keep them safe. To begin to identify age-appropriate websites or online resources. To begin to understand stranger danger in context of online safety.					
	Creating media: Digital photographs. Writing short algorithms and programs for floor robots and predict program outcomes. To begin to organise and present ideas in different ways using simple technologies. To begin to manipulate digital content to achieve for a given purpose. Data and information: Pictograms. Collecting data in tally charts and using attributed to organise and present data on a computer. To begin to be creative with different technology to create and present ideas. To begin to manipulate digital content (word processing, digital photography). To begin to understand that it is possible to save and retrieve a file or information with support. To begin to organise and present ideas in different ways using simple technologies. To begin to manipulate digital content to achieve for a given purpose. To save and retrieve a file or information on a device with support.		Computing systems and networks: Technology around us. Recognising technology in school and using it responsibly. To begin to identify the benefits of using technology (including selected websites and applications). identify the benefits of using technology including finding, information (including selected websites and applications). Creating media: Digital Writing. Using a computer to create and format text, before comparing to writing non-digitally To begin to be creative with different technology to create and present ideas. To begin to manipulate digital content (word processing, digital photography).		Programming A: Moving a robot. Writing short algorithms and programs for floor robots and predict program outcomes. To understand algorithm as instructions. Begin to explore and create instructions to produce a simple outcome. To predict what will happen as a result of each instruction. To begin to identify a mistake as it is made in a set of instructions. Programming A: Robot algorithms. Creating and debugging programs, and using logical reasoning to make predictions. To use the term algorithm when discussing instructions. To explore and create instructions to produce a simple, given outcome. To begin to predict what will happen for a short set of instructions. To begin to understand debug as correcting mistakes in a set of instructions.	
Design and Technology	Cooking and nutrition: Food for the senses. Design simple dishes based on a healthy diet. To name the appropriate tools. To begin to use simple tools with support to prepare simple dishes. To choose an appropriate tool from a given selection. To experiment with using simple tools to prepare simple dishes.	Textiles: DESIGN: To design a product for themselves. To begin to draw a simple sketch design and talk about it. MAKE: To name the appropriate tools. To begin to use simple tools with support to perform practical tasks. DESIGN: To draw a sketch design and label it. MAKE: To choose an appropriate tool from a given selection. To experiment with using simple tools to prepare simple dishes	Structures: building, strengthening, improving. DESIGN: To design appealing products based on a simple given design criteria. To design a product for themselves. To begin to draw a simple sketch design and talk about it. MAKE: To name the appropriate material. To begin to build structures. DESIGN: To design appealing products based on a given design criteria. To design a product for others. To draw a sketch design and label it. MAKE: To select appropriate materials according to their characteristics. To build structures. Cooking and nutrition: Baking bread. Design simple dishes based on a healthy diet. To name the appropriate tools. To begin to use simple tools with support to prepare simple dishes. To choose an appropriate tool from a given selection. To experiment with using simple tools to prepare simple dishes.		Mechanisms: levers, sliders, wheels and axles DESIGN: To design purposeful, functional products based on a simple given design criteria. MAKE: To begin to use mechanisms in products. EVALUATE: To begin to explore existing products and discuss how well they work. To start to discuss their product and what they like/dislike. DESIGN: To design purposeful, functional products based on a given design criteria. MAKE: To use mechanisms and with support, explore making improvements. EVALUATE: To explore and evaluate existing products, discuss how well they work. To discuss their products and how well it works in relation to the design criteria. Cooking and nutrition: Picnic treats. Design simple dishes based on a healthy diet. To name the appropriate tools. To begin to use simple tools with support to prepare simple dishes. To choose an appropriate tool from a given selection. To experiment with using simple tools to prepare simple dishes.	

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Geography	<p>Linked to science: senses</p> <p>To identify seasonal weather changes and how it affects daily activities.</p> <p>To understand and explain seasonal weather changes and how it affects daily activities.</p>	<p>Linked to science: animals</p> <p>To know locate hot and cold areas of the world. To know features of hot and cold areas of the world.</p> <p>To know features of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>London and Stoke-On-Trent</p> <p>To name and locate the four countries of the UK. To compare similarities and difference between two places in England. To compare two contrasting environments. To understand the difference between a physical feature and a human feature. To follow teacher led enquiries to ask and respond to questions. To use information books and pictures. To investigate their surroundings. To begin to learn the names of some places around the UK.</p> <p>To name, locate and identify characteristics of the four countries and capital cities of the UK. To compare similarities and differences between two contrasting places. TO use basic geographical vocabulary to refer to key physical features and key human features. To ask simple geographical questions. To retrieve information from non-fiction books, pictures and the internet. To make simple comparisons between two places using pictures/photographs. To locate and name places of a map within the UK, including capital cities.</p>		<p>The Seaside</p> <p>To name and locate the seas surrounding the UK. To use locational and directional language to describe location and routes on a map. To use aerial photographs and simple maps. To use observational field work to devise a simple map. To follow directions. To begin to understand how to use a key. To name, locate and identify the seas surrounding the UK> To name and locate the world's seven continents and oceans. To use positional and directional language, including turns, to describe the locations of features and routes on a map. To use maps, atlases and globes to locate places with support. To use observational fieldwork to devise a simple map with a key. To know simple compass directions. To follow directions and compass points. To begin to understand and create maps using a key and symbols.</p> <p><i>To continue to use geographical vocabulary for physical and human features.</i></p>	
History	<p>Linked to science: growth and life cycles</p> <p>To sequence photographs from different periods of their lives. To use a number of everyday historical terms related to time.</p> <p>To compare evidence of people or events in the past. To understand and use everyday historical terms related to the passage of time.</p>	<p>Linked to English: time lines and events</p> <p>To use a simple timeline to order objects, photos or pieces of information.</p> <p>To independently use an annotated timeline to sequence objects, photos and/or pieces of information.</p>	<p>Great Fire of London/Josiah Wedgwood</p> <p>To recall some events and key facts associated with a particular historical event. To begin to describe some similarities and difference. To begin to understand why people did things in the past. To identify at least one relevant cause for, and effect of a historical event or change. To consider one reason why an event or a person might be historically significant.</p> <p>To recall some key people/events associated with a particular historical theme or event. To identify and confidently describe similarities and differences occurring within a specific time period. To begin to discuss motives and make judgements about the motives. To begin to comment of the cause and effect of a historical event or change. To identify different aspects of an event or person to comment on historical significance.</p> <p><i>To begin to communicate knowledge and understanding in a variety of ways..</i></p>		<p>Grace Darling</p> <p>To recall some events and key facts associated with a particular historical event. To begin to identify different way the past is represented/recorded. To begin to ask and answer questions from a given source to show that they understand key features of the event. To begin to discuss trust in some sources.</p> <p>To develop empathy and understanding of why people acted as they did. To begin to identify different ways the past is represented/recorded. To ask and answer questions using information from a given source to show that they understand the key features of the events. To discuss the effectiveness of sources.</p>	

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	All about Me	All about our world.	London’s Burning		Marvellous Map Makers	
Music	Aural Awareness Listen to and experiment with vocal and instrumental sounds. Copy back simple rhythmic patterns and melodies. Recognise duration as being long or short. Recognise pitch as high or low. Recognise different articulations e.g. smooth and detached. Feel if the tempo is fast or slow by responding to the pulse. Recognise differences in dynamics as loud or soft. Begin to recognise the sounds of different instruments (timbre) with an understanding of how sounds are produced. Sing and recognise simple melodic shapes and patterns. Take a lead in activities that involve imitation or call and response. Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities. Composing and improvising Create music based on this – use basic rhythmic notation. Repeat and perform rhythmic patterns. Learning songs and rhymes from around the world (including rounds), pentatonic melodies, creating accompaniments using un-tuned percussion and rhythmic notation cards (crotchets, quavers, minims). Say words/rhymes and clap/play to create simple rhythmic patterns. Improvise a rhythm/sound over a given number of beats. Add sound effects to a story. Make a piece of music to illustrate a character or mood. Respond to music through movement. Understand simple graphic notation – one sign for a sound or group of sounds. Use simple pitch and rhythm patterns to develop a structure for a short piece. Improvise a rhythm/sound over a given number of beats. Begin to recognise how music will fit a topic/theme. Experiment with different timbres to create effects. Recognise and begin to use contrasts in dynamics, tempo or pitch in a simple composition. Respond to music through movement. Notate a composition using simple graphic notation. Understand that music can be notated in different ways. Performing - Christmas songs Explore making different sounds with the voice and instruments. Show an understanding of pulse. Sing and chant songs and rhymes in unison. Begin to sing in tune using melodies that move mainly by step and include small intervals. Start and stop at the appropriate time. Follow a leader when performing as a group. Recognise visual signs for start, stop, mime actions, sing in your head. Perform a simple melody using voice and/or instruments. Perform with a strong sense of pulse. Start to understand the difference between pulse and rhythm. Perform, demonstrating use of dynamics, pitch and tempo. Play simple rhythms. Sing in tune within a limited pitch range up to an octave. Develop an awareness of diction when singing. Sing/chant in unison and with a simple second part. As part of a group, maintain an ostinato/drone with the voice or on instruments. Perform and interpret a piece using simple notation. Recognise visual signs for start, stop, mime actions, sing in your head.		Vocal and body percussion, choosing and combining percussion instruments to represent fire - choosing sounds for effect. Playing and singing together with control and expression – learning songs (including rounds) and listening to music linked with fire. Stravinsky firebird (BBC 10 Pieces) Aural Awareness Listen to and experiment with vocal and instrumental sounds. Copy back simple rhythmic patterns and melodies. Recognise duration as being long or short. Recognise pitch as high or low. Recognise different articulations e.g. smooth and detached. Feel if the tempo is fast or slow by responding to the pulse. Recognise differences in dynamics as loud or soft. Begin to recognise the sounds of different instruments (timbre) with an understanding of how sounds are produced. Sing and recognise simple melodic shapes and patterns. Take a lead in activities that involve imitation or call and response. Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities. Composing and improvising Recording musical ideas using a single line stave (2-3 notes) / images to compose, using simple rhythmic notation (crotchets, quavers, minims). Performing songs in front of an audience linked with fire. Say words/rhymes and clap/play to create simple rhythmic patterns. Improvise a rhythm/sound over a given number of beats. Add sound effects to a story. Make a piece of music to illustrate a character or mood. Respond to music through movement. Understand simple graphic notation – one sign for a sound or group of sounds. Use simple pitch and rhythm patterns to develop a structure for a short piece. Improvise a rhythm/sound over a given number of beats. Begin to recognise how music will fit a topic/theme. Experiment with different timbres to create effects. Recognise and begin to use contrasts in dynamics, tempo or pitch in a simple composition. Respond to music through movement. Notate a composition using simple graphic notation. Understand that music can be notated in different ways. Performing - Easter songs Explore making different sounds with the voice and instruments. Show an understanding of pulse. Sing and chant songs and rhymes in unison. Begin to sing in tune using melodies that move mainly by step and include small intervals. Start and stop at the appropriate time. Follow a leader when performing as a group. Recognise visual signs for start, stop, mime actions, sing in your head. Perform a simple melody using voice and/or instruments. Perform with a strong sense of pulse. Start to understand the difference between pulse and rhythm. Perform, demonstrating use of dynamics, pitch and tempo. Play simple rhythms. Sing in tune within a limited pitch range up to an octave. Develop an awareness of diction when singing. Sing/chant in unison and with a simple second part. As part of a group, maintain an ostinato/drone with the voice or on instruments. Perform and interpret a piece using simple notation. Recognise visual signs for start, stop, mime actions, sing in your head.		Following simple notation about when to play an instrument and adding simple improvisations. Singing and playing songs linked with the seaside – 3 or 4 beats in a bar Learning about and singing sea shanties with phrasing and expression, dynamic / tempo changes while keeping to the pulse. Composing and improvising Creating and performing patterns and sequences of rhythm and sound based on the theme of transport. Recording musical ideas eg. colour spots / single line stave to reproduce ideas and perform Say words/rhymes and clap/play to create simple rhythmic patterns. Improvise a rhythm/sound over a given number of beats. Add sound effects to a story. Make a piece of music to illustrate a character or mood. Respond to music through movement. Understand simple graphic notation – one sign for a sound or group of sounds. Use simple pitch and rhythm patterns to develop a structure for a short piece. Improvise a rhythm/sound over a given number of beats. Begin to recognise how music will fit a topic/theme. Experiment with different timbres to create effects. Recognise and begin to use contrasts in dynamics, tempo or pitch in a simple composition. Respond to music through movement. Notate a composition using simple graphic notation. Understand that music can be notated in different ways. Performing Explore making different sounds with the voice and instruments. Show an understanding of pulse. Sing and chant songs and rhymes in unison. Begin to sing in tune using melodies that move mainly by step and include small intervals. Start and stop at the appropriate time. Follow a leader when performing as a group. Recognise visual signs for start, stop, mime actions, sing in your head. Perform a simple melody using voice and/or instruments. Perform with a strong sense of pulse. Start to understand the difference between pulse and rhythm. Perform, demonstrating use of dynamics, pitch and tempo. Play simple rhythms. Sing in tune within a limited pitch range up to an octave. Develop an awareness of diction when singing. Sing/chant in unison and with a simple second part. As part of a group, maintain an ostinato/drone with the voice or on instruments. Perform and interpret a piece using simple notation. Recognise visual signs for start, stop, mime actions, sing in your head. Reflecting and evaluating Comment on own performances and compositions. Describe music and sounds in simple terms. Talk about how the music makes them feel and why. Talk about own and peers’ work and make simple suggestions for improvement. Begin to recognise how other composers use changes in dynamics, pitch and tempo for effect.	

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PE	Games- agility Use hitting skills in a game. Practice basic striking, sending and receiving. Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practice accurate throwing and consistent catching. Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. Pass the ball to another player in a game. Use kicking skills in a game Use different ways of travelling in different directions or path-ways. Run at different speeds. Begin to use space in a game. Begin to use the terms attacking and defending. Use simple defen- sive skills such as marking a player or defending a space. Use sim- ple attacking skills such as dodging to get past a defender. Follow simple rules to play games, including team games. Use sim- ple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space. Perform using a range of actions and body parts with some coordi- nation. Begin to perform learnt skills with some control. Engage in competitive activities and team games. Watch and describe performances. Begin to say how they could improve Strike or hit a ball with increasing control. earn skills for playing striking and fielding games. Position the body to strike a ball. Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used. Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game. Know how to pass the ball in different ways. Use different ways of travelling at different speeds and following different pathways, di- rections or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game. Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully. Understand the importance of rules in games. Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others Use at least one technique to attack or defend to play a game successfully.		Gymnastics Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed. Hold still shapes and simple balances. Carry out simple stretches. Carry out a range of simple jumps, landing safely. Move around, under, over, and through different objects and equipment. Begin to move with control and care Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. Move with increasing control and care. Dance Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance. Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Watch and describe performances. Begin to say how they could improve. Copy, remember and repeat actions. Create a short motif inspired by a stim- ulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions.		Running Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog and sprint in a straight line. Change direction when jogging and sprinting. Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Jumping Perform different types of jumps. Perform a short jumping sequence. Jump as high and as far as possible. Land safely and with control. Perform and compare different types of jumps. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Throwing Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights.	

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RE	What do Christians believe God is like? (1.1 Understanding Christianity) Explore Give clear accounts of what the religious texts might mean to believers Relate Identify ways in which religious texts impact how believers live Apply Reflect on examples of how believers live and consider what we can learn from that for our own lives.	Why does Christmas matter to Christians? (1.3 Understanding Christianity) Explore Explore religious stories and teachings Retell religious stories and recognise a link with a concept (Incarnation) Give clear accounts of what the religious texts might mean to believers Relate Recognise how people of faith celebrate key festivals Identify ways in which religious texts impact how believers live . Apply Consider, through discussion, whether particular religious text have anything to say on how we should live.	What is the good news that Jesus brings? Gospel (1.4 Understanding Christianity) Explore Explore religious stories and teachings Relate Identify ways in which religious texts impact how believers live Apply Consider, through discussion, whether particular religious text have anything to say on how we should live	Why does Easter matter to Christians? (1.5 Understanding Christianity) Explore Explore religious stories and teachings Retell religious stories and recognise a link with a concept (Incarnation) Give clear accounts of what the religious texts might mean to believers Relate Recognise how people of faith celebrate key festivals Identify ways in which religious texts impact how believers live Apply Consider, through discussion, whether particular religious text have anything to say on how we should live	What makes a story special? Story telling trough sacred writings. Explore Identify features of different religious texts (e.g. parables, historical, poetry) Give clear accounts of what the religious texts might mean to believers Relate Identify ways in which religious texts impact how believers live Apply Consider, through discussion, whether particular religious text have anything to say on how we should live.	
Worship	REACH: Respect Jesus across the World Harvest	REACH: Respect Advent Christmas	REACH: Empathy Ash Wednesday Epiphany	REACH: Aspiration Lent Easter	REACH: Courage Pentecost	REACH: Happy Trinity
RSE SCARF: Safety, Caring, Achievement, Resilience, Friendship	Growing and Changing To name major internal body parts. To understand body processes. To know how to care for a baby. To identify the difference between babies, toddlers and children. To explain the difference between unkindness, teasing and bullying. To know the difference between a secret and a surprise, and know who to talk to. To understand and learn the PANTS rules. To demonstrate simple ways of giving positive feedback. To recognise feelings of loss. To identify different stages of human growth. To understand and learn the PANTS rules. To understand and respect privacy.		Keeping Myself Safe To understand parts of a healthy lifestyle. To understand the importance of sleep. To recognise emotional and physical feelings associated with feeling unsafe. To recognise emotional feelings associated with loss. To understand responsibilities about medicines. To understand and learn the PANTS rules. To understand responsibilities and safety regarding medicines. To explain how to deal with unsafe situations. To know what to say to keep themselves safe. To recognise and respond to body language. To recognise there are different types of touches. To understand the importance of sharing secrets that make them feel uncomfortable.		Being my Best To recognise the importance of a healthy diet. To recognise different food groups (Eatwell). To understand how to prevent germs spreading. To understand the need to try, practice, fail and show persistence to overcome challenge. To understand how to resolve conflict. To recognise the effect of a persons' behavior on others. To understand positive attitude and positive mind-set. To understand personal choice, likes and dislikes. To understand healthy and unhealthy choices. To identify a good dental routine. To recognise the importance of exercise and sleep. To name major internal organs and how food, water and air get into the body.	

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Forest School	Play/Exploring: Bird Watching.	Shelter Work Supported construction of a tripod style structure (mini-den for animals). Erect a lean to shelter with some support Independent use of a tripod structure (mini-den for animals). Lashing and strapping techniques to make frames. Create and lean a shelter independently or with limited support.	Play/Exploring: Re-enforcement of rules and boundaries Travel safely around the forest area and other outdoor terrain. Carry sticks/logs or other large items safely. Work in a team, co-operate and communicate clearly Re-enforcement of rules and boundaries Travel safely around the forest area and other outdoor terrain Carry sticks/logs or other large items safely Work in a team, co-operate and communicate clearly Using Tools: Continued use of basic tools- loppers, peelers, bow saw, trowels and forks Continued use of basic tools- loppers, peelers, bow saw, trowels and forks. Children may use bow saw in a pair with a teacher supervising if they are physically, mentally and socially able to do so.		Play/Exploring: Re-enforcement of rules and boundaries Travel safely around the forest area and other outdoor terrain. Carry sticks/logs or other large items safely. Work in a team, co-operate and communicate clearly Re-enforcement of rules and boundaries Travel safely around the forest area and other outdoor terrain Carry sticks/logs or other large items safely Work in a team, co-operate and communicate clearly Using Tools: Continued use of basic tools- loppers, peelers, bow saw, trowels and forks Continued use of basic tools- loppers, peelers, bow saw, trowels and forks. Children may use bow saw in a pair with a teacher supervising if they are physically, mentally and socially able to do so.	
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