

Subject	Spring	Key Skills and Outcomes
Literacy	Phonics: Read Write Inc. On-going throughout  Fiction: Through Read Write Inc.	<ul style="list-style-type: none"> <li>• Spelling <u>some</u> words correctly and making phonetically-plausible attempts at others</li> <li>• Spell some common exception words</li> <li>• Form all letters correctly</li> <li>• Use spacing between words</li> <li>• Write sentences that are sequenced to form a short narrative.</li> <li>• Use full stops and capital letters in a narrative.</li> </ul>
	Non-Fiction: Instructions and labels	<ul style="list-style-type: none"> <li>• Multiple simple sentences under subheadings.</li> <li>• Some use of conjunctions and adverbials of time.</li> <li>• Headings and subheadings</li> <li>• List of what you need using bullet points</li> <li>• Imperative verbs</li> <li>• Chronological order</li> </ul>
	Poetry: Playing with Rhyme; riddles	<ul style="list-style-type: none"> <li>• Recite a familiar rhyme, adding actions.</li> <li>• Use poem format to develop own version.</li> <li>• Recognise rhyming words. Play with rhyme to make funny versions.</li> <li>• Read riddles and understand format.</li> <li>• Write own simple riddle.</li> </ul>
	Grammar	<ul style="list-style-type: none"> <li>• Know what a noun and verb is.</li> <li>• Use names of people, places and things.</li> <li>• Use nouns and pronouns for variety.</li> <li>• Use co-ordination; and , but</li> <li>• Use question marks and exclamation marks.</li> <li>• Use past and present tense by adding ed or ing to a verb.</li> </ul>

Maths	Place Value within 20	<ul style="list-style-type: none"> <li>Count within 20 and understand the numbers from 10 to 20</li> <li>To understand and find one more than and one less than</li> <li>Use a number line effectively</li> <li>Compare and order numbers to 20</li> </ul>
	Addition and subtraction within 20	<ul style="list-style-type: none"> <li>Add by counting within 20</li> <li>Add ones using number bonds</li> <li>Find and make number bonds to 20</li> <li>To know doubles up to 20, including near doubles</li> <li>To subtract ones using number bonds</li> <li>To use subtraction to count back and to find the difference</li> </ul>
	Place Value within 50	<ul style="list-style-type: none"> <li>Count from 20 to 50</li> <li>Count by making groups of 10</li> <li>To make groups of and partition tens and ones</li> <li>Understand the number line to 50</li> <li>Estimate on a number line</li> <li>To understand one more than and one less than</li> </ul>
	Length and height	<ul style="list-style-type: none"> <li>To compare length and height</li> <li>To measure lengths using objects</li> <li>To measure length in centimetres</li> </ul>
	Mass and volume	<ul style="list-style-type: none"> <li>To distinguish between heavier and lighter</li> <li>To be able to measure and compare mass</li> <li>To know the difference between full and empty</li> <li>To measure and compare capacity</li> </ul>
	Alive in 5	<ul style="list-style-type: none"> <li>To know the numbers 0-5 confidently (by finding and representing them)</li> <li>To know one more than and one less than</li> <li>To subitise to 5</li> </ul>
	Mass and capacity	<ul style="list-style-type: none"> <li>Compare mass</li> <li>Find balance</li> <li>Explore and compare capacity</li> </ul>

	Growing 6,7,8	<ul style="list-style-type: none"> <li>• Find and represent 6, 7 and 8</li> <li>• To know one more than and one less than</li> <li>• Make pairs</li> <li>• Find and make doubles to 8</li> </ul>
	Length, height and time	<ul style="list-style-type: none"> <li>• Explore and compare length</li> <li>• Explore and compare height</li> <li>• To talk about time</li> <li>• To order and sequence time</li> </ul>
	Building 9 and 10	<ul style="list-style-type: none"> <li>• Find and represent 9 and 10</li> <li>• Compare numbers to 10</li> <li>• Subitise to 10</li> <li>• One more than and one less than numbers to 10</li> <li>• To know the number bonds of 10</li> <li>• Make 10 in different arrangements</li> <li>• Make and find doubles to 10</li> <li>• Explore odd and even</li> </ul>
	Explore 3D shapes	<ul style="list-style-type: none"> <li>• Recognise and name 3D shapes</li> <li>• Find 2D shapes within 3D shapes</li> <li>• Find and use 3D shape for tasks</li> <li>• Identify and copy patterns</li> </ul>
Science	Use of everyday materials	<ul style="list-style-type: none"> <li>• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</li> <li>• Describe the simple physical properties of a variety of everyday materials.</li> <li>• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick and paper for specific uses.</li> <li>• To perform experiments with different materials.</li> </ul>
	Animals including humans	<ul style="list-style-type: none"> <li>• To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• To identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> </ul>

		<ul style="list-style-type: none"> <li>To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>
History/ Geography	The Great Fire of London	<ul style="list-style-type: none"> <li>To know how the Great Fire of London began</li> <li>To know how the Great Fire of London was extinguished</li> <li>To know the impact of the Great Fire of London</li> <li>To know what changes were made as a result of the Great Fire of London</li> <li>To know how we know about the Great Fire of London</li> </ul>
	Comparing the UK to Australia	<ul style="list-style-type: none"> <li>To name and locate the world's seven continents and five oceans</li> <li>To understand the similarities and differences between the UK and Australia</li> <li>To use basic geographical vocabulary to refer to key physical and human features</li> <li>To use world maps, atlases and globes to identify the United Kingdom and its countries</li> <li>To use simple compass directions</li> </ul>
DT	Wheels and axels	<ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users</li> <li>based on design criteria</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication</li> <li>technology</li> <li>To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> </ul>
	Moving parts	<ul style="list-style-type: none"> <li>To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>To explore and evaluate a range of existing products</li> <li>To evaluate their ideas and products against design criteria</li> <li>To build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>To explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>
Art	Silhouette painting	<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> </ul>

	Aboriginal art	<ul style="list-style-type: none"> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>
Music	The Sorcerer's apprentice and London's Burning	<ul style="list-style-type: none"> <li>Explore storytelling elements in the music and create a class story inspired by the piece.</li> <li>Identify and describe contrasts in tempo and dynamics.</li> <li>Begin to use musical terms (louder/quieter, faster/slower, higher/lower).</li> <li>Respond to music in a range of ways e.g. movement, talking, writing.</li> </ul> <ul style="list-style-type: none"> <li>To sing London's Burning in rounds and engage with the song through actions</li> </ul>
	Colonel Hathi's march	<ul style="list-style-type: none"> <li>Compose music to march to, using tuned and untuned percussion.</li> <li>Respond to musical characteristics through movement.</li> <li>Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips).</li> </ul>
P.E.	Gymnastics	<ul style="list-style-type: none"> <li>To use space safely and land on 2 feet from 2 feet positions</li> <li>To perform a straight jump</li> <li>To develop a range of 2 feet to 2 feet jumps</li> <li>To perform a 2 feet jump from a low platform</li> <li>To join 2 jumping actions into a short movement phrase</li> <li>To create, remember and repeat a movement phrase of 2-3 jumps and use 1 piece of apparatus</li> </ul>
RE	What do Jewish people believe about God and the covenant?	<ul style="list-style-type: none"> <li>To know that Judaism is a religion and the people who practice Judaism are called Jews.</li> <li>To know that the symbol of Judaism is the Star of David.</li> <li>To know that Jewish people worship in synagogue.</li> <li>To know about the festivals of Rosh Hashanah, Yom Kippur and Sukkot and the celebrations of Bar/Bat Mitzvahs.</li> <li>To know the creation story</li> </ul>
	Why do Christians put a cross in an Easter Garden?	<ul style="list-style-type: none"> <li>Recognise incarnation and salvation as a part of the big story in the bible</li> <li>Tell the story of Holy Week and Easter</li> <li>Recognise that Jesus gives instructions on how to behave</li> <li>To know about Jesus' death and resurrection in church worship</li> </ul>

ICT	Programming (Teach Computing: Moving a Robot)	<ul style="list-style-type: none"> <li>• To explain what a given command will do</li> <li>• To act out a given word</li> <li>• To combine forwards and backwards commands to make a sequence</li> <li>• To combine four direction commands to make a sequence</li> <li>• To plan a simple program</li> <li>• To find more than one solution to a problem</li> </ul>
	Data and information - Grouping data	<ul style="list-style-type: none"> <li>• To label objects</li> <li>• To identify objects that can be counted</li> <li>• To describe objects in different ways</li> <li>• To count objects with the same properties</li> <li>• To compare groups of objects</li> <li>• To answer questions about groups of objects</li> </ul>
PSHE	Keeping Safe (SCARF)	<ul style="list-style-type: none"> <li>• Sleep helps you grow and helps us to feel happy and friendly. It can also improve memory and learning.</li> <li>• Identify adults that can help, ask them when they are not so busy or find a good time to tell them.</li> <li>• To understand the PANTS rules and be able to know the names of privates.</li> <li>• To know what the internet is, how the internet can be used safely and what the internet is used for.</li> <li>• To know what a medicine is, what medicines are for and who looks after medicines at home.</li> <li>• To be able to express how we feel when we lose something.</li> </ul>
	Rights and Respect (SCARF)	<ul style="list-style-type: none"> <li>• Recognise how a person's behaviour (including their own) can affect other people.</li> <li>• Identify what they like about the school environment;</li> <li>• Recognise who cares for and looks after the school environment.</li> <li>• Demonstrate respect and responsibility for looking after something (e.g. a class pet or plant);</li> <li>• Explain the importance of looking after things that belong to themselves or to others;</li> <li>• Develop their sense of respect for objects - including things in the environment.</li> <li>• Explain where people get money from;</li> <li>• List some of the things that money may be spent on in a family home.</li> <li>• Recognise that different notes and coins have different monetary value;</li> <li>• Explain the importance of keeping money safe;</li> <li>• Identify safe places to keep money;</li> <li>• Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).</li> <li>• To learn basic first aid</li> </ul>

<b>Understanding the world</b>	People who help us	<ul style="list-style-type: none"><li>• To know that different people have different jobs</li><li>• To know which people help us</li><li>• To explore firefighters, doctors and police (amongst other jobs)</li></ul>
	Other countries	<ul style="list-style-type: none"><li>• To know that we live in the UK</li><li>• To explore the globe and maps available</li><li>• To explore food and music from around the world</li><li>• To explore festivals around the world</li></ul>