



Broomhill First School
Long Term Planning
Key Stage 1: Cycle 1



Aim:

Every Child Flourishes

Values:

- connection • creativity • courage • curiosity

School Rules

- we care about ourselves • we care about each other • we care about our school

Motto:

Together We Succeed

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------------|--|---|--|---|--|---|
| School/World Events | Training Day <i>European Languages Day</i> <i>Be Who You Are Day</i> Black History Month Harvest Festival Cross-phase reading British Summer Time Ends | Training Day Children in Need Odd Socks Day Bonfire Night Remembrance Day St. Andrew's Day Cross-phase reading Christmas Party Carols around the tree | New Year Chinese New Year Burn's Night Safer Internet Day Valentine's Day Cross-phase reading | Shrove Tuesday St. David's Day World Book Day Holi St. Patrick's Day World Poetry Day Mother's Day Cross-phase reading British Summer Time begins St. George's Day | May Day Northumberland Day Cross-phase reading | Sports Day Father's Day Transition Day Cross-phase reading |

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| Parent Link | Welcome to Year 1 / Year 2 Parent Meetings Parents' Evenings | Christmas Performances Christmas wreath workshop | Drumming performance | Parents' Evenings | Y1 Phonics Meeting | Sports Day Summer Fair Annual Reports |
| Community Links | Village Litter Pick | Road Safety Signs Christmas wreath workshop Christmas Fair | Police | Easter | Queen's Jubilee | RNLI Summer Fair |
| Contextual Safe Guarding | Road Safety Valuing every member of our community | Fire safety Fire brigade | e-safety Police assembly | Safe Strangers | Valuing every member of our community | Water safety |
| Testing | Phonics Assessment Rising Stars Grammar Rising Stars Comprehension Primary Stars (White Rose) end of unit Maths tests Independent Writing | Phonics Assessment Rising Stars Grammar Rising Stars Comprehension Primary Stars (White Rose) end of unit Maths tests Independent Writing | Phonics Assessment Rising Stars Grammar Rising Stars Comprehension Primary Stars (White Rose) end of unit Maths tests Independent Writing | Phonics Assessment Rising Stars Grammar Rising Stars Comprehension Primary Stars (White Rose) end of unit Maths tests Independent Writing | National SATs 2020 Phonics Assessment Rising Stars Grammar Rising Stars Comprehension Primary Stars (White Rose) end of unit Maths tests Brave Writing | Year 1 National Phonics Screening Check Phonics Assessment Rising Stars Grammar Rising Stars Comprehension Primary Stars (White Rose) end of unit Maths tests Brave Writing |
| Topic | Incredible Me! (Explorer) | Guy Fawkes Celebrations – Divali and festivals of light | Out of this World! (Scientist) | Secret Garden | Knights and Dragons! (Historian) | Stomp in the Swamp! (Paleontologist) |
| Big Question | How am I unique? | Why do we remember Guy Fawkes? | What is beyond our world? | What do plants need to grow? Can you grow a beanstalk as tall as Jack? | Would I have been safe living in a castle? | Would a dinosaur make a good pet? |
| Enrichment | Local Area Forest School | Beamish Forest School | Centre for Life <i>Living in Space</i> Forest School | Alnwick Gardens Cragside Forest School | Alnwick Castle Forest School Police visit RNLI visit | Fossil dig Forest School |

Purpose of English:

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

English Aims:

The overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. Our English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Spoken Language

Spoken language is important in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and should build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Reading

The teaching of reading focuses on developing pupils' competence in both word reading and comprehension. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds. It is essential that, by the end of Y6, all pupils are able to read fluently, and with confidence, in any subject.

Writing

The teaching of writing must develop pupils' competence in transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). In addition, pupils should be taught how to plan, revise and evaluate their writing. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

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|-------------------------|---|--|---|---|--|--|
| Broomhill Reading Spine | Traction Man is Here <i>Mini Grey</i> Mog <i>Judith Kerr</i> Avocado Baby <i>John Burningham</i> Wolves <i>Emily Gravett</i> | Where the Wild Things Are <i>Maurice Sendak</i> Elmer <i>David McKee</i> Not Now, Bernard <i>David McKee</i> Remember, Remember... Bonfire Night Rhyme 'Twas the Night Before Christmas | Dr Xargle's Book of Earthlets <i>Tony Ross</i> The Owl Who Was Afraid of the Dark <i>Jill Tomlinson</i> Something Else <i>Kathryn Cave</i> The Man on the Moon <i>Simon Bartram</i> | Who's Afraid of the Big Bad Book? <i>Lauren Child</i> The Flower <i>John Light</i> The Faraway Tree: The Enchanted Wood <i>Enid Blyton</i> Jack and the Baked Beanstalk <i>Colin Stimpson</i> Alternative Fairy Tales | Willa and old Miss Annie <i>Berlie Doherty</i> | Amazing Grace <i>Mary Hoffman</i> Flat Stanley <i>Jeff Brown</i> The Giraffe, the Pelly and Me & Fantastic Mr Fox <i>Roald Dahl</i> |
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Traction Man is Here
(Mini Grey)**Aims:**

- Explore, interpret and respond to a picture book
- Explore characters and draw inferences to aid our understanding of them
- Explore narrative plots and characters through role-play and play
- Broaden understanding and use of appropriate vocabulary

Outcomes:

- Character descriptions
- Writing in Role
- Caption Writing
- Letter Writing
- Narrative Writing

The Last Wolf (Mini Grey)**Aims:**

- Talk confidently about a picturebook and respond to it in a range of ways
- Consider the ways in which illustrations can deepen and enrich the meaning of a text and enhance the reader experience
- Explore the story through a variety of teaching approaches including artwork, drama and roleplay
- Develop reader response by exploring interpretations of themes, plots and characters' actions and motivations through discussion and reflection

Outcomes:

- Oral Storytelling
- Speech and Thought Bubbles
- Annotating images
- Storyboards
- Character descriptions
- Retell a known story
- Innovate a known tale
- Poetry
- Information Writing
- Persuasive Speech
- Writing in Role
- Advisory Note
- Letter
- Free Writing

Beamish trip recount

Bonfire Night**Aims:**

- Listen with enjoyment and respond to a range of poems
- Explore, interpret and respond to poetry;
- Experiment with the power of word choices by exploring the senses and the impact of onomatopoeia
- Compose and perform own poetry.

Outcomes:

- Onomatopoeia- words as drawings
- Acrostic poems
- Senses Autumn/firework poems

The Dark (Lemony Snicket)

- Talk confidently about picture books and responses individual to them
- Explore the story through a variety of teaching approaches including drama and role-play
- Write a recount in role as a fictional character
- To reflect on reading through keeping a reading journal
- Write a story based on a known narrative
- Poetry in response to visual imagery, story and poems

Outcomes:

- 'Tell Me' responses
- Role on the Wall
- Description of the dark
- Narrative sequence retelling the story
- Free-verse poem about the dark (or light)
- Thought or speech bubbles
- Piece of advice for Lazlo
- Argument in defence of the dark or urging caution
- Call and response poetry to reassure fears
- Story based on known narrative – Lazlo's viewpoint
- Instructions to make a glow jar & book review

Man on the Moon
A day in the life of Bob
(Simon Bartram)**Aims**

- Explore, interpret and respond to a picture book
- Explore characters and draw inferences to aid our understanding of them
- Broaden understanding and use of appropriate vocabulary Write for different purpose about fictional personal experiences
- Sequence events to write a short narrative based on a known model

Outcomes:

- Drawings and labels
- Captions for labelled drawings
- Simple recount (postcard)
- Simple instructions (rules/ signs for moon tourists or how to make Bob's sandwich)
- Writing in role (thought or speech bubbles)
- Dual-narrative
- Biography of Helen Sharman

Centre for Life trip recount

Jim and the Beanstalk**Aims:**

- Explore a high quality picture book which allows children to put themselves inside the story and empathise with characters and their issues and dilemmas
- Engage with illustrations throughout a picture book to explore and recognise the added layers of meaning these can give to our interpretation of a text
- Explore themes and issues, and develop and sustain ideas through discussion, enabling children to make connections with their own lives
- Develop creative responses to the text through drama, poetry, storytelling and artwork
- Write in role in order to explore and develop empathy for characters

Outcomes:

- Narrative re-telling (including dialogue)
- Thought bubbles
- Informal letters
- Sequel story
- Explanation
- Descriptive non-fiction
- Life-cycles
- Seed packets

Cragside trip recount

Tell Me a Dragon Jackie
Morris**Aims:**

- Talk confidently about a picturebook and respond to it in a range of ways
- Consider the ways in which illustrations can deepen and enrich the meaning of a text and enhance the reader experience
- Explore stories through a variety of teaching approaches including artwork, drama and roleplay
- Develop reader response by exploring interpretations of themes, plots and characters' actions and motivations through discussion and reflection

Outcomes:

- Openings and endings
- Drawings and labels
- Caption Writing
- Labelled dragon world maps (links toGeography)
- Dragon passport
- Missing passports
- A guide to dragons – non chronological report
- instructions
- 3-5 part stories
- Dragon descriptions and poems

Castle visit recount

Poems to Perform**Aims:**

- Make choices in selecting poems for anthologies
- Explore, interpret and respond to poetry
- Explore rhythm, rhyme and pattern in a range of poems
- Respond to and play with language in poetry week
- Use poetry as a stimulus for art
- Perform in response to poetry
- Compose and perform own poetry

Writing outcomes:

- Poetry- Dinosaur poems
- List poems (Use Emily Brown and the Thing Cressida Cowell (RS) for inspiration) - Nice/scary things

Dinosaurs and All That Rubbish**Outcomes:**

- Setting descriptions
- Instructions
- Narrative (retelling)
- Pamphlet
- Poster
- Letters

Dandydocus**Outcome:**

- Non-chronological information report

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|---------------------------------------|--|---|---|---|---|--|
| English Speaking and Listening Year 1 | <ul style="list-style-type: none"> • Listen with enjoyment and respond to the book, through retelling and re-enacting the story • Think and talk confidently about their response to the book, the story and illustrations, and their meanings • Explore and interpret stories through creative activity including play, art, drama and drawing • Engage children with a story with which they will empathise • Know the story really well and be able to revisit it in a variety of ways • Sequence and explore story • Structure through storytelling and storymapping | <ul style="list-style-type: none"> • Use relevant strategies to build their vocabulary • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments | <ul style="list-style-type: none"> • listen and respond appropriately to adults and peers • ask relevant questions to extend knowledge and understanding • consider and evaluate viewpoints, attending to and building on the contributions of others • participate in discussions, performances, role-play, improvisations and debate about what has been read • use spoken language to develop understanding through imagining and exploring ideas | <ul style="list-style-type: none"> • Listen and respond appropriately to adults and peers; • Speak audibly and fluently with an increasing command of Standard English • Ask relevant questions to extend knowledge and understanding; • Consider and evaluate viewpoints, attending to and building on the contributions of others; • Participate in discussions, performances, role play, improvisations and debate about what has been read; • Use spoken language to develop understanding through imagining and exploring ideas. | <ul style="list-style-type: none"> • Tell stories and describe incidents from their own experience in a clear, audible voice • Retell Stories, ordering events using story language • Interpret a text by reading aloud with some variety in pace and emphasis • Listen with sustained concentration, building new stores of words in different contexts • Take turns to speak, listen to others' suggestions and talk about what they are going to do • Explore familiar themes and characters through improvisation and role-play • Act out their own and well-known stories, using voices for characters | <ul style="list-style-type: none"> • Use relevant strategies to build their vocabulary • Articulate and justify answers, arguments and opinions • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Participate in discussions and role play • Gain, maintain and monitor the interest of the listener(s) • Consider and evaluate different viewpoints, attending to and building on the contributions of others |
| English Speaking and Listening Year 2 | <ul style="list-style-type: none"> • Participate in discussion about what is read, taking turns and listening to what others say • Listen and respond appropriately to adults and peers • Articulate and justify answers and opinions • Speak audibly and fluently with an increasing command of Standard English • Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama • Ask relevant questions to extend knowledge and understanding; • Consider and evaluate viewpoints, attending to and building on the contributions of others; • Participate in discussions, performances, role play, improvisations and debate about what has been read; | <ul style="list-style-type: none"> • Participate in discussion about what is read, taking turns and listening to what others say; • Listen and respond appropriately to adults and peers; • Articulate and justify answers and opinions; • Speak audibly and fluently with an increasing command of Standard English; • Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama • Participate in discussions, performances, role play, improvisations and debate about what has been read; • Ask relevant questions to extend knowledge and understanding; • Consider and evaluate viewpoints, attending to and building on the contributions of others | <ul style="list-style-type: none"> • Participate in discussion about what is read, taking turns and listening to what others say; • Articulate and justify answers and opinions; • Participate in discussions, performances, role play, improvisations and debate about what has been read; • Ask relevant questions to extend knowledge and understanding; • Consider and evaluate viewpoints, attending to and building on the contributions of others • Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama. | <ul style="list-style-type: none"> • Listen and respond appropriately to adults and peers; • Ask relevant questions to extend knowledge and understanding; • Consider and evaluate viewpoints, attending to and building on the contributions of others; • Participate in discussions, performances, role play, improvisations and debate about what has been read; • Use spoken language to develop understanding through imagining and exploring ideas. | <ul style="list-style-type: none"> • Participate in discussion about what is read, taking turns and listening to what others say; • Listen and respond appropriately to adults and peers; • Articulate and justify answers and opinions; • Speak audibly and fluently with an increasing command of Standard English; • Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama • Participate in discussions, performances, role play, improvisations and debate about what has been read; • Ask relevant questions to extend knowledge and understanding; • Consider and evaluate viewpoints, attending to and building on the contributions of others | <ul style="list-style-type: none"> • Participate in discussion about what is read, taking turns and listening to what others say; • Listen and respond appropriately to adults and peers; • Articulate and justify answers and opinions; • Speak audibly and fluently with an increasing command of Standard English; • Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama • Participate in discussions, performances, role play, improvisations and debate about what has been read; • Ask relevant questions to extend knowledge and understanding; • Consider and evaluate viewpoints, attending to and building on the contributions of others; |

English Reading Year 1

- Read and understand simple sentences.
- Use phonic knowledge to decode regular words and read them aloud accurately.
- Read some common irregular words.
- Demonstrate understanding when talking with others about what they have read.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Knows that information can be retrieved from books and computers.

- Read words with contractions and understand that the apostrophe represents the omitted letter(s)
- Add prefixes and suffixes using the spelling rule for adding –s or –es as the plural marker for nouns and the third person
- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings

- Apply phonic knowledge and skills as the route to decode words
- Read accurately by blending sounds in unfamiliar words
- Listen to and discuss a story at a level beyond that at which they can read independently
- Link what they read or hear read to their own experiences becoming very familiar with key stories
- Retell stories and considering their particular characteristics
- Recognise and join in with predictable phrases
- Discuss word meanings, linking new meanings to those already known
- Draw on what they already know or on background information and vocabulary provided by the teacher
- Predict what might happen on the basis of what has been read so far
- Participate in discussion about what is read to them, taking turns and listening to what others say
- Explain clearly their understanding of what is read to them

- Recognise and use alternative ways of pronouncing the graphemes already taught
- Identify the constituent parts of two-syllable and three-syllable words to support the application of phonic knowledge and skills
- Recognise automatically an increasing number of familiar high frequency words
- Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable
- Develop pleasure in reading, motivation to read, vocabulary and understanding;
- Make inferences on the basis of what is said and done;
- Respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes
- 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
- Check that the text makes sense to them as they read and correcting inaccurate reading
- Discuss the significance of the title and events

- Respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes
- Read more challenging texts which can be decoded using their acquired phonic knowledge and skills, along with automatic recognition of high frequency words
- Read phonically decodable two-syllable and three-syllable words
- Identify the main events and characters in stories, and find specific information in simple texts
- Use syntax and context when reading for meaning
- Make predictions showing an understanding of ideas, events and characters
- Recognise the main elements that shape different texts
- Discuss the significance of the title and events
- Make inferences on the basis of what is being said and done

- Listen to, discuss and express views about a wide range of poems at a level beyond that at which they can read independently;
- Link what they read or hear read to their own experiences;
- Recognise and join in with predictable phrases in poems and to recite some by heart;
- Recognise simple recurring literary language in poetry;
- Discuss and clarify word meanings, linked to those already known;
- Discuss favourite words and phrases;
- Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear;
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read other words of more than one syllable that contain taught GPCs
- Make inferences on the basis of what is being said and done
- Predict what might happen on the basis of what has been read so far

English Reading Year 2

- Increase familiarity with a range of books
- Explain and discuss understanding of books
- Discuss the sequence of events in books
- Answer and ask questions
- Predict what might happen on the basis of what has been read
- Draw inferences on the basis of what is being said and done
- Express views and opinions about reading
- Listen to, discuss and express views about books at a level beyond that which they can read independently;
- Discuss the significance of the title and events;
- Link what they hear or read to own experiences;
- Explain understanding of what is read;
- Discuss the sequence of events in books and how items of information are related.
- Discuss favourite words and phrases;
- Answer and ask questions;
- Predict what might happen on the basis of what has been read;
- Draw inferences on the basis of what is being said and done;
- Participate in discussion about what is read, taking turns and listening to others;
- Express views about reading.

- Be introduced to non-fiction books that are structured in different ways
- Discuss and clarify the meanings of words, linking new meanings to known vocabulary
- Draw on what they already know or on background information and vocabulary provided by the teacher
- Check that the text makes sense to them as they read, and correcting inaccurate reading
- Make inferences on the basis of what is being said and done
- Answer and ask questions
- Predict what might happen on the basis of what has been read so far
- Participate in discussion about books and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- Explain and discuss their understanding of books and other material, both those that they listen to and those that they read for themselves

- Increase familiarity with a range of books at a level beyond that which they can read independently;
- Discuss the significance of the title and events;
- Explain understanding of what is read;
- Discuss the sequence of events in books;
- Answer and ask questions;
- Predict what might happen on the basis of what has been read;
- Draw inferences on the basis of what is being said and done;
- Express views about reading.

- Develop pleasure in reading, motivation to read, vocabulary and understanding;
- Listen to, discuss and express views about a wide range of poems at a level beyond that at which they can read independently;
- Link what they read or hear read to their own experiences;
- Recognise and join in with predictable phrases in poems and to recite some by heart;
- Recognise simple recurring literary language in poetry;
- Discuss and clarify word meanings, linked to those already known;
- Discuss favourite words and phrases;
- Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear;
- Make inferences on the basis of what is said and done;
- Answer and ask questions;

- Develop pleasure in reading, motivation to read, vocabulary and understanding;
- Listen to, discussing and expressing views about a contemporary narrative
- Discuss the sequence of events in books and how items of information are related
- Discuss and clarify the meanings of words, linking new meanings to known vocabulary
- Discuss their favourite words and phrases
- Draw on what they already know or on background information and vocabulary provided by the teacher
- Check that the text makes sense to them as they read, and correcting inaccurate reading
- Make inferences on the basis of what is being said and done
- Answer and asking questions
- predict what might happen on the basis of what has been read so far
- Participate in discussion about books that are read to them and those that they can read for themselves, taking turns and listening to what others say
- Explain and discuss their understanding of books

- Develop pleasure in reading, motivation to read, vocabulary and understanding;
- Listen to, discussing and expressing views about a contemporary narrative
- Discuss the sequence of events in books and how items of information are related
- Discuss and clarify the meanings of words, linking new meanings to known vocabulary
- Discuss their favourite words and phrases
- Draw on what they already know or on background information and vocabulary provided by the teacher
- Check that the text makes sense to them as they read, and correcting inaccurate reading
- Make inferences on the basis of what is being said and done
- Answer and asking questions
- predict what might happen on the basis of what has been read so far
- Participate in discussion about books that are read to them and those that they can read for themselves, taking turns and listening to what others say
- Explain and discuss their understanding of books
- Explain and discuss understanding of poems; those they listen to and those read independently.

Revisit and Review Phase 2

- /s/ /a/ /t/ /p/ a, as, at
- /i/ /n/ /m/ /d/ is, it, in, an, am, dad, did, and
- /g/ /o/ /c/ /k/ got, on, not, can
- /ck/ /e/ /u/ /r/ get, mum, up, put, to, the
- /h/ /b/ /f/ /ff/ /l/ /ll/ /ss/ had, his, him, has, big, back, but, of, if, off, let

Teach, Practise and Apply Phase 3

- /j/ /v/ /w/ /x/ will, to, the, no, go, I, into
- /y/ /z/ /zz/ /qu/ that, this, them, then, with, he, she, be
- /ai/ /ee/ /igh/ /oa/ see, as, no go
- /oi/ /oo/ /ool/ /ow/ too, look, down, now, my
- /ar/ /air/ /ear/ you
- /er/ /ur/ /or/ /ure/ for, all, are

English Writing Transcription:

- Name the letters of the alphabet in order
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Revisit and Review Phase 2 & 3**Teach, Practise and Apply Phase 4**

Beginning and End Consonant Clusters:

cl, bl, fl, sl, pl, gl – read some, come

br, tr dr, fr, gr, cr ,pr – read: do, so, little

st, sp, sc, sm, sk, sw, sn - read: one, said

str, thr, scr, squ, spr, spl, shr – read: were, when

Revise: str, thr, scr, squ, spr, spl, shr
Introduce: ld, lf, lp, lt, lk, lm Read: have there

ft, mp, nd, nk, nt, pt Read: out, like, what

tch, mb, nch

English Writing Transcription:

- Spell the days of the week
- Write sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
-

Revisit and Review Phase 2, 3 and 4**Complete Phase 4****Teach, Practise and Apply Phase 5**

- /ay/ /ou/ /ie/ /ea/ day, about, house, oh, their, said, so
- /oy/ /ir/ /ue /awl/ saw, people, Mr., Mrs., have, like
- /wh/ /ph/ /ew/ /ow/ /au/ looked, called, some, come
- /a_e/ /e_e/ /i_e/ /o_e/ /u_e/ came, made, make, time, asked, were, there
- /zh/ -s –ge treasure, vision, measure, beige

English Writing Transcription:

- Name the letters of the alphabet in order
- Use letter names to distinguish between alternative spellings of the same sound
- Spell the days of the week
- Write sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Revisit and Review Phase 2, 3 and 4**Teach, Practise and Apply Phase 5**

- /a_e/ /e_e/ /i_e/ /o_e/ /u_e/ came, made, make, time, asked, were, there
- Alternative pronunciations of graphemes: c, g, ch, y by, water, where, who, again, thought, through, little, put
- Alternative pronunciations of graphemes: a, l, o, u work, mouse, many, laughed, because, one, do, out
- Alternative pronunciations of graphemes: ea, ie, er, ow, ou different, any, eyes, friends, once, please, when, what
- Alternative spellings of phonemes:
/c/ /ch/ /f/ /j/ /m/ /n/ /ng/ /r/ /s/ /sh/ /v/ /w/ /e/ /i/ /o/ /u/ /ai/ /ee/ /igh/ /oa/ /ool/ /ar/ /or/ /ur/ /ow/ /oi/ /ear/ /air/ /ure/ /er/ very, your, oh, their, people, Mr., Mrs., looked, called, asked, here

Links with Poetry Unit Developing Phonological Awareness

- Discriminating environmental sounds;
- Onomatopoeia;
- Exploring voice sounds;
- Exploring instrumental sounds;
- Keeping and following a rhythm
- Identifying rhyming words;
- Onset and rime;
- Syllabification

Exploring Vocabulary and Language Structure

- Generate vocabulary experientially;
- Drawing to describe and think;
- Explore onomatopoeia;
- Identify rhyming words;
- Joining in with predictable patterned phrases

Revisit and Review Phase 2, 3, 4 & 5**Teach, Practise and Apply All phonemes.****English Writing Transcription:**

- Name the letters of the alphabet in order
- Use letter names to distinguish between alternative spellings of the same sound
- Spell the days of the week
- Write sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Revisit and Review Phase 2, 3, 4 & 5**Teach, Practise and Apply All phonemes.****English Writing Transcription:**

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- Write sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

| | | | | | |
|---|---|--|--|--|---|
| <ul style="list-style-type: none"> Phase 5 GPCs, inc. polysyllabic words Revise /ai/ spelt 'i' in common exception words (find, kind, climb etc.) Homophones (sea/see, be/bee, blue/blew, flour/flower, bear/bare, whole, hole) Homophones (to/two/too, here/hear, one/won, sun/son) Near homophones (quite/quiet) Homophones (new/knew, there/their/they're) Homophones (quite/quiet) Homophones (new/knew, there/their/they're) <p>Strategies at the point of writing:</p> <ul style="list-style-type: none"> using a GPC chart using the environment Have a go sheets <p>Strategies for learning words:</p> <ul style="list-style-type: none"> using spelling journals highlighting the tricky part in common exception words polysyllabic and common exception words tricky parts of words Look, cover, write, check <p>Proofreading:</p> <ul style="list-style-type: none"> Using word banks for common exception words Using segmentation strategy for learning selected words | <ul style="list-style-type: none"> Phase 5 GPCs, inc. polysyllabic words Adding endings -ing', '-ed', '-er', '-est' to words ending in 'e' with a consonant before it Adding 'y' to words ending in 'e' with a consonant before it Adding '-ing', '-ed', '-er', '-est' and 'y' to words of one syllable ending in a single consonant after a single vowel Adding '-ing', '-ed', '-er', '-est' and 'y' <p>Strategies at the point of writing:</p> <ul style="list-style-type: none"> Have a go Word sort Which one looks right? <p>Strategies for learning words:</p> <ul style="list-style-type: none"> Look, say, cover, write, check for common exception words Kinaesthetic and visual strategies for learning CEW Rainbow write Topic words Saying the word in a funny way <p>Proofreading:</p> <ul style="list-style-type: none"> CEW and HfW Using the environment and the working wall | <ul style="list-style-type: none"> /ai/ spelt 'y' /i/ sound spelt 'ey' /r/ sound spelt 'wr' <p>Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're) •Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)</p> <ul style="list-style-type: none"> /dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y' /s/ sound spelt 'c' before 'e', 'i' and 'y' /n/ sound spelt 'kn' and 'gn' at the beginning of words <p>Strategies at the point of writing:</p> <ul style="list-style-type: none"> Have a go sheets Using a working wall <p>Strategies for learning words:</p> <ul style="list-style-type: none"> CEW and HfW (could, should, would, most, both, only, move, prove, improve) Polysyllabic and topic words <p>Proofreading</p> <ul style="list-style-type: none"> CEW and HfW Using the environment and the working wall | <ul style="list-style-type: none"> •/ɒ/ spelt 'a' after 'w' and 'qu' The /ɔ/ sound spelt 'ar' after 'w' /ɜ:/ sound spelt 'or' after 'w' <p>•Segmentation and syllable clapping</p> <p>•Adding '-es' to nouns and verbs ending in 'y'</p> <ul style="list-style-type: none"> •Adding suffixes '-ful', '-less' and '-ly) Suffixes '-ment' and '-ness' <p>•Words ending '-tion'</p> <p>Strategies at the point of writing:</p> <ul style="list-style-type: none"> Using an alphabetically-ordered word bank <p>Strategies for learning words:</p> <ul style="list-style-type: none"> mnemonics Look, say, cover, write check <p>Proofreading:</p> <p>Dictionary skills</p> | <ul style="list-style-type: none"> // or /ə/ sound spelt '-le' at the end of words The /ɔ/ sound spelt 'a' before 'l' and 'll' /ʒ/ spelt 's' <ul style="list-style-type: none"> // or /ə/ sound spelt '-al' at the end of words // or /ə/ sound spelt 'il' at the end of words // or /ə/ sound spelt '-le' at the end of words and following a consonant <p>Possessive apostrophe (singular nouns)</p> <p>Strategies at the point of writing:</p> <ul style="list-style-type: none"> Have a go sheets Using analogy (includes diction) <p>Strategies for learning words:</p> <ul style="list-style-type: none"> Look, say, cover, write and heck for CEW <p>Proofreading:</p> <ul style="list-style-type: none"> Using a dictionary/word bank | <ul style="list-style-type: none"> /ʌ/ sound spelt 'o' <ul style="list-style-type: none"> Revision of all the content from Y2 Securing spelling strategies At the point of writing- introducing personal 'Have a go' sheets for all writing After writing- developing proofreading and checking skills inc. using a dictionary Learning spellings- developing children's personal spelling journals to reflect their growing independence in taught strategies to learn new words |
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|------------------------|--|--|--|--|--|---|
| English Writing Year 1 | <ul style="list-style-type: none"> Use phonic knowledge to write words in ways which match their spoken sounds. Write some irregular common words. Write simple sentences which can be read by themselves and others. Spell some words correctly and make phonetically plausible attempts at others. Leave spaces between words Join words and joining clauses using and Begin to punctuate sentences using a capital letter and a full stop | <ul style="list-style-type: none"> Begin to use fronted adverbials of time Spell days of the week Write sentences by: <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' | <ul style="list-style-type: none"> Appropriate use of the past and present tense Use expanded noun phrases Say out loud what they are going to write about Compose a sentence orally before writing it Sequence sentences to form short narratives Re-read what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally Sequence sentences to form short narratives Write for different purposes including about fictional personal experiences, poetry, non-fiction and real events Read writing aloud with appropriate intonation to make the meaning clear | <ul style="list-style-type: none"> Develop positive attitudes and stamina for writing by writing poetry; Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing phrases and sentences orally; Reread and evaluate writing to check it makes sense and make simple revisions; Read writing aloud with appropriate intonation to make the meaning clear; Use new and familiar punctuation correctly; Use sentences in different forms; Use coordinating conjunctions to link two main ideas Use subordinating conjunctions Use present tense consistently Use adverbials such as first, next, after, finally Begin to introduce commas to separate items in a list | <ul style="list-style-type: none"> Independently choose what to write about, plan and follow it through Discuss what they have written with the teacher or other pupils Use key features of narrative in their own writing Find and use new and interesting words and phrases, including story language Expand noun phrases to describe and specify. Write short chronological narratives Add prefixes and suffixes using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs Use the prefix un– Use –ing, –ed, –er and –est where no change is needed in the spelling of root words Reread and evaluate writing to check it makes sense and make simple revisions | <ul style="list-style-type: none"> Appropriate use of the past and present tense Use expanded noun phrases Write sentences by: <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense Write short chronological narratives Read aloud their writing clearly enough to be heard by their peers and the teacher Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Write for different purposes including poetry |
| English Writing Year 2 | <ul style="list-style-type: none"> Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally; Sequence sentences to form short narratives In narrative create settings, characters and plot Write for different purposes including about fictional personal experiences, poetry, fictional narratives, non-fiction and real events; Re-read writing to check it makes sense and make simple revisions Read writing aloud with appropriate intonation to make the meaning clear; Use new and familiar punctuation correctly; Use sentences in different forms; Expand noun phrases to describe and specify; Use past and present tense correctly and consistently; | <ul style="list-style-type: none"> Develop positive attitudes towards and stamina for writing Write narratives about the experiences of others (real and fictional) Write about real events Write for different purposes Consider what they are going to write before beginning Plan or saying out loud what they are going to write about Write down ideas and/or key words, including new vocabulary Encapsulate what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing Evaluate their writing with the teacher and other pupils Reread to check that their writing makes sense and that verbs to indicate time are used correctly and | <ul style="list-style-type: none"> Draft and write by composing and rehearsing sentences orally; Sequence sentences to form short narratives; Write for different purposes including about fictional personal experiences and fictional narratives; Reread writing to check it makes sense and make simple revisions; Read writing aloud with appropriate intonation to make the meaning clear. Write, increasingly, at length and maintain accuracy throughout; Write down ideas and/or key words, including new vocabulary; Evaluate their writing with the teacher and other pupils Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, | <ul style="list-style-type: none"> Develop positive attitudes and stamina for writing by writing poetry; Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing phrases and sentences orally; Write for different purposes including poetry; Reread and evaluate writing to check it makes sense and make simple revisions; Read writing aloud with appropriate intonation to make the meaning clear; Use new and familiar punctuation correctly; Use sentences in different forms; Expand noun phrases to describe and specify. | <ul style="list-style-type: none"> Develop positive attitudes towards and stamina for writing Write narratives about personal experiences and those of others (real and fictional) Write about real events Write for different purposes Consider what they are going to write before beginning Plan or say out loud what they are going to write about Write down ideas and/or key words, including new vocabulary Encapsulate what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing Evaluate their writing with the teacher and other pupils Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, | <ul style="list-style-type: none"> Develop positive attitudes towards and stamina for writing Write narratives about the experiences of others (real and fictional) Write about real events Write for different purposes Consider what they are going to write before beginning Plan or saying out loud what they are going to write about Write down ideas and/or key words, including new vocabulary Encapsulate what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing Evaluate their writing with the teacher and other pupils Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, |

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| | <ul style="list-style-type: none"> Use simple conjunctions to link subordinate and co-ordinating clauses. | <ul style="list-style-type: none"> consistently, including verbs in the continuous form; Proofread to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly); Read aloud what they have written with appropriate intonation to make the meaning clear. | <ul style="list-style-type: none"> including verbs in the continuous form; Proofread to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly). | | <ul style="list-style-type: none"> including verbs in the continuous form Proofread to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) Read aloud what they have written with appropriate intonation to make the meaning clear | <ul style="list-style-type: none"> including verbs in the continuous form; Proofread to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly); Read aloud what they have written with appropriate intonation to make the meaning clear. |
| English Writing: Vocabulary, Grammar and Punctuation | <p>Consolidate Reception work</p> <p>Year 1 Introduce:</p> <ul style="list-style-type: none"> Capital Letters: Capital letter for names Capital letter for the personal pronoun I Full stops <p>Consolidate Year 1 work</p> <p>Year 2</p> <ul style="list-style-type: none"> Word Types- noun, adjective, verb, adverb Present Tense Expanded noun phrases Full Stops Capital Letters Proper nouns | <p>Year 1</p> <ul style="list-style-type: none"> Capital Letters: Capital letter for names Capital letter for the personal pronoun I Full stops Joining words and joining clauses using and <p>Consolidate Year 1 work</p> <p>Year 2</p> <ul style="list-style-type: none"> Word Types- noun, adjective, verb, adverb Powerful verbs & imperative Verbs Past Tense Sub-ordination and co-ordination. Commas for lists. | <p>Year 1</p> <ul style="list-style-type: none"> Capital Letters: Capital letter for names Capital letter for the personal pronoun I Full stops Introduce question and exclamation marks <p>Consolidate Year 1 work</p> <p>Year 2</p> <ul style="list-style-type: none"> Sub-ordination and co-ordination. Sentence types Time adverbials FS, CL, ?, ! Contractions (<i>apostrophes</i>) | <p>Year 1</p> <ul style="list-style-type: none"> Demarcating sentences Introduce speech bubbles <p>Consolidate Year 1 work</p> <p>Year 2</p> <ul style="list-style-type: none"> <i>Possessive apostrophes</i> <i>Plurals</i> <i>Adverbs</i> Sentence types <i>Applying suffixes</i> | <p>Year 1</p> <ul style="list-style-type: none"> Regular plural noun suffixes –s or –es Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) Prefix un– <p>Consolidate Year 1 work</p> <p>Year 2</p> <ul style="list-style-type: none"> Direct Speech- Speech Marks <i>Possession and apostrophes</i> | Revision |
| Handwriting (Penpals) Year 1 | <p>U1: Practising long-legged giraffe letters</p> <p>U2: Writing words with ll</p> <p>U3: Introducing capitals for long-legged giraffe letters</p> <p>U4: Practising one-armed robot letters</p> <p>U5: Practising long-legged giraffe letters and one-armed robot letters</p> | <p>U6: Introducing capitals for one-armed robot letters</p> <p>U7: Practising curly caterpillar letters</p> <p>U8: Writing words with double ff</p> <p>U9: Writing words with double ss</p> <p>U10: Writing words with double ss</p> <p>**U16: Practising numbers 0-9</p> <p>Revision of units 1-10</p> | <p>U11: Practising long-legged giraffe letters, one-armed robot letters and curly caterpillar letters</p> <p>U12: Practising zig-zag monster letters</p> <p>U13: Writing words with double zz</p> <p>U14: Mixing all the letter families</p> <p>U15: Practising all the capital letters</p> <p>U16: Practising numbers 0-9</p> | <p>U17: Writing words with ck and qu</p> <p>U18: Practising long vowel phonemes ai igh oo</p> <p>U19: Practising vowels with adjacent consonants: ee ao oo</p> <p>Revision of units 11-19</p> <p>U20: End-of-term-check</p> <p>U21: Numbers 10-20- spacing</p> | <p>U22: Practising ch unjoined</p> <p>U23: Introducing diagonal join to ascender ch</p> <p>U24: Practising ai unjoined</p> <p>U25: Introducing diagonal join, no ascender ai</p> <p>Revise U23 and U25 (ch and ai joined)</p> | <p>U26: Practising wh unjoined</p> <p>U27: Introducing horizontal join to ascender wh</p> <p>U28: Practising ow unjoined</p> <p>U29: Introducing horizontal join, no ascender ow</p> <p>Revise joins- units: 23, 25, 27 and 29</p> <p>U30: Assessment</p> |
| Handwriting (Penpals) Year 2 | <p>Unit 1: Practising diagonal join to ascender: th, ch</p> <p>U2: : Practising diagonal join, no ascender: ai ay</p> <p>U3: : Practising diagonal join, no ascender: ir er</p> <p>U4: : Practising diagonal join to ascender: wh oh</p> <p>U5: Practising horizontal join, no ascender: ow, ou</p> <p>U6: Introducing diagonal join to e: ie ue</p> <p>U7: Introducing horizontal join to e: oe, ve</p> | <p>**U10: Writing numbers: 1-100</p> <p>U8: Introducing ee</p> <p>U9: Practising diagonal join, no ascender: ie</p> <p>Revise U1</p> <p>Revise U2</p> <p>Revise U3</p> <p>Revise U10</p> | <p>U11: Introducing diagonal join to anticlockwise letters: ea</p> <p>U12: Practising diagonal join to anticlockwise letters: igh</p> <p>U13: Practising diagonal join to anticlockwise letters: dg, ng</p> <p>U14: Introducing horizontal join to anticlockwise letters: oo, oa</p> <p>U15: Practising horizontal join to anticlockwise letters: wa, wo</p> <p>U16: Introducing mixed letter joins for three letters: air ear</p> | <p>U17: Practising mixed letter joins for three letters: oor, our</p> <p>U18: Practising mixed letter joins for three letters: ing</p> <p>U19: Size and spacing</p> <p>Revise U11 and U12</p> <p>Revise U13 and U14</p> <p>U20: End-of-term-check</p> | <p>U21: Building on diagonal join to ascender: ck al el at il ill</p> <p>U22: Building on diagonal join, no ascender ui ey aw ur an ip</p> <p>U23: Building on horizontal join to ascender: ok ot obo l</p> <p>U24: Building on horizontal join, no ascender: oi, oy, on, op, ov</p> <p>U25: Building on diagonal join to anticlockwise letters: ed cc eg ic ad ug dd ag</p> | <p>U26: Building on horizontal join to anticlockwise letters: oc, og, od, va, vo</p> <p>U27: Introducing joins to s: as, es, is, os, ws, ns, ds, ls, ts, ks</p> <p>U28: Practising joining ed and ing</p> <p>Unit 30: Capitals</p> <p>Revise U25</p> <p>Revise U26</p> <p>Revise U27</p> |

Purpose of Mathematics

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Mathematics Aims:

Ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. Whilst most half terms are organised into distinct domains, pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.

Key Instant Recall Facts (KIRFs)

| | | | | | |
|--|--|-----------------------------------|--|-----------------------------|---|
| | I know number bonds for each number to 6. | I know number bonds to 10. | I know doubles and halves of numbers to 10. | I can tell the time. | I know number bonds for each number to 10. |
|--|--|-----------------------------------|--|-----------------------------|---|

Number: Place Value

- Sort objects.
- Count objects.
- Represent objects.
- Count, read & write forwards from any number 0 -10.
- Count, read & write backwards from any number 0- 10.
- Count one more.
- Count one less.
- One to one correspondence to start to compare groups.
- Compare groups using language such as equal, more/greater, less/fewer.
- Introduce = , > and < symbols.
- Compare numbers.
- Order groups of objects.
- Order numbers.
- Ordinal numbers (1st, 2nd, 3rd ...).
- The number line

Number: Addition and Subtraction

- Part whole model.
- Addition symbol.
- Fact families – Addition facts.
- Find number bonds for numbers within 10.
- Systematic methods for number bonds within 10.
- Number bonds to 10.
- Compare number bonds.

Number: Addition and Subtraction

- Addition: Adding together.
- Addition: Adding more.
- Finding a part.
- Subtraction: Taking away, how many left? Crossing out.
- Subtraction: Taking away, how many left? Introducing the subtraction symbol.
- Subtraction: Finding a part, breaking apart.
- Fact families – 8 facts.
- Subtraction: Counting back.
- Comparing addition and subtraction statements $a + b > c$.
- Comparing addition and subtraction statements $a + b > c + d$.

Number: Place Value

- Count forwards and backwards and write numbers to 20 in numerals and words.
- Numbers from 11 to 20.
- Tens and ones.
- Count one more and one less.
- Compare groups of objects.
- Compare numbers.
- Order groups of objects.
- Order numbers.

Consolidation

Geometry

- Recognise & name 3D shapes.
- Sort 3D shapes.
- Recognise & name 2D shapes.
- Sort 2D shapes.
- Patterns with 3D & 2D shapes

Number: Addition and Subtraction

- Add by counting on.
- Find and make number bonds.
- Add by making 10.
- Subtraction: Finding the difference.
- Subtraction – Not crossing 10.
- Subtraction – Crossing 10 (1).
- Subtraction – Crossing 10 (2).
- Related Facts.
- Compare Number Sentences

Place Value:

- Numbers to 50.
- Tens and ones.
- Represent numbers to 50.

Place Value:

- One more one less.
- Compare objects within 50.
- Compare numbers within 50.
- Order numbers within 50.
- Count in 2s.
- Count in 5s

Number: Fractions

- Halving shapes or objects.
- Halving a quantity.
- Find a quarter of a shape or object.
- Find a quarter of a quantity.

Geometry

- Describe turns.
- Describe Position (1).
- Describe Position (2).

Time

- Before and after.
- Dates.
- Time to the hour.
- Time to the half hour.
- Writing time.
- Comparing time

Place Value

- Counting to 100.
- Partitioning numbers.
- Comparing numbers (1).
- Comparing numbers (2).
- Ordering numbers.
- One more, one less.

Number: Multiplication and (including multiples of 2, 5 and 10)

- Count in 10s.
- Make equal groups.
- Add equal groups.

Number: Multiplication and (including multiples of 2, 5 and 10)

- Make arrays.
- Make doubles.
- Make equal groups – grouping.
- Make equal groups – sharing.

Money

- Recognising coins.
- Recognising notes.
- Counting in coins.

Measurement:

Weight and Volume
Length and Height

Mathematics

Mathematics Year 1

Key Instant Recall Facts (KIRFs)

| I know number bonds to 20. | I know doubles and halves of numbers to 20. | I know the multiplication and division facts for the 2 times table. | I know the multiplication and division facts for the 10 times table. | I can tell the time. | I know the multiplication and division facts for the 5 times table. |
|--|---|--|--|---|--|
| <p>Number: Place Value</p> <ul style="list-style-type: none"> Count forwards & backwards within 20 Tens and ones within 20 Count forwards & backwards within 50 Tens and ones within 50 Compare numbers within 50 Count objects to 100 and read and write numbers in numerals and words. Represent numbers to 100. Tens and ones with a part whole model. Tens and ones using addition. Use a place value chart. Compare objects. Compare numbers. Order objects and numbers. Count in 2s Count in 5s & 10s Count in 3s <p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> Fact families – Addition and subtraction bonds to 20. Check calculations. Compare number sentences. Related facts. Bonds to 100 (tens). Add and subtract 1s. | <p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> 10 more and 10 less. Add and subtract 10s. Add by making 10 Add a 2-digit and 1-digit number – crossing 10. Subtraction – crossing 10 Subtract a 1-digit number from a 2-digit number – crossing 10. Add two 2-digit numbers – not crossing 10 – add ones and add tens. Add two 2-digit numbers – crossing 10 – add ones and add tens. Find and make number bonds Bonds to 100 (tens and ones). Add three 1-digit numbers. <p>Consolidation</p> | <p>Measurement: Money</p> <ul style="list-style-type: none"> Recognising coins & notes Count money – pence. Count money – pounds (notes and coins). Count money – notes and coins. Select money. Make the same amount. Compare money. Find the total <p>Number: Multiplication and Division</p> <ul style="list-style-type: none"> Recognise equal groups. Make equal groups. Add equal groups. Multiplication sentences using the x symbol. Multiplication sentences from pictures. Use arrays. 2 times-table. 5 times-table. 10 times-table. Make equal groups – sharing. Make equal groups – grouping. Divide by 2. Odd and even numbers. Divide by 5. Divide by 10. | <p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> Subtract a 2-digit number from a 2-digit number – not crossing 10. Subtract a 2-digit number from a 2-digit number – crossing 10 – subtract ones and tens. <p>Measurement: Money</p> <ul style="list-style-type: none"> Find the difference. Find change. Two-step problems. <p>Geometry: Properties of Shape</p> <ul style="list-style-type: none"> Recognise 2D and 3D shapes. Count sides on 2D shapes. Count vertices on 2D shapes. Draw 2D shapes. Lines of symmetry. Sort 2D shapes. Make patterns with 2D shapes. Count faces on 3D shapes. Count edges on 3D shapes. Count vertices on 3D shapes. Sort 3D shapes. Make patterns with 3D shapes <p>Position and direction</p> <ul style="list-style-type: none"> Describing movement. Describing turns. Describing movement and turns. Making patterns with shapes. <p>Problem Solving</p> | <p>Fractions</p> <ul style="list-style-type: none"> Make equal parts. Recognise half. Find half. Recognise quarter. Find a quarter. Recognise a third. Find a third. Unit fractions. Non-unit fractions. Equivalence of $\frac{1}{2}$ and $\frac{2}{4}$. Find three quarters. Count in fractions <p>Statistics (also incorporated cross-curricular throughout year)</p> <ul style="list-style-type: none"> Make tally charts. Draw pictograms (1-1). Interpret pictograms (1-1). Draw pictograms (2, 5 and 10). Interpret pictograms (2, 5 and 10). Block diagrams. <p>Measurement: Time</p> <ul style="list-style-type: none"> O'clock and half past. Quarter past and quarter to. Telling time to 5 minutes. Minutes in an hour, hours in a day. Find durations of time. Compare durations of time | <p>Measurement: Mass, Capacity and Temperature</p> <ul style="list-style-type: none"> Compare mass. Measure mass in grams. Measure mass in kilograms. Compare capacity. Millilitres. Litres. Temperature. <p>Length and Height</p> <ul style="list-style-type: none"> Measure length (cm). Measure length (m). Compare lengths. Order lengths. Four operations with lengths <p>Consolidation and Investigations</p> |

Purpose of Science:

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Science Aims:

Ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

Science

| | | | | | |
|--|---|--|--|--|---|
| <p>Revisit and Revise (Autumn)</p> <ul style="list-style-type: none"> • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies. | <p>Revisit and Revise (Winter)</p> <ul style="list-style-type: none"> • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies. • Discuss events, traditions and activities associated with each season | <p>Revisit and Revise Seasonal Changes (Winter and Spring)</p> <ul style="list-style-type: none"> • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies. | <p>Revisit and Revise (Spring)</p> <ul style="list-style-type: none"> • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies. • Discuss events, traditions and activities associated with each season | <p>Seasonal Changes Spring and Summer</p> <ul style="list-style-type: none"> • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies. Discuss events, traditions and activities associated with each season. | <p>Revisit and Revise (Summer)</p> <ul style="list-style-type: none"> • Observe changes across the four season • Observe and describe weather associated with the seasons and how day length varies. |
| <p>Animals, including Humans</p> <ul style="list-style-type: none"> • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (PSHE link) • 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) <p>Explaining Science</p> <ul style="list-style-type: none"> • Remember simple facts about science with help • Use relevant words when I talk or write • Use pictures or actions to help describe <p>Data, Tables & Graphs</p> <ul style="list-style-type: none"> • Use a simple table by recording in pictures & words | <p>Everyday Materials</p> <ul style="list-style-type: none"> • Distinguish between an object and the material from which it is made • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • Describe the simple physical properties of a variety of everyday materials • Compare and group together a variety of everyday materials on the basis of their simple physical properties. • 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>Explaining Science</p> <ul style="list-style-type: none"> • Remember simple facts | <p>Space</p> <ul style="list-style-type: none"> • Understand that we live on a planet that orbits around the sun • Know that the sun is a star • Know that Earth has one moon, which orbits the it • Know that Earth belongs in the Solar System • Name the 8 planets in the Solar System • The key characteristics of the planets • Understand that the sun is a star and that life on Earth depends on its energy • Understand that the planets can be categorised, e.g. gas giants. • Explore ways in which humans have left Earth (e.g. unmanned satellites, Space Station, travel to the moon, future missions to Mars) | <p>Plants</p> <p><i>How can I make my plant grow taller?</i></p> <ul style="list-style-type: none"> • identify and describe the basic structure of a variety of common flowering plants, including trees • Observe and describe how seeds and bulbs grow into mature plants • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>Designing Experiments</p> <ul style="list-style-type: none"> • Suggest what might happen • Suggest an idea to test from observations • Follow demo, spoken & picture instructions <p>Analysis and Evaluation</p> <ul style="list-style-type: none"> • Describe simple patterns in data, charts • Describe changes that have happened • Suggest a different way to do things | <p>Animals, including Humans</p> <ul style="list-style-type: none"> • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • Identify and name a variety of common animals that are carnivores, herbivores and omnivores • 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 plants and animals in their habitats, including microhabitats <p>Explaining Science</p> <ul style="list-style-type: none"> • Remember simple facts about science with help • Use relevant words when I talk or write • Use pictures or actions to help describe <p>Classification</p> <ul style="list-style-type: none"> • Sort using instructions or pictures • Group familiar living things <p>Vocabulary</p> <p>Animals, Invertebrate (worm, spider, insect (various), woodlouse, centipede), fish, amphibian, reptile, bird, mammal, carnivore, herbivore, omnivore, head, neck, arm, elbow, hand, leg, knee, foot, face, ear, nose, eye, hair, mouth, teeth, sight, hear, smell, touch, taste</p> | |

- Add to block charts & pictograms

Vocabulary

head, neck, arm, elbow, hand, leg, knee, foot, face, ear, nose, eye, hair, mouth, teeth, sight, hear, smell, touch, taste

Season, sun, sky, autumn, winter, spring, summer, year, month, week, day, weather (various), temperature, weather, rainfall, day length, sun, shadow

- about science with help*
- Use relevant words when I talk or write
 - Use pictures or actions to help describe

Classification

- Group familiar things by size, shape, colour, etc.
- Sort using instructions or pictures

Vocabulary

Solid, bending, squashing, twisting, stretching, similarity, difference, property, hard/soft, shiny/dull, bendy/not bendy, stretchy/stiff, transparent/opaque, rough/smooth, waterproof/not waterproof, absorbent/not absorbent, metal, plastic, glass, brick, paper, fabric, foil, elastic, wood

Season, sun, sky, autumn, winter, spring, summer, year, month, week, day, weather (various), temperature, weather, rainfall, day length, sun, shadow

Light and dark
(linked to the sun, moon and Earth)

- Observe the apparent movement of the sun during the day
- Observe light coming from a light source. Observe light being blocked by an object to create a shadow (links to RE shadow puppets and Chinese New Year).
- Investigate how to make a place lighter and darker.
- Know light and dark safety.

Explaining Science

- Remember simple facts about science with help
- Use relevant words when I talk or write
- Use pictures or actions to help describe

Maths Link: Statistics- Data Handling

Vocabulary

axis, rotate, rotation, revolve, sun, moon, stars, orbit, planets, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, satellite, space station, astronaut

light, dark, lighter, darker, light source (various), light ray, shadow, day length

Animals to cover:

Fish: salmon, minnow, cod, haddock, perch, trout, sole, sardine, plaice, mackerel, tuna, anchovy, angelfish, eel, flounder, goldfish, monkfish, pufferfish

Amphibians: frog, salamander, newt, toad

Reptile: alligators, crocodiles, snakes (adder, viper, rattlesnake, cobra, boa constrictor), lizards (sand lizard, iguana, gecko, bearded dragon), sea turtles (leatherback sea turtle, loggerhead sea turtle), tortoises

Bird: woodpecker, sparrow, blackbird, pigeon, dove, starling, tit (blue and coal), owl (barn, snowy), chaffinch, robin, finches, thrush, goose, wren, gull, falcon, eagle, hawk, swan, swallow, raven, heron, tern, swallow, puffin, penguin, oystercatcher, kittiwake, magpie, jay, parrot, hummingbird, crane, toucan, cuckoos, stork, kingfisher, rhea, ostrich, duck, flamingo, peacock

Mammal: bat, deer, reindeer, mouse, dormouse, squirrel, hedgehog, rat, shrew, fox, badger, bear, weasel, otter, beaver, wolf, raccoon, hare, stoat, vole, lemur, chipmunk, koala, sloth, human, meerkat, whale, dolphin, sea lion, seal, platypus, porcupine, elephant, anteater, zebra, giraffe, baboon, gorilla, chimpanzee, rhinoceros, hippopotamus, jaguar, cheetah, lynx, bobcat, lion, leopard, tiger

Purpose of History:

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

History Aims:

Ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

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| <p>Bonfire Night UK Celebrations and Traditions</p> <ul style="list-style-type: none"> • Learn a brief history of the events of the Gunpowder Plot of 1605 • Learn about key parts of the celebration- bonfires, fireworks (e.g. Catherine wheel, rockets, Roman candles, sparklers), food (e.g. treacle toffee, toffee apples, parkin, soup), 'Penny for the Guy' • How to stay safe on Bonfire Night • How bonfire nights have changed since 1950s/60s (e.g. community bonfire, increased safety) <p>Why do we remember Guy Fawkes?</p> <p><i>Events beyond living memory that are significant nationally or globally or events commemorated through festivals or anniversaries</i></p> <p>Knowledge and Interpretation</p> <ul style="list-style-type: none"> • Find out about people and events in other times | <p>Helen Sharman and Neil Armstrong</p> <p><i>The lives of significant individuals in the past who have contributed to national and international achievements.</i></p> <p>Moon Landing</p> <p><i>Events beyond living memory that are significant nationally or globally or events commemorated through festivals or anniversaries</i></p> <p>Knowledge and Interpretation</p> <ul style="list-style-type: none"> • Find out about people and events in other times • Through drama, develop empathy and understanding of the significant achievements made by Helen Sharman and Neil Armstrong <p>Chronological Understanding</p> <ul style="list-style-type: none"> • Sequence events and place the space race/moon landing into a chronological framework of the historical periods and events studies in KS1 <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Identify different ways to represent the past (photographs, newspaper | | <p>Knights and Castles</p> <p><i>Significant historical events, people and places in their own locality.</i></p> <p>Knowledge and Interpretation</p> <ul style="list-style-type: none"> • Revise what a castle is and understand its purpose • Explain the function of each part of the castle and diamond rank them by importance • Explain the various methods of attacking a castle, their evolution and discuss their effectiveness. • Convince others why one castle would be more effective in a battle than another. • Discuss the history of Alnwick castle and link the Percy family to the Gunpowder Plot (1605) • Understand and explain what the role of each person living in a castle was, how their experiences linked to their position in the feudal system and their importance. • Learn about local castle related legends such as the Anglo Saxon Legend of the Laidly Worm dragon of Bamburgh Castle <p>Chronological Understanding</p> | <p>Linked to Dinosaurs</p> <p><i>Inspire curiosity to know more about the past</i></p> <p>Chronological Understanding</p> <ul style="list-style-type: none"> • Sequence events, including those taught so far, chronologically <p>Knowledge and Interpretation</p> <ul style="list-style-type: none"> • Begin to describe similarities and differences in artefacts (fossils) • Develop an awareness of the past, using common words and phrases relating to the passing of time. • Develop an understanding of chronology by exploring the geological interval of time known as the Mesozoic Era (Subdivided into three major periods: the Triassic, Jurassic and Cretaceous) <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Sort artefacts 'then' and 'now', • comparing fossils to bones • Discuss the reliability of |
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| | | <p>Chronological Understanding</p> <ul style="list-style-type: none">• Sequence events <p>Historical Enquiry</p> <ul style="list-style-type: none">• Identify different ways to represent the past | articles, interview, TV and film clips) | | <ul style="list-style-type: none">• Sequence events, including those taught so far, chronologically <p>Historical Enquiry</p> <ul style="list-style-type: none">• List three different ways to find out about the past (e.g. books, the internet, asking an adult). | fossils as sources of evidence, e.g. paleontologists can only make a limited hypothesis about the appearance of dinosaurs based on fossils alone. |
|--|--|--|---|--|--|---|

Purpose of Geography:

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Geography Aims:

Ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Geography

What is my home like?

- Learn how to devise a simple map of their home

What Sorts of Homes do people live in today?

- learn that we each have a home
- learn that people live in different sorts of homes
- talk about homes using appropriate vocabulary

Where do I live?

- Learn that we have a personal address
- Learn the name of the county and country they live in
- Begin to understand the concept of town, county, country
- Be able to point to Northumberland on a map of the UK

Where is the school? How do I get to school?

- Learn their sense of place in relation to home and school
- Use aerial photographs and plans to recognise landmarks and basic human and physical features
- Consider how they travel to school
- Describe a route

What can we see in the streets around our school?

- Recognise some of the physical and human features in their locality

Taught through history Locational Knowledge

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Geographical Skills and Fieldwork

- Use world maps, atlases and globes to identify the United Kingdom and its countries
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features (what can we see from space?)
-

Map knowledge

- Locate and name on a world map and globe the seven continents and five oceans.
- Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles

Spotting Human and Physical Features from Space:

Human and Physical Geography

- Use basic geographical vocabulary to refer to:
- Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Locational Knowledge

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- Use maps and globes to locate the UK.
- Be able to identify the four countries and label the capital cities.
- Explain the purpose of a capital city and form opinions on how this affects population size.
- Use simple compass directions (North, South, East and West) to describe the location of features on a map.

Geographical Skills and Fieldwork

Related to space

- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

Using maps

- Use relative vocabulary such as bigger, smaller, like, dislike
- Use directional language such as near and far, up and down, left and right, forwards and backwards

Map knowledge

- Use world maps to identify the UK in its position in the world.

Northumberland

- Understand some of the ways in which the features are used
- Express views on the features

Gather information

- Use basic observational skills
- Carry out a small survey of the local area/school
- Draw simple features
- Ask and respond to basic geographical questions
- Ask a familiar person prepared questions
- Use a pro-forma to collect data e.g. tally survey

Sketching

- Create plans and raw simple features in their familiar environment
- Add labels onto a sketch map, map or photograph of features

Audio/Visual

- Recognise a photo or a video as a record of what has been seen or heard
- Use a camera in the field to help to record what is seen

Using maps

- Use a simple picture map to move around the school
- Use relative vocabulary such as bigger, smaller, like, dislike
- Use directional language such as near and far, up and down, left and right, forwards and backwards

Making maps

- Draw basic maps, including appropriate symbols and pictures to represent places or features

Vocabulary

local area, village, town, city, county, country, continent, locate, fieldwork, route, job, work, compass, map, detached, semi-detached, terraced, flats, apartments, cottage, caravan

- Use maps to locate the four countries and capital cities of UK and its surrounding seas

Making maps

Use photographs and maps to identify features

Purpose of Art and Design:

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Art and Design Aims:

Ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. They should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

Portraits

Create different portraits using a range of techniques, including drawings, painting and collage.
Talk about the work of a range of portrait artists and describe differences and similarities between different practices.

1: Drawing self-portraits

- Explain what a portrait is
- Understand that a portrait is a picture of one person or a small group of people
- Note similarities and differences between 3 famous portraits
- Draw their face as an egg shape
- Add features, such as eyes and nose, in the right place
- Choose the right colours for their skin, hair and features

2: Using colours in portraits

- Explain that Picasso was a famous artist who painted portraits
- Talk about his colour choice
- Use colours to portray emotions as in a portrait
- Explain that different colours can be used to show different emotions
- Choose warm colours to convey happiness, and cold colours to convey sadness

3: Making collage portrait

- Talk about Picasso's abstract portraits

Diwali- Rangoli and diwa crafts Christmas crafts

The Starry Night

Read Katie and the Starry Night by James Mayhew and recreate our own starry night pictures.

Vincent van Gogh, *The Starry Night*, 1888 (National Gallery, London)

Artist study – William Morris Pattern and Printing

Repeating patterns, natural patterns, experiment with printing using polystyrene tiles, designing and printing a pattern.

Skills:

- Finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control.
- Develop controlled printing against outline /within cut out shapes.

Painting Colour Chaos

Use a range of materials creatively to design and make products

Use painting to develop and share their ideas, experiences and imagination

Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.

- Name primary colours and collate colours into groups of similar shades

Sculpture Junk Modelling and Clay

Use sculpture to develop and share their ideas, experiences and imagination in the context of creating a sculpture of a dinosaur.

Use a range of materials creatively to design and make products.

- Experiment with plasticine, clay and dough
- Use clay as a medium to develop and share ideas
- Use clay to create a realistic or imagined form
- Create using their imagination
- Create three-dimensional shapes using malleable materials
- Join junk materials together to create a dinosaur based on a design
- Roll, cut and coil clay
- Use clay tools to develop texture and form for effect

Art to discuss texture:

- The King's Gold Belt Buckle (early 7th century from Sutton Hoo burial, now British Museum, London)
- Albrecht Dürer, *Young*

- Know the difference between a realistic portrait and an abstract portrait
- Use collage materials to make an abstract portrait
- Cut and stick different materials onto my portrait
- Stick features onto my portrait in unusual places

4: Watercolour backgrounds

- Talk about portraits by Paul Klee
- Explain that PK used watercolours in his portraits
- Use watercolours to create background
- Sweep watercolour paint across my page with my brush
- Dab their paintbrush on the page to create a pattern

5: Line drawings

- Talk about the work of Paul Klee
- Explain that PK used line drawings and watercolours
- Create a line drawing
- Explain that a line drawing is created using only simple lines
- Draw a moving person from a photograph, using only lines
- Use straight or curved lines

6: Pop art portraits

(Computing Link – complete next term in Computing)

- Talk about portraits by Pop Artist, Andy Warhol
- Explain that AW used repeated images and bright colours
- Create a Pop Art portrait
- Use oil pastels to add bright colours to a repeated image
- Use unrealistic colours in their portrait

Artists and Works of Art

*Leonardo da Vinci, *Mona Lisa (Portrait of Lisa Gherardini)* 1503-06 (Louvre, Paris) * Hans Holbein the Younger, *Edward VI as a Child*, 1538 (National Gallery of Art, Washington DC) * Sir Anthony van Dyck, *Equestrian Portrait of Charles I*, 1637-38 * Rembrandt van Rijn, *Self-portrait in a Flat Cap*, 1642 (Royal Collection, London) * William Hogarth, *Self-portrait at an Easel*, 1757 * Vincent van Gogh, *Self-portrait*, 1889 (Musée d'Orsay)

- Mix a range of secondary and tertiary colours.
- Mix shades.
- Mix tints
- Decide if colours are warm or cool
- Describe the work of a range of abstract artists
- Create a colour field painting using self-mixed colours, in the style of Mondrain
- Create a painting using self-mixed tints, in the style of Rothko
- Create a drip painting using self-created shades, in the style of Klee
- Create a painting using warm and cool colours, in the style of Pollock
- Create a circles painting, in the style of Kandinsky, using self-mixed colours

Artists

1. Piet Mondrain
2. Mark Rothko
3. Paul Klee
4. Jackson Pollock
5. Robert Delaunay
6. Wassily Kandinsky

Art to discuss (use of colour to create atmosphere or feeling):

- Pieter Bruegel, *The Hunters in the Snow*, 1565 (Kunsthistorisches Museum, Vienna)
- David Hockney, *A Bigger Splash*, 1967 (Tate Modern, London)
- Henri Rousseau, *Surprised! A Tiger in a Tropical Storm*, 1891 (National Gallery, London)
- Remind children of - Vincent van Gogh, *The Starry Night*, 1888 (National Gallery, London)

Appreciating art: outline personal likes and dislikes regarding a piece of art.

Hare, 1502 (Albertina, Vienna)

- Johannes Vermeer, *The Music Lesson*, 1662-65 (The Royal Collection, London)

The Language of Art

- Develop oracy by asking questions about lines and colours
- Describe or identify details that catch their attention
- Comment on the artists style
- Consider what the artist may be trying to communicate to us
- Comment on the relationship between 'characters' in an image

Art to discuss (children in art work):

- William Hogarth, *The Graham Children*, 1742 (National Gallery, London)
- Pieter Bruegel, *Children's Games*, 1560 (Kunsthistorisches Museum, Vienna)
- John Singer Sargent, *Carnation, Lily, Lily, Rose*, 1885-6 (Tate Britain, London)
- Gabriel Metsu, *The Sick Child*, 1660 (Rijksmuseum, Amsterdam)

Appreciating art: outline personal likes and dislikes regarding a piece of art

Purpose of Design and Technology

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Design and Technology Aims:

Ensure that all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts.

| Textiles | Materials and Mechanisms | Moving Mechanisms |
|---|---|--|
| <p style="text-align: center;">Fastening/Sewing: Fabric Birds/ Fireworks/ finger puppets</p> <p>Design</p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups • Discuss their ideas as they develop and say what their design has to do to achieve the design criteria <p>Make</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks (cutting, joining and finishing) • Select from and use textiles according to their characteristics • Use a template to shape a piece of fabric • Create a fabric face that reflects their own face/firework or christmas finger puppet • Stitch two pieces of | <p style="text-align: center;">Create a moon buggy/ Mars rover</p> <p>Design</p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products • Evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> • Build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [for example, levers, sliders, | <p style="text-align: center;">Moving Pictures</p> <p>Design</p> <ul style="list-style-type: none"> • Explore an existing product and evaluate how well it works • Draw a simple design and add annotations to show how different components move • Begin to understand what design criteria is used for <p>Make</p> <ul style="list-style-type: none"> • Incorporate the main features of design criteria into their product • Make a picture which uses a slider, wheel and level mechanism to make it move <p>Evaluate</p> <ul style="list-style-type: none"> • Evaluate how well an existing product works, • Evaluate their product against the design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> • Explore and use mechanisms (levers, sliders and wheels) in their products. <p>Vocabulary</p> <p>moving, lever, slider, pivot, split pin, wheel, evaluate, mechanism, assemble, design, cut, hole, rotary, sketch,</p> |

fabric together using a running stitch and add features using appropriate materials and joining techniques

Evaluate

- Evaluate their ideas and products against design criteria
- Evaluate their products saying what they like and what they could improve

Cooking

Pumpkin soup

Skills

- I can cut, peel or grate ingredients safely and hygienically.
- I can measure or weigh using measuring cups or electronic scales.

Vocabulary

criteria, tools, template, annotated, evaluate, design, sew, cross-stitch, join, staple, glue, explore, textiles, lace, cut, attach, felt, corduroy, hessian

peel, cut, chop, knife, measure, weigh, litres, millilitres, grams, ingredients, recipe, scales, jug

wheels and axles] in their products

Skill

- I can measure and mark out to nearest cm.
- I can demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).
- I can create products using winding mechanisms.

Vocabulary

axle, chassis, wheel, vehicle, body, mechanism, hinge, material, design, stable

annotate, equipment, push, pull, design criteria

| | | | | | | |
|--|---|--|---|--|---|--|
| Computer Science and Information Technology | <p>Purpose of Computing:</p> <p>A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.</p> <p>Computing Aims:</p> <p><i>Ensure that all pupils:</i></p> <ul style="list-style-type: none"> • can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation • can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems • can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems • are responsible, competent, confident and creative users of information and communication technology | | | | | |
| | <p>NCCE Scheme</p> | | | | | |
| | <p><u>Unit 1.1 Computing Systems and Networks – Technology Around Us</u></p> | <p><u>Unit 1.2 Creating Media – Digital Painting</u></p> | <p><u>Unit 1.3 Creating Media – Digital Writing</u></p> | <p><u>Unit 1.4 Data and information – Grouping data</u></p> | <p><u>Unit 1.5 - Programming A - Moving a robot</u></p> | <p><u>Unit 1.6 - Programming B - Introduction to animation</u></p> |
| | <p><u>Unit 2.1 - Computing systems and networks - Information technology around us</u></p> | <p><u>Unit 2.2 - Creating media - Digital photography</u></p> | <p><u>Unit 2.3 - Creating media - Making music</u></p> | <p><u>Unit 2.4 - Data and information - Pictograms</u></p> | <p><u>Unit 2.5 - Programming A Robot Algorithms</u></p> | <p><u>Unit 2.6 - Programming B An introduction to quizzes</u></p> |
| <p>Vocabulary</p> <p>Monitor, folder, open, display, mouse, minimise, application, launch, keyboard, move, restore, headphones, switch, save, screen, window, exit, size, system unit</p> | <p>Vocabulary</p> <p>Paint, colour, brush, tools, bucket, text, shape, screen, mouse, type, computer, undo, redo, draw, save, open, photograph, image, capture</p> | <p>Vocabulary</p> <p>Keyboard, backspace, shift, type, folder, enter, symbols, save, return, space bar, arrow keys, delete, undo, redo, select, key, bold, italics, underline, format</p> | <p>Vocabulary</p> <p>Data, label, object, group, compare, attribute, tally chart, block diagram</p> | <p>Vocabulary</p> <p>Algorithm, code, left, right, forward, backward, pause, clear go, program, bee-bot, turn, sequence, quarter, half, debug</p> | <p>Vocabulary</p> <p>Algorithm, code, pause, clear go, program, animation, sequence, sprites, background, photograph, video, command</p> | |
| <p>Introduce Smartie the Penguin for Year 1 and 2 childnet.com</p> <p>SMART poster</p> | <p>Safer Internet Day</p> | <p>E-safety: Common Sense Education</p> <p>Going Places Safely</p> <p>To use the internet safely</p> <p>Link</p> | <p>E-safety: Common Sense Education</p> <p>A-B-C Searching</p> <p>To search the internet for suitable pictures</p> <p>Link</p> | <p>E-safety: Common Sense Education</p> <p>Keep It Private</p> <p>To keep my information private (Hector's World)</p> <p>Link</p> | <p>Recap</p> | |
| <p>Digital Literacy and E-Safety</p> | | | | | | |

Purpose of Music:

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Music Aims

Ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Music

Instrumental tuition

Mr Doyle First Access djembe

- play tuned and untuned instruments musically

Instrumental tuition

Mr Doyle First Access djembe

- play tuned and untuned instruments musically

Christmas carol performance

- use their voices expressively and creatively by singing songs and speaking chants and rhymes

Instrumental tuition

Mr Doyle First Access djembe

- play tuned and untuned instruments musically

Charanga

**How Can We Make Friends
When We Sing Together?**

Charanga

**How Does Music Make the
World a Better Place?**

Charanga

**How Does Music Tell Stories
about the Past?**

Purpose of Religious Education:

RE provokes challenging questions about the ultimate meaning and purpose of life; beliefs about God, the self and the nature of reality; issues of right and wrong; and what it means to be human. Religions and worldviews must be explored from the perspectives of those who subscribe to them as well as from those who do not. To acquire a complete picture it is not enough to merely know about different religions and worldviews; it is also important to understand what can be learned from such religions and worldviews.

Religious Education Aims:

Ensure that all pupils:

- know about and understand a range of religions and worldviews, so that they can:
 - describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
 - identify, investigate and respond to questions posed and responses offered by some of the sources of wisdom found in religions and worldviews;
 - appreciate and appraise the nature, significance and impact of different ways of expressing meaning.
- express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:
 - explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
 - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
 - appreciate and appraise different dimensions of a religion or worldview.
- acquire and deploy the skills needed to engage seriously with religions and worldviews, so that they can:
 - find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
 - enquire into what enables different individuals and communities to live together respectfully for the well-being of all;
 - articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Unit 2: Hinduism: Lifestyles

- Learn about aspects of Hindu lifestyle and what makes Hindu lifestyle distinctive
- Know that Hindu lifestyle has some familiar as well as distinctive characteristics
- Know that Hindu lifestyle is affected by the content of scripture
- Know that the rules contained in scripture help make Hindu lifestyle distinctive
- Understand why the family and the wider community are of great importance to Hindus

Unit 3: Hinduism: Stories

- Learn about the importance of Hindu scripture, especially the Ramayana
- Examine how Hindus care for and use scripture
- Examine Sanskrit, the sacred language of Hinduism
- Discuss Hindu beliefs about God, immortality, karma, samsara and moksha and explain that such beliefs derive from scripture
- Identify some of the faces/manifestations of God in the Ramayana. Examine what they are responsible for and how one can be recognised from another

Unit 1: Hinduism: Festivals and Celebrations

-Diwali (14.11.20)

- Learn about aspects of Diwali
- Know about events taking place during Diwali and Holi
- Know that Diwali is the Hindu festival of light and Holi is an important Spring festival; and know that both occasions emphasise the importance of family.
- Understand that Diwali celebrates the victory of good over evil and Holi addresses matters to do with purity and fertility

Unit 5: Christianity Festivals and celebrations:

Christmas

- Learn about aspects of the festival of Christmas
- Discuss the significance of Advent as a season of preparation for Christmas
- Know that Christmas is important to Christians because it celebrates the birth of Jesus
- Know that Christmas is a special and happy time of the year involving special stories, events, artefacts and traditions

Chinese New Year

-New Year festivals around the world
-Retell the Chinese New Year story using shadow puppets

Buddhism lifestyles:

-where Buddhists live
-the five precepts and living according to their content
-vegetarianism and care of the environment

Unit 1: Hinduism: Festivals and Celebrations

-Holi (29.03.21)

- Learn about aspects of Holi
- Know about events taking place during Diwali and Holi
- Know that Diwali is the Hindu festival of light and Holi is an important Spring festival; and know that both occasions emphasise the importance of family.
- Understand that Diwali celebrates the victory of good over evil and Holi addresses matters to do with purity and fertility

Unit 5: Christianity Festivals and celebrations:

Easter

Unit 3: Christianity: Communities

- Learn about belonging and being part of a community
- Know what they belong to
- Know that belonging can assume many forms including belonging to a religious family or community
- Understand that belonging implies rights as well as responsibilities
- Learn that Christians express their sense of belonging and being part of a community in many ways such as through worship in churches
- Discuss and/or write about how Christians belong to the Christian family or community
- Identify what Christians do or wear to show that they belong to Christianity
- Understand that baptism is an important Christian practice
- Know about Jesus' baptism
- Begin to understand the importance of worship for Christians and that worship takes many forms
- Begin to understand that the church is the people who belong to the community of believers

Unit 4: Christianity: Lifestyles

-to identify and respect everyone's uniqueness
to value diversity, not fear it
about the importance of how we think and behave

| | | | | | | |
|--|---|--|---|--|---|--|
| | <ul style="list-style-type: none"> Identify the different signs and symbols associated with the different faces/manifestations of God Learn about how and why some of the stories are important to Hindus <p>Harvest</p> | <ul style="list-style-type: none"> Consider ways in which Christians think of Jesus as God's gift to the world, and of how he brought hope, happiness, joy, peace, etc. Know that the Bible is the source for information about Jesus' birth. | | | | |
| | <p>Vocabulary</p> <p>scripture, mandir, worship, artefacts, the home, festival, celebration, special clothing, God</p> | <p>Vocabulary</p> <p>festival, celebration, Divali, light, diwa, scripture, artefacts</p> <p>Birth, life, advent, Christmas</p> | <p>Vocabulary</p> <p>New Year, emperor, Buddhist, Buddha, five precepts, Vegetarian, environment</p> | <p>Vocabulary</p> <p>festival, celebration, Holi, family, mandir</p> <p>Lent, Holy Week, Easter, signs, symbols, death and resurrection</p> | <p>Vocabulary</p> <p>rights, responsibilities, baptism, confirmation, marriage, worship, church, christening, dedication, artefacts, Bible</p> | <p>Vocabulary</p> <p>rights, responsibilities, individuality, uniqueness, diversity, appearance, personality, behaviour, forgiveness, love, Jesus</p> |

Purpose of PSHE and RSE

Personal, Social, Health and Economic (PSHE) education is a subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe, and prepare them for life and work in modern Britain. PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life. We:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people;
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

We promote the fundamental **British values** of:

- democracy
- the rule of law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Spiritual, moral, social and cultural development and British Values

Spiritual, moral, social and cultural development are promoted through all PSHE teaching

- **Spiritual development:** We explore the beliefs and experiences of ourselves and others; discuss the importance of respecting all beliefs and faiths; learn about and discuss our feelings and values and those of others.
- **Moral development:** We learn about and discuss things that are right and wrong; learn about the law and the importance of it; begin to consider our actions and the consequence of them; consider, discuss and debate ethical issues; offer reasoned views.
- **Social development:** We consider all of the groups and communities that we are part of; participate in our local community; learn how to resolve conflict; engage with the British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance.
- **Cultural development:** We become aware of cultural influences; learn about the role of Britain's parliamentary system; understand, accept, respect and celebrate diversity.

Jigsaw

BM (Being Me in My World)
'Who am I and how do I fit?'

Jigsaw

CD (Celebrating Difference)
Respect for similarity and difference. Anti-bullying and being unique

Jigsaw

DG (Dreams and Goals)
Aspirations, how to achieve goals and understanding the emotions that go with this

Jigsaw

HM (Healthy Me)
Being and keeping safe and healthy

Jigsaw

RL (Relationships)
Building positive, healthy relationships

Jigsaw

CM (Changing Me)
Coping positively with change