

Meet the Teacher

Autumn 1 2025



Welcome

Introductions

Timetable & Routines

We have consistency within our timetable as much as possible.



AM

Morning work.

Assembly

Phonics

Literacy

Break

Maths

PM

PE days are Monday and Thursday

National Curriculum Year Group Expectations

1 of 5

Relationships Education and Health Education

Relationships Education

By the end of primary school:

Families and people who care for me

Pupils should know:

- ☐ that families are important for children growing up because they can give love, security and stability
- ☐ the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- ☐ that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- ☐ that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- ☐ that marriage¹³ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- ☐ how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

Pupils should know

- ☐ how important friendships are in making us feel happy and secure, and how people choose and make friends
- ☐ the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- ☐ that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- ☐ that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- ☐ how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

Pupils should know

- ☐ the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- ☐ practical steps they can take in a range of different contexts to improve or support respectful relationships
- ☐ the conventions of courtesy and manners
- ☐ the importance of self-respect and how this links to their own happiness
- ☐ that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- ☐ about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- ☐ what a stereotype is, and how stereotypes can be unfair, negative or destructive
- ☐ the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils should know

- ☐ that people sometimes behave differently online, including by pretending to be someone they are not
- ☐ that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- ☐ the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- ☐ how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- ☐ how information and data is shared and used online

Being safe

Pupils should know

- ☐ what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- ☐ about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- ☐ that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- ☐ how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

Being safe (continued)

- ☐ how to recognise and report feelings of being unsafe or feeling bad about any adult
- ☐ how to ask for advice or help for themselves or others, and to keep trying until they are heard
- ☐ how to report concerns or abuse, and the vocabulary and confidence needed to do so
- ☐ where to get advice e.g. family, school and/or other sources

Physical Health and Mental Wellbeing

By the end of primary school:

Mental wellbeing

Pupils should know:

- ☐ that mental wellbeing is a normal part of daily life, in the same way as physical health
- ☐ that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- ☐ how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- ☐ how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- ☐ the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- ☐ simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- ☐ isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- ☐ that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- ☐ where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- ☐ it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

Internet safety and harms

Pupils should know:

- ☐ that for most people the internet is an integral part of life and has many benefits

- ☐ about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- ☐ how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- ☐ why social media, some computer games and online gaming, for example, are age restricted
- ☐ that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- ☐ how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- ☐ where and how to report concerns and get support with issues online

Physical health and fitness

Pupils should know:

- ☐ the characteristics and mental and physical benefits of an active lifestyle
- ☐ the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- ☐ the risks associated with an inactive lifestyle (including obesity)
- ☐ how and when to seek support including which adults to speak to in school if they are worried about their health

Healthy eating

Pupils should know:

- ☐ what constitutes a healthy diet (including understanding calories and other nutritional content)
- ☐ the principles of planning and preparing a range of healthy meals
- ☐ the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

Drugs, alcohol and tobacco

Pupils should know:

- ☐ the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Health and prevention

Pupils should know:

- ☐ how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body

Health and prevention (continued)

- ☐ about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- ☐ the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- ☐ about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- ☐ about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- ☐ the facts and science relating to allergies, immunisation and vaccination

Basic first aid

Pupils should know:

- ☐ how to make a clear and efficient call to emergency services if necessary
- ☐ concepts of basic first-aid, for example dealing with common injuries, including head injuries

Changing adolescent body

Pupils should know:

- ☐ key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- ☐ about menstrual wellbeing including the key facts about the menstrual cycle

Art and Design

Key stage 1

Pupils should be taught:

- ☐ to use a range of materials creatively to design and make products
- ☐ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- ☐ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- ☐ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Computing

Key stage 1

Pupils should be taught to:

- ☐ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- ☐ create and debug simple programs
- ☐ use logical reasoning to predict the behaviour of simple programs
- ☐ use technology purposefully to create, organise, store, manipulate and retrieve digital content
- ☐ recognise common uses of information technology beyond school
- ☐ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Design and Technology

Key stage 1

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- ☐ design purposeful, functional, appealing products for themselves and other users based on design criteria
- ☐ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- ☐ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- ☐ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- ☐ explore and evaluate a range of existing products
- ☐ evaluate their ideas and products against design criteria

Technical knowledge

- ☐ build structures, exploring how they can be made stronger, stiffer and more stable
- ☐ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products

Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

Key stage 1

- ☐ use the basic principles of a healthy and varied diet to prepare dishes
- ☐ understand where food comes from

Geography

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- ☐ name and locate the world's seven continents and five oceans
- ☐ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- ☐ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- ☐ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- ☐ use basic geographical vocabulary to refer to:
 - ☐ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - ☐ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- ☐ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- ☐ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- ☐ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- ☐ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

History

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- ☐ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- ☐ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- ☐ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- ☐ significant historical events, people and places in their own locality

Music

Key stage 1

Pupils should be taught to:

- ☐ use their voices expressively and creatively by singing songs and speaking chants and rhymes
- ☐ play tuned and untuned instruments musically
- ☐ listen with concentration and understanding to a range of high-quality live and recorded music
- ☐ experiment with, create, select and combine sounds using the inter-related dimensions of music

Physical Education

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- ☐ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- ☐ participate in team games, developing simple tactics for attacking and defending
- ☐ perform dances using simple movement patterns

English

Spoken language

Pupils should be taught to:

- ☐ listen and respond appropriately to adults and their peers
- ☐ ask relevant questions to extend their understanding and knowledge
- ☐ use relevant strategies to build their vocabulary
- ☐ articulate and justify answers, arguments and opinions
- ☐ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- ☐ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- ☐ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- ☐ speak audibly and fluently with an increasing command of Standard English
- ☐ participate in discussions, presentations, performances, role play, improvisations and debates
- ☐ gain, maintain and monitor the interest of the listener(s)
- ☐ consider and evaluate different viewpoints, attending to and building on the contributions of others
- ☐ select and use appropriate registers for effective communication

Reading – word reading

Pupils should be taught to:

- ☐ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- ☐ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- ☐ read accurately words of two or more syllables that contain the same graphemes as above
- ☐ read words containing common suffixes
- ☐ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- ☐ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- ☐ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- ☐ re-read these books to build up their fluency and confidence in word reading

Reading – comprehension

Pupils should be taught to:

- ☐ develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - ☐ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
 - ☐ discussing the sequence of events in books and how items of information are related
 - ☐ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - ☐ being introduced to non-fiction books that are structured in different ways
 - ☐ recognising simple recurring literary language in stories and poetry
 - ☐ discussing and clarifying the meanings of words, linking new meanings to known vocabulary
 - ☐ discussing their favourite words and phrases
 - ☐ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- ☐ understand both the books that they can already read accurately and fluently and those that they listen to by:
 - ☐ drawing on what they already know or on background information and vocabulary provided by the teacher
 - ☐ checking that the text makes sense to them as they read and correcting inaccurate reading
 - ☐ making inferences on the basis of what is being said and done
 - ☐ answering and asking questions
 - ☐ predicting what might happen on the basis of what has been read so far
- ☐ participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- ☐ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Writing – transcription

Spelling (see [English Appendix 1](#))

Pupils should be taught to:

- ☐ spell by:
 - ☐ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly



Spelling (continued)

- ☐ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- ☐ learning to spell common exception words
- ☐ learning to spell more words with contracted forms
- ☐ learning the possessive apostrophe (singular) [for example, the girl's book]
- ☐ distinguishing between homophones and near-homophones
- ☐ add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly
- ☐ apply spelling rules and guidance, as listed in [English Appendix 1](#)
- ☐ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Handwriting

Pupils should be taught to:

- ☐ form lower-case letters of the correct size relative to one another
- ☐ start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- ☐ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- ☐ use spacing between words that reflects the size of the letters

Writing – composition

Pupils should be taught to:

- ☐ develop positive attitudes towards and stamina for writing by:
 - ☐ writing narratives about personal experiences and those of others (real and fictional)
 - ☐ writing about real events
 - ☐ writing poetry
 - ☐ writing for different purposes
- ☐ consider what they are going to write before beginning by:
 - ☐ planning or saying out loud what they are going to write about
 - ☐ writing down ideas and/or key words, including new vocabulary
 - ☐ encapsulating what they want to say, sentence by sentence

- ☐ make simple additions, revisions and corrections to their own writing by:
 - ☐ evaluating their writing with the teacher and other pupils
 - ☐ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
 - ☐ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- ☐ read aloud what they have written with appropriate intonation to make the meaning clear

Writing – vocabulary, grammar and punctuation

Pupils should be taught to:

- ☐ develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - ☐ learning how to use both familiar and new punctuation correctly (see [English Appendix 2](#)), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- ☐ learn how to use:
 - ☐ sentences with different forms: statement, question, exclamation, command
 - ☐ expanded noun phrases to describe and specify [for example, the blue butterfly]
 - ☐ the present and past tenses correctly and consistently including the progressive form
 - ☐ subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
 - ☐ the grammar for year 2 in [English Appendix 2](#)
 - ☐ some features of written Standard English
- ☐ use and understand the grammatical terminology in [English Appendix 2](#) in discussing their writing

Maths

Number – number and place value

Pupils should be taught to:

- ☐ count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- ☐ recognise the place value of each digit in a two-digit number (tens, ones)
- ☐ identify, represent and estimate numbers using different representations, including the number line
- ☐ compare and order numbers from 0 up to 100; use <, > and = signs
- ☐ read and write numbers to at least 100 in numerals and in words
- ☐ use place value and number facts to solve problems

Number – addition and subtraction

Pupils should be taught to:

- ☐ solve problems with addition and subtraction:
 - ☐ using concrete objects and pictorial representations, including those involving numbers, quantities and measures
 - ☐ applying their increasing knowledge of mental and written methods
- ☐ recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- ☐ add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
 - ☐ a two-digit number and ones
 - ☐ a two-digit number and tens
 - ☐ two two-digit numbers
 - ☐ adding three one-digit numbers
- ☐ show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- ☐ recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

Number – multiplication and division

Pupils should be taught to:

- ☐ recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers

- ☐ calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs
- ☐ show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- ☐ solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

Number – fractions

Pupils should be taught to:

- ☐ recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity
- ☐ write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

Measurement

Pupils should be taught to:

- ☐ choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- ☐ compare and order lengths, mass, volume/capacity and record the results using >, < and =
- ☐ recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- ☐ find different combinations of coins that equal the same amounts of money
- ☐ solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- ☐ compare and sequence intervals of time
- ☐ tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- ☐ know the number of minutes in an hour and the number of hours in a day

Geometry – properties of shapes

Pupils should be taught to:

- ☐ identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- ☐ identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- ☐ identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]



Geometry – properties of shapes (continued)

- ☐ compare and sort common 2-D and 3-D shapes and everyday objects

Geometry – position and direction

Pupils should be taught to:

- ☐ order and arrange combinations of mathematical objects in patterns and sequences
- ☐ use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)

Statistics

Pupils should be taught to:

- ☐ interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- ☐ ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ☐ ask and answer questions about totalling and comparing categorical data

Science

Working scientifically

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- ☐ asking simple questions and recognising that they can be answered in different ways
- ☐ observing closely, using simple equipment
- ☐ performing simple tests
- ☐ identifying and classifying
- ☐ using their observations and ideas to suggest answers to questions
- ☐ gathering and recording data to help in answering questions

Living things and their habitats

Pupils should be taught to:

- ☐ explore and compare the differences between things that are living, dead, and things that have never been alive
- ☐ identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- ☐ identify and name a variety of plants and animals in their habitats, including micro-habitats
- ☐ describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

Plants

Pupils should be taught to:

- ☐ observe and describe how seeds and bulbs grow into mature plants
- ☐ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Animals, including humans

Pupils should be taught to:

- ☐ notice that animals, including humans, have offspring which grow into adults
- ☐ find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- ☐ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Uses of everyday materials

Pupils should be taught to:

- ☐ identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- ☐ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

Significant year group events



SATs in May

Autumn Term Learning

Movers and Shakers - This project teaches children about historically significant people who have had a major impact on the world. They will learn to use timelines, stories and historical sources to find out about the people featured and use historical models to explore their significance.

Human Survival - This project teaches children about the basic needs of humans for survival, including the importance of exercise, nutrition and good hygiene. They learn how human offspring grow and change over time into adulthood.

Exploring Colours - This project teaches children about colour theory by studying the colour wheel and colour mixing. It includes an exploration of primary and secondary colours, hues and how artists use colour in their artwork.


Remarkable Recipes - This project teaches children about sources of food and tools used for food preparation. They also discover why some foods are cooked and learn to read a simple recipe. The children choose and make a new school meal that fulfils specific design criteria.

Let's Explore the World - This essential skills and knowledge project teaches children about atlases, maps and cardinal compass points. They learn about the characteristics of the four countries of the United Kingdom and find out why there are hot, temperate and cold places around the world. They also compare England to Somalia. Children carry out fieldwork, collecting primary data in their locality to answer geographical questions.

Habitats - This project teaches children about habitats and what a habitat needs to provide. They explore local habitats to identify and name living things and begin to understand how they depend on one another for food and shelter.

Still Life - This project teaches children about the work of significant still life artists and still life techniques. They explore a wide variety of still lifes and learn about the use of colour and composition. They create still life arrangements and artwork.

Spring Term Learning



Coastline - This project teaches children about the physical and human features of coastal regions across the United Kingdom, including a detailed exploration of the coastal town of Whitby, in Yorkshire.


Uses of Materials - This project teaches children about the uses of everyday materials and how materials' properties make them suitable or unsuitable for specific purposes. They begin to explore how materials can be changed.

Flower Head - This project teaches children about the visual elements of flowers, including shape, texture, colour, pattern and form. They also explore various artistic methods, including drawing, printmaking and 3-D forms, using paper and clay.

Beach Hut - This project teaches children about making and strengthening structures, including different ways of joining materials.

Plant Survival - This project teaches children about the growth of plants from seeds and bulbs. They observe the growth of plants firsthand, recording changes over time and identifying what plants need to grow and stay healthy.

Summer Term Learning



Magnificent Monarchs - This project teaches children about the English and British monarchy from AD 871 to the present day. Using timelines, information about royal palaces, portraits and other historical sources, they build up an understanding of the monarchs and then research six of the most significant sovereigns.


Cut, Stich and Join - This project teaches children about fabric home products and the significant British brand Cath Kidston. They learn about sewing patterns and using a running stitch and embellishments before making a sewn bag tag.

Animal Survival - This project teaches children about growth in animals by exploring the life cycles of some familiar animals. They build on learning about the survival of humans by identifying the basic needs of animals for survival, including food, water, air and shelter.

Push and Pull - This project teaches children about three types of mechanism: sliders, levers and linkages. They make models of each mechanism before designing and making a greetings card with a moving part.

Portraits and Poses - This project teaches children about three types of mechanism: sliders, levers and linkages. They make models of each mechanism before designing and making a greetings card with a moving part.

Home Learning



Aim to listen to your child read at least 3 times a week and record this in their reading record.

Spellings each week, links to their RWI spelling that week in class

Purple Mash activity

Numbots