

Reception – KS1 Long term progression plan 2023-2024 (to be used alongside the Vines Long term curriculum progression plan, EYFS long term progression plan, EYFS sentence stem guidance, Little Wandle phonics scheme and EYFS/KS1 Number sense scheme)

Term	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Theme	Amazing Authors and Marvellous Me!	London Lights	Toys	Once upon a Time	What a Wonderful World	Olympics
Key KS1 focus	<p>Famous authors and comparisons to class name author.</p> <p>Where do I live and what is the community in which I live like?</p> <p>What is my own personal history? How have I grown and changed? How am I special and who is special to me?</p> <p>UK – countries and capital cities. Introducing London. Where is London? Why is London important?</p> <p>Children to look at modern day London – human geography – identifying landmarks and their use.</p> <p>Comparing London with our locality. Similarities/ differences?</p>	<p>Gunpowder Plot - Who was king in 1605? Why was he unpopular? What was London (and the country) like at the time? Who was Guy Fawkes?</p> <p>What were the events of Gunpowder Plot?</p> <p>The Great Fire of London - Comparing London at the time of the fire with modern London – similarity and difference.</p> <p>Look at the fire: Why it started? Why it spread? How it was stopped.</p> <p>Find out how we know about the great fire from sources of information. (A less</p> <p>Children to look at modern day London. What survived the fire? What didn't?</p> <p>Post-fire: Fire regulations – linking to chimney sweeps when reaching KS2 (get fire safety office in to help)</p>	<p>Toys old and new – the history of toys and the timeline.</p> <p>What are toys made of? How would you use them? What has changed? What makes them the same or different? Are they better now and in what way?</p> <p>Traditional playground games – Victorian playtime.</p> <p>Using historical language old and new – past and present</p>	<p>A look inside a traditional tale</p> <p>What are the features of a traditional tale?</p> <p>How can we change it?</p> <p>Exploring characters and their traits.</p> <p>Developing storytelling language.</p> <p>Journeys inside a story – creating settings and simple maps(Little Red Riding Hood)</p> <p>Where do plants feature in a story? Jack and the Beanstalk</p> <p>Keeping a bean diary – how to plants grow? What do plants need to survive?</p>	<p>What is our world made up of? What is a continent? What are the different continents? Seas, oceans?</p> <p>What is human geography? What is physical geography?</p> <p>What is special about our natural world?</p> <p>How do we travel around the world – past and present?</p> <p>Comparing hot and cold places around the world.</p>	<p>What is the Olympics? Countries from across the world gather together to compete and celebrate their accomplishments and diversity.</p> <p>Our continent: Europe. Where is the Olympics being held this year? Our continent – France -> what do we know about France? Similarities and differences between the UK and France – physical and human features</p> <p>What are the different sports in the Olympics?</p> <p>Looking at popular sports across the world.</p> <p>What is an athlete? Do we know any influential athletes past and present?</p>
Key EYFS Milestones linked to	<ul style="list-style-type: none"> Children will be able to talk about their needs, interests and experiences. 		<ul style="list-style-type: none"> Children will be able to identify similarities and differences about life in the past and present. 		<ul style="list-style-type: none"> Children will be able to show care for living things. 	

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EYFS/KS1 topic	<ul style="list-style-type: none"> • Children will begin to know about what keeps them healthy. • Children will begin to join in with a group. • Children will be able to talk about their own personal history and their families and people within their own community. • Children will begin to know about important people from the past. • Children will be able to identify differences and changes in materials. • Children will be able to identify features of a place. • Use new vocabulary from books and stories as they discuss and retell stories • Listen to a story and identify characters • Begin to answer how questions. 	<ul style="list-style-type: none"> • Discuss images from the past and contrast • Children will begin to use new vocabulary linked to stories. • Join in with repeated refrains from stories • Identify characters and setting in a familiar book • Use language from a story in discussions and role play • Sequence a familiar story • Make simple predictions based on events of a story so far • Retell parts of a familiar story through puppets, toys, masks or small world • Look at maps and notice features. Make their own maps • Discuss changes in seasons • Make observations and discuss the natural world 	<ul style="list-style-type: none"> • Children will be able to share knowledge and make observations about the natural world inc animals. • Children will be able to use books and stories to help them to understand the past and the world around them. • Children will be able to share their knowledge of different countries. • Compare different environments to their own • Explain some similarities and differences between life in this country and life in other countries 			
Big Question	What is special about me and those around me?	What was it like to live during the Great Fire of London?	What makes toys special?	What journey can a story take you on?	What makes our world wonderful?	In what ways can athletes inspire us?
Key text	Once there were giants	Start Up History - Great Fire of London/Vlad and the Great Fire of London	Lost in the Toy Museum Dogger	Little Red Riding Jack and the Beanstalk	What a wonderful world Here we are	The frog Olympics Splash
Visits/themed days	From farm to fork/cookery visit Harvest	Christmas Nativity Pantomime – Wyvern theatre	Trowbridge museum – toys workshop	Planting/Allotment visit	Butterfly World	Sports day

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EYFS			
	Autumn	Spring	Summer
EYFS Reading	<p>Listen to a story and comment on the events. Name the characters from a familiar story. Identify the characters and setting of a familiar book. Join in with the repeated refrain from a familiar story. Begin to use language from the story when discussing it Identify an object when given the initial sound. Say the initial sound in a given word. Clap the syllables in a word. Say a sound for all Phase 2 GPCS. Blend CVC words verbally.</p>	<p>Sequence a familiar story using images or objects. Tell the story to another person using the book or images. Make a simple prediction based on the events of a story so far. Use the language from a story within role play and discussions. Say a sound for each letter in the alphabet Blend and read VC/CVC words.</p>	<p>EOY incl. ELG Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
Year 1 Reading			
	Autumn	Spring	Summer
English – Reading	<ul style="list-style-type: none"> • Use phonic knowledge to decode words • Read some common words • Read words with more than one syllable • Read phonetically decodable texts • Know the difference between fiction and non-fiction • Know some familiar stories • Recognise familiar story language • Use picture cues to support and deepen understanding • Identify characters in a story 	<ul style="list-style-type: none"> • Blend sounds in unfamiliar words based on known GPCs • Read words with familiar endings (-s, -es, -ing, -ed, -er, -est) • Read words with prefix -un • Read phonetically decodable texts with confidence • Say what I like and dislike about a book • Say if a story reminds me of another story or personal experience • Listen to others ideas about a book • Retell key stories orally 	<ul style="list-style-type: none"> • Hear and recognise 40+ phonemes • Match 40+ graphemes to their phonemes and identify graphemes in reading • Find apostrophes in reading and read contraction and know that the apostrophe represents omitted letters • Read compound words • Able to agree and disagree with others ideas and say why • Recognise repeated and patterned language in stories and poems • Know some poems and rhymes by heart

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	<ul style="list-style-type: none"> Recognise characters feelings and say why a character has a feeling 	<ul style="list-style-type: none"> Recognise rhyming language Ask about the meaning of words Use prior knowledge to understand texts Use the context to understand the meaning of unfamiliar words Make predictions based on the events of the story Give an opinion about a character 	<ul style="list-style-type: none"> Discuss the meaning of unfamiliar words Know stories can have familiar patterns of events Make links to characters in other stories Answer questions based on inference
Year 2 Reading			
	Autumn	Spring	Summer
English- Reading	<ul style="list-style-type: none"> Understand the importance of decoding words automatically Understand some words cannot be decoded Use the graphemes taught to blend words Know that phonemes may be represented by different graphemes Read familiar words automatically Know that there are different kinds of stories Listen to and read a range of different stories Know that non- fiction books are organised differently from fiction texts Know that books or texts have a purpose Know that there are different types of poetry Listen to and talk about books and poems 	<ul style="list-style-type: none"> Know that graphemes may be read in different ways and recognise alternatives to consider which will make more sense Recognise syllables in words Know other strategies can be used to read unfamiliar words and support fluent decoding Explain why I prefer certain books or stories Retell a story with key events and characters Know how to find information in a non-fiction book Identify the purpose of a book or text Know that books and stories are set in different times and places Talk about the meaning of a poem and recite poetry by heart Identify recurring or patterned language in poems 	<ul style="list-style-type: none"> Read words of two or more syllables accurately Read books aloud mostly matched to my improving phonic knowledge Read these books fluently and confidently Use a non-fiction book to find information Find and discuss the setting and time in books and stories Recite and perform poetry making the meaning clear Talk about favourite words and phrases Explain why a writer has chosen a word to affect meaning Know what inference means and find the inference about character feelings and thoughts Give reasons for characters actions and behaviour Recognise key ideas in a text Explain the writer’s message

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	<ul style="list-style-type: none"> Know stories and poems can have patterned or recurring literary language 	<ul style="list-style-type: none"> Able to self- correct and ask questions to understand meaning Find the answers to retrieval questions about poems, stories and non-fiction texts Recognise the writer may have a message for the reader Make predictions about possible events 	<ul style="list-style-type: none"> Make predictions about how characters might behave
EYFS Writing			
	Autumn	Spring	Summer
EYFS Writing	<p>Attempt to write their name in a way that they or others can recognise. Discuss the marks they make, e.g. "this is a car" Write their name with correct formation. Form Phase 2 letters recognisably. Segment CVC words verbally. Write the initial and middle sounds for a CVC word.</p>	<p>Form all letters of the alphabet. Write VC/CVC words that can be read by themselves or others.</p>	<p>EOY incl. ELG Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.</p>
Year 1 Writing			
	Autumn	Spring	Summer
	<p>To Entertain (Narrative) To inform (instructions)</p> <p>To Entertain (Narrative & Poetry) To inform (Reports)</p>	<p>To Entertain (Narrative) To inform (reports/recount)</p> <p>To Entertain (Narrative) To inform (instructions)</p>	<p>To Entertain (Narrative) To Inform (Recounts)</p> <p>To Entertain (Narrative & Poetry) To inform (Reports)</p>
English - Writing	<ul style="list-style-type: none"> Sit correctly and hold a pencil comfortably and correctly Form the digits 0-9 correctly Spell unknown words making phonetically plausible attempts Say a sentence out loud before writing it down Use the pronoun 'I' Know to leave spaces between words 	<ul style="list-style-type: none"> Form lower case letters in the right direction Use suffixes -ing, -ed, -er and -est where no change is needed in the spelling of the root word Write simple dictated sentence from memory Plan writing by saying aloud what I will write and read aloud my writing to others to check it makes sense 	<ul style="list-style-type: none"> Name the letters of the alphabet in order Form capital letters correctly Use letter names to show alternative spellings of the same phoneme Spell words using the plural 's' 'es' Use sequence sentences in chronological order to recount an event or experience

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	<ul style="list-style-type: none"> Know to use a capital letter for the start of a sentence 	<ul style="list-style-type: none"> Use 'and' to join ideas Know how to use a question mark and exclamation mark Use a full stop accurately 	<ul style="list-style-type: none"> Begin to attempt to use other conjunctions Use a word bank to support context in writing Begin to use adjectives to add detail to writing Know that capital letters are used for the names of people, places and days of the week. 			
Year 2 Writing						
	Autumn		Spring		Summer	
	To Entertain (Narrative) To inform (instructions)	To Entertain (Narrative & Poetry) To inform (Reports)	To Entertain (Narrative) To inform (reports/recount)	To Entertain (Narrative) To inform (instructions)	To Entertain (Narrative) To Inform (Recounts)	To Entertain (Narrative & Poetry) To inform (Reports)
English - Writing	<ul style="list-style-type: none"> Use some diagonal and horizontal strokes needed to join letters Know which letters when adjacent to each other are best left unjoined Use capital letters and digits of the correct size and orientation to one another Segment spoken words into phonemes and record these as a plausible grapheme Develop stamina for writing for different purposes. Use thoughtful and ambitious word choices with specific or technical vocabulary used in non-narrative writing Use full stops and capital letters – mostly correct Use a question mark and exclamation mark correctly 		<ul style="list-style-type: none"> Use spacing between words that reflect the size of the letters Spell longer words using suffixes – ment, -ness, -ful, -less, -ly, Spell common exception words Make a written plan and discuss writing Evaluate writing with peers and the teacher and make simple additions or corrections Write from memory, simple dictated sentences Use expanded noun phrases to expand and describe Use subordination (when, if, that, because) Use a capital letter for the pronoun 'I' and for most proper nouns. 		<ul style="list-style-type: none"> Form lower case letters the correct size relative to each other Know how to use and apply an apostrophe for most common contracted words Identify and apply knowledge of homophones and near homophones Proof read writing and check for errors Make small changes independently and discuss ways to improve writing with an adult. Use sentences with different forms: statements, questions, exclamations and commands Use coordination (or, and, but) Know how to and apply using present and past tense Use adjectives, adverbs and expanded noun phrases to add detail Begin to use commas to separate items in a list 	

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			<ul style="list-style-type: none"> Know how to use an apostrophe to show possession.
EYFS Maths			
	Autumn	Spring	Summer
Number sense scheme			
EYFS Maths	<p>Subitise to 3. Represent 1 - 3 on fingers, on a tens frame and with objects. Subitise to 4. Discuss composition of numbers to 4, showing some automatic recall of number facts. Begin to recognise parts within numbers. E.g. Look at 4 buttons and say "I can see a group of 2 and another group of 2" Join in with number songs, attempting to represent numbers using fingers where appropriate. Recite numbers to 10 or beyond. Demonstrate understanding that we use one number for each item, when counting. Attempt to count objects, actions and sounds. Use and understand the term "more" in practical contexts. Recite numbers to 20 confidently. Count back from 10. Demonstrate understanding of the cardinal principle when counting objects. Show accuracy when counting a group of up to 5/10 objects.</p>	<p>Discuss composition of numbers to 4, showing some automatic recall of number facts. Confidently subitise rather than count small groups of objects. Subitise to 5 using familiar concept images (e.g. a tens frame, with Numicon and using fingers) Recite numbers to 20 and back from 20. Count on from a given number to 20 and back from a given number 0 - 10. Show accuracy when counting a group of objects, showing 1 to 1 correspondence & confident application of the cardinal principle. Say the number one more/less than a given number 1 - 10. Explore sharing into equal groups in practical contexts, commenting on what they notice. Demonstrate understanding of everyday prepositions - in, on, under, beside, in front, behind. Time - Use and understand <i>before/after</i> Shape - Select, rotate and manipulate shapes to match a picture, fit an outline or create patterns.</p>	<p>ELG - Have a deep understanding of number to 10, including the composition of each number. ELG - Subitise (recognise quantities without counting) up to 5. ELG - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ELG - Verbally count beyond 20, recognising the pattern of the counting system. ELG - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. ELG - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p> <p>NO ELG FOR Shape, Space and Measure. Use everyday language to discuss length, size, height, weight, time, position and capacity. Use this language to make simple observations, e.g. this is heavier than that.</p>

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	<p>Use and understand the terms more and fewer/less in practical contexts. Understand the term equal when comparing two groups of objects. Describe the size or shape of real-life objects using simple mathematical vocabulary, e.g. <i>big/small, round/straight</i>. Time - understand <i>first/next</i> <i>Sorting/matching</i> - sort groups of objects according to different criteria Time - Understand <i>yesterday/today/tomorrow</i>. Recite days of the week. Shape - Identify straight and curved sides on 2D shapes, and flat and curved faces on 3D shape Use shapes to make pictures/models. Measure - use and understand the terms short/tall, large/small. Sequence 4 items according to these criteria.</p>	<p>Pattern - continue a simple AB, ABC pattern</p>	<p>Shape - Understand and use correct mathematical language to describe 2D and 3D shapes (e.g. vertices, sides, edges, faces, flat/curved). Shape - Know some common 2D and 3D shapes. Pattern - create, copy and continue a simple pattern</p>
Year 1 Maths			
	Autumn	Spring	Summer
Number sense scheme			
Mathematics	<ul style="list-style-type: none"> Count to and across 100 forward and backward Count in multiples of 2, 5 and 10 Read and write numbers to 100 in numerals 	<ul style="list-style-type: none"> Identify 1 more or 1 less from a given number Represent and use number bonds and related subtraction facts to 20 	<ul style="list-style-type: none"> read and write numbers from 0-20 in numerals and words add and subtract 1 digit and 2 digit numbers to 20 including 0

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	<ul style="list-style-type: none"> • Read, write and interpret mathematical statements involving + = signs • Represent and use number bonds and related subtraction facts to 10 • Compare, describe and solve practical problems for capacity and volume • Compare, describe and solve practical problems for length, height • Measure and begin to record, length and height, capacity and volume • Recognise and name common 2D shapes including circles and triangles 	<ul style="list-style-type: none"> • Add and subtract 1 digit and 2 digit numbers to 20 • Solve one step problems involving multiplication and division using concrete objects, pictorial representations and arrays with support • Recognise, find and name a half of a shape, object or quantity • Compare, describe and solve practical problems for mass and weight • Measure and begin to record mass, weight • Identify and describe common 2D and 3D shapes • tell the time to the hour and half past the hour and draw the hands on a clock face to show these times • Sequence events in chronological order. 	<ul style="list-style-type: none"> • Solve one step problems that involve addition and subtraction using concrete objects and pictorial representations and missing numbers • Solve one step problems involving multiplication and division using concrete objects, pictorial representations and arrays with support • Sequence events in chronological order using language, before, after, next, first, today, yester, tomorrow, morning, afternoon, evening • Recognise and use language relating to dates, including days of the week, months and years • tell the time to the hour and half past the hour and draw the hands on a clock face to show these times • describe position, direction and movement including half, quarter and three- quarter turns • Recognise and know the value of different denominations of coins and notes
Year 2 Maths			
	Autumn	Spring	Summer
Number Sense			
Mathematics	<ul style="list-style-type: none"> • count in steps of 2 and 5 from 0 and 10 from any number 	<ul style="list-style-type: none"> • compare and order numbers 0-100 using greater than or less than symbols and = 	<ul style="list-style-type: none"> • recognise the place value of each digit in a 2 digit number

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	<ul style="list-style-type: none"> • read and write numbers to 100 in numerals and words • recall and use addition and subtraction facts to 20 • add and subtract numbers mentally including 2 digit numbers and ones, 2 digit numbers and twos, 2digit numbers adding 3 1 digit numbers • recall and use multiplication facts for 2,5, and 10 tables including recognising odd and even numbers • compare and order height and lengths and record using greater than or less than and = • compare and order volume and capacity and record results • identify and describe the properties of 2D shapes including number of sides and line of symmetry in a vertical line 	<ul style="list-style-type: none"> • know that addition of any two numbers can be done in any order • calculate mathematical statements for multiplication and division, using correct symbols • recognise, find and name fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ of a length, shape, set of objects or quantity • write simple fractions and recognise the equivalence • choose and use appropriate standard units to estimate and measure height, length, mass • identify 2D shapes on the surface of 3D shapes • Compare and sort common 2D and 3D shapes and everyday objects • order and arrange combinations of objects in patterns and sequence • tell the time to quarter past/to the hour and draw the hands on a clock face 	<ul style="list-style-type: none"> • count in steps of 3 from 0 and in tens from any number • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems • recognise that division is the inverse of multiplication • choose appropriate standard of unit to estimate and measure temperatures • tell the time to five minutes • compare and sequence intervals of time • recognise and use symbols for pound and pence and combine amounts • find different combinations of coins that equal the same amount • solve simple problems in a practical context involving addition and subtraction of money, including giving change • use mathematical vocabulary to describe position, direction and movement, including movement in a straight line, distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise) • interpret and construct, pictograms, tally charts, block diagrams and simple tables ask and answer questions by counting the objects in a category and sorting categories by quantity • total and compare categorical data
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Science						
EYFS						
	Autumn		Spring		Summer	
EYFS – key focus	<p>Talk about differences between materials and changes they notice in simple terms. Use their senses to explore natural materials and describe what they observe. Make more careful observations and use an increasingly mature vocabulary. Discuss simple healthy food choices. Discuss why it is important to brush our teethe. Discuss the effects of tiredness and lack of sleep. Know why and when it is important to wash hands. Talk about the positive effect of exercise.</p>		<p>Discuss change in seasons. Offer simple, logical explanations for what they have observed. Drawings show closer observation of details they have observed, e.g. an attempt to represent the veins on a leaf. Use modelled, topical vocabulary in discussion. Make more careful observations and use an increasingly mature vocabulary when discussing the natural world, e.g. soil, roots, stem, temperature, melt.</p>		<p>ELG - Explore the natural world around them, making observations and drawing pictures of animals and plants. ELG - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. ELG – Understand some important processes and changes in the natural world around them</p>	
<ul style="list-style-type: none"> • know how to ask simple scientific questions • know how to use simple equipment to make observations • know how to carry out simple tests • know how to identify and classify things • know how to explain to others what I have found out • know how to use simple data to answer questions 						
Year 1 Science						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

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	Humans	Materials	Seasons and Weather	Plants	Animals	Living and non-living
Science	<ul style="list-style-type: none"> • Know how to name the parts of the human body that I can see • To know how to link the correct part of the human body to each sense • Distinguish between an object and know the material it is made from. • Identify and name a variety of everyday materials. I know the difference between wood, plastic, glass, metal, water and rock • Describe simple physical properties of variety of everyday materials • Compare and group materials based on physical properties 		<ul style="list-style-type: none"> • To know and name variety of common wild and garden plants including evergreen and deciduous • To know and name the petals, stem, leaves and root of a plant. • To describe weather associated with the seasons and how day length varies • To know and observe changes across the seasons 		<ul style="list-style-type: none"> • To know and name and compare the structure of a variety of common animals including fish, amphibians, reptiles, birds and mammals and know how to sort these into categories. • To Know and classify animals by what they eat (carnivores, herbivores and omnivores) • To know how to sort living and non-living things 	
Year 2 Science						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Humans	Materials	Seasons and Weather	Plants	Animals	Living and non-living

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Science	<ul style="list-style-type: none"> • To know why exercise, a balanced diet and good hygiene are important for humans • To know the basic stages in a life cycle in humans • To know what humans need to survive • identify and name a range of materials including wood, metal, plastic, glass, brick, rock, paper and cardboard • to know why a material might or might not be used for a specific job • to know how materials can be changed by squashing, bending, twisting and stretching 	<ul style="list-style-type: none"> • To know how seeds and bulbs grow into plants • to know what plants need in order to grow and stay healthy • identify plants in a specific habitat 	<ul style="list-style-type: none"> • To know how a specific habitat provides for the basic needs of things living there • Identify animals in a range of habitats and know how animals find their food • name some different sources of food for animals • know and can explain a simple food chain • To identify things that are living, dead and never lived
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KS1 Computing						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing	<ul style="list-style-type: none"> • To use technology safely and respectfully keeping personal information private. • I know where to go for help if I am concerned. 	<ul style="list-style-type: none"> • I know and can recognise common uses of information technology in school and outside of school. 	<ul style="list-style-type: none"> • Understand what algorithms are; how they are implemented as programs on digital devices. • Create a series of instructions 	<ul style="list-style-type: none"> • Write a simple program and test it. • Predict the outcome of a simple program. 	<ul style="list-style-type: none"> • create digital content. • Store digital content and retrieve it. • Use a website. • Use a camera. 	<ul style="list-style-type: none"> • organise digital content • retrieve and manipulate digital content

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			and plan a journey for a programmable toy.	<ul style="list-style-type: none"> • Understand that algorithms are used on digital devices. • Understand that programs require precise instructions. 	<ul style="list-style-type: none"> • Record sound and playback. 	<ul style="list-style-type: none"> • navigate the web to complete a search.
KS1 Religious Education						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	Special people, believing, story, leaders and teachers Christianity Who is a Christian and what do they believe? What do some people believe about God? Who is an inspiring person and who inspires you? Why do Christians love the stories of Jesus? The Nativity		Special places and symbols, special time and celebrations Why and how do special places and symbols help people show what they believe? How does being Jewish make a difference to family and celebration?		Being special, myself and belonging How should we show care for others? What does it mean to belong?	
KS1 PSHE (Jigsaw scheme)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

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PSHE	Jigsaw Being me in my world	Jigsaw Celebrating difference	Jigsaw Dreams and Goals	Jigsaw Healthy Me	Jigsaw Relationships	Jigsaw Changing Me
KS1 History						
	Autumn		Spring		Summer	
History	<ul style="list-style-type: none"> To know about the changes that have happened since I was born. To know how some people have helped us to have better lives Recount the life of someone famous from Britain who lived in the past. I know about what they did to make the world a better place. To know about changes in national life 		<ul style="list-style-type: none"> Use language, old, new, and a long time ago. To know what objects in the past might have been used for. To know how to ask and answer questions about old and new objects 		<ul style="list-style-type: none"> know about events beyond living memory that are significant nationally or globally - Know about events commemorated through festivals or anniversaries To know how to use books and the internet to find out about the past 	
KS1 Geography						
	Autumn		Spring		Summer	

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<p>Geography</p>	<ul style="list-style-type: none"> • To know the four countries and capital cities of the UK and surrounding seas • Use geographical vocabulary to describe human features of a city, town, village - shop, farm, house, office and why these features are needed • I know about what I like and dislike about the place I live • Use globes and atlases • Use geographical vocabulary to describe human features 	<ul style="list-style-type: none"> • To know about seasonal and daily weather patterns in the UK. • Use globes and atlases • Use geographical vocabulary to describe key physical features • Use geographical vocabulary to describe human features • Know the key features of a place – beach, hill, forest, mountain, ocean, valley, coast. • Use geographical vocabulary to describe key physical features 	<ul style="list-style-type: none"> • Know, name and locate - The continents and 5 oceans of the world • Know the location of hot and cold places in relation to Equator and N and S pole • Use directional language – near, far, left, right to explain where a location is • Simple compass directions, locational and directional language to describe routes on a map – To know the four main directions – North, South, East and West. • Comparison of local area to contrasting country. To describe a place outside of Europe.
<p>KS1 Art</p>			
<p>Access Art</p>	<p>Autumn Artist, Drawing, painting: Spirals and Simple Print Making</p>	<p>Spring Sculpture and Craft: Playing making and Exploring watercolour</p>	<p>Summer Painting and drawing; Making birds and inspired by Flora and fauna</p>

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Art	<ul style="list-style-type: none"> • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • Know how to use pencils to create different line of thickness • Name the primary and secondary colours • To use a range of materials creatively to design and make products • Learn about the work of a range of artists • Give an opinion about the work of an artist • Suggest how artists have used colour 	<ul style="list-style-type: none"> • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • create a repeating pattern in print • To use a range of materials creatively to design and make products • know how to use charcoal, pencil and pastel to create art • To use a range of materials creatively to design and make products • Know how to create mood in art 	<ul style="list-style-type: none"> • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • Use different grades of pencil when drawing • Mix paints to create secondary and tertiary colours • Know how to cut an, roll and coil materials • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • Know how to create tints, tones and shades using white, grey and black • Create a printed piece by rubbing, pressing, rolling and stamping
KS1 D&T			
	Autumn Food and Nutrition and structures	Spring Mechanisms - toy vehicle	Summer Textiles

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D & T	<ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • use own ideas to make something. • Choose appropriate resources and tools • cut food safely and describe the ingredients being used • make a simple plan before making • Generate and communicate their ideas through talking, drawing, templates or mock-ups • Choose tools and materials and explain why I am using them. 	<ul style="list-style-type: none"> • Model ideas and where appropriate use ICT • Select from a range of tools and equipment • Join materials in different ways • Select from a wide range of materials and components including construction materials, textiles and ingredients. • Generate and communicate their ideas through talking, drawing, templates or mock-ups 	<ul style="list-style-type: none"> • make a simple plan before making • Design purposeful, functional appealing products based on design criteria • Describe how something works • Explain why I have used specific materials • Explain what went well. • Choose tools and explain why I am using them • Analyse and evaluate their products • Does it match their original design? 			
KS1 Music						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

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<p>Music</p> <p>Charanga scheme</p>	<p>Our World</p> <ul style="list-style-type: none"> • Use voices expressively and creatively by singing songs/chants/rhymes • Know how to make different sounds with my voice. • Know how to follow instructions about when to sing. 	<p>Christmas</p> <ul style="list-style-type: none"> • Continue exploring voices – add instruments to accompany singing • Know how to sing and follow a melody. • Know how to make different sounds with instruments. 	<p>Hands, feet, heart</p> <ul style="list-style-type: none"> • Play tuned and untuned instruments musically • Know how to make a sequence of sounds • Know how to create music from a different starting point. 	<p>Introducing beat</p> <ul style="list-style-type: none"> • Experiment with, create, select and combine sounds using the interrelated dimensions of music. • Know how to sing or clap increasing and decreasing tempo. 	<p>Combining pulse, rhythm and pitch</p> <ul style="list-style-type: none"> • Listen with concentration and understanding to a range of high-quality live and recorded music. • Know how to listen for particular things when listening to music. • Know how to play simple rhythmic patterns on an instrument. • Know how to respond to mood and say if you like or dislike a piece of music. 	<p>Different places</p> <ul style="list-style-type: none"> • Know how to perform simple patterns and accompaniments keeping a steady pulse. • Know how to use symbols to represent sounds. Know how to make connections between notations and musical sounds.
KS1 PE						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

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<p>P.E</p>	<p>Master basic movements including running, jumping, throwing and catching. (large scale coordination)</p> <ul style="list-style-type: none"> • Move with control and care – move and stop safely • Use equipment safely • throw underarm and throw and catch with both hands • use throwing, kicking and rolling in a game 	<p>Develop balance, agility and coordination (gymnastics)</p> <ul style="list-style-type: none"> • make my body curled, tense, stretched and relaxed • control my body when travelling and balancing • copy sequences and repeat them • plan and perform own sequences of movement • roll, curl, travel and balance in different ways 	<p>Perform dance using simple movement patterns (dance)</p> <ul style="list-style-type: none"> • move to music and dance with control and coordination • copy dance moves • perform own dance moves and make a sequence, linking sections together • use dance to show mood and feeling • move safely in a space 	<p>Participate in team games developing simple tactics for attacking and defending</p> <ul style="list-style-type: none"> • follow rules of a game • repeat actions or skills • know how to use tactics in a game 	<p>Master basic movements including running, jumping, throwing and catching.</p> <ul style="list-style-type: none"> • (Bat and ball skills) • follow rules in a game • use throwing, catching, kicking, rolling and hitting in a game • decide on the best space to use in a game 	<p>Athletics (competitive play)</p> <ul style="list-style-type: none"> • run at fast, medium and slow speeds and change speed and direction • take part in a relay • develop skills in throwing, running, jumping with aim and purpose
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