



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

- **g16** I can use maps and globes to identify places I am learning about
- **g19** 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

Writing - transcription - Spelling KS1

- **e30** using letter names to distinguish between alternative spellings of the same sound

Reading - word reading KS1

- **e61** continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- **e62** read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- **e63** read accurately words of two or more syllables that contain the same graphemes as above
- **e64** read words containing common suffixes
- **e65** read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- **e66** read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- **e67** read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- **e68** re-read these books to build up their fluency and confidence in word reading.

Reading - comprehension KS1

- **e69** develop pleasure in reading, motivation to read, vocabulary and understanding by:
- **e70** listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- **e71** discussing the sequence of events in books and how items of information are related
- **e73** being introduced to non-fiction books that are structured in different ways
- **e75** discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- **e76** discussing their favourite words and phrases
- **e77** continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- **e78** understand both the books that they can already read accurately and fluently and those that they listen to by:
- **e79** drawing on what they already know or on background information and vocabulary provided by the teacher
- **e80** checking that the text makes sense to them as they read and correcting inaccurate reading
- **e81** making inferences on the basis of what is being said and done
- **e82** answering and asking questions
- **e83** predicting what might happen on the basis of what has been read so far
- **e84** participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and

- **e86** segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- **e87** learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- **e88** learning to spell common exception words
- **e90** learning the possessive apostrophe (singular) [for example, the girl's book]
- **e92** add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly
- **e93** apply spelling rules and guidance, as listed in English Appendix 1

Writing - handwriting KS1

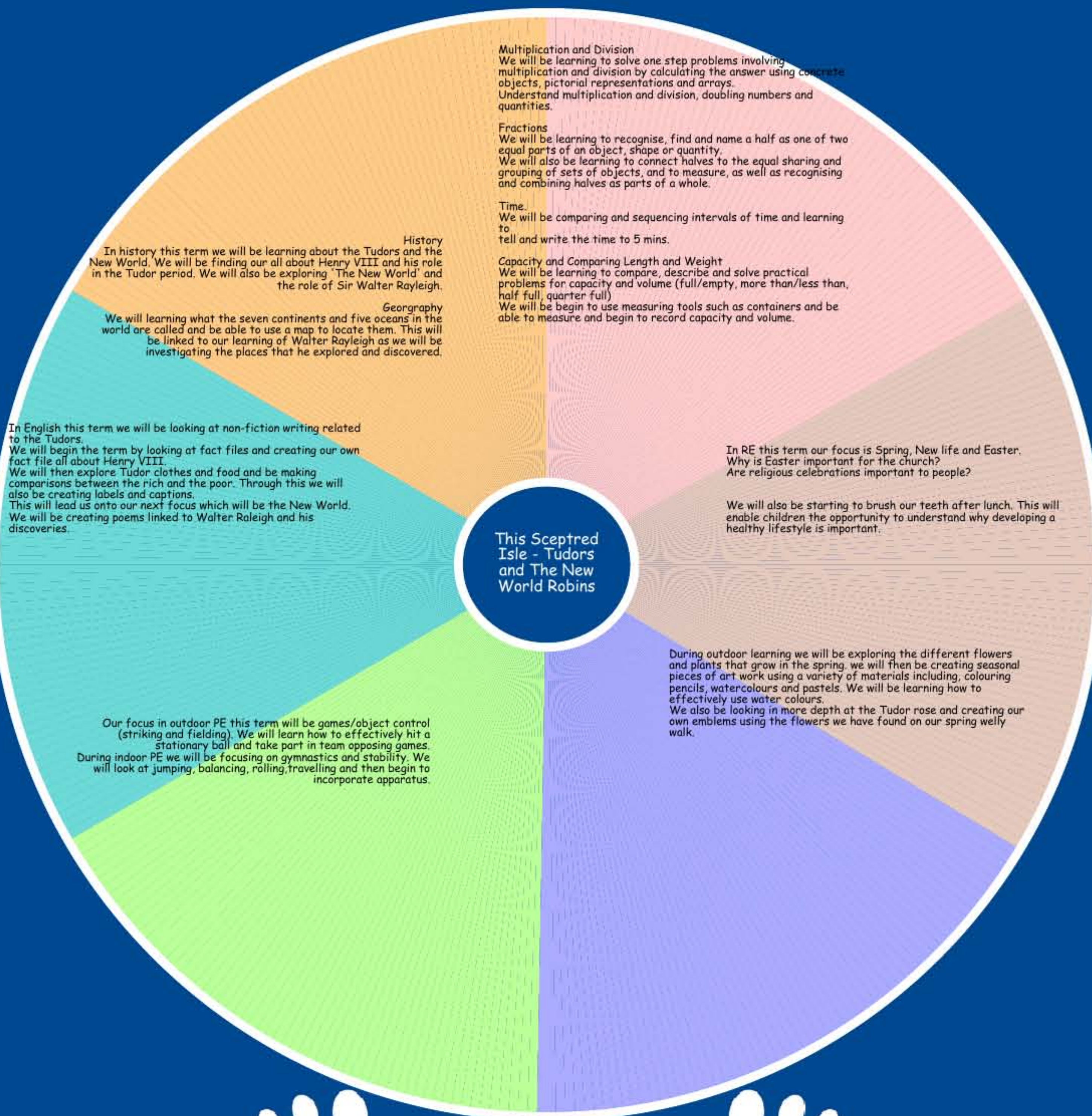
- **e95** form lower-case letters of the correct size relative to one another
- **e97** write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- **e98** use spacing between words that reflects the size of the letters.

Writing - composition KS1

- **e99** develop positive attitudes towards and stamina for writing by:
- **e100** writing narratives about personal experiences and those of others (real and fictional)
- **e101** writing about real events
- **e102** writing poetry
- **e103** writing for different purposes
- **e104** consider what they are going to write before beginning by:
- **e106** writing down ideas and/or key words, including new vocabulary
- **e108** make simple additions, revisions and corrections to their own writing by:
- **e109** evaluating their writing with the teacher and other pupils
- **e110** re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

Writing - vocabulary, grammar and punctuation KS1

- **e113** develop their understanding of the concepts set out in English Appendix 2 by:
- **e114** learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- **e115** learn how to use:
- **e116** sentences with different forms: statement, question, exclamation, command
- **e117** expanded noun phrases to describe and specify [for example, the blue butterfly]
- **e118** the present and past tenses correctly and consistently including the progressive form
- **e119** subordinating (using when, if, that, on



This Sceptred Isle - Tudors and The New World Robins

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.

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.

Time
We will be comparing and sequencing intervals of time and learning to tell and write the time to 5 mins.

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.

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.

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.

English
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.

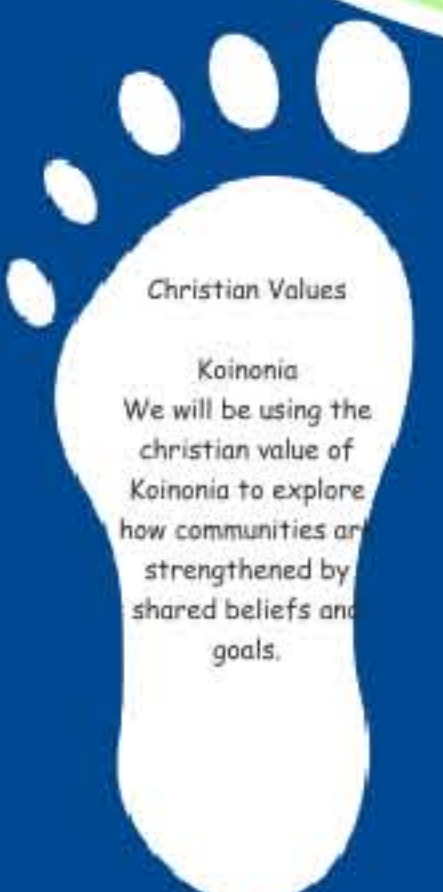
RE
In RE this term our focus is Spring, New life and Easter. Why is Easter important for the church? Are religious celebrations important to people?

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.

Outdoor Learning
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.

PE
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.

OUTDOOR LEARNING



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

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.



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

- **m49** recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- **m50** calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs
- **m51** show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- **m52** solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Number - fractions KS1

- **m53** recognise, find, name and write fractions, and of a length, shape, set of objects or quantity

Measurement KS1

- **m54** write simple fractions for example, of 6 = 3 and recognise the equivalence of and
- **m55** 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
- **m56** compare and order lengths, mass, volume/capacity and record the results using >, < and =
- **m60** compare and sequence intervals of time
- **m61** 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
- **m62** know the number of minutes in an hour and the number of hours in a day.

PSED & RELIGIOUS EDUCATION

0 KS1

- **AF1** I can retell important parts of stories from different religions. (OS)
- **AF1** 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** 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.

PSED Developing a healthy, safer lifestyle KS1

- **ph5** Begin to maintain personal hygiene.

PSED Developing good relationships and respecting the differences between people 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

KS1

- **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