Subject	Content
Religious Education	**Creation** • recognise different parts of the creation story • know the story of St. Francis of Assisi **Families and Celebrations** • understand that Mass is an important celebration of God's family • describe different words, gestures and actions that take place during Mass **Prayer** • identify a range of things to include in their personal prayers **Advent** • understand that Advent is a time of waiting and reparation for the celebration of the birth of Jesus • understand that Advent is a time of joy and take part in a special liturgy to celebrate this season
RSE	**Created and Loved by God** • The children will explore that we are uniquely made by a loving God, that we have differences and similarities (including physical differences between boys and girls), key information about staying physically healthy, understanding feelings and emotions, including strong feelings such as anger, and the cycle of life from birth to old age.
English	**Phonics**: • RWI **Reading:** • decode unfamiliar words • recognise and read the first 100 high frequency words • begin to use punctuation in reading **Writing:** • use RWI to write words using phonetically plausible spelling • write words with finger spaces • begin to use full stops and capital letters

		Traditional tales
		• explain which is their favourite part of a traditional tale, giving reasons
		• write an extended sentence using description
		• use 'because' to join two simple sentences
		• understand that proper nouns (names) have capital letters
		The senses
		• write adjectives and descriptive phrases to describe what can be seen in a picture
		• understand that we can make lines of a poem rhyme
		Grammar, Punctuation and Spelling
		• write the corresponding sounds to all 26 letters of the alphabet
		• write 'on the line'
		• letter 'size' – tall letters tall and small letters small
		• begin to use capital letters and full stops in writing
Mathematics		**Place Value (within 10)**
		• count to ten, forwards and backwards, beginning with 0 or 1, or from any given number
		• count, read and write numbers to 10 in numerals and words
		• given a number, identify one more or one less
		• 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
		Addition and Subtraction
		• represent and use number bonds and related subtraction facts within 10
		• read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
		• add and subtract one digit numbers to 10, including zero
		• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems
		Shape

	• recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles) • recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.) **Place Value (within 20)** • count to twenty, forwards and backwards, beginning with 0 or 1, from any given number • count, read and write numbers to 20 in numerals and words • given a number, identify one more or one less • 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.
Biology	**Animals and humans** • identify and name-including amphibian, reptile, vertebrate, invertebrate • name: carnivores, omnivores, herbivores • identify and name body parts
Chemistry	**Every day materials** • distinguish between objects and materials • identify and name materials • simple properties of materials • compare and group materials • learn about the work of a scientist
Computing	**Online Safety and Exploring Purple Mash** **Focus on Safe Logins, Working Area and Purple Mash Tools** • Children can log in to Purple Mash using their own login. • Children can add their name to a picture they created on the computer. • Children are beginning to develop an understanding of ownership of work online. • Children can save work into the My Work folder in Purple Mash and understand that this is a private saving space just for their work. • Children can find their saved work in the Online Work area of Purple Mash. • Children will be able to use the different types of topic templates in the Topics section confidently.

	• Children will be confident with the functionality of the icons in the topic templates. **Grouping and Sorting** **Sorting Away from the Computer** • Children can sort various items offline using a variety of criteria. **Sorting on the Computer** • Children have used Purple Mash activities to sort various items online using a variety of criteria. **Pictograms** **Focusing on Data in Pictures, Class Pictogram and Recording Results** • Children can contribute to the collection of class data. • Children have used these illustrations to create a simple pictogram. • Children can discuss what the pictogram shows. • Children can collect data • Children can represent the results as a pictogram

Creative Curriculum:

We deliver the following subjects through whole school topics and they are collectively referred to as the Creative Curriculum: Art and Design, Design Technology, Geography, History and Music. Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects.

(See Creative Curriculum Two Year Cycle)

YEAR A	YEAR B
Autumn 1: Community **Main focus**: Geography – An Island Community • ask simple geographical questions e.g. What is it like live in this place? • make simple maps and plans e.g. pictorial place in a story • begin to recognise the names of countries and cities in the UK • use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes • understand how some places are linked other places e.g. roads, trains **Secondary focus**: History- Island life-stories and legends	**Autumn 1: Journeys** **Main focus**: History- How was transport different in the past? • place known events and objects in chronological order • sequence events and recount changes within living memory • understand key features of events • identify some similarities and differences between ways of life in different periods • sort artefacts from 'then' and 'now' • talk, draw or write about aspects of the past **Secondary focus: Geography- What are the countries of the UK?** • begin to recognise the names of countries and cities in the UK

• identify some similarities and differences between ways of life in different periods • learn how stories and legends can give us clues about the past • talk, draw or write about aspects of the past	• use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes • understand how some places are linked other places e.g. roads, trains
YEAR A **Autumn 2: Celebrations** **Main focus**: **Design Technology – Puppets** • make puppet simple designs • generate, develop, model and communicate his/her ideas through talking and drawing • select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing • explore different materials: card, paper and textiles to • talk about what they like about their work • use stitching to join fabric	**YEAR B** **Autumn 2: Memories** **Main focus**: **Design Technology – Homes in the past** • make simple designs based on houses long ago • generate, develop, model and communicate his/her ideas through talking and drawing • select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing • use construction materials, card, paper and textiles to create a product • talk about what they like about their work • build structures, exploring how they can be made stronger, stiffer and more stable

Physical Education	**Gymnastics** **Learning Outcomes:** • Show an awareness of personal and general space. • To move with some confidence, imagination and safety. • To travel using 'caterpillar', 'monkey' & 'crab' walk. • To travel in 'crawling soldier' position. • Discuss safety when using apparatus. **Dance** **Learning Outcomes:** • Able to demonstrate house shapes. • Able to demonstrate climbing actions. • Able to move with angry dynamics. • Able to move to the beat of the music. • Able to develop relationships - counterbalances.

	Invasion Games (Basketball) **Learning Outcomes:** • To move fluently, changing direction & speed easily. • To use different movements, speeds & pathways. • To recognise space in games. • To consolidate passing and receiving. • To describe and copy what others are doing. •
PSHE	• begin to describe how needs are different from wants • identify and names some feelings and expresses some of their own positive qualities • begin to share their views and opinions (for example talking about fairness) • set themselves simple goals (for example sharing toys) • describe some of the groups and communities they belong to and recognises that people in their communities are different