

Subject	Key Concepts	Repeated Skills	Daily Dashboard	Trip/Experience
<p>Maths</p> <p>Writing</p>	<p>Non negotiables - throughout all pieces of work</p> <p>Basically all transcription</p>	<p>Present neatly at all times</p> <p>Spell as accurately including HFW, common exception words, vocabulary identified as non negotiables etc</p> <p>Insisting that CL and . are used correctly <u>at all times</u> for proper nouns and to demarcate sentences.</p>	<p>Spelling rules / games</p> <p>Punctuation games / tasks</p> <p>Rereading work systematically.</p> <p>Teaching children to read punctuation accurately.</p> <p>Alternative sentences, where does the punctuation go etc.</p>	
	<p>Write with purpose</p> <p>This concept involves understanding the purpose or purposes of a piece of writing.</p>	<p><u>Write with a purpose</u></p> <p>Say first and then write to tell others about ideas.</p>	<p>Verbalise sentences saying the CL and . In appropriate places.</p> <p>Verbalise and write simple sentences about a picture or stimulus</p>	
	<p>Use imaginative description</p>	<p>Write for a variety of purposes using a range of genres</p>	<p>Sequence stories or ideas</p>	

Subject	Key Concepts	Repeated Skills	Daily Dashboard	Trip/Experience
	<p>This concept involves developing an appreciation of how best to convey ideas through description.</p> <p>Organise writing appropriately</p> <p>This concept involves developing an appreciation of how best to convey ideas through description.</p> <p>Use paragraphs</p> <p>This concept involves understanding how to group ideas so as to guide the reader.</p> <p>Use sentences appropriately</p> <p>This concept involves using different types of sentences appropriately for both clarity and for effect.</p> <p>Spell correctly</p> <p>This concept involves understanding the need for accuracy.</p>	<p>Plan by talking about ideas and writing notes.</p> <p>Use some of the characteristic features of the type of writing used.</p> <p>Write, review and improve.</p> <p>Spelling (see English Appendix 1) words containing each of the 40+ phonemes already taught common exception words</p> <p>the days of the week</p> <p>name the letters of the alphabet:</p>	<p>Write speech, paragraphs, ideas to go with topic or characters</p> <p>Identify ways to improve writing and uplevel sentences</p> <p>Write sentences in the correct order, using the correct tense.</p> <p>Spelling games - missing letters, jumbled letters, families, root words, spell as many CEW as you can remember - build up over time.etc</p> <p>Sequence Days of the Week, Ask questions what day will in be in 2 days time, what day was it yesterday etc.</p> <p>Matching names and sounds</p>	

Subject	Key Concepts	Repeated Skills	Daily Dashboard	Trip/Experience
	<p data-bbox="344 1058 584 1090">Present neatly</p> <p data-bbox="344 1129 831 1233">This concept involves developing an understanding of handwriting and clear presentation.</p>	<p data-bbox="898 172 1413 368">naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound</p> <p data-bbox="898 419 1429 576">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</p> <p data-bbox="898 627 1173 659">using the prefix un-</p> <p data-bbox="898 710 1429 866">using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</p> <p data-bbox="898 917 1435 991">apply simple spelling rules and guidance, as listed in English Appendix 1</p> <p data-bbox="898 1042 1406 1195">write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p data-bbox="898 1246 1435 1482">Handwriting begin to form lower-case letters in the correct direction, starting and finishing in the right place using a precursive script form capital letters</p>	<p data-bbox="1464 172 1778 276">Adding prefix and suffixes to root words. Red herrings, odd one out</p> <p data-bbox="1464 582 1778 754">Spelling words and applying rules without teaching initially to see if children can apply the rule</p> <p data-bbox="1464 1137 1742 1201">Identify the incorrect letter formation</p>	

Subject	Key Concepts	Repeated Skills	Daily Dashboard	Trip/Experience
	<p>Punctuate accurately</p> <p>This concept involves understanding that punctuation adds clarity to writing.</p>	<p>form digits 0-9</p> <p>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways)</p> <p>Practice writing neatly</p> <p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses beginning to punctuate sentences using a capital letter and a full stop, question mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' learning the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing. 		
Reading	<p>Read words accurately</p> <p>This concept involves decoding and fluency.</p>	<p>apply phonic knowledge and skills to decode words</p> <p>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p>		

Subject	Key Concepts	Repeated Skills	Daily Dashboard	Trip/Experience
		<p>read by blending sounds in unfamiliar words containing <i>GPCs</i></p> <p>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read words containing taught <i>GPCs</i> and -s, -es, -ing, -ed, -er and -est endings</p> <p>read other words of more than one syllable that contain taught <i>GPCs</i></p> <p>read words with contractions [for example, I'm, I'll, we'll], understand that the apostrophe represents the omitted letter(s)</p> <p>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</p> <p>re-read these books to build up their fluency and confidence in word reading.</p> <p>develop pleasure in reading, motivation to read, vocabulary and understanding</p> <p>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p>		

Subject	Key Concepts	Repeated Skills	Daily Dashboard	Trip/Experience
	<p>Understand texts This concept involves understanding both the literal and more subtle nuances of texts.</p>	<p>being encouraged to link what they read or hear read to their own experiences</p> <p>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>recognising and joining in with predictable phrases</p> <p>learning to appreciate rhymes and poems, and to recite some by heart</p> <p>discussing word meanings, linking new meanings to those already known</p> <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>discussing the significance of the title and events</p> <p>making inferences on the basis of what is being said and done</p>		

Subject	Key Concepts	Repeated Skills	Daily Dashboard	Trip/Experience
		<p>predicting what might happen on the basis of what has been read so far</p> <p>participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>explain clearly their understanding of what is read to them.</p>		
Science	<p>Understanding Plants. (This topic needs to be taught throughout the year as the plants change over time) This concept involves becoming familiar with different types of plants, their structure and reproduction.</p> <p>Understanding animals and humans. This concept involves becoming familiar with different types of animals, humans and the life processes they share.</p>	<p>KS1 Working Scientifically (Runs through each science topic) This concept involves learning the methodologies of the discipline of Science. <i>Asking simple questions and recognising that they can be answered in different ways</i></p> <p>Observing closely, using simple equipment</p> <p>Performing simple tests</p> <p>Identifying and classifying</p> <p>Using their observations and ideas to suggest answers to questions</p> <p>Gathering and recording data to help in answering questions.</p>	<p>Key vocabulary: Common Wild plants Garden plants Deciduous Evergreen Tree- deciduous, evergreen, trunk, branches, leaf, root. Plant- leaf, root, leaves, bud, flowers, blossom, petals, root. Stem Fruit Vegetable Bulb seed</p>	<p>Plant Flowers and vegetables within the school grounds. Kirkleatham woods</p>

Subject	Key Concepts	Repeated Skills	Daily Dashboard	Trip/Experience
			Key Vocabulary: Common animals Fish Amphibians Reptiles Birds Mammals Pets Carnivores Herbivores Omnivores Elbows Legs Knees Mouth Face ears	
History	Key events Personal events - starting school, family events, siblings. ey Gunpowder plot Great fire of London Exploration and map making WW1 & 2 Local links MaM Skinning grove/bombardment of Hartlepool. Moon landings Coronation of Queen Elizabeth	Investigate and interpret the past Build an overview of world history Understand chronology Communicate historically Basic (Modelling / Explaining) Modelling / Explaining Name, describe follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report,	Language linked to the passing of time (days of the week, months of the year) Adding personal events to class timeline? Birthdays, bonfire night? Vocabulary bingo On this day in history if relevant	Skinningrove Ironstone Museum Captain Cooks Birthplace Museum / Whitby Head of stream Railway Museum

Subject	Key Concepts	Repeated Skills	Daily Dashboard	Trip/Experience
	<p>Opening of Stockton and Darlington Railway (Y3 Link?)</p> <p>Development of Saltburn</p> <p>Votes for women and the impact on our lives today.</p> <p>Developments in technology / Medicine.</p> <p><u>The lives of significant individuals in Britain's past who have contributed to the nation's achievements</u></p> <p>Grace Darling, George Stevenson, Local War Hero WW1 in Redcar, Marie Curie, Florence Nightingale, Emmeline Pankhurst (Local Link Alice Schofield (MaM), Captain Cook</p> <p>Neil Armstrong (Local link Nicholas Patrick - MaM) Jane Austin / Maya Angelou / Roald Dahl. Guy Fawkes</p> <p>Alexander Graham Bell, Alan Turing WW1 link, Queen Elizabeth, Henry Pease (Saltburn) Samuel Peyps, Mother Tessa (Nobel peace prize)</p> <p>Artists?</p> <p><u>Significant historical events, people and places in their own locality. (taken from above)</u></p> <p>Grace Darling, Captain Cook, George Stevenson, Local War Hero WW1 in Redcar, Emmeline Pankhurst (Local Link Alice Schofield (MaM)</p> <p>Neil Armstrong (Local link Nicholas Patrick - MaM) Henry Pease (Saltburn)</p>	<p>measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memo]rise</p>	<p>Top trumps type activity</p> <p>famous people who would win and why?</p>	<p>Saltburn landmarks & Kirkleatham workshops (Pease and development of Saltburn)</p> <p>Curators if contacted will come to work in school as historical characters / looking at evidence.</p> <p>York Railway Museum</p> <p>Grace Darling Museum</p>

Subject	Key Concepts	Repeated Skills	Daily Dashboard	Trip/Experience
Geography	<p>Amazing Places and Spaces in the UK To investigate places- Countries and capitals of the UK Physical and Human Features Key locational coverage could include: Local area- school Redcar- beach, woods, parks Saltburn/ Whitby Roseberry Topping North York Moors/ Robin Hood's Bay High Force Lindisfarne Lake District Portmeirion Village (Wales) St Michael's Mount (Cornwall) Stonehenge Giant's Causeway (Nr Ireland) Seillebost Beach (Scotland) Meall Falls (Scotland) Caingorms N. Park (Scotland) Jurassic Coast of Devon/ Dorset</p> <p>When learning about countries of the UK investigate/ discover landmarks/ monuments/ sculptures/ bridges such as: Hadrian's Wall, Angel of the North, York Minster, Blackpool Tower, Edinburgh Castle, Parliament/ Big Ben, Buckingham Palace, St Paul's Cathedral, Nelson's Column, Victoria Memorial, Shard/ Gherkin, Transporter Bridge, Infinity Bridge, Millennium Bridge, Tower Bridge, Clifton Suspension Bridge, Carrick-a-Rède Rope Bridge (Nr Ireland), Glenfinnan Viaduct (Scotland), Severn Bridge</p>	<p>Use basic geographical language to refer to and describe places. Recognise and describe physical and human features of locations. Use world maps, atlases and globes Use simple fieldwork and observational skills. Use aerial images and plans to recognise landmarks/ physical features. Use simple compass directions. Devise maps and use basic symbols and simple grid references.</p>	<p>Name and locate the world's continents and oceans- world map, take a journey around the world, different forms of transport??</p> <p>Seasonal and daily weather patterns in UK and rest of world- temperatures comparisons between places.</p> <p>Location of hot and cold areas of the world- similarities and differences between these places.</p>	<p>Local area trips-Redcar/ Saltburn Tees Outdoors to support Roseberry Topping High Force Lindisfarne Transporter Bridge/ Infinity Bridge</p>

Subject	Key Concepts	Repeated Skills	Daily Dashboard	Trip/Experience
Art	<p>Locate the major cities within each country linked to the location of the landmarks, bridges etc. National days/ National Anthem</p>			
	<p><u>Master Techniques</u> This concept involves developing a skill set so that ideas may be communicated.</p> <p style="text-align: center;">Painting Sculpture Textiles Printing</p> <p>Grace Darling – seascapes. Colour wheels of sea tones. Create own seascapes. George Stephenson – trains. Draw trains using combination of shapes, adding texture. Print trains or railway lines etc. Guy Fawkes – Colour mixing and colour wheel of fire colours. Firework and fire paintings. Samuel Pepys – Make houses which burned down. Weaving a pattern for the sides of houses. Captain Cook’s monument – sculpture from junk boxes, pots etc. Paint using different tones of each colour. Print brick work onto walls. Transporter bridge – art straw structure. Roseberry Topping – use colour mixing experience.</p> <p><u>Take Inspiration from the Greats</u></p>	<p><u>Take Inspiration from the Greats</u> This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p> <p>After the initial introduction of the artist, children can: Research artist Draw parts of their work - through picture frame, Re-create parts or all of their work through 4 main techniques - painting, sculpture, textiles, printing. Use artist as inspiration for their own creations. Ransack Reading -from Daily dashboard staff meeting.</p> <p><u>Develop Ideas</u> This concept involves understanding how ideas develop through an artistic process.</p>		<p>Captain Cooks Birthplace Museum / Whitby Monument</p> <p>Head of stream Railway Museum</p> <p>Saltburn landmarks & Kirkleathm workshops (Pease and development of Saltburn)</p> <p>Possible local artist link with Kirkleatham museum</p> <p>York Railway Museum</p> <p>Grace Darling Museum</p> <p>Local area trips-Redcar/ Saltburn Tees Outdoors to support</p> <p>Roseberry Topping</p> <p>Transporter Bridge/ Infinity Bridge</p>

Subject	Key Concepts	Repeated Skills	Daily Dashboard	Trip/Experience
	<p>This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p> <p>'Katie and the Starry Night' book Vincent Van Gogh</p> <p>John Webber and William Hodges - English artist/painter who accompanied Captain Cook on a voyage.</p> <p>John Hayls - painted portrait of Samuel Pepys.</p>			
DT	<p>Y1 Creative themes Megastructure - Post a Pringle.</p> <p>Learn about structures Take inspiration from design throughout history</p> <ul style="list-style-type: none"> • Explore objects and designs to identify likes and dislikes of the designs. • Suggest improvements to existing designs. • Explore how products have been created. <p>Discover how to make structures stronger, stiffer and more stable To master practical skills: Construction</p> <ul style="list-style-type: none"> • Use materials to practice drilling, screwing, gluing and nailing materials to make and strengthen products. <p>Transporter bridge and Sydney harbour bridge links - Dorman Long (Redcar)</p>	<p>Design, make, evaluate and improve</p> <p>Design products that have a clear purpose and an intended user.</p> <p>Make products, refining the design as work progresses.</p> <p>Use software to design.</p> <p>Master practical skills</p> <ul style="list-style-type: none"> • Cut materials safely using tools provided. • Measure and mark out to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). <p>To master practical skills (Textiles)</p> <ul style="list-style-type: none"> • Shape textiles using templates. 	<p>Links to other areas</p> <p>Science - materials History / Geography - Great structures through time</p> <p>Y1 provision box: Cutting, measuring, joining materials according to milestone objectives.</p> <p>DD opportunities:</p> <p>Geography - Famous structures around the world and structures in our local area</p>	<p>Visit Transporter bridge Tees barrage?</p>

Subject	Key Concepts	Repeated Skills	Daily Dashboard	Trip/Experience
		<ul style="list-style-type: none"> • Join textiles using running stitch. • Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). <i>(Provision box)</i> <p>To master practical skills (Food) Cut, peel or grate ingredients safely and hygienically.</p> <ul style="list-style-type: none"> • Measure or weigh using measuring cups or electronic scales. • Assemble or cook ingredients. <p><i>Baking - Great Fire of London link</i></p>		
Computing	<p>To code - Motion - travel, direction and turns. Events - Specify user inputs (clicks of beebot, direction cards, simple algorithms) <i>Using practical (unplugged) algorithms (instructions).</i> <i>Bee Bot devices, Bee Bot app, 2GO (purple mash), 2 code Purplemash (first level)</i></p> <p>To communicate - Using other curriculum areas to communicate ideas. <i>Mash cams, Word Collage, 2Create a story, 2 Animate, 2 connect, Photo/voice record/video.</i></p> <p>To connect- be involved in the creation and input of an in-school blog. <i>Weekly class blog</i></p>	<p>Understanding online risks - To be a constant theme during all aspects of computing.</p> <p>Code- Continually provide opportunities to use /create algorithms both physically and through devices. (provision area)</p> <p>Connect- Weekly blog (lead by teacher). View the rest of the school and share own class blog with parents using Purple Mash blog.</p> <p>Communicate ideas -Use a range of applications and devices to communicate ideas, work or messages through out the year.</p>	<p>Vocab <i>Blog, app, user name, password, algorithm, code, event.</i></p> <p>Links to maths - Cover direction, position and movement through coding.</p> <p>Collect- Use dashboard information to create pictograms/ charts on 2count Temperature Number of chn in class over the week Walk to school information</p>	<p>Safer Internet Day <i>Tuesday 11th February</i></p> <p>Inspire 2 Learn event - check calendar when released.</p>

Subject	Key Concepts	Repeated Skills	Daily Dashboard	Trip/Experience
<p>Music</p>	<p>To collect - Use simple databases to record information in areas across the curriculum.</p> <p>Use their voices expressively by singing songs and speaking chants and rhymes. Sing Chant days of the week/months. <i>Charanga - weekly coverage</i> Performances</p> <p>Play tuned and untuned instruments musically. <i>Charanga - weekly coverage</i> Performances Traditional instruments from across UK</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music. Listening to range of music throughout year + individual topic links <i>Charanga - weekly coverage</i> Self-assessing sessions - listening back</p> <p>Make and combine sounds using the inter-related dimensions of music. pulse, pitch, rhythm <i>Charanga - weekly coverage</i></p> <p>Topic links Songs from when famous people were alive (history) Songs from Scotland Songs from victorian era UK National anthems</p>	<p>Perform - Understanding music is created to be performed.</p> <p>Compose - Understanding music is created through a process which has a number of techniques.</p> <p>Describe Music - Appreciating the features and effectiveness of musical elements.</p>	<p>Listening to music coming in and leaving school - weekly/2 genre/ style - appraise end of week. <i>Classical/pop/rock/hip-hop</i></p> <p>Number rock - maths links -</p> <p>Supermovers</p> <p>Provision - listening centre listening to/ appraising different genres of music covered</p>	<p>World Music Day - 21st June</p> <p>Snappy Spring - Performing</p> <p>Christmas performance</p>
<p>PE</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle. This concept involves learning a</p>	<p>Games, Dance, Gymnastics, OAA Different ways of travelling Walking, running, hopping, skipping, jumping. Rolling,</p>	<p>15 minute run x 3 a week Supermovers 5 a day TV</p>	<p>Disney's Invasion festival Buzz and Woody's flight festival</p>

Subject	Key Concepts	Repeated Skills	Daily Dashboard	Trip/Experience
	range of physical movements and sporting techniques.	throwing, bouncing, kicking, catching, defending, attacking	Active lessons	
RE/Culture	<p>Understand beliefs and teachings To understand the key teachings of various religions.</p> <p>Understand practices and lifestyles To understand the day to day lives and practices of various religions.</p> <p>Look at relevant festivals (2019-20) from different religions- Rosh Hashanah, Navaratri, Diwali, Makar Sankranti, Easter, Wesak, Pentecost, Christmas</p> <p>Comparing Christianity with another religion – beliefs, holy book, practices (water in religion, pilgrimages)</p>	<p>Describe a religion and main festivals.</p> <p>Name religious artefacts and symbols.</p> <p>Understand how beliefs are conveyed use books, readings and other means of communication to see how beliefs are taught.</p> <p>Reflect Identify what is important in their lives and compare to religious beliefs.</p> <p>Understand Values Understand the term morals and how actions affect others (links to British Values)</p>	<p>Recall names of main religions</p> <p>Recall key vocab from Christianity and another other religion- place of worship, main God, holy book, related story.</p>	
PSHCE Keeping Safe				
British Values	Continue with British Weekly News topics – Individual Liberty, Rule of Law, Democracy, Respect and Tolerance.	Focus on key events during the year – (Global learning links) Black History Month, Universal Children’s Day, Fair Trade, World Water Day, Universal day of Happiness		
MFL	<p><u>Speak confidently</u></p> <ul style="list-style-type: none"> • Use a range of spoken phrases • Understand standard language • Answer simple questions • Pronounce words showing a knowledge of sounds. <p><u>Understand the culture of countries in which French is spoken.</u></p> <ul style="list-style-type: none"> • Identify countries and communities where French is spoken • Demonstrate some knowledge and understanding of customs in those countries/communities • Awareness of social conventions when speaking to someone. <p><u>Will need stand alone lesson for the topics to be taught:</u> Name Numbers Hello Goodbye</p>		<p>Hello/ Goodbye in french - speak and recognise the words</p> <ul style="list-style-type: none"> • Can they do the appropriate gesture for the French culture. <p>Counting to 10 - learn a new number a week</p> <ul style="list-style-type: none"> • Can they say it clearly • Can they recognise/ read the word. <p>5 a day/ supermover in French - listening and speaking the French. Answer yes/ no in french using flashcards to read</p>	

Subject	Key Concepts	Repeated Skills	Daily Dashboard	Trip/Experience
[Redacted]			the words and verbally respond.	