





	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
LEARNING FOCUS	Changes in living memory (History)	Changes in living memory (History)	What is special about the United Kingdom? (Geography)	What is special about the United Kingdom? (Geography)	Glorious Gloucester Docks (History)	Glorious Gloucester Docks (History)
READING	<p>Word Reading/ Decoding</p> <ul style="list-style-type: none"> I can apply phonic knowledge and skills as the route to decode words. I can blend sounds in unfamiliar words using the GPCs that they have been taught. I can respond speedily, giving the correct sound to graphemes for all the 40+ phonemes. I can read words containing taught GPCs. I can read words containing -s, -es, -ing, -ed and -est endings. I can read words with contractions, e.g. I'm, I'll and we'll. <p>Fluency</p> <ul style="list-style-type: none"> I can accurately read texts that are consistent with my developing phonic knowledge, that do not require me to use other strategies to work out words. I can reread texts to build up fluency and confidence in word reading. I can discuss meaning and link new meanings to those already known. I can draw upon knowledge of vocabulary to understand the text. I can use vocabulary given by the teacher. I can discuss my favourite words and phrases. <p>Vocabulary and author intent</p> <ul style="list-style-type: none"> I can discuss meaning and link new meanings to those already known. 	<p>Word Reading/ Decoding</p> <ul style="list-style-type: none"> I can apply phonic knowledge and skills as the route to decode words. I can blend sounds in unfamiliar words using the GPCs that they have been taught. I can respond speedily, giving the correct sound to graphemes for all the 40+ phonemes. I can read words containing taught GPCs. I can read words containing -s, -es, -ing, -ed and -est endings. I can read words with contractions, e.g. I'm, I'll and we'll. <p>Fluency</p> <ul style="list-style-type: none"> I can accurately read texts that are consistent with my developing phonic knowledge, that do not require me to use other strategies to work out words. I can reread texts to build up fluency and confidence in word reading. I can discuss meaning and link new meanings to those already known. 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	<ul style="list-style-type: none"> I can draw upon knowledge of vocabulary to understand the text. I can use vocabulary given by the teacher. I can discuss my favourite words and phrases. <p>Retrieval</p> <ul style="list-style-type: none"> I can answer a question about what has just happened in a story. I retrieve information from images. I can recognise characters, events and titles. I can recognise differences between fiction and non-fiction texts. I can retrieve information by finding a few key words. I can contribute my ideas and thoughts in discussion. <p>Prediction</p> <ul style="list-style-type: none"> I can predict what might happen based on what has been read so far. I can make simple predictions based on the story and on their own life experience. I can recognise and join in with predictable phrases. I can begin to explain these ideas verbally or through pictures. <p>Structure and Organisation</p> <ul style="list-style-type: none"> I can recognise and join in with predictable phrases. I can talk about the significance of titles and events. <p>Inference</p> <ul style="list-style-type: none"> I can begin to make simple inferences about characters' feelings using what they say as evidence. I can discuss the significance of the title and events. 	<ul style="list-style-type: none"> I can discuss meaning and link new meanings to those already known. I can draw upon knowledge of vocabulary to understand the text. I can use vocabulary given by the teacher. I can discuss my favourite words and phrases. <p>Retrieval</p> <ul style="list-style-type: none"> I can answer a question about what has just happened in a story. I can retrieve information from images. I can recognise characters, events and titles. I can recognise differences between fiction and non-fiction texts. 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	Summarising <ul style="list-style-type: none"> I can sequence the events of a story I am familiar with. I can begin to discuss how events are linked. I can retell familiar stories orally e.g. fairy stories and traditional tales. I can begin to explain my understanding of what is read to me. 	characters' feelings using what they say as evidence. <ul style="list-style-type: none"> I can discuss the significance of the title and events. Summarising <ul style="list-style-type: none"> I can sequence the events off a story I am familiar with. I can begin to discuss how events are linked. I can retell familiar stories orally e.g. fairy stories and traditional tales. I can begin to explain my understanding of what is read to me. 	characters' feelings using what they say as evidence. <ul style="list-style-type: none"> I can discuss the significance of the title and events. Summarising <ul style="list-style-type: none"> I can sequence the events of a story I am familiar with. I can begin to discuss how events are linked. I can retell familiar stories orally e.g. fairy stories and traditional tales. I can begin to explain my understanding of what is read to me. 	characters' feelings using what they say as evidence. <ul style="list-style-type: none"> I can discuss the significance of the title and events. Summarising <ul style="list-style-type: none"> I can sequence the events of a story I am familiar with. I can begin to discuss how events are linked. I can retell familiar stories orally e.g. fairy stories and traditional tales. I can begin to explain my understanding of what is read to me. 	characters' feelings using what they say as evidence. <ul style="list-style-type: none"> I can discuss the significance of the title and events. Summarising <ul style="list-style-type: none"> I can sequence the events of a story I am familiar with. I can begin to discuss how events are linked. I can retell familiar stories orally e.g. fairy stories and traditional tales. I can begin to explain my understanding of what is read to me. 	characters' feelings using what they say as evidence. <ul style="list-style-type: none"> I can discuss the significance of the title and events. Summarising <ul style="list-style-type: none"> I can sequence the events of a story I am familiar with. I can begin to discuss how events are linked. I can retell familiar stories orally e.g. fairy stories and traditional tales. I can begin to explain my understanding of what is read to me.
WRITING	<ul style="list-style-type: none"> I can join words and joining clauses using 'and' I can use coordinating conjunctions such as and/ but I can identify and use nouns/verbs/ adjectives I can identify and use the four different sentence types; statement/ command/ question/ exclamation I can use prepositional phrases to order events I can use expanded noun phrases to add detail and description; determiner, adjective, noun I can begin to use simple past tense –ed and know some irregular forms (went, said) I can edit writing to correct spelling, improve structure or word choice 	<ul style="list-style-type: none"> I can join words and joining clauses using 'and' I can use coordinating conjunctions such as and/ but I can identify and use nouns/verbs/ adjectives I can identify and use the four different sentence types; statement/ command/ question/ exclamation I can use prepositional phrases to order events I can use expanded noun phrases to add detail and description; determiner, adjective, noun I can begin to use simple past tense –ed and know some irregular forms (went, said) I can edit writing to correct spelling, improve structure or word choice 	<ul style="list-style-type: none"> I can join words and joining clauses using 'and' I can use coordinating conjunctions such as and/ but I can identify and use nouns/verbs/ adjectives I can identify and use the four different sentence types; statement/ command/ question/ exclamation I can use prepositional phrases to order events I can use expanded noun phrases to add detail and description; determiner, adjective, noun I can begin to use simple past tense –ed and know some irregular forms (went, said) I can edit writing to correct spelling, improve structure or word choice 	<ul style="list-style-type: none"> I can join words and joining clauses using 'and' I can use coordinating conjunctions such as and/ but I can identify and use nouns/verbs/ adjectives I can identify and use the four different sentence types; statement/ command/ question/ exclamation I can use prepositional phrases to order events I can use expanded noun phrases to add detail and description; determiner, adjective, noun I can begin to use simple past tense –ed and know some irregular forms (went, said) I can edit writing to correct spelling, improve structure or word choice 	<ul style="list-style-type: none"> I can join words and joining clauses using 'and' I can use coordinating conjunctions such as and/ but I can identify and use nouns/verbs/ adjectives I can identify and use the four different sentence types; statement/ command/ question/ exclamation I can use prepositional phrases to order events I can use expanded noun phrases to add detail and description; determiner, adjective, noun I can begin to use simple past tense –ed and know some irregular forms (went, said) I can edit writing to correct spelling, improve structure or word choice 	<ul style="list-style-type: none"> I can join words and joining clauses using 'and' I can use coordinating conjunctions such as and/ but I can identify and use nouns/verbs/ adjectives I can identify and use the four different sentence types; statement/ command/ question/ exclamation I can use prepositional phrases to order events I can use expanded noun phrases to add detail and description; determiner, adjective, noun I can begin to use simple past tense –ed and know some irregular forms (went, said) I can edit writing to correct spelling, improve structure or word choice
Text	The Colour Monster	Cinderella and	Lost and Found	Knuffle Bunny	The Crow's Tale	Paddington



		Seriously, Cinderella is So Annoying!				
Punctuation Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I	<ul style="list-style-type: none"> I can leave spaces between words I can begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark I can use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' I can use simple subheadings to organise information 	<ul style="list-style-type: none"> I can leave spaces between words I can begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark I can use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' I can use simple subheadings to organise information 	<ul style="list-style-type: none"> I can leave spaces between words I can begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark I can use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' I can use simple subheadings to organise information 	<ul style="list-style-type: none"> I can leave spaces between words I can begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark I can use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' I can use simple subheadings to organise information 	<ul style="list-style-type: none"> I can leave spaces between words I can begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark I can use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' I can use simple subheadings to organise information 	<ul style="list-style-type: none"> I can leave spaces between words I can begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark I can use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' I can use simple subheadings to organise information
MATHEMATICS	COMPOSITION OF NUMBER I can subitise numbers up to 10 number bonds within 10 (refer to fluency triangle) using manipulatives to see ways to create numbers up to 10 PLACE VALUE Baseline assessment I can count to and across numbers up to and beyond 20 I can count, read and write numbers to 20 in numerals I can identify one more and one less, when given a number up to 20 I can count forwards and backwards from any number 0-20 I can Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least I can read and write numbers from 1 to 20 in numerals and	PLACE VALUE I can count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number I can count, read and write numbers to 100 in numerals I can find numbers on a number square up to 100 When given a number, I can identify one more and one less I can Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least I can read and write numbers from 1 to 20 in numerals and words I can record numbers on a number line and begin to build an understanding of the number system MULTIPLICATION	PLACE VALUE <ul style="list-style-type: none"> I can count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number I can count, read and write numbers to 100 in numerals When given a number, I can identify one more and one less I can identify patterns within the number system I can order numbers using number lines and squares MULTIPLICATION <ul style="list-style-type: none"> I can use arrays and bar models representation to multiply by 2, 5, 10 I can apply counting in 2s 5s and 10s to calculating amounts of money 2p 5p 10p £2, £5. £10 DIVISION <ul style="list-style-type: none"> I can use arrays and bar model representation to divide by 2, 5, 10 I can apply counting in 2s 5s and 10s to calculating 	PLACE VALUE <ul style="list-style-type: none"> I can identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least I can read and write numbers from 1 to 20 in numerals and word FRACTIONS <ul style="list-style-type: none"> I can identify that the denominator tells us how many equal groups to share between 	PLACE VALUE <ul style="list-style-type: none"> I can identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least I can read and write numbers from 1 to 20 in numerals and words FRACTIONS <ul style="list-style-type: none"> I can identify that the denominator tells us how many equal groups to share between I can find a half, third, quarter and fifth of an amount. (use a bar model to represent the number of equal groups they have been split into) PROBLEM SOLVING AND REASONING <ul style="list-style-type: none"> Would you rather? I know that by problem solving sometimes we need to make lots of calculations. Problems linked to all 4 operations and measurement 	MEASUREMENT <ul style="list-style-type: none"> I can order objects in mass I can measure in g and kg I can read scales in intervals of 2, 5, 10 I can count in multiples of 1p, 2p, 5p, 1p, 20p, 50p I can partition money into tens and 1s (10p + 1p) I know that there is 100p in £1 I can explore ways to make different amount of money using addition and subtraction skills from units 3, 5, 12 PROPERTIES OF SHAPE <ul style="list-style-type: none"> I can recognise properties of 2D shapes and 3D shapes PROBLEM SOLVING AND REASONING <ul style="list-style-type: none"> I can use strategies to work out worded problems What do you visualise when we read this problem (draw what they see for example 3 children holding



	<p>words (emphasis on numerical recording) I can record numbers on a number line and begin to build an understanding of the number system I can find numbers on a number square up to 20</p> <p><u>ADDITION AND SUBTRACTION</u></p> <p>I can explore, find model and calculate with number bonds up to 20 I can use both addition and subtraction I can add by counting on I can add my combining groups I can subtract by counting back I can subtract by crossing out and counting what is left I can understand and model that addition is communicative and that subtraction is not I can represent using tens frames and bar models to show number bonds Additional: I can find the difference between two amounts by counting on (2 different length cubes/bar chart)</p>	<p>I know that doubles are 2 equal groups and will always be even I know that half is 2 equal groups</p> <p>I can recognise arrays (focus on 2s 5s 10s) I can use arrays to multiply and solve division questions within 2, 5, 10</p> <p><u>PROPERTIES OF SHAPE</u></p> <p>I know that a shape is a closed form with an internal space</p> <p>I know that a polygon has more than 2 sides. I can recall the properties of circles, squares, triangles and rectangles</p> <p><u>POSITION AND DIRECTION</u></p> <p>I know the difference between clockwise and anti-clockwise I can recognise quarter turns I can recall that a half turn is 2 quarter turns</p> <p><u>PROBLEM SOLVING AND REASONING</u></p> <p>I can locate missing numbers on a number line/ number square</p> <p>Additional: What could be the answer? (when there is more than one answer possible for example a number bigger than 3 but smaller than 10)</p>	<p>amounts of money 2p 5p 10p £2, £5. £10</p> <p><u>PROPERTIES OF SHAPE</u></p> <ul style="list-style-type: none"> I know that a shape is a closed form with an internal space I know that a polygon has more than 2 sides. I can recall the properties of circles, squares, triangles and rectangles <p><u>MEASUREMENT</u></p> <ul style="list-style-type: none"> I can order and compare standard and non-standard heights I can measure a line in cm <p><u>PROBLEM SOLVING AND REASONING</u></p> <p>I can recognise missing numbers in a calculation or different representation that has not been taught so far (for example a pyramid model where they are adding up a row to get the number on top)</p>			2 sweets each as a picture and a bar model)
SCIENCE	<ul style="list-style-type: none"> I can know the months of the year and in order. I can name the seasons, and which months are in these seasons. I can identify features of the seasons and how animals are affected by them. 	<ul style="list-style-type: none"> I can know what makes light in the day. I can understand what causes darkness and how shadows are created. I can identify sources of light. I can know what a reflector is and group them. 	<ul style="list-style-type: none"> I can elicit existing experiences and knowledge about a topic. I can identify the life cycles of animals (a range of common animals including farm animals, pets, elephants and frogs) I can classify animals by: 	<ul style="list-style-type: none"> I can identify, name, draw and label the basic parts of the human body. I can say which part of the body is associated with each sense. I can know the stages of human development (baby, toddler, child, teenager, 	<ul style="list-style-type: none"> I can name different parts of a plant: roots, stem, leaf, stamen, petal. I can name and identify different garden plants (tulips, roses, daffodils and poppies, apple trees and weeping willows). 	<ul style="list-style-type: none"> I can recognise a variety of everyday materials that includes wood, plastic, glass, metal, water and rock. I can describe the simple physical properties of a variety of everyday materials.



	<ul style="list-style-type: none"> I can identify features of the seasons and how humans are affected by them. I can know the difference between day and night and how it is affected by seasons. I can observe changes across two seasons. 	<ul style="list-style-type: none"> I can identify which material would be a good reflector. 	<ul style="list-style-type: none"> knowing that mammals are hot-blooded and have live young (recognise these features include humans). I know that amphibians live on water or land and lay eggs. I know that reptiles are cold-blooded. I know that birds tend to have feathers and lay eggs (some can fly some are ground-dwelling). I can identify and name a variety of common animals that are carnivores, herbivores and omnivores. I know the range of animal diets. I can investigate which habitat suits the needs of different animals. I can create my own underwater diorama based on my knowledge of animals. 	<p>adult) and describe some features of each stage.</p> <ul style="list-style-type: none"> I can identify characteristics of the human body. 	<ul style="list-style-type: none"> I can name and identify wild plants (recap – daisy, buttercup, clover. Teach – nettle, dandelion, ivy, bramble, bluebell, rose, poppy, sunflower). I can identify and describe evergreen and deciduous trees. I can identify and describe the basic structure of a plant and a tree. 	<ul style="list-style-type: none"> I can distinguish between what an object is and the material it is made from. I can compare and group together a variety of everyday materials on the basis of their simple physical properties. I can identify what material is best for a walk in the rain.
HISTORY	<ul style="list-style-type: none"> Not taught. 	<ul style="list-style-type: none"> I can explore how I spend my time. I can explain what I would like to know about the past. I can describe how my life now is different to my parents and grandparents. I can explain how clothes and hairstyles have changed over time. I can explain how technology has changed over time. I can explain how schools have changed over time. 	<ul style="list-style-type: none"> Not taught. 	<ul style="list-style-type: none"> Not taught. 	<ul style="list-style-type: none"> I can explore why the docks are important. I can explain how the docks have changed over time. I can explain what the docks were used for in the past and what they are used for now. I can explain what the docks looked like for our grandparents. I can explain what the docks looked like for our parents. 	<ul style="list-style-type: none"> I can explain what the docks look like for us today. I can explore the lives and roles of significant people who worked at Gloucester Docks. I can consolidate my knowledge about the Gloucester Docks.



		<ul style="list-style-type: none"> I can explain how my toys are different to the toys parents and grandparents had. I can explain how transport has changed over time. 				
GEOGRAPHY	<ul style="list-style-type: none"> I can identify where we live. I can recognise human and physical features of our local area. I can explore how people in Gloucester travel and collect data. 	<ul style="list-style-type: none"> Not taught. 	<ul style="list-style-type: none"> I know that the UK is an island in Europe surrounded by 4 seas. I can understand that the UK is a union of four countries. I can identify characteristics of England and its capital city. I can compare Gloucester and London. 	<ul style="list-style-type: none"> I can identify characteristics of Wales and its capital city I can identify characteristics of Scotland and its capital city I can identify characteristics of Ireland and its capital city I can compare weather in England (Gloucester) with other UK countries) I can consolidate my knowledge. 	<ul style="list-style-type: none"> Not taught. 	<ul style="list-style-type: none"> I can identify where we live. I can recognise human and physical features of our local area. I can explore how people in Gloucester travel and collect data and compare patterns over time.
RELIGIOUS EDUCATION	<p>Understand</p> <ul style="list-style-type: none"> I can recognise that the story of Creation in Genesis 1:1-4,24-26, is an ancient, prayerful, poetic reflection on God's world and retell this story in any form. I can recognise in an age-appropriate way that the Church teaches that all that is comes from God, our Father, who made heaven and Earth. I can recognise that though people cannot see God, they can sense his presence through the awe and wonder experienced in the beauty and order of Creation. I can recognise that the Church teaches that God gave human beings the responsibility for taking care of the world and its people and in doing this, I show love for God and each other. I know that Pope Francis wrote a letter, called Laudato Si', about the gift of Creation and the importance of taking 	<p>Understand</p> <ul style="list-style-type: none"> I can recognise that, for Christians, the Christmas story reveals God's love by sending Jesus his Son. I know that the Bible as a special book and encounter the stories and accounts of how people came to know God and the Good News of Jesus in the gospels. I can sequence the accounts from the Annunciation through to the visit of the shepherds. I can know that in the Annunciation God called Mary and she said 'Yes' to his call and why this makes Mary important for Christians. I can match the first words of the Hail Mary with the words of the Angel Gabriel. I can recognise that angels bring God's message and are a sign that Jesus is the Son of God. <p>Discern</p>	<p>Understand</p> <ul style="list-style-type: none"> I can identify some of the people that encounter Jesus and recognise that he is special. I can retell, in any form, one of the stories I have heard, recognising these are religious accounts from the Gospel of Luke. I can make simple connections between Jesus' announcement of his mission (Lk 4:16-19) and how Christians are called to tell people about God's love today. I can ask and answer questions about the story of Zacchaeus and how he changed after meeting Jesus. <p>Discern</p> <ul style="list-style-type: none"> I can describe how some of the people who met Jesus felt and how knowing Jesus changed them. 	<p>Understand</p> <ul style="list-style-type: none"> I can make simple connections between Jesus' time in the desert (Lk 4:1-13) and Christians praying and fasting for forty days in Lent. I can recognise that Jesus shows the importance of giving to others, making simple connections with the story of the widow's mite (Lk 21:1-6) and the season of Lent. I can correctly sequence the events of the last week of Jesus' life. I can recognise that angels bring God's message and are a sign the Jesus is the Son of God, truly alive. I can know that the Church teaches that Jesus suffered, died, and rose again. I can recognise simple connections between the use of ashes and the Christian belief that Lent is an opportunity for a new start. 	<p>Understand</p> <ul style="list-style-type: none"> I can retell with increasing detail one of the following accounts: the Road to Emmaus (Lk 24:13-35), the Promise of the Spirit and the Ascension (Acts 1:1-11), Pentecost (Acts 2:1-4). I can simply sequence the story of Jesus studied from earlier branches (as Luke does in Acts 1:1). I can make simple connections between the mission of the Church and the mission of Jesus as he announced it at the beginning of Luke's Gospel (Lk 4:16-19). I can recognise that Catholics celebrate the Ascension of Jesus and Pentecost on special days called holydays. <p>Discern</p> <ul style="list-style-type: none"> I can describe how the apostles felt during the events following the Resurrection. 	<p>Understand</p> <ul style="list-style-type: none"> I can know that Christian means follower of Jesus Christ. I can recognise that Catholics are a part of a global Christian family, and all Christians are sisters and brothers. I can recognise simple connections between Jesus' life and message and how Christians live today. I can recognise that the cross is a symbol of Christianity, and the sign of the cross is a prayer expressing Christian belief. I can correctly use religious words and phrases to recognise features of Jewish religious life and practice (e.g., including specific vocabulary about the Jewish belief in one God and the special clothes some Jewish people wear each day). <p>Discern</p>



	<p>care of the world as it is everyone's home.</p> <ul style="list-style-type: none"> I can recognise that prayer is a way of drawing closer to God. <p>Discern</p> <ul style="list-style-type: none"> I can explain how God's gift of Creation is expressed through the scriptures and diverse creative and artistic expressions, e.g., through art, music, or poetry and talk about my responses. <i>I can</i> explain why caring for God's world matters for me and my local community. <p>Respond</p> <ul style="list-style-type: none"> I can reflect on what the words of the Our Father and the opening words of the Creed say to me. I can consider different ways to pray. I can share stories from different communities and my experiences about how I care for the world. I can describe how I can care for God's world. 	<ul style="list-style-type: none"> I can explain why the shepherds saw angels when Jesus was born. I can consider why the words of the angels are in the 'Hail Mary' and the beginning of the 'Gloria'. I can explore artistic representations of the nativity story from around the world. <p>Respond</p> <ul style="list-style-type: none"> I can listen to and begin to join in with the words of the Hail Mary. I can sing or say the first words of the Gloria, I can explain how Christians in my local community celebrate the birth of Jesus. 	<ul style="list-style-type: none"> I can know stories and experiences of how people celebrate Candlemas. <p>Respond</p> <ul style="list-style-type: none"> I can reflect on what the Good News might mean for me. I can reflect on how Jesus is a 'light' for all people, consider how I can bring 'light' to my families and communities. I can reflect on how Jesus cares for other people and what I can learn from his actions. 	<p>Discern</p> <ul style="list-style-type: none"> I can ask 'I wonder' questions about the story of the last week of Jesus' life. I can appraise and reflect on music or art that shows how Christian communities in another part of the world celebrate Lent and the last week of Jesus' life. <p>Respond</p> <ul style="list-style-type: none"> I can recognise that fasting in Lent is giving something up to help others and CAFOD Family Fast Day is a way of doing this. I can consider what I might give up and choose to do to help others. I can reflect on what I know about Jesus including the events of the last week of Jesus' life and his resurrection. 	<ul style="list-style-type: none"> I can explain the different ways experience of the Holy Spirit is expressed in some of the stories from the Bible I have heard across the Year One branches (e.g., 'God's spirit hovered over the water' (Gen 1:1), a shadow in the Annunciation (Lk 1:35), or wind and fire in Pentecost (Acts 2:1-4)). I can describe ways the Holy Spirit is described in art or music. I can ask questions about the experiences of how others celebrate Pentecost in different places and cultures. <p>Respond</p> <ul style="list-style-type: none"> I can think about why prayer is an important part of life for many people. I can listen to the words of the Glory Be and hymns that reference Father, Son, and Holy Spirit and join in prayerfully if I choose to do so. I can consider how Christians announce the Gospel to others through their words and actions. 	<ul style="list-style-type: none"> I can listen to the stories and experiences of Christians from my local parish and asking them questions. I can share my personal response to and artistic expression of Christian belief in a different Christian community (e.g., Missa Luba; Pentecostal Gospel music tradition; Contemporary Christian Praise and Worship music; Welsh choirs, Jesus Mafa paintings). I can ask questions about the stories and experiences of Jewish people. <p>Respond</p> <ul style="list-style-type: none"> I can consider how Christians in my local parish community could work together to help people.
PHYSICAL EDUCATION	<p>Throwing and Catching</p> <ul style="list-style-type: none"> I can roll a ball forward, with some success; I can stop a ball rolled over a short distance, using two hands; I can throw a beanbag underarm; I can use an underarm throw to throw a beanbag over a short distance; I can use two hands when attempting to catch a beanbag or large ball; I can sometimes successfully catch using two hands; 	<p>Throwing and Catching</p> <ul style="list-style-type: none"> I can roll a ball forward, with some success; I can stop a ball rolled over a short distance, using two hands; I can throw a beanbag underarm; I can use an underarm throw to throw a beanbag over a short distance; I can use two hands when attempting to catch a beanbag or large ball; 	<p>Invasion Games</p> <ul style="list-style-type: none"> I can travel backwards; I can travel sideways; I can move in different directions; I can bounce a ball once and then hold the ball while they walk forwards; I can push a ball with their foot a short distance forwards and then walk to catch it up; I can travel slowly forwards with a ball; 	<p>Invasion Games</p> <ul style="list-style-type: none"> I can travel backwards; I can travel sideways; I can move in different directions; I can bounce a ball once and then hold the ball while they walk forwards; I can push a ball with their foot a short distance forwards and then walk to catch it up; I can travel slowly forwards with a ball; 	<p>Bat and Ball games</p> <ul style="list-style-type: none"> I can copy the correct grip for a racket; I can balance a beanbag on their racket; I can hit a beanbag forwards towards a target; I can show some control when hitting a ball in a modified activity; I can watch a partner and give feedback with support; I can cooperate with a partner to play a modified target game; 	<p>Bat and Ball games</p> <ul style="list-style-type: none"> I can copy the correct grip for a racket; I can balance a beanbag on their racket; I can hit a beanbag forwards towards a target; I can show some control when hitting a ball in a modified activity; I can watch a partner and give feedback with support; I can cooperate with a partner to play a modified target game;



	<ul style="list-style-type: none"> I can sometimes use techniques to help them with catching 	<ul style="list-style-type: none"> I can sometimes successfully catch using two hands; I can sometimes use techniques to help them with catching 	<ul style="list-style-type: none"> I can keep the ball close to them so that they can control it; 	<ul style="list-style-type: none"> I can keep the ball close to them so that they can control it; 	<ul style="list-style-type: none"> I can hold a cricket ball correctly when prompted and use it to control a ball along a drawn line; I can use a cricket bat to hit a ball towards a target; I can use a cricket ball to hit a ball along the ground; I can follow instructions to take on different roles within a game; I can use a cricket bat to hit a ball that has been rolled to them from a short distance; I can roll a ball accurately over a short distance and stop a rolled ball. 	<ul style="list-style-type: none"> I can hold a cricket ball correctly when prompted and use it to control a ball along a drawn line; I can use a cricket bat to hit a ball towards a target; I can use a cricket ball to hit a ball along the ground; I can follow instructions to take on different roles within a game; I can use a cricket bat to hit a ball that has been rolled to them from a short distance; I can roll a ball accurately over a short distance and stop a rolled ball.
PSHE	<p>LET THE CHILDREN COME</p> <ul style="list-style-type: none"> I can understand that we are created individually by God; I can understand that God wants us to talk to Him often through the day and treat Him as our best friend; I can recognise that God has created us, his children, to know, love and serve Him in this life and forever - this is our purpose and goal and will bring us true happiness; I can recognise that we are created as a unity of body, mind and spirit: who we are matters and what we do matters I can recognise that we can give thanks to God in different ways. <p>I AM UNIQUE</p> <ul style="list-style-type: none"> I can learn that we are unique, with individual gifts, talents and skills. <p>BOYS AND GIRLS (My Body)</p> <ul style="list-style-type: none"> I know that our bodies are good; I know the names of the parts of our bodies 	<p>SIMPLE SUSIE GETS ANGRY</p> <ul style="list-style-type: none"> I can use simple strategies for managing feelings and for good behaviour; I can understand that choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do; I know Jesus died on the cross so that we would be forgiven. <p>THE CYCLE OF LIFE</p> <ul style="list-style-type: none"> I will know and appreciate that there are natural life stages from birth to death, and what these are. <p>BEGINNINGS AND ENDINGS</p> <ul style="list-style-type: none"> I know what 'death' means I can understand what the Christian faith says about death and eternal life I know some ways to support themselves and 	<p>SPECIAL PEOPLE</p> <ul style="list-style-type: none"> I can identify 'special people' (their parents, carers, friends, parish priest) and what makes them special; I know the importance of nuclear and wider family; I can understand the importance of being close to and trusting special people and telling them if something is troubling them <p>TREAT OTHERS WELL</p> <ul style="list-style-type: none"> I can understand how my behaviour affects other people, and that there is appropriate and inappropriate behaviour; I know the characteristics of positive and negative relationships; I can understand the different types of teasing and that all bullying is wrong and unacceptable. <p>...AND SAY SORRY</p>	<p>RULES TO HELP US</p> <ul style="list-style-type: none"> I can understand safe and unsafe situations, including online. I can ask for adult help with anything that worries me or makes me feel unsafe <p>GOOD SECRETS AND BAD SECRETS</p> <ul style="list-style-type: none"> I know the difference between 'good' and 'bad' secrets and that I can and should be open with 'special people' I trust if anything troubles me; I can understand how to resist pressure when feeling unsafe. <p>PHYSICAL CONTACT</p> <ul style="list-style-type: none"> I know that I am entitled to bodily privacy; I know there are different people I can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest. <p>HARMFUL SUBSTANCES</p>	<p>CAN YOU HELP ME?</p> <ul style="list-style-type: none"> I know I should call 999 in an emergency and ask for ambulance, police and/or fire brigade I know if I require medical help but it is not an emergency, basic first aid should be used instead of calling 999. I know some basic principles of First Aid <p>THREE IN ONE</p> <ul style="list-style-type: none"> I know God is love: Father, Son and Holy Spirit I know being made in his image means being called to be loved and to love others <p>WHO IS MY NEIGHBOUR?</p> <ul style="list-style-type: none"> I know what a community is, and that God calls us to live in community with one another; I know scripture illustrating the importance of living in 	



	<ul style="list-style-type: none"> I know girls and boys have been created by God to be both similar and different - these differences are physical, emotional and spiritual and together make up the richness of the human family. <p><u>CLEAN AND HEALTHY (My Health)</u></p> <ul style="list-style-type: none"> I know our bodies are good and we need to look after them; I know what constitutes a healthy lifestyle, including physical activity, dental health and healthy eating; I know the importance of sleep, rest and recreation for our health; I know how to maintain personal hygiene. I know it is natural for us to relate to and trust one another; I know we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc); A language to describe our feelings I know that as children we will have a basic understanding that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character. 	<p>others when they are grieving</p> <p><u>MODULE TWO</u> <u>GOD LOVES YOU</u></p> <ul style="list-style-type: none"> I know we are part of God's family; I know saying sorry is important and can mend friendships; I know Jesus cared for others and has expectations of them and how they should act; I know we should love other people in the same way God loves us. 	<ul style="list-style-type: none"> I can recognise when they have been unkind and say sorry; I can recognise when people are being unkind to them and others and how to respond; I know that when we are unkind to others, we hurt God also and should say sorry to him as well; I know that we should forgive like Jesus forgives. <p><u>REAL LIFE ONLINE</u></p> <ul style="list-style-type: none"> I can understand the internet connects us to others and helps us in lots of ways. I know my feelings matter – both online and offline. I know Jesus cares about our feelings and gives us peace. 	<ul style="list-style-type: none"> I know medicines are drugs, but not all drugs are good for us. I know alcohol and tobacco are harmful substances. I know bodies are created by God, so I should take care of them and be careful about what I consume. 	<p>community as a consequence of this;</p> <ul style="list-style-type: none"> I know Jesus' teaching on who is my neighbour. <p><u>COMMUNITIES WE LIVE IN</u></p> <ul style="list-style-type: none"> I can understand that I belong to various communities such as home, school, parish, the wider local community, nation and global community; I know I should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc; I know we have a duty of care for others and for the world we live in (charity work, recycling etc.); I know what harms and what improves the world in which we live. 	
ART & DESIGN	Not taught.	<ul style="list-style-type: none"> I can use line to make marks. I can use a variety of media to make lines, marks and shapes. I can know that lines are used by many artists and illustrators. I can know about the work of some artists that use line and art in their art. (Artist study – Piet Mondrian) 	<ul style="list-style-type: none"> I can combine primary colours to create secondary colours. I can create and use a colour wheel. I can make hues of a colour. I can understand the different properties of paint. 	Not taught.	Sculpture TBC	Not taught.



		<ul style="list-style-type: none"> I can use shape and line to create digital artwork. I can use shape and line to create drawings. 	<ul style="list-style-type: none"> I can select painting tools for purpose and use them control. I can create a painting in the style of an artist we have studied. 			
DESIGN & TECHNOLOGY	<ul style="list-style-type: none"> I can understand how wheels move. I can identify what stops wheels from turning. I can design a moving vehicle. I can build a moving vehicle. 	Not taught.	<ul style="list-style-type: none"> I can join fabrics together using different methods. I can sew a running stitch. I can design an egg cosy. I can join two fabrics together accurately. I can embellish my design using joining methods. I can evaluate my egg cosy exploring what I have done well and what I could improve. 	<ul style="list-style-type: none"> I can identify fruits. I can describe where fruits and vegetables grow. I can select ingredients for a recipe. I can apply food preparation skills to a recipe. 	Not taught.	<ul style="list-style-type: none"> I can explore making mechanisms. I can design a moving story book. I can construct a moving picture.
COMPUTING	<ul style="list-style-type: none"> I can identify technology. I can identify a computer and its main parts. I can use a mouse in different ways. I can use a keyboard to type on a computer. I can use a keyboard to edit text. I can create rules to use technology responsibly. 	<ul style="list-style-type: none"> I can describe what different freehand tools do. I can use the shape and line tools. I can make careful choices when creating a digital picture. I can explain why I chose the tools I used. I can use a computer on my own to paint a picture. I can compare painting on a computer and on paper. 	<ul style="list-style-type: none"> I can explain what a given command will do. I can act out a given word. I can combine forwards and backwards commands to make a sequence. I can combine four direction commands to make a sequence. I can plan a simple programme. I can find more than one solution to a problem. 	<ul style="list-style-type: none"> I can label objects. I can identify objects that can be counted. I can describe objects in different ways. I can count objects with the same properties. I can compare groups of objects. I can answer questions about groups of objects. 	<ul style="list-style-type: none"> I can use a computer to write. I can add and remove text on a computer. I can identify that the look of text can be changed on a computer. I can make careful choices when changing text. I can explain why I used the tools that I chose. I can compare typing on a computer to writing on paper. 	<ul style="list-style-type: none"> I can choose a command for a given purpose. I can show that a series of commands can be joined together. I can identify the effect of changing a value. I can explain that each Sprite has its own instructions. I can design parts of a project. I can use my algorithm to create a program.