



### UNDERSTANDING THE WORLD

#### Location knowledge KS1

- **ge1** I can find and name the world's seven continents on a map and globe
- **ge2** I can find and name the world's five oceans on a map and globe
- **ge3** I can find and name the four countries of the UK on a map

#### Geographical skills and fieldwork KS1

- **ge16** I can use maps and globes to identify places I am learning about
- **ge19** I can describe the location of places further away and how I might travel to them

#### Core Skills across the Key Stage KS1

- **hi1** I can use common words and phrases related to the passing of time
- **hi2** I can place objects, people and events into chronological order
- **hi3** I can talk about different ways of life at different times
- **hi4** I have a wide vocabulary of common historical terms
- **hi5** I can ask and answer questions about the past
- **hi6** I can identify key features of stories and events to help me to understanding their importance
- **hi7** I can use sources of information to find out about the past

### LITERACY

#### Reading - word reading KS1

- **e1** apply phonic knowledge and skills as the route to decode words
- **e2** respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- **e3** read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- **e4** read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- **e5** read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- **e6** read other words of more than one syllable that contain taught GPCs
- **e8** read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- **e9** re-read these books to build up their fluency and confidence in word reading.

#### Reading - comprehension KS1

- **e11** listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- **e12** being encouraged to link what they read or hear read to their own experiences
- **e15** learning to appreciate rhymes and poems, and to recite some by heart
- **e16** discussing word meanings, linking new meanings to those already known
- **e18** drawing on what they already know or on background information and vocabulary provided by the teacher
- **e19** checking that the text makes sense to them as they read and correcting inaccurate reading
- **e20** discussing the significance of the title and events
- **e21** making inferences on the basis of what is being said and done
- **e22** predicting what might happen on the basis of what has been read so far
- **e23** participate in discussion about what is read to them, taking turns and listening to what others say
- **e24** explain clearly their understanding of what is read to them.

#### Writing - transcription - Spelling KS1

- **e25** words containing each of the 40+ phonemes already taught
- **e26** common exception words
- **e27** the days of the week
- **e29** naming the letters of the alphabet in order
- **e30** using letter names to distinguish between alternative spellings of the same sound
- **e35** apply simple spelling rules and guidance, as listed in English Appendix 1
- **e36** write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

#### Writing - handwriting KS1

- **e37** sit correctly at a table, holding a pencil comfortably and correctly
- **e38** begin to form lower-case letters in the correct direction, starting and finishing in the right place
- **e39** form capital letters
- **e40** form digits 0-9
- **e41** understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

#### Writing - composition KS1

- **e43** saying out loud what they are going to write about
- **e44** composing a sentence orally before writing it
- **e46** re-reading what they have written to check that it makes sense
- **e47** discuss what they have written with the teacher or other pupils
- **e48** read aloud their writing clearly enough to be heard by their peers and the teacher.

#### Writing - vocabulary, grammar and punctuation KS1

- **e50** leaving spaces between words
- **e51** joining words and joining clauses using and
- **e52** beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- **e53** using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- **e54** learning the grammar for year 1 in English Appendix 2
- **e55** use the grammatical terminology in English Appendix 2 in discussing their writing.

### PHYSICAL EDUCATION

#### KS1

- **pe1** I can run safely, controlling my speed and direction
- **pe1.1** I can jump over obstacles safely and with control

- **pe1.5** I can co-operate with a partner or small group to develop my skills, showing awareness of others' needs
- **pe2** I can play simple team games showing

In English this term we will be looking at non-fiction writing related to the Tudors. We will begin the term by looking at fact files and creating our own fact file all about Henry VIII. We will then explore Tudor clothes and food and be making comparisons between the rich and the poor. Through this we will also be creating labels and captions. This will lead us onto our next focus which will be the New World. We will be creating poems linked to Walter Raleigh and his discoveries.

Our focus in outdoor PE this term will be games/object control (striking and fielding). We will learn how to effectively hit a stationary ball and take part in team opposing games. During indoor PE we will be focusing on gymnastics and stability. We will look at jumping, balancing, rolling, travelling and then begin to incorporate apparatus.

### This Sceptred Isle - Tudors and The New World Kingfishers

#### Multiplication and Division

We will be learning to solve one step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays.

Understand multiplication and division, doubling numbers and quantities.

#### History

In history this term we will be learning about the Tudors and the New World. We will be finding out all about Henry VIII and his role in the Tudor period. We will also be exploring 'The New World' and the role of Sir Walter Raleigh.

#### Fractions

We will be learning to recognise, find and name a half as one of two equal parts of an object, shape or quantity. We will also be learning to connect halves to the equal sharing and grouping of sets of objects, and to measure, as well as recognising and combining halves as parts of a whole.

#### Capacity and Comparing Length and Weight

We will be learning to compare, describe and solve practical problems for capacity and volume (full/empty, more than/less than, half full, quarter full)

We will be begin to use measuring tools such as containers and be able to measure and begin to record capacity and volume.

#### Geography

We will learning what the seven continents and five oceans in the world are called and be able to use a map to locate them. This will be linked to our learning of Walter Raleigh as we will be investigating the places that he explored and discovered.

In RE this term our focus is Spring, New life and Easter. Why is Easter important for the church? Are religious celebrations important to people?

We will also be starting to brush our teeth after lunch. This will enable children the opportunity to understand why developing a healthy lifestyle is important.

During outdoor learning we will be exploring the different flowers and plants that grow in the spring. We will then be creating seasonal pieces of art work using a variety of materials including, colouring pencils, watercolours and pastels. We will be learning how to effectively use water colours.

We also be looking in more depth at the Tudor rose and creating our own emblems using the flowers we have found on our spring welly walk.

### OUTDOOR LEARNING

In our outdoor learning sessions this term we will be exploring the different plants and flowers that Spring brings.

We will begin by looking at the Tudor rose and creating our own family crests using natural materials.

We will then explore the new plants and flowers that have grown. We will use a variety of materials to create some flower art work.

#### Christian Values

Koinonia  
We will be using the christian value of Koinonia to explore how communities are strengthened by shared beliefs and goals.

#### British Values

We will start to understand the term rule of law and why it is important. We will explore what this looked like in England's past and what it looks like today.

### MATHEMATICS AND COMPUTING

#### Number - multiplication and division KS1

- **m10** 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.

#### Number - fractions KS1

- **m11** recognise, find and name a half as one of two equal parts of an object, shape or quantity

- **m12** recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

#### Measurement KS1

- **m16** capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
- **m21** capacity and volume

### PSED & RELIGIOUS EDUCATION

#### 0 KS1

- **AF1** I can retell important parts of stories from different religions. (OS)
- **AF1I** cantalk about hymns, symbols, art, dance and music in RE (OS)
- **AF1** I can use the correct names and words when I talk about my learning in RE (OS)
- I can say how people show what they believe in different religions (OS)
- **AF1** I can find some things that are different and are the same about the religions and beliefs I have learnt about. (OS)
- **AF2I** I can name some other ways that people express their beliefs and feelings (OS)
- **AF2** I can ask questions about what happens to other and how it makes them feel (OS)
- **AF2** I can think about things that happen to me and show how they make me feel.(OS)
- **AF3** I can say what is important to someone else (OS)
- I can give a reason why something is important to someone else. (OS)

#### PSED Preparing to play an active role as citizens KS1

- **pa5** Continue to develop empathy for others.
- **pa6** Recognise what is right and wrong.
- **pa8** Know how to apologise and make amends.
- **pa11** Contribute to the life of the class and school.

#### PSED Developing confidence and responsibility and making the most of their abilities KS1

- **pc18** Take and share responsibility, for example, for their own behaviour.

#### KS1

- **ph4** Begin to make simple choices that improve their health and well being.
- **ph5** Begin to maintain personal hygiene.

#### PSED Developing a healthy, safer lifestyle KS1

- **pr15** Listen to other people, and play and work co-operatively.
- **pr16** Develop a caring attitude towards family, friends and each other.
- **pr17** Greet and talk with adults.
- **pr18** Develop positive relationships through work and play.
- **pr19** Be able to ask for help from an 'appropriate' adult.

#### RE - Learning From Religion KS1

- **rf13** Identify what matters to them and others and link this to religion.
- **rf15** Recognise that religious teaching and ideas make a difference to individuals and families.

#### Learning About Religion KS1

- **ra6** Explore a range of religious stories.
- **ra8** Name and explore a range of celebrations.
- **ra10** Identify the importance, for some people, of belonging to a religion.
- **ra12** Begin to use a range of religious words.

### EXPRESSIVE ARTS AND DESIGN

#### KS1

- **ad1** I can use different materials to design and make things
- **ad2** I can use drawing to share my ideas.
- **ad3** I can use painting to share my ideas.
- **ad4** I can use sculpture to share my ideas.
- **ad5** I can use colour, texture and pattern in my work

- **ad7** I can tell you about famous artists, craft-makers and designers and who my favourite is and why I like his/her work
- **ad8** I can talk about different ways of creating work and which ways I have tried and which I liked best