

SAIL Academy's shared goal is that our curriculum is purposeful, ambitious and student centred. Our vision, **learning for today, preparing for tomorrow** is reflected in our specialised **'Learning for Life' curriculum**.

Our mission is to improve the quality of life for every student we serve, equipping them with the knowledge and skills to enrich their lives today and prepare them for tomorrow. This carefully crafted approach meets the unique needs of our learners, offering tailored support and fostering growth in a nurturing, inclusive environment.

Our curriculum comprises of three core components:

1. **Curriculum for Learning** – Developing knowledge and skills to empower students as successful learners.
2. **Curriculum for Life** – Preparing students for independence and adulthood
3. **Curriculum for Generalisation and Enrichment** – Supporting students to apply their learning in wider contexts while fostering interests, resilience and cultural awareness.



**Curriculum for Learning:**  
Developing knowledge and skills to become successful learners

- English
- Maths
- Science
- PSHCE/PSD/RHSE
- Computing and Digital Communication
- Humanities: History, Geograph
- Religious Education
- Outdoor Learning
- Expressive and Creative Arts
- Food Technology
- Citizenship

**Curriculum for Life:**  
Preparation for Adulthood

- Life Skills
- Sensory Processing
- Choice Making
- Self Care
- Emotional Regulation
- Self Regulation
- Communication and Interaction
- Therapeutic interventions
- Preparation for Adulthood
- Ready, Respectful, Safe

**Curriculum for Generalisation and Enrichment:**  
Enabling generalisation of learning in wider contexts and developing interests, resilience and cultural awareness

- Off Site Visits
- KS4 College Courses
- SMSC/RE
- Enrichment
- Duke of Edinburgh Award
- Work Experience
- WOLT
- Outdoor Learning
- Swimming
- Horticulture
- Assemblies
- School Council
- Community Engagement

**This plan provides guidance on curriculum coverage; however, content and delivery will be adapted to meet the assessed ability of each pupil. Learning is carefully pitched to ensure appropriate stretch and challenge, maintaining high ambition and expectations for all students, in line with the principles of equity and inclusion**

The provision of the curriculum ensures that children experience a full range of learning opportunities including child initiated, teacher directed and group learning. The curriculum is underpinned by a play-based approach where children have access to all areas of learning within the classrooms and the outside learning area. Children will at times be directly taught a new skill and at other times discover for themselves through carefully planned play opportunities. Phonics, reading and writing are taught through whole class teaching, guided reading and guided writing sessions supported by a structured reading scheme.

Our Key Stage 1 curriculum is carefully designed to identify and fill gaps in learning, providing the essential building blocks of knowledge and understanding. This approach supports children who may have experienced disrupted or limited access to education, ensuring they are well-equipped to progress with confidence into Key Stage 2 and beyond which meets our aim of **'Learning for Today, Preparing for Tomorrow'**.

## KEY STAGE 1 CURRICULUM OFFER

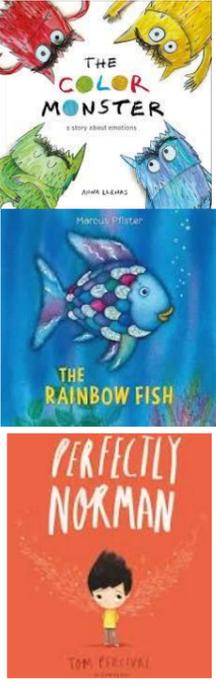
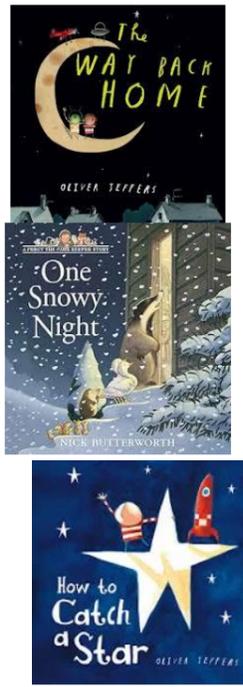
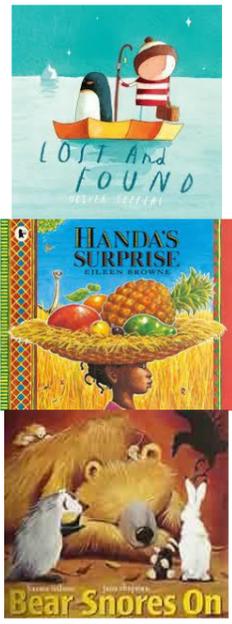
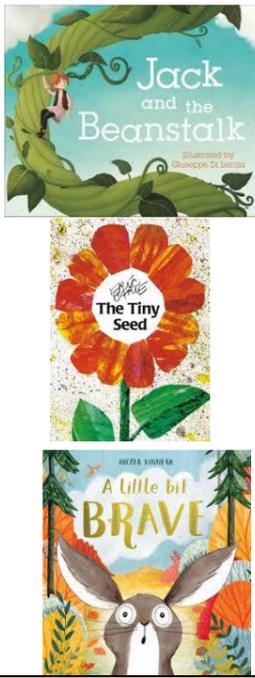
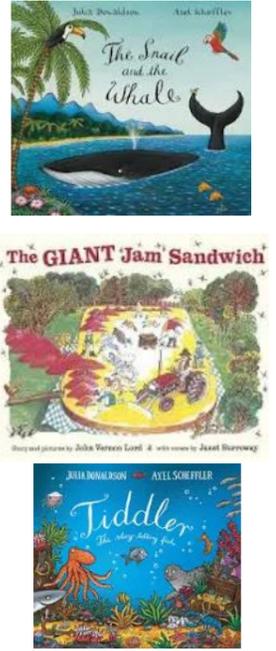
To ensure a broad, balanced, and ambitious curriculum that meets statutory requirements while reflecting the individual needs of our learners, SAIL Academy has carefully designed its Key Stage One provision with a developmental and inclusive approach. Our KS1 class follows the principles and areas of learning set out in the Early Years Foundation Stage (EYFS), recognising that many of our pupils with social, emotional, and mental health (SEMH) needs benefit from a curriculum that meets them at their developmental stage rather than their chronological age.

By maintaining the EYFS framework into Key Stage One, we ensure pupils receive their full educational entitlement through a flexible, play-based, and exploratory curriculum that supports both academic progress and emotional wellbeing. Core areas such as communication and language, physical development, and personal, social, and emotional development are central to our offer, laying the foundation for later learning. Alongside these, literacy, mathematics, expressive arts and design, and understanding the world are carefully planned to promote curiosity, resilience, and engagement.

This approach enables us to deliver a curriculum that is both nurturing and ambitious—one that secures breadth and balance while providing rich opportunities for pupils to develop the skills, knowledge, and attitudes they need to thrive. In doing so, we ensure all pupils are well prepared for the next stage of their education, with their individual strengths recognised and supported throughout

### Offer:

Subject	Sessions per Week
Literacy including Read, Write Inc	7
Communication and Language (C+L)	7
Mathematics	5
Understanding the World (UTW)	3
Personal, Social and Emotional Development (PSED)	7
Expressive Art and Design	1
Physical Development (PD)	5
Religious Education	1
Assembly/Rewards	1
<b>Total number of sessions per week</b>	<b>25</b>

Key Stage 1 Year B	Core Values		British Values	Achievements and Celebration Assemblies	Ready, Respectful and Safe	
Term	1	2	3	4	5	6
Topic	Marvellous Me	Starry Night	Around the World	Come Outside	Amazing Animals (Farm, Food and Growing)	Fun at the Seaside
Topic Coverage	My Class New beginnings Ourselves My Body How have I changed What am I good at?	Celebrations Space Light and Dark Autumn Remembrance Day Diwali Bonfire night Birthdays Christmas	Winter Polar Regions Climates Contrasting Environments Hibernation Where do you live? Customs around the world Chinese New Year Valentine's Day	Signs of Summer The Great Outdoors Recycling Fairytale	Farm Healthy Eating Growing Life Cycles Animals around the world Animal Patterns Habitats	Underwater worlds Travel Transport
Core Books						
<b>Communication and Language</b>	Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, sharing circles, PSHE sessions, story sessions, singing, speech and language interventions, assemblies and weekly intervention					
	Settling in activities and carpet times. Nursery rhymes. The Colour Monster – moods and feelings. Adults modelling language throughout the day "Thank you!" "Good morning!" "How are you?" "Please could you pass me...?" Individual speech assessment.	Links to festivals children's experiences, talking about shared experiences. Songs – Nativity and Christmas songs. Listening to stories and developing vocabulary. Good listening skills. Sharing weekend news.	Listen to stories to build familiarity, understanding and increase vocabulary. Ability to speak in sentences using language to develop relationships. Retelling a story using story language. Asking how and why questions... Sharing Christmas holiday news.	Sustained focus when listening to a story. Describing events in detail using connectives. Understanding and using question words such as what, where, who... Sharing weekend news.	Retelling stories with an increased knowledge of story language and vocabulary. Relate the stories they have listened to in their lives and their role-play. Begin to make up their own stories with beginning, middle and end. Sharing Easter holiday news.	Able to talk about own abilities in positive way. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Holding

						conversation in back-and-forth exchanges with adults and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Sharing experiences from their lives using full sentences including use of past, present and future tenses.
PSED	<b>Being Me in My World</b> Who...Me? How Am I Feeling Today? Being at School Gentle Hands Our Rights Our Responsibilities	<b>Celebrating Differences</b> What I Am Good At I'm Special, I'm Me! Families Houses and Homes Making Friends	<b>Dreams and Goals</b> Challenge Never Giving Up Setting a Goal Obstacles and Support	<b>Healthy Me</b> Everybody's Body! We Like to Move It, Move it! Food Glorious Food Keeping Clean Stranger Danger	<b>Relationships</b> My Family and Me! Make Friends, Falling Out and Bullying	<b>Changing Me</b> My Body Respecting My Body Growing Up Fun and Fears Celebration
Physical Development	<b>Cooperation and Moving Gross Motor: Cooperation games</b> <ul style="list-style-type: none"> <li>i.e. parachute games. Climbing on outdoor equipment. Explore different ways of movement</li> <li>Consolidation of skills of handwashing and toileting.</li> </ul> <b>Fine Motor:</b> <ul style="list-style-type: none"> <li>Dough activities.</li> <li>Daily name writing activities. Threading, cutting, weaving, playdough, Finger Gym activities.</li> <li>Show preference for dominant hand. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip – encourage tripod grip.</li> <li>Colour inside the lines</li> </ul>	<b>Ball Skills and Wheeled Toys Gross Motor:</b> Development of Ball skills-throwing and catching. <ul style="list-style-type: none"> <li>Refine skills of balance i.e.. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes.</li> </ul> <b>Fine Motor:</b> <ul style="list-style-type: none"> <li>Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities.</li> <li>Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials.</li> <li>Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation</li> </ul>	<b>Ball Skills and Moving to Music Gross Motor:</b> Ball skills - aiming, dribbling, pushing, throwing & catching, patting, or kicking. <b>Fine Motor:</b> <ul style="list-style-type: none"> <li>Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Begin to form letters correctly.</li> <li>Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors.</li> </ul>	<b>Balance Gross Motor: Balance-</b> children moving with confidence dance related activities <ul style="list-style-type: none"> <li>Develop overall body strength and balance to spin, rock, tilt, fall, slide and bounce.</li> <li>Gymnastics / Balance Negotiate space and obstacles safely, with consideration for themselves and others.</li> </ul> <b>Fine Motor:</b> <ul style="list-style-type: none"> <li>Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed.</li> <li>Handle tools, objects, construction and</li> </ul>	<b>Obstacles Gross Motor:</b> Obstacle activities children moving over, under, through and around equipment. Dance / moving to music. Gymnastics / Balance. Demonstrate strength, balance and coordination when playing. <b>Fine Motor:</b> <ul style="list-style-type: none"> <li>Daily name/CVC/sentence writing activities. Threading, cutting, weaving, playdough, Finger Gym activities.</li> <li>Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks.</li> <li>Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross</li> </ul>	<b>Team games Gross Motor:</b> Races / team games involving gross motor movements dance related activities. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <b>Fine Motor:</b> Holding a pencil effectively in preparation for fluid writing using the tripod grip. Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle Build things with smaller linking blocks, such as Duplo or Lego. Use a range of small tools, including scissors, paint brushes and cutlery.

		<ul style="list-style-type: none"> <li>Draw pictures that are recognisable</li> </ul>		malleable materials with increasing control.		
Physical Education	<b>Dodgeball:</b> Preparation for PE	<b>Net and Wall:</b> Friendship	<b>Gymnastics:</b> Movement Patterns	<b>Outdoor Adventurous Activities:</b> Personal, Social and Emotional Development	<b>Athletics:</b> Self-esteem	<b>Striking and Fielding:</b> Failure
Mathematics  Reception	<p><b>Match, sort and compare</b></p> <ul style="list-style-type: none"> <li>Match objects and pictures</li> <li>Identify a set</li> <li>Explore sorting techniques – sort objects to a type, create sorting rules</li> <li>Comparing amounts</li> </ul> <p><b>Measures and patterns</b></p> <ul style="list-style-type: none"> <li>Compare size, mass and capacity</li> <li>Explore simple patterns</li> <li>Copy and continue simple patterns</li> <li>Create simple patterns</li> </ul> <p><b>Numbers 0- 5</b></p> <ul style="list-style-type: none"> <li>Introduce 0</li> <li>Find 0- 5</li> <li>Subitise 0-5</li> <li>Represent 0-5</li> <li>1 more/1 less</li> </ul> <p><b>Shapes</b></p> <ul style="list-style-type: none"> <li>Identify, name and compare circles and triangles</li> <li>Describe position</li> <li>Identify and name shapes with 4 sides</li> <li>Combine shapes with 4 sides</li> <li>Shapes in the environment</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>Now, next, later</li> <li>Activities during the day and nighttime.</li> </ul>		<p><b>Mass and Capacity</b></p> <ul style="list-style-type: none"> <li>Compare mass</li> <li>Find a balance</li> <li>Explore and compare capacity</li> </ul> <p><b>Numbers 6-10</b></p> <ul style="list-style-type: none"> <li>Find and represent 6-10</li> <li>Composition of 6-10</li> <li>1 more and 1 less</li> <li>Combine 2 groups</li> <li>Double to 8 and 10 – find and make a double</li> <li>Number bonds to 10</li> <li>Odds and evens</li> </ul> <p><b>Length, Height and Time</b></p> <ul style="list-style-type: none"> <li>Explore and compare length</li> <li>Explore and compare height</li> <li>Talk about time – order and sequence</li> </ul> <p><b>3D shapes</b></p> <ul style="list-style-type: none"> <li>Recognise, name 3-D shapes</li> <li>Find 2-D shapes within 3-D shapes</li> <li>Use 3-D shapes for tasks</li> <li>Identify 3-D shapes in the environment</li> </ul> <p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>Identify complex patterns</li> <li>Copy and continue patterns</li> <li>Find patterns in the environment</li> </ul>		<p><b>Numbers 10-20</b></p> <ul style="list-style-type: none"> <li>Build numbers beyond 10</li> <li>Verbally count beyond 20</li> <li>Continue number patterns beyond 10</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>Add more</li> <li>Identify how many more have been added</li> <li>Take away</li> <li>Identify how many have been taken away</li> </ul> <p><b>Shapes</b></p> <ul style="list-style-type: none"> <li>Rotate shapes</li> <li>Compose shapes</li> <li>Decompose shapes</li> <li>Copy 2-D shapes</li> </ul> <p><b>Sharing and grouping</b></p> <ul style="list-style-type: none"> <li>Explore sharing and grouping</li> <li>Even and odd sharing</li> <li>Play with and build doubles</li> </ul> <p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>Identify units of repeating patterns</li> <li>Create own pattern rules</li> <li>Replicate and build scenes and constructions</li> <li>Describe positions</li> <li>Give instructions to build</li> <li>Explore mapping</li> </ul>	
Year 1	<p><b>Number: Place Value</b></p> <ul style="list-style-type: none"> <li>Sort objects</li> <li>Count objects</li> <li>Counts objects from a larger group</li> <li>Represent objects</li> <li>Recognise numbers as words</li> <li>Count of from any number</li> <li>1 more</li> <li>Count backwards from 10</li> <li>1 less</li> <li>Compare groups by matching</li> <li>Fewer, more, same</li> <li>Less than, greater than, equal to</li> <li>Compare numbers</li> <li>Order objects and numbers</li> <li>The number line</li> </ul> <p><b>Number: Addition and Subtraction within 10</b></p> <ul style="list-style-type: none"> <li>Parts and wholes</li> <li>Number sentences</li> <li>Fact families – addition facts</li> <li>Number bonds within 10</li> </ul>		<p><b>Number: Place Value</b></p> <ul style="list-style-type: none"> <li>Count within 20</li> <li>Understand 10</li> <li>Understand 11,12, 13</li> <li>Understand 14,15,16</li> <li>Understand 17,18,19</li> <li>Understand 20</li> <li>1 more and 1 less</li> <li>Use a number line to 20</li> <li>Estimate on a number line to 20</li> <li>Compare numbers to 20</li> <li>Order numbers to 20</li> </ul> <p><b>Number: Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>Add by counting on within 20</li> <li>Add ones using number bonds</li> <li>Find and make number bonds to 20</li> <li>Doubles</li> <li>Near doubles</li> <li>Subtract one using number bonds</li> <li>Subtraction – finding the difference</li> <li>Related facts</li> </ul>		<p><b>Number: Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>Count in 2s</li> <li>Count in 10s</li> <li>Count in 5s</li> <li>Recognise equal groups</li> <li>Add equal groups</li> <li>Make arrays</li> <li>Make doubles</li> <li>Make equal groups</li> </ul> <p><b>Number: Fractions</b></p> <ul style="list-style-type: none"> <li>Recognise a half of an object or shape</li> <li>Find a half of an object or shape</li> <li>Recognise half or a quantity</li> <li>Find a half of a quantity</li> <li>Recognise a quarter of an object or shape</li> <li>Find a quarter of an object or shape</li> <li>Recognise a quarter of a quantity</li> <li>Find a quarter of a quantity</li> </ul> <p><b>Geometry: Position and Direction</b></p> <ul style="list-style-type: none"> <li>Describe turns</li> </ul>	

	<p>Addition – add together Addition – add more Addition problems Find a part Subtraction – find a part Fact families – the eight facts Subtraction – take away (how many left?) Subtraction on a number line Add or subtract 1 or 2</p> <p><b>Geometry – 2D and 3D shapes</b> Recognise and name 3-D shape Sort 3D shapes Recognise and name 2D shapes Sort 2D shapes Patterns within 2D and 3D shapes</p>	<p>Missing number problems <b>Number: Place Value</b> Count from 20 -50 Count by making groups of 10 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><b>Measurement: Length and Height</b> Compare lengths and heights Measure length using objects Measure length in centimetres</p> <p><b>Measurement: Mass and Volume</b> Heavier and lighter Compare mass Full and empty Compare volume Measure capacity Compare capacity</p>	<p>Describe position – left and right Describe position – forward and backward Describe position – above and below Ordinal numbers <b>Numbers: Place Value</b> Count from 50-100 Tens to 100 Partition into tens and ones The number line to 100 1 more, 1 less Compare any two numbers</p> <p><b>Measurement: Money</b> Utilising Recognise coins Recognise notes Count in coins</p> <p><b>Measurement: Time</b> Before and after Days of the week Months of the year Hours, minute and seconds Tell the time to the hour Tell the time to the half hour</p>
<p>Year 2</p>	<p><b>Number: Place value</b> Numbers to 20 Count objects to 100 by making 10s Recognise tens and ones Use a 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 Estimated numbers on a number line Compare objects and numbers Order objects and numbers Counts in 2s, 5s and 10s Count in 3s</p> <p><b>Number: Addition and Subtraction</b> Bonds to 10 Fact families – addition and subtraction bonds within 20 Related facts Bonds to 100(tens) Add and subtract 1s Add by making 10 Add three 1-digit numbers Add to the next 10 Add across a 10 Subtract from 10 10 more, 10 less Add two 2-digit numbers Subtract two 2-digit numbers Mixed addition and subtraction Compare number sentences</p>	<p><b>Measurement: Money</b> Count pence Count pounds – notes and coins Count money – pounds and pence 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><b>Number: Multiplication and Division</b> Recognise equal groups Make equal groups Add equal groups Introduce the multiplication symbol Multiplication sentences Use arrays Make equal groups The 2times table Divide by 2 Halving and doubling Odd and even numbers The 10times table Divide by 10 The 5times table Divide by 5</p> <p><b>Measurement: Length and Height</b> Measure in cms Measure in metres Compare length and height Order length and height</p>	<p><b>Number: Fractions</b> Introduction to parts and whole Equal and unequal parts Recognise a half Find a half 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><b>Measurement: Time</b> 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><b>Statistics</b> Make tally charts Tables Block diagrams Draw pictograms Interpret pictograms</p> <p><b>Geometry: Position and Direction</b> Language of position</p>

	<p>Missing number problems <b>Geometry: Shape</b> Recognise 2D and 3D shapes Counts sides on 2D shapes Count vertices on 2D shapes Draw 2D shapes Lines of symmetry on shapes Sort 2D shapes Count faces on 3D shapes Count edges on 3D shapes Count vertices on 3D shapes Sort 3D shapes Make patterns with 2D and 3D shapes</p>	<p>Four operations with length and height <b>Measurement: Mass, Capacity and Temperature</b> Compare mass Measure in grams Measure in kilograms Four operations with mass Compare volume and capacity Measure in millimetres Measure in litres Four operations with volume and capacity Temperature</p>	<p>Describe movement Describe turns Describe movement and turns Shape patterns with turns</p>
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Literacy	<ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>Begin to read phonemes where two letters represent one sound</li> </ul>		<ul style="list-style-type: none"> <li>Read common exception words matched to the school's phonic programme.</li> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>Form lower-case and capital letters correctly.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul>		<ul style="list-style-type: none"> <li>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>Re-read what they have written to check that it makes sense</li> </ul>	
Comprehension	<p><b>Listening to stories.</b> Joining in with rhymes and showing an interest in stories with repeated refrains. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary</p>	<p><b>Beginning to retell stories.</b> Retell stories related to events through acting/role play. Retelling stories using images / apps. Retelling of stories. Editing of story maps and orally retelling new stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Enjoys an increasing range of books. Actions to retell the story. Story Maps.</p>	<p><b>Retelling stories with the recently introduced vocabulary.</b> Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Using recently introduced vocabulary during discussions about stories and during role-play.</p>	<p><b>Building fluency and understanding.</b> Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events. <i>Information leaflets about animals in the garden/plants and growing. World Book Day Activities. Timeline of how plants grow.</i></p>	<p><b>Explaining the stories they have listened to or have read themselves.</b> Retell a story with actions and / or picture prompts as part of a group. Use story language when acting out a narrative. Explore rhyming words. Can explain the main events of a story. Can draw pictures of characters/event /setting in a story. May include labels, sentences or captions. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p>	<p><b>Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary.</b> Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions. Make predictions. Fiction and Non- Fiction: Beginning to understand that a non-fiction is a nonstory- it gives information instead. Fiction means story.</p>
Word Reading Developing	<p><b>Linking sounds to letters</b> <b>Phonic Sounds:</b> Phonics screening <b>Reading:</b> I know how to handle books correctly, find the title, turn the pages properly and know that print goes from left to right I start to match spoken words to</p>	<p><b>Begin to read words by sound - blending.</b> <b>Phonic Sounds:</b> RWI Differentiated groups. <b>Reading:</b> I know how to handle books correctly, find the title, turn the pages properly and know that print goes from left to right I</p>	<p><b>Introducing di-graphs.</b> <b>Phonic Sounds:</b> RWI Differentiated groups / Ditties. <b>Reading:</b> I know how to read simple words by blending phonemes from left to right and check for</p>	<p><b>Begin to read simple sentences.</b> <b>Phonic Sounds:</b> RWI Differentiated groups. <b>Reading:</b> I know how to make sure my reading makes sense. I can decode by blending phonemes from left to right and can check</p>	<p><b>Read and understand simple sentences.</b> <b>Phonic Sounds:</b> RWI Differentiated groups. <b>Reading:</b> I know how to make sure my reading makes sense I begin to know how to follow print with my eyes,</p>	<p><b>Reading and understanding sentences with fluency including some common exception words.</b> <b>Phonic Sounds:</b> RWI Differentiated groups. <b>Reading:</b> I take more note of punctuation for grammar and sometimes self-correct I</p>

	printed words (one to one correspondence) I know how to confirm this matching by pointing to some key words and known letters.	begin to match spoken words to printed words (one to one correspondence) and confirm this by pointing to some key words I can segment and blend words orally	meaning – does it make sense and sound right Begin to notice own errors	for meaning, correct syntax, i.e. does it make sense and sound right?	finger pointing at points of difficulty	note familiar words and phonemes and use these to decode unknown words
Word Reading Secure	<b>Linking sounds to letters</b> <b>Phonic Sounds:</b> Phonics screening <b>Reading:</b> Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. Ensure books are consistent with their developing phonic knowledge.	<b>Begin to read words by sound - blending.</b> <b>Phonic Sounds:</b> RWI Differentiated groups. <b>Reading:</b> Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.	<b>Introducing di-graphs.</b> <b>Phonic Sounds:</b> RWI Differentiated groups / Ditties. <b>Reading:</b> Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.	<b>Begin to read simple sentences.</b> <b>Phonic Sounds:</b> RWI Differentiated groups. <b>Reading:</b> Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'	<b>Read and understand simple sentences.</b> <b>Phonic Sounds:</b> RWI Differentiated groups. <b>Reading:</b> Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower-case letters.	<b>Reading and understanding sentences with fluency including some common exception words.</b> <b>Phonic Sounds:</b> RWI Differentiated groups. <b>Reading:</b> Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Writing Developing	Make marks and give meaning to their marks. To draw freely. Producing a controlled line Producing pre letter shapes – vertical (top to bottom) and horizontal lines (left to right). Draw a recognisable human figure	Use some of their print and letter knowledge in their early writing. To give meaning to their marks. Producing pre letter shapes – anticlockwise circle. To write some or all their name. Draw a human figure with increasing detail	Producing letter shapes - diagonal lines (top to bottom) and x. To give meaning to their marks To add some details to drawings.	Continue to develop standard letter formation	Use some of their print and letter knowledge in their early writing. Write their name with confidence. Write letters accurately.	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; Write their name. Write letters accurately. Begin to write some CVC words
Writing Secure	<b>Representing name and initial letter sounds.</b> Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Writing Names and Labels. Writing messages.	<b>Writing CVC words.</b> Name writing. Labelling using initial sounds. Story scribing. Retelling stories in writing area. Sequencing the story. Practising correct letter formation.	<b>Caption Writing and Tricky Words.</b> Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words. Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board.	<b>Begin to write simple sentences. 'Hold and write a sentence'.</b> Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions. Write a sentence. Ensuring correct letter formation.	<b>Writing simple sentences. 'Hold and write a sentence'.</b> Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Write 2 sentences. Ensuring correct letter formation	<b>Writing simple sentences and phrases that can be read by others.</b> Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. Write a

	Practising correct letter formation.		Practising correct letter formation.			character description. Write three sentences with beginning, middle and end. Using correct letter formation. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.
Understanding the World	<p><b>Past and Present</b> Ourselves – parts of the body. Our school. Who is in my family? Commenting on photos of their family – naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between reality and fiction. Talk about members of their immediate family and community. Role play – home setting. Their past and their life as a baby.</p> <p><b>People, Culture and Communities</b> Describing their environment around them. Can they locate their home on google maps? Exploring what makes a family. The varying members of a family unit.</p> <p><b>The Natural World</b> Seasons – Autumn – differences and changes over time – weather, animals and plants.</p>	<p><b>Past and Present</b> Links to festivals: Bonfire night, Diwali, Xmas Can talk about what they have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.</p> <p><b>People, Culture and Communities</b> Links to festivals: Bonfire night Diwali Christmas Role play – Christmas home scene. Cultural Events – Halloween (Trick or Treat), Bonfire Night, Remembrance Sunday, Christmas, Diwali.</p> <p><b>The Natural World</b> Exploring light and dark. How can we see in the dark? Exploring Space. How can we get to Space? Introduce the children to NASA and astronauts. Nocturnal animals – making sense of habitats. Which animals are nocturnal?</p>	<p><b>Past and Present</b> Roles of different jobs around us. What jobs did people do in the past? Role-play – hospital.</p> <p><b>The Natural World</b> Seasons – Winter – differences and changes over time – weather, animals and plants. Melting ice experiments. Nonfiction arctic environment and animals. Comparing the Arctic to their local environment</p> <p><b>People, Culture and Communities</b> Chinese New Year – how is it celebrated? How is it different to New Year here? Celebrating our differences. Significant cultural events: Pancake Day Easter Mother's Day</p>	<p><b>Past and Present</b> Exploring homes from the present and the past. Do they look the same? Do homes look like castles? Are there some castles in the present? Role-play – Knights and Princesses in the castle.</p> <p><b>People, Culture and Communities</b> Maps of the farmyard and developing maps of the local area</p> <p><b>The Natural World</b> Seasons – Spring – differences and changes over time – weather, animals and plants. Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p>	<p><b>Past and Present</b> Talk about how transport was different in the past and what it is like now</p> <p><b>People, Culture and Communities</b> Describing their local habitat and a contrasting country. What are the similarities and differences? Exploring Africa</p> <p><b>The Natural World</b> Care and concern for living things. Planting Sunflowers, beans and other flowers. Observing minibeads. Looking after the caterpillars. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b>The Natural World</b> Seasons – Summer – differences and changes over time – weather, animals and plants. Exploring the differences between land and water. Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p><b>People, Culture and Communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>Past and Present</b> Act out scenes from the past, like a trip to the</p>

						seaside in the past, or explore what people used to do for fun.
Expressive Arts and Design	<p><b>Creating with Materials:</b> Self-portraits Use of the continuous provision and how to use the paint and workshop areas. Autumn pictures. Mixing colours and exploring textures</p> <p><b>Being Imaginative and Expressive:</b> Singing songs and learning some familiar songs – Harvest songs. Role-play – home corner. Small world play</p>	<p><b>Creating with Materials:</b> Spring pictures. Flower artwork.</p> <p><b>Being Imaginative and Expressive:</b> Singing songs and learning some familiar songs – Easter songs. Role-play – space ship. Small world – Castles and Dragons.</p>	<p><b>Creating with Materials:</b> Winter pictures and scenes. Chinese New Year – lanterns</p> <p><b>Being Imaginative and Expressive:</b> Singing songs and learning some familiar songs – Winter songs. Role-play – the arctic. Small world - arctic explorer. Chinese New Year songs.</p>	<p><b>Creating with Materials:</b> Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>Being Imaginative and Expressive:</b> Singing songs and learning some familiar songs – Easter songs. Role-play – Travel agents. Small world – Castles and Dragons</p>	<p><b>Creating with Materials:</b> Farm pictures Healthy Eating collages. African Art. Share their creations, explaining the process they have used.</p> <p><b>Being Imaginative and Expressive:</b> Singing songs and learning some familiar songs – Spring songs. Role-play – farm shop/garden centre. Small world play – farmyards.</p>	<p><b>Creating with Materials:</b> Summer pictures. Marine life pictures. Paper plate jellyfish. Making passports. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Being Imaginative and Expressive:</b> Singing songs and learning some familiar songs – Seaside/Sea songs. Invent, adapt and recount narratives and stories with peers and their teacher. Role-play – under the sea.</p>
Religious Education	<p><b>How did the world begin?</b> Christian, Jewish, Hindu</p> <p>Exploring a range of creation stories in imaginative ways, children present their own ideas about creators and creation using art and language. They consider how creation stories help some people to understand what God is like</p>	<p><b>What do some people believe God looks like?</b> Christian, Hindu, Muslim</p> <p>Looking at Islamic art, Hindu avatars and images of the Christmas story, children explore how different people understand God on Earth. They consider these representations when creating their own artwork and talk about why putting ideas about God into words and pictures is challenging</p>	<p><b>What is God's job?</b> Jewish, Zoroastrian, Muslim, Hindu, Christian</p> <p>Investigating the roles of God through stories and sacred texts, children examine the actions of God and what this means to some different people</p>	<p><b>Why should we care for the world?</b> Jewish, Muslim, Hindu, Jain, Humanist</p> <p>Building on their understanding of creation stories, children study quotes and religious stories about the relationship between humans and nature. They investigate why different people believe it is important to care for Earth</p>	<p><b>How do we know that new babies are special?</b> Muslim, Hindu, Christian, Humanist</p> <p>Exploring different ceremonies to welcome home a new baby by examining quotes, videos, and pictures. Children investigate the symbolism in these ceremonies and seek connections between the ways people from diverse worldviews celebrate a new baby.</p>	<p><b>Why should we care for others?</b> Sikh, Christian, Jewish, Muslim, Humanist.</p> <p>Exploring stories and guidance that inspire people to care for others, examining the reasons behind these actions and their impact on people's lives. Children investigate different ways people show care and understand why giving to others is important</p>
BRITISH VALUES	<p><b>Mutual respect.</b> We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p>	<p><b>Mutual Tolerance.</b> Everyone is valued, all cultures are celebrated, and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.</p>	<p><b>Rule of law.</b> We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.</p>	<p><b>Individual liberty.</b> We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p><b>Democracy.</b> We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others</p>	<p><b>British Values.</b> Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
CULTURAL CAPITAL	The essential knowledge that children need to be educated citizens. Prepare children with the skills and knowledge by extending their language by introducing interesting resources that provoke greater conversations. Activities include arts and crafts, music, singing, poetry, drama, film making, story-times, food, outings, galleries, museums, theatre, art exhibitions, science; all daily activities which can open a new world for the children					
CHARACTERISTICS OF EFFECTIVE DEVELOPMENT	Playing & Exploring – Finding out & exploring. Playing with what they know. Being willing to 'have a go'. Active Learning – Being involved and concentrating. Enjoying achieving what they set out to do. Keeping on trying. Creating & Thinking Critically – Having their own ideas. Making links. Choosing ways to do things					

PLAY	At SAIL Academy we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that our Key Stage One education should be as practical as possible and therefore, we are proud that our KS1 setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'
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