



NETTLEWORTH INFANT SCHOOL AND NURSERY



KS1 LONG TERM PLAN

Our School Ethos



**Safe
Happy
Independent
Nurture
Excellence**

OUR SCHOOL VISION

We nurture, we flourish, we achieve

Nurture

Through the curriculum, we **nurture** resilience and ignite curiosity to promote a love of learning where all children feel **safe** and **happy**. The children are taught to have respect for 'differences' and know how to apply polite curiosity. They learn about and will be involved with different families and have a strong sense of school community. Our children's voices drive and shape the curriculum to enable each child to develop academically, emotionally, creatively, socially and physically.

Flourish

We want the pupils at Nettleworth Infant and Nursery School to **flourish** and begin the journey towards being mentally healthy young people by having the language to express and understand their own emotions and express themselves appropriately. We encourage children to be physically well, to increase physical stamina and to experience regular exercise and a variety of physical activities. The children grow to understand making healthy choices, to try healthy foods and know what a healthy diet is.

Achieve

At Nettleworth Infant and Nursery School, we provide our children with the knowledge and skills to enable them to **achieve** in their education. We want the children to be **independent** learners who are able to identify and celebrate their progress, achievements and successes. We promote the characteristics of effective learning through Early Years and Key Stage 1 through playing and exploring, active learning and thinking critically which will enable our children to be effective learners and strive for **excellence**.

At Nettleworth Infant and Nursery School, we all SHINE!



Curriculum Drivers

Our curriculum drivers are what shapes the design of our curriculum. These carefully chosen curriculum drivers give our pupils appropriate and ambitious curriculum opportunities.

Reach for the Stars



Communicate



Thrive



Unique



Collaborate



Active Adventurers



NETTLEWORTH INFANT SCHOOL AND NURSERY

	Autumn		Spring		Summer	
Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Marvellous Me	Celebrating Everyone	Help, Help!	Ready, steady, grow	Amazing Animals	Oh The Places We'll Go
Year 1 Thinking Questions	I wonder what jobs are out there?	I wonder what toys my grandparents played with?	I wonder who Florence Nightingale is?	I wonder how plants grow?	I wonder how animals can be sorted?	I wonder why Sherwood Forest is famous?
Year 2 Thinking Questions	I wonder what I will be when I grow up?	I wonder what Victorian life was like for a child?	I wonder what the Great Fire of London taught us?	I wonder how a painting can make you feel?	I wonder where animals can live?	I wonder what it is like to live on the equator?
Wow Moments / Enrichment Activities These may be adapted at various points to allow the interests to flow through provision	Autumn 1 Wow Starter: Million Dreams week National Fitness Day 18 th Sep Rock Kidz 24 th Sep Harvest Festival WC 29 th Sep National Poetry Day 2 nd Oct School photos 9 th Oct Hello Yellow 10 th Oct	Autumn 2 Wow Starter: Monster Mash Bonfire Bash Celebrations (Bonfire night / Halloween) Remembrance Day 11 th Nov Anti-bullying Wk 10-14 th Nov Odd Socks Day 10 th Nov Children in Need 14 th Nov No Pens Day 26 th Nov	Spring 1 Wow Starter: Nurse visitor – Y1 Partake GFoL – Y2 National Handwriting Day 23 rd Jan Chinese New Year – Dragon Dancing National Storytelling Week 1 st -9 th Feb NSPCC Number Day 6 th Feb Safer Internet Day 10 th Feb	Spring 2 Wow Starter: Healthy tasting banquet Nettleworth in Bloom World Book Day 5 th Mar Science Week 6-15 th Mar Mother's Day 15 th Mar Red Nose Day 20 th Mar World Maths Day 25 th Mar Easter bonnet parade	Summer 1 Wow Starter: Come to school dressed as favourite animal – Y1 Yorkshire Wildlife Park – Y2 World Art Day 15 th Apr Earth Day 22 nd Apr International Dance Day 29 th Apr	Summer 2 Wow Starter: Robin Hood theme day– Y1 Partake Pirate Island – Y2 Healthy Eating Week 12-16 th June Sports Week Father's Day 21 st Jun National Writing Day Sports Day Transition Days Family picnics African Drumming/Dancing Year 2 Graduation

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		Christmas jumper day 11 th Dec Christmas Concerts & Crafts	Children's Mental Health Week 9-15 th Feb Pancake Day 17 th Feb			
	Autumn 1 Epic Ending: Children's First Aid	Autumn 2 Epic Ending: Santa Visit	Spring 1 Epic Ending: Emergency Services Visitor	Spring 2 Epic Ending: Easter Bunny / Chick	Summer 1 Epic Ending: Animal Visitor – Jungle Jo	Summer 2 Epic Ending: Geography Day
Visits	Library	Mansfield Museum – Y1 Newstead Abbey – Y2		Allotment Visit – Y1 Allotment Visit – Y2 Church – Y2	Church – Y1 Yorkshire Wildlife Park – Y2	Sherwood Forest – Y1
Community and Family Engagement We communicate with parents via ClassDojo, the website and text messages home	Harvest Festival Assemblies – donations for food bank Parent Teacher Meetings Phonics / Reading Workshops for Year 1 & 2	Christmas Crafts Christmas Concerts	Internet Safety Meeting Year 1 Class Assemblies	Parent Teacher Meetings Year 1 Phonics Screening Meeting Easter bonnet parade Year 2 Class Assemblies	Book and a biscuit Year 1 Class Assemblies	Sports Day Year 2 Graduation Meet the teacher picnics Reports home
Fundraising Opportunities	Non-uniform day	Monster Mash Bonfire Bash disco Christmas Fayre/Raffle	Sponsored Read	Art exhibition (canvas sale)		Summer Fayre

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<p>Assessment Opportunities We use observational based assessments as part of our daily practice.</p>	<p>Baseline data Phonics Assessments Book band and Keywords CEW Spellings Foundation Subject Assessments Observation Notepads</p>	<p>Sonar Data Phonics Assessments Book band and Keywords Mock Phonics Screening Foundation Subject Assessments COEL Observation Notepads</p>	<p>Thrive Phonics Assessments Book band and Keywords Mock Phonics Screening CEW Spellings Foundation Subject Assessments Observation Notepads</p>	<p>Sonar Data Phonics Assessments Book band and Keywords Mock Phonics Screening Foundation Subject Assessments COEL Observation Notepads</p>	<p>Phonics Assessments Book band and Keywords Phonics Screening Check CEW Spellings Foundation Subject Assessments Observation Notepads</p>	<p>Thrive All Subjects Sonar Data Phonics Assessments Book band and Keywords COEL Reports Observation Notepads</p>
<p>Role Play Year 1</p>	<p>Toy shop</p>	<p>Christmas workshop</p>	<p>Hospital</p>	<p>Botanist lab</p>	<p>Safari</p>	<p>Robin Hood in Sherwood Forest</p>
<p>Role Play Year 2</p>	<p>Victorian School</p>	<p>Victorian Christmas</p>	<p>Bakery</p>	<p>Garden centre</p>	<p>Pet shop</p>	<p>Travel Agents</p>

NETTLEWORTH INFANT SCHOOL AND NURSERY

Characteristics of Effective Learning

At Nettleworth, we believe that children are powerful learners and we drive COEL across school. They can develop strong habits of mind and behaviours that will continue to support them to discover, think, create, solve problems and self-regulate their learning. Children need consistent lived experiences of autonomy alongside support for their growing awareness and control of the processes of thinking and learning. Play, time, space and freedom to follow their intentions, sustained shared thinking, and experiencing the satisfaction of meeting their own challenges and goals all contribute to development as curious, creative, resourceful and resilient learners.

Characteristics of Effective Learning

Playing and exploring: Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences, which help them to solve problems and reach conclusions.

Overarching Principles

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others do.

NETTLEWORTH INFANT SCHOOL AND NURSERY

British Values

The British Values underpin all of our teaching and learning.

Democracy, Respect, Mutual Tolerance, Rule of Law, Individual Liberty

These British Values are taught through our school assemblies, RE, PSHE, Take 5 and THRIVE sessions throughout the year. We promote British Values through celebrating religious festivals, having school visits/visitors, voting for book daily and through daily learning and play. The children are immersed with a wide range of culture and diversity stories within class. At Nettleworth we celebrate British Values in practice and ensure that we embrace our citizenship and the diverse culture we are so lucky to be a part of.

Democracy – We teach our children that their opinions are important and that each child’s thoughts and feelings will be listened to and valued. We also teach them that sometimes they will be given the power to choose and will make decisions on their own and in groups. The children will have daily story time where they vote for a book during the morning, we encourage turn taking within games and play and we help children to identify emotions and talk about reasons for their emotions.

Respect and Mutual Tolerance – The children treat others how they would like to be treated at Nettleworth, they learn to understand and appreciate each other’s differences. Our school is a community we are inclusive, respectful and values faiths, cultures and races. We talk about stories of their home, have visits and visitors from the wider community and provide resources that reflect different values and diversity.

Rule of Law – We ensure that the children understand their own and others’ behaviour and its consequences and help them to distinguish right from wrong. The children create class rules and follow the whole school Rainbow Rules. We help children to understand their actions and consequences and learn about people who help us.

Individual Liberty – We support the children to understand and value their own self and to gain confidence in making choices. Self-esteem, self-confidence and self-awareness are key. The children have the opportunity to take risks in their outdoor play, build their own confidence and allow them to have a voice during group discussions. We provide the children with a range of experiences that allow children to explore feelings and responsibility, reflect on their differences and understand everyone is free to have different opinions.

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English

Children develop their English skills daily throughout the year through, reading, writing, Little Wandle phonics sessions or Spelling Shed sessions and interventions, poetry, handwriting and listening to high quality texts. The children will become imaginative, enthusiastic and confident readers and writers.

<p>Year 1 Handwriting</p>	<p>First and last names (2 weeks)</p> <p>i i l il li j j ij li l il t it lt l n h m b p k</p>	<p>r n h m b p k r v v v v w u u u y u y c o a d g q e s f x z</p>	<p>0, 1, 2, 3 4, 5, 6 7, 8, 9 Digit consolidation</p> <p>P B R D U L E F</p>	<p>M A T I J H K N C G O Q S X V W Y Z</p> <p>Capital letter consolidation</p>	<p>Introduce joins: v i v l w n w r c o o u o y o v o w o n o r c r c a e e r e q s i r i s k k s f f i f r</p>	<p>x e e x a a x z i i z a a z Consolidation of joins</p>
<p>Year 2 Handwriting</p>	<p>Recap Year 1 joins: v i v l w n w r c o o u o y o v o w o n o r c r c a e e r e q s i r i s k k s f f i f r x e e x a a x</p>	<p>z i i z a a z Introduce new joins: a l a b i a v a i b o b l p m p c k c y n c o c d e d r d a n d e m k e e j o j</p>	<p>f o f a u f o f n g d g i q o q h t h a w h t h k i m i c l w l k y k n o k r k w m a m n y e n</p>	<p>q u n q u s o s l t i t l i t c u u p e v n v w o w e v y z i z e i z</p> <p>Consolidation of joins</p>	<p>Joining linked to spelling shed sessions</p>	
<p>Year 1 Little Wandle Phonics</p>	<p>Phase 3 / 4 review</p> <p>review Phase 3 GPCs a i e e i g h o a o o a r o r u r o o o w o i e a r</p> <p>air er /z/ s –s –es words with two or more digraphs e.g. queen thicker</p>	<p>Phase 5 graphemes</p> <p>/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn</p> <p>/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he</p>	<p>Phase 5 graphemes</p> <p>/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder</p> <p>/igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone</p>	<p>Phase 5 graphemes</p> <p>/ur/ or word /oo/ u owl awful would /air/ are share /or/ au aur oor al author dinosaur floor walk</p> <p>/ch/ tch match /ch/ ture adventure /ar/ al half*</p>	<p>Review phase 5 GPCs for phonics screening check</p> <p>ay, a-e, ea, e ie, i-e, o, o-e ue, ew, u-e, aw ea, ir, ou, oy</p>	<p>Phase 5 graphemes</p> <p>/ai/ eigh aigh ey ea /n/ kn gn /m/ mb /ear/ ere eer</p> <p>/zh/ su si /j/ dge ge /i/ y /s/ ti ssi si ci</p>

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	<p>Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels</p> <p>Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each</p>	<p>/ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw</p> <p>Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue</p>	<p>/l/ le al apple metal /s/ c ice /v/ ve give</p> <p>/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey</p> <p>/oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa</p>	<p>/ar/ a father*</p> <p>/or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there</p> <p>/ur/ ear learn /r/ wr wrist /s/ st sc whistle science schwa at the end of words: actor</p> <p>/c/ ch school /sh/ ch chef /z/ ze freeze</p>	<p>i, a, ow, u ph, wh, ie, g</p>	<p>/or/ augh our oar ore</p>
<p>Year 2 Spelling Shed</p>	<p>Words where 'dge' makes a /j/ sound Words where 'ge' makes a /j/ sound Words where 'g' makes a /j/ sound Words where 'c' makes a /s/ sound before 'e', 'i' and 'y' Words where 'kn' and 'gn' make a /n/ sound at the beginning of words Challenge Words</p>	<p>Words where 'wr' makes a /r/ sound at the beginning of words Words ending in 'le' Words ending in 'el' Words ending in 'al' Words ending in 'il' Challenge Words</p>	<p>Words where 'y' makes an /igh/ sound Words where '-es' is added to words ending in 'y' Words where '-ed' is added to words ending in 'y' Words where '-er' and '-est' are added to words ending in 'y' Words where '-ing' is added to words ending in 'e' Challenge Words</p>	<p>Words where '-er', '-est' and '-ed' is added to words ending in 'e' Words where '-ing' is added to single syllable words Words where '-ed' is added to single syllable words Words where 'a' makes an /or/ sound Words where 'o' makes an /u/ sound Challenge Words</p>	<p>Words where the digraph 'ey' makes an /ee/ sound Words where 'a' makes an /o/ sound Words where 'or' and 'ar' make an /er/ or /or/ sound Words where 'si' and 's' makes an /zh/ sound Words ending in '-ment' and '-ness' Words ending in '-ful' and '-less'</p>	<p>Words that are homophones Words that are homophones or near homophones Words ending in '-tion' Words with an apostrophe for contraction Words with an apostrophe for possession Challenge Words</p>

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Year 1 Reading	Phase 5 Set 1		Phase 5 Set 2		Phase 5 Set 3/4	
Year 2 Reading	Phase 5 Set 5		Phase 6 Set 1 (Purple)		Phase 6 Set 2 (Gold)	
Year 1 / 2 Guided Reading	Guided Reading sessions Classes to be divided into groups matched to phonics ability using Little Wandle (phase 2 – Phase 5) and Routes to Reading (phase 6) texts. Guided reading sessions to follow the sequence of decoding, prosody and comprehension.					
Year 1 Writing	Book: Lost and Found Poem: Thank you farmer	Book: Nibbles the book monster	Book: The lion inside	Book: The curious case of the missing mammoth.	Book: Toys in space	Book: Goldilocks and just the one bear
Year 1 Writing Objectives	<ul style="list-style-type: none"> • Combine words to make sentences • Use capital letters for names of people and the personal pronoun 'I' <ul style="list-style-type: none"> • Leave spaces between words • Begin to use capital letters and full stops <ul style="list-style-type: none"> • Join words using and • Use plural noun suffixes –s and -es • Spell words containing phonemes already taught • Sequence sentences to form short narratives (Link ideas or event by pronoun) 		<ul style="list-style-type: none"> • Punctuate sentences using a capital letters and a full stop • Use a capital letter for places and days of the week <ul style="list-style-type: none"> • Join words and clauses using and • Some accurate use of the prefix un- • Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est • Sequence sentences to form short narratives (Story retell or recount of an event) 		<ul style="list-style-type: none"> • Join words and clauses using and • Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark <ul style="list-style-type: none"> • Add suffixes to verbs where no change is needed to the root e.g –ed, -er, -ing, -est • Change the meaning of verbs and adjectives by adding the prefix un- <ul style="list-style-type: none"> • Join words and clauses using and • Use simple description • Punctuate sentences using a capital letter, full stop, question mark or exclamation mark <ul style="list-style-type: none"> • Sequence narrative accurately 	
	Say out loud what is going to be written about Compose a sentence orally before writing it Re-read what they have written to check that it makes sense Discuss what has been written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher					
Year 2 Writing	Book: Look up! Poetry: Harvest Festival Poem – A farmers life for me	Book: The Owl Who Was Afraid of The Dark Poetry: Finger story poems	Book: The Dragon Machine	Book: Major Glad, Major Dizzy Poetry: When I grow up	Book: The Last Wolf Poetry: Into the woods	Book: Grandad’s Secret Giant Poetry: Cinquain pattern – The crayon box that talked
Year 2 Writing Objectives	<ul style="list-style-type: none"> • Use punctuation correctly – full stops, capital letters 		<ul style="list-style-type: none"> • Write sentences with different forms: statement, question, exclamation, command • Use subordination (apply because, when, that) 		<ul style="list-style-type: none"> • Add -er and -est to adjectives • Use homophones and near homophones 	

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	<ul style="list-style-type: none"> • Write expanded noun phrases to describe and specify • Use subordination (because) and coordination (and) <ul style="list-style-type: none"> • Use co-ordination (but, or) • Add -ly to turn adjectives into adverbs • Use commas to separate items in a list 	<ul style="list-style-type: none"> • Use present and past tenses correctly and consistently <ul style="list-style-type: none"> • Use the progressive form of verbs in the present and past tense • Use punctuation correctly - exclamation marks, question marks, introduce apostrophe for the possessive (singular) 	<ul style="list-style-type: none"> • Use punctuation correctly – apostrophes for contracted forms <ul style="list-style-type: none"> • Use present and past tenses correctly and consistently including the progressive form • Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • Write expanded noun phrases to describe and specify • Add suffixes to spell longer words e.g -ment,- ful
<p>Write for different purposes including about real events, poetry and narratives about personal experiences and those of others</p> <p>Plan or say aloud what is going to be written about</p> <p>Write down ideas, key words, new vocabulary</p> <p>Encapsulate what is to be written, sentence by sentence</p> <p>Make simple additions, revisions and corrections</p> <p>Evaluate writing with the teacher and other pupils</p> <p>Reread to check that their writing makes sense ad that verbs to indicate time are used correctly and consistently</p> <p>Proof-read to check for errors in spelling, grammar and punctuation</p> <p>Read aloud with intonation</p>			

NETTLEWORTH INFANT SCHOOL AND NURSERY

Mathematics

Children develop their mathematical skills daily through opportunities to develop and improve their skills in number and place value, addition and subtraction, multiplication and division, fractions, shape, measures, position and direction and statistics. Maths will follow a concrete, pictorial and abstract approach to learning.

<p>Year 1 White Rose Maths</p>	<p>Place value within 10 Sort objects Count objects Count objects from a larger group Represent objects Recognise numbers as words Count on from any number 1 more Count backwards within 10 1 less Compare groups by matching Fewer, more, same Less than, greater than, equal to Compare numbers Order objects and numbers The number line</p> <p>Addition and subtraction within 10 Introduce parts and wholes Part-whole model</p>	<p>Addition and subtraction within 10 Addition – add together Addition – add more Addition problems Find a part Subtraction – find a part Fact families – the eight facts Subtraction – take away/cross out (How many left?) Subtraction – take away (How many left?) Subtraction on a number line Add or subtract 1 or 2</p> <p>Shape 1 Recognise and name 3-D shapes Sort 3-D shapes Recognise and name 2-D shapes Sort 2-D shapes Patterns with 2-D and 3-D shapes</p>	<p>Place value within 20 Count within 20 Understand 10 Understand 11, 12 and 13 Understand 14, 15 and 16 Understand 17, 18 and 19 Understand 20 1 more and 1 less The number line to 20 Use a number line to 20 Estimate on a number line to 20 Compare numbers to 20 Order numbers to 20</p> <p>Addition and subtraction within 20 Add by counting on within 20 Add ones using number bonds Find and make number bonds to 20 Doubles Near doubles</p>	<p>Place value within 50 Count from 20 to 50 20, 30, 40 and 50 Count by making groups of tens Groups of tens and ones Partition into tens and ones The number line to 50 Estimate on a number line to 50 1 more, 1 less</p> <p>Length and height Compare lengths and heights Measure length using objects Measure length in centimetres</p> <p>Mass and volume Heavier and lighter Measure mass Compare mass Full and empty Compare volume Measure capacity Compare capacity</p>	<p>Multiplication and division Count in 2s Count in 10s Count in 5s Recognise equal groups Add equal groups Make arrays Make doubles Make equal groups – grouping Make equal groups – sharing</p> <p>Fractions Recognise a half of an object or a shape Find a half of an object or a shape Recognise a half of a quantity Find a half of a quantity Recognise a quarter of an object or a shape Find a quarter of an object or a shape Recognise a quarter of a quantity</p>	<p>Place value within 100 Count from 50 to 100 Tens to 100 Partition into tens and ones The number line to 100 1 more, 1 less Compare numbers with the same number of tens Compare any two numbers</p> <p>Money Unitising Recognise coins Recognise notes Count in coins</p> <p>Time Before and after Days of the week Months of the year Hours, minutes and seconds Tell the time to the hour Tell the time to the half hour</p>
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	<p>Write number sentences</p> <p>Fact families – addition facts</p> <p>Number bonds within 10</p> <p>Systematic number bonds within 10</p> <p>Number bonds to 10</p>		<p>Subtract ones using number bonds</p> <p>Subtraction – counting back</p> <p>Subtraction – finding the difference</p> <p>Related facts</p> <p>Missing number problems</p>		<p>Find a quarter of a quantity</p> <p>Position and direction</p> <p>Describe turns</p> <p>Describe position – left and right</p> <p>Describe position – forwards and backwards</p> <p>Describe position – above and below</p> <p>Ordinal numbers</p>	
<p>Year 1/2</p> <p>White Rose</p> <p>Maths</p>	<p>Place value within 20</p> <p>Count objects within 10</p> <p>Represent numbers to 10</p> <p>Count on and back within 20</p> <p>Understand 10</p> <p>Understand 11 to 15</p> <p>Understand 16 to 20</p> <p>1 more</p> <p>1 less</p> <p>Number lines</p> <p>Estimate on a number line</p> <p>Less than, greater than, equal to</p> <p>Compare numbers</p> <p>Order numbers</p> <p>Addition and subtraction within 20</p>	<p>Place value within 100</p> <p>Count beyond 20</p> <p>Count tens</p> <p>Groups of tens and ones</p> <p>Partition into tens and ones</p> <p>Use a place value chart</p> <p>Flexible partitioning</p> <p>Number lines</p> <p>Estimate on a number line</p> <p>1 more and 1 less</p> <p>Compare numbers with the same number of tens</p> <p>Compare any two numbers</p> <p>Order objects and numbers</p> <p>Shape</p>	<p>Addition and subtraction within 100</p> <p>Related facts</p> <p>Add and subtract 1s</p> <p>Add to the next 10</p> <p>Add to a 10</p> <p>Add across a 10</p> <p>Subtract to a 10</p> <p>Subtract from a 10</p> <p>Subtract across a 10</p> <p>Add 10s</p> <p>Subtract 10s</p> <p>Add two 2-digit numbers – not across a 10</p> <p>Add two 2-digit numbers – across a 10</p> <p>Subtract two 2-digit numbers – not across a 10</p> <p>Subtract two 2-digit numbers – across a 10</p>	<p>Multiplication and division</p> <p>Count in 2s, 5s and 10s</p> <p>Count in 3s</p> <p>Recognise equal groups</p> <p>Make equal groups</p> <p>Add equal groups</p> <p>Make arrays</p> <p>Multiplication sentences</p> <p>Commutativity</p> <p>Make equal groups – grouping</p> <p>Make equal groups – sharing</p> <p>The 2 times-table</p> <p>Divide by 2</p> <p>Doubling and halving</p> <p>Odd and even numbers</p> <p>The 10 times-table</p>	<p>Money</p> <p>Recognise coins and notes</p> <p>Count money – pence</p> <p>Count money – pounds (notes and coins)</p> <p>Count money – pounds and pence</p> <p>Choose notes and coins</p> <p>Compare amounts of money</p> <p>Calculate with money</p> <p>Make a pound</p> <p>Find change</p> <p>Fractions</p> <p>Parts and wholes</p> <p>Equal and unequal parts</p> <p>Recognise a half</p> <p>Find a half</p>	<p>Mass, capacity and temperature</p> <p>Compare mass</p> <p>Measure in grams</p> <p>Measure in kilograms</p> <p>Four operations with mass</p> <p>Compare volume and capacity</p> <p>Measure in millilitres</p> <p>Measure in litres</p> <p>Four operations with volume and capacity</p> <p>Temperature</p> <p>Position and direction</p> <p>Language of position</p> <p>Describe movement</p> <p>Describe turns</p> <p>Describe movement and turns</p>

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	<p>Parts and wholes Systematic number bonds within 10 Number bonds to 10 Number bonds to 20 Addition – add together Addition – add more Doubles Near doubles Add three 1-digit numbers Find a part Fact families – the eight facts Take away (how many left?) Find the difference Missing number problems</p>	<p>Recognise and name 2-D and 3-D shapes Count sides on 2-D shapes Count vertices on 2-D shapes Draw 2-D shapes Vertical lines of symmetry Count faces on 3-D shapes Count edges on 3-D shapes Count vertices on 3-D shapes Sort 2-D and 3-D shapes Patterns with 2-D and 3-D shapes</p>	<p>Mixed addition and subtraction Compare calculations Missing number problems</p>	<p>Divide by 10 The 5 times-table Divide by 5 The 5 and 10 times-tables</p> <p>Length and height Measure length using objects Measure length in centimetres Measure in metres Compare lengths and heights Order lengths and heights Four operations with lengths and heights</p> <p>Statistics Tally charts Tables Block diagrams Draw pictograms Interpret pictograms</p>	<p>Recognise a quarter Find a quarter Recognise a third Find a third Find the whole Unit fractions Non-unit fractions Recognise the equivalence of a half and two-quarters Recognise three-quarters Find three-quarters Count in fractions up to a whole</p> <p>Time Months and days Hours, minutes and seconds O'clock and half past Quarter past Tell the time past the hour Quarter to Tell the time to the hour Tell the time to 5 minutes Minutes in an hour Hours in a day Solve problems with time</p>	
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NETTLEWORTH INFANT SCHOOL AND NURSERY

<p>Year 2 White Rose Maths</p>	<p>Place value Numbers to 20 Count objects to 100 Recognise 10s and 1s Place value chart Partition numbers to 100 Write numbers to 100 in words Flexibly partition numbers to 100 Write numbers to 100 in expanded form 10s on the number line to 100 10s and 1s on the number line to 100 Estimate numbers on a number line Compare objects Order objects and numbers Count in 2s, 5s and 10s Count in 3s</p> <p>Addition and subtraction Bonds to 10 Fact families Related facts Bonds to 100 Add and subtract 1s Add by making 10 Add 3 1 digit numbers Add to the next 10</p>	<p>Addition and subtraction 10 more, 10 less Add and subtract 10s Add two 2 digit numbers Subtract two 2 digit numbers Mixed addition and subtraction Compare number sentences Missing number problems</p> <p>Shape Recognise 2D and 3D shapes Count sides on 2D shapes Count vertices in 2D shapes Draw 2D shapes Lines of symmetry on shapes Use lines of symmetry to complete shapes Sort 2D shapes Count faces on 3D shapes Count edges on 3D shapes Count vertices on 3D shapes Sort 3D shapes</p>	<p>Money Count money – pence Count money – pounds Count money pence and pounds Choose notes and coins Make the same amount Compare amounts of money Calculate with money Make a pound Find change Two step problems</p> <p>Multiplication and division Recognise equal groups Make equal groups Add equal groups Introduce multiplication symbol Multiplication sentences Use arrays Grouping Sharing 2 times table Doubling and halving Odd and even 10 times table Divide by 10 5 times table</p>	<p>Length and height Measure in cm Measure in m Compare lengths and heights Order lengths and heights Four operations with lengths and heights</p> <p>Mass capacity and temperature Compare mass Measure in g Measure in kg Four operations with mass Compare volume and capacity Measure in ml Measure in l Four operations with volume and capacity Temperature</p>	<p>Fractions Parts and whole Equal and unequal parts Recognise $\frac{1}{2}$ Find $\frac{1}{2}$ Recognise a quarter Find a $\frac{1}{4}$ Recognise a third Find a third Find the whole Unit fractions Non-unit fractions Recognise equivalence of half and two quarters</p> <p>Time O'clock and half past Quarter past and quarter to Tell time past the hour Tell time to the hour Tell time to 5 minutes Minutes in an hour Hours in a day</p>	<p>Statistics Make tally charts Tables Block diagrams Draw pictograms Interpret pictograms</p> <p>Position and direction Language of position Describe movement Describe turns Describe movement and turns Shape patterns with turns</p>
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NETTLEWORTH INFANT SCHOOL AND NURSERY

	Add across 10 Subtract across 10 Subtract from a 10 Subtract 1 digit number from 2 digit number	Make patterns with 2D and 3D shapes	Divide by 5 5 and 10 times tables			
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NETTLEWORTH INFANT SCHOOL AND NURSERY

Understanding the World


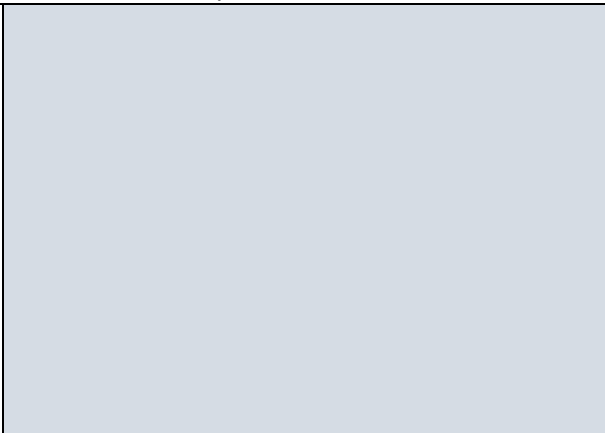
Children develop skills daily through engagement with continuous provision challenges. The children will make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. Throughout the year the children will take home a culture box and share with the class, recognising that children have different beliefs and celebrate in different ways.

<p>Year 1 History</p>	<p>Toys and Games</p> <p>To know the types of toys played with in the past and today (in the present)</p> <p>To know that children now have multiple toys to play with, and in the past children would have had less.</p> <p>To know that over time the materials toys are from has changed. - (science link)</p> <p>To know that toys and games have changed over time.</p> <p>To know that the toys we use today can be different to the toys our older relatives played with.</p> <p>To explore toys and games from the Victorian era and explain how they are different to our toys today.</p> <p>To know that different toys and games were played with by children in different eras.</p>	<p>Medicine</p> <p>To understand the terminology 'significant'. To know who significant individuals are in my life.</p> <p>To identify key events from my life e.g. birth, first steps, starting school, moving house etc. To understand the terminology within and beyond living memory.</p> <p>To identify significant events and individuals on a simple timeline.</p> <p>To know that Florence Nightingale is famous for helping soldiers during the Crimean War. To know that Florence improved the cleanliness and hygiene of hospitals to prevent the spread of diseases e.g. washings wounds, less overcrowding of patients, cleaning of rooms, feeding of wounded – generally improved care of the wounded in the war.</p> <p>To know that there are other significant individuals in history who made important changes to medicine.</p> <p>To know of a local significant individual who made important changes to medicine To know the impact that Florence Nightingale has had on hospitals today. To compare hospitals today to hospitals in the past.</p>	<p>Robin Hood</p> <p>To understand who Robin Hood was and why he was a significant figure in local history. To learn about daily life during the medieval period.</p> <p>To explore the adventures and legends of Robin Hood.</p> <p>To distinguish between historical facts and legends.</p>
<p>Year 2 History</p>	<p>Victorians</p> <p>To know that the Victorian Era is named after the ruling monarch of that era, Queen Victoria.</p>	<p>The Great Fire of London</p> <p>To know that The Great Fire of London started on Pudding Lane in 1666.</p>	

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	<p>To know that Queen Victoria was Queen for almost 64 years – the second longest reigning monarch.</p> <p>To know that Queen Victoria ruled over parts of India, Africa, Canada and New Zealand.</p> <p>To know that some Victorian children started work from as little as 5 years of age.</p> <p>To know that working conditions for adults and children were hard and dangerous with low pay and long hours.</p> <p>To know Victorian life was harsh and options for work included mining, chimney sweep and the workhouse.</p> <p>To know that only rich children attended school in the Victorian Era, and these were mostly boys.</p> <p>To know boys and girls were separated at Victorian school.</p> <p>To know Victorian classrooms were often dark and windowless, compared to classrooms today.</p> <p>To know that Victorians created Christmas and how it was celebrated.</p>	<p>To know that the fire started at Thomas Faryner’s bakery when sparks ignited.</p> <p>To identify where the Great Fire of London happened on existing timeline.</p> <p>To know that Samuel Pepys was a respectable figure in London.</p> <p>To know that he wrote his diaries over the course of 9 years.</p> <p>To know that the diaries of Samuel Pepys are a primary source of evidence.</p> <p>To know that historians have had to transcribe the shorthand version of Samuel’s diaries so that we can read them today.</p> <p>To know that the diaries of Samuel Pepys are a primary source of evidence.</p> <p>To know that fire was started in a bakery in Pudding Lane.</p> <p>To know that the medieval city of London was constructed of wooden buildings built closely together with straw roofs.</p> <p>To know that the summer of 1666 had been hot and dry.</p> <p>To know that historians use different sources of evidence to build up a clear picture of the past.</p> <p>To know that positive changes occurred as a result of the fire e.g buildings with a more modern style of architecture found in other areas of Europe -bringing it more up to date.</p> <p>To know that lessons that were learnt e.g. building materials and construction methods that would make future fires less damaging.</p> <p>To know that Christopher Wren was a key figure in redesigning new London.</p>	
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NETTLEWORTH INFANT SCHOOL AND NURSERY

<p>Year 1 Geography</p>	<p>What is it like to live in Mansfield? To be able to find Nettleworth Infant School on a map of Mansfield. To know what an aerial view is. To create a simple aerial map of the school. To be able to locate Mansfield on a map of England. To locate England on a UK map. To know and locate the four countries that make up the UK on a UK map. To know the capital cities of the four countries that make up the UK. To identify characteristics of the UK including physical and human features. To identify human and physical features within the local area. To be able to follow a map of the local area.</p>		<p>Comparing Mansfield to Sherwood Forest Describe where a geographical feature is using directional language. To know what a key is and how to use one. To compare Sherwood Forest to Mansfield by what we already know e.g it is part of the UK. To know the similarities and differences between Mansfield and Sherwood Forest.</p>
	<p style="text-align: center;">Weather To know what the weather is like in our country. To know the different seasons in a year. To know what weather forecasts show. To know key words to describe the weather.</p>		
<p>Year 2 Geography</p>	<p>Our World To know what makes up the UK. To name and locate the seas that surround the UK. To name and locate the continents. To know the four compass directions. To name and locate the five oceans. To identify hot and cold areas of the world in relation to the equator and both poles.</p>		<p>Comparing Mansfield to Africa To locate hot and cold countries. To locate Africa on a map. To identify Africa's climate. To know what physical and human features are. To identify similarities and differences between African homes and English homes. To identify similarities and differences between African schools and English schools. To identify similarities and differences between African weather and English weather. To draw an aerial map including a key.</p>
<p>Year 1 Science</p>	<p>Materials To identify and name everyday materials.</p>		<p>Plants To know what a plant is.</p>

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	<p>To distinguish between an object and the material from which it is made. To describe the simple physical properties of a variety of everyday materials. To test the properties of a material. To investigate the properties of a material. To sort objects by their properties. To investigate objects that float and sink.</p> <p style="text-align: center;">Seasonal Changes To know the signs of autumn. To know the signs of winter.</p>	<p>To identify and name the parts of a plant. To identify the difference between wild and garden plants. To identify the parts of a tree. To identify evergreen and deciduous trees.</p> <p style="text-align: center;">Seasonal Changes To know the signs of spring.</p>	<p>To know the basic parts of the human body, including the head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, nose, tongue, hands, fingers, feet and toes. To know which body part associates with which sense (sight, sound, touch, taste, smell) and why they are important in everyday life. To explore that animals can be carnivores, omnivores or herbivores. To know that mammals have fur/hair are warm blooded and are mostly born alive.</p> <p>To know that birds have feathers, two legs, are warm blooded and lay eggs. To know that reptiles have dry, scaly skin, are cold blooded and most lay eggs (although some give birth to live young). To know that amphibians have moist skin, are cold blooded, live on land as well as in water and lay eggs in water. To know that insects have bodies with three segments that are protected by a hard shell. They have three pairs of legs and lay eggs. To know that fish have gills and fins, are cold blooded and only live in water.</p> <p style="text-align: center;">Seasonal Changes To know the signs of summer.</p>	
<p style="text-align: center;">Year 2 Science</p>	<p style="text-align: center;">Materials</p> <p>To know that materials have properties. To know the suitability of different materials e.g. brick, rocks, plastic, glass To know the suitability of metal for different purposes.</p>	<p style="text-align: center;">Plants</p> <p>To know what germination is. To know the conditions needed for germination to happen. To know that seeds and bulbs come in a variety of shapes and sizes.</p>	<p style="text-align: center;">Habitats</p> <p>To know that living things live in a habitat suited to their needs. To know some animals that live in a polar habitat.</p>	<p style="text-align: center;">Animals Including Humans</p> <p>To know about the importance of exercise. To know the importance of eating</p>

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	<p>To know how the same object can be made from different materials.</p> <p>To change the shape of paper, wood and cardboard by bending, squashing and twisting.</p> <p>To know squashing, bending, stretching and twisting can change the shape of some materials.</p>	<p>To know the size of the seed does not determine how tall the mature plant will grow.</p> <p>To know seeds germinate into seedlings and then grow to mature plants.</p> <p>To know the conditions needed for plants to grow well.</p>	<p>To know some animals that live in an ocean habitat.</p> <p>To know some animals that live in a desert habitat.</p> <p>To know some animals that live in a woodland habitat.</p> <p>To know different animals that live in microhabitats.</p> <p>To know animals in these different habitats eat plants and other animals and these are known as food chains.</p> <p>To know and identify things that are living, dead and have never been alive.</p>	<p>the right amounts of different types of food.</p> <p>To know the importance of hygiene for staying healthy.</p> <p>To know animals and humans have offspring.</p> <p>To know the life cycle of different animals.</p> <p>To know what animals and humans need to survive (water, air, food and shelter).</p>
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NETTLEWORTH INFANT SCHOOL AND NURSERY

Religious Education (RE)

RE is a statutory requirement and our school follow the RE Nottinghamshire Agreed Syllabus. The children encounter religions and worldviews through special people, books, times, places and objects including places of worship. The children listen to and talk about stories.

Year 1 RE	<p>Myself and caring for others</p> <p>To know how I am unique.</p> <p>To know some ways to care for others.</p> <p>To know how to show you care through goodness, kindness, generosity and sharing.</p> <p>To reflect on the story of the Lost Sheep.</p> <p>To reflect on the Jewish Psalm 23.</p>	<p>Beliefs and teachings</p> <p>To know about the Story of Jesus, the shepherds coming to the manger.</p> <p>To know about the Story of Jesus, healing the ten lepers.</p> <p>To know about the Story of Jesus, calming the storm on Lake Galilee.</p> <p>To know about the Story of Jesus, feeding the 5000.</p> <p>To know about the story Jesus told the lost coin.</p> <p>To know why these stories matter to Christians.</p>		<p>Symbols in religious worship and practice</p> <p>To know some features found in a church.</p> <p>To know about worship at a church.</p> <p>To know about a special event which takes place in a church (weddings).</p> <p>To know some features found in a synagogue.</p> <p>To know about worship at a synagogue.</p> <p>To know about a special event which takes place in a synagogue (weddings).</p>
	<p>Celebrations and festivals</p> <p>To know how people celebrate Christmas.</p> <p>To know how people celebrate Easter.</p> <p>To know how people celebrate Hanukkah.</p> <p>To know how people celebrate Eid.</p> <p>To know how people celebrate Diwali.</p>			
Year 2 RE	<p>Leaders</p> <p>To know what makes a good leader.</p> <p>To know about non-religious leaders.</p> <p>To know the story of Moses, the burning bush.</p> <p>To know the story of Moses, the parting of the red sea.</p> <p>To know the story of Moses, the 10 commandments.</p> <p>To know why Moses was a great leader for Jewish people.</p> <p>To know about the story of Jesus and Saint Peter, Jesus washes Peter's feet.</p>	<p>Believing</p> <p>To express their views about God.</p> <p>To know some Jewish peoples' ideas about God.</p> <p>To know the story of creation.</p> <p>To know about the importance of Shabbat.</p> <p>To know some ways Rabbis teach the community about God.</p>	<p>Belonging</p> <p>To know about belonging to a family, school and the community.</p> <p>To visit a local church in the community.</p> <p>To know about ways to belong in Christianity (baptism).</p> <p>To know the story of Jesus' baptism.</p>	<p>Story</p> <p>To know about Jewish and Christian stories of Noah.</p> <p>To know about Jewish and Christian stories of Abraham and Sarah.</p> <p>To know about Jewish and Christian stories of Jacob.</p> <p>To know about Jewish and Christian stories of Joseph.</p> <p>To know about Jewish and Christian stories of King David.</p> <p>To know about Jewish and Christian stories of Queen Esther.</p>

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	<p>To know about the story of Peter recognising Jesus as the Messiah.</p> <p>To know about the story of Jesus and Saint Peter, Peter becomes the first leader of the Christians.</p> <p>To know about Saint Peter as a Christian Leader.</p>			<p>To know about Jewish and Christian stories of Jonah.</p> <p>To know about Jewish and Christian stories of Daniel.</p>
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NETTLEWORTH INFANT SCHOOL AND NURSERY

Computing

Children will develop their computing skills through continuous provision and teacher led sessions. Computing will focus on digital literacy including e-safety, programming and information technology.

<p>Year 1 Computing</p>	<p>Technology Around Us To identify technology To identify a computer and its main parts To use a mouse in different ways To use a keyboard to type on a computer To use the keyboard to edit text To create rules for using technology responsibly</p>	<p>Digital painting To describe what different freehand tools do To use the shape tool and the line tools To make careful choices when painting a digital picture To explain why I chose the tools I used To use a computer on my own to paint a picture To compare painting a picture on a computer and on paper</p>	<p>Moving a robot To explain what a given command will do To act out a given word To combine 'forwards' and 'backwards' commands to make a sequence To combine four direction commands to make sequences To plan a simple program To find more than one solution to a problem</p>	<p>Grouping data To label objects To identify that objects can be counted To describe objects in different ways To count objects with the same properties To compare groups of objects To answer questions about groups of objects</p>	<p>Digital writing To use a computer to write To add and remove text on a computer To identify that the look of text can be changed on a computer To make careful choices when changing text To explain why I used the tools that I chose To compare typing on a computer to writing on paper</p>	<p>Programming animations To choose a command for a given purpose To show that a series of commands can be joined together To identify the effect of changing a value To explain that each sprite has its own instructions To design the parts of a project To use my algorithm to create a program</p>
<p>Year 2 Computing</p>	<p>Information technology around us To recognise the uses and features of information technology To identify the uses of information technology in the school To identify information</p>	<p>Digital photography To use a digital device to take a photograph To make choices when taking a photograph To describe what makes a good photograph To decide how photographs can be improved</p>	<p>Robot algorithms To describe a series of instructions as a sequence To explain what happens when we change the order of instructions To use logical reasoning to predict the outcome of a program</p>	<p>Pictograms To recognise that we can count and compare objects using tally charts To recognise that objects can be represented as pictures To create a pictogram To select objects by attribute and make comparisons</p>	<p>Digital music To say how music can make us feel To identify that there are patterns in music To experiment with sound using a computer To use a computer to create a musical pattern</p>	<p>Programming quizzes To explain that a sequence of commands has a start To explain that a sequence of commands has an outcome To create a program using a given design To change a given design</p>

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	<p>technology beyond school To explain how information technology helps us To explain how to use information technology safely To recognise that choices are made when using information technology</p>	<p>To use tools to change an image To recognise that photos can be changed</p>	<p>To explain that programming projects can have code and artwork To design an algorithm To create and debug a program that I have written</p>	<p>To recognise that people can be described by attributes To explain that we can present information using a computer</p>	<p>To create music for a purpose To review and refine our computer work</p>	<p>To create a program using my own design To decide how my project can be improved</p>
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NETTLEWORTH INFANT SCHOOL AND NURSERY

Expressive Arts and Design

Children develop skills daily through engagement with continuous provision challenges. The challenges will focus on skills taught to embed learning further in art, music and design technology.

We follow the Charanga scheme for Music. It is a comprehensive scheme with small steps that are progressive across the year.

Year 1 Music	Hey You! How pulse, rhythm and pitch work together.	Cycle A Everyone Loves a Baby – Christmas Concert Cycle B Angel Express – Christmas Concert	Rhythm In The Way We Walk and Banana Rap Revise pulse, rhythm and pitch. Introduce rapping, dancing and singing.	In The Groove How to be in the groove with different styles of music.	Round and Round Pulse, rhythm and pitch in different styles of music.	Your Imagination Using your imagination.
Year 2 Music	Friendship Song A pop song about being friends	Baarmy Bethlehem - Christmas Concert	I Wanna Play In A Band Playing together in a band	Zootime Reggae and animals	Hands, Feet, Heart South African Music	Graduation Singing as part of a choir.
Year 1 Art	Drawing To know what a portrait is. To draw different facial features. To draw proportions of the face. To drawing different emotions. To learn about the artist Frida Kahlo To draw a self portrait using the techniques taught so far.		Painting To know primary colours. To create secondary colours. To create a repeating pattern using printing. To learn about the artist Van Gogh . To paint a piece of artwork in the style of Van Gogh – Sunflowers .		Sculpture – Natural materials To know what a collage is. To create a collage from natural materials. To create patterns using natural materials. To learn about the artist Andy Goldsworthy . To create a sculpture using natural materials in the style of Andy Goldsworthy .	
Year 2 Art	Drawing To introduce drawing skills and techniques (lines, shapes). To know how to create texture and shading in drawings (hatching, cross hatching, stippling). To create an observational drawing focusing on shape and proportion. To learn about the artist Paul Klee . To know how to create effects using oil pastels (wide hold, pencil hold, mixing colours, tones		Painting To know how to create tones and shades. To use tones and shades to create a piece of artwork. (Great Fire of London – silhouettes) To learn about the artist Van Gogh . To paint a piece of artwork in the style of Van Gogh – Starry Night .		Sculpture – Clay To explore different clay techniques (rolling, squeezing, pulling, carving, joining). To create a clay coil pot. To learn about Masai Tribal masks . To create a clay mask in the style of the Masai Tribe .	

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	<p>and shades, blending, dots, short strokes, long strokes)</p> <p>To create a drawing inspired by Paul Klee.</p>		
<p>Year 1 Design and Technology</p>	<p>Eat more fruit and vegetables – Food</p> <p>To know fruits and vegetables are healthy. To design a fruit smoothie. To know basic hygiene rules for cooking. To cut, chop and peel fruits safely to make a smoothie. To know what went well with my product.</p>	<p>Homes – Structures</p> <p>To know we live in many different types of homes and identify their features. To investigate how to join materials together. To create a simple design for a home. To make a simple structure by joining materials. To know what went well with my product and what I would do differently.</p>	<p>Moving Pictures – Mechanisms (levers and pivots)</p> <p>To explore levers and pivots. To investigate making a lever or pivot. To plan a moving picture. To create a moving picture with a slider or pivot. To know what went well and what could be improved.</p>
<p>Year 2 Design and Technology</p>	<p>Healthy eating – Food</p> <p>To identify healthy and unhealthy foods and where they come from. To design a simple fruit cake. To follow a simple recipe to make a cake. To evaluate my product.</p>	<p>Vehicles - Mechanisms (wheels and axles)</p> <p>To know what wheels and axles are and how they work. To explore wheels and axles. To create a plan of a simple vehicle. To make a vehicle with an axle and wheels. To evaluate my product.</p>	<p>Puppets – Textiles</p> <p>To explore a range of puppets. To join materials together. To use a needle and thread to sew. To plan a puppet. To create a puppet by sewing materials together. To evaluate my product.</p>

NETTLEWORTH INFANT SCHOOL AND NURSERY

Personal, Social, Emotional Development (PSED)

Children develop their personal, social, emotional skills daily throughout the year through our THRIVE and Take 5 sessions, circle times, social stories, diversity stories and tailored interventions. They become independent learners by following daily rules and routines. They learn about their feelings and how to self-regulate.

<p>Year 1 PSHE/RSE (SCARF)</p>	<p>Me and My Relationships Why we have classroom rules How are you listening? Thinking about feelings Our feelings Feelings and bodies Good friends</p>	<p>Valuing Difference Same or different? Unkind, tease or bully? Harold's school rules It's not fair Who are our special people? Our special people balloons</p>	<p>Keeping Safe Super sleep Who can help? Good or bad touches? Sharing pictures What could Harold do? Harold loses Geoffrey</p>	<p>Rights and respect Harold has a bad day Around and about the school Taking care of something Harold's Money How should we look after our money? Basic first aid</p>	<p>Being my best I can eat a rainbow Eat well Harold's wash and brush up Catch it bin it kill it Harold learns to ride a bike Pass on the praise Inside my wonderful body</p>	<p>Growing and changing Healthy me Then and now Taking care of a baby Who can help? Surprises and secrets Keeping privates private</p>
<p>Year 2 PSHE/RSE (SCARF)</p>	<p>Me and My Relationships Our ideal classroom How are you feeling today? Let's all be happy! Being a good friend Types of Bullying Don't do that Bullying or Teasing</p>	<p>Valuing Difference What makes us who we are? My special people How do we make others feel? When someone is feeling left out An act of kindness Solve the problem</p>	<p>Keeping Safe Harold's Picnic How safe would you feel? What should Harold say I don't like that! Fun or not? Should I tell?</p>	<p>Rights and Respect Getting on with others When I feel like erupting feeling safe Playing games Harold saves for something special Harold goes camping How can we look after our environment?</p>	<p>Being my best You can do it! My day Harold's postcard – keeping us clean and healthy Harold's bathroom What does my body do? My body needs... Basic first aid</p>	<p>Growing and Changing A helping hand Sam moves away Haven't you grown My body, your body Respecting privacy Some secrets should never be kept</p>

NETTLEWORTH INFANT SCHOOL AND NURSERY

Physical Development

Children will improve their fine and gross motor activities through a range of PE topics and sessions with our sports coach Mr Wood.

We have a trained sports coach (Jack Wood) who plans and delivers our KS1 weekly PE curriculum.

PE	Football	Ball skills	Dance	Balance and Coordination	Cricket	Athletics
	Alongside our PE lessons, we also have daily fitness sessions to help promote wellbeing. These include fitness activities such as dances from Gonoodle, Supermovers and Zumba kids. We also include mindfulness breaks within the school day including Cosmic Yoga. All Key Stage 1 classes participate in the Daily Mile.					