

Long Term Plan Year 1 2024-2025

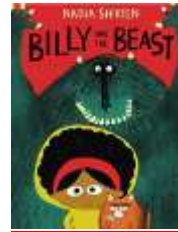
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English - Book	<p><u>Cave Baby</u></p>  <p><u>Outcomes:</u> Labels and captions, informal letters</p> <p><u>Main outcome:</u> Narrative retellings</p> <p><u>Links and themes:</u> Cave man, cave people, extinct animals, endangered animals, history, prehistoric, cave paintings, stone-age, stone-age man, behavioural expectations, wildlife</p> <p><u>SPAG</u> • Words containing each of the 40+ phonemes already taught • Apply simple spelling rules and guidance, as listed in English Appendix 1 Suffixes that can be added to verbs</p>	<p><u>I Want my Hat Back</u></p>  <p><u>Outcomes:</u> Questions, speech bubbles, letters, lists</p> <p><u>Main outcome:</u> Story sequels</p> <p><u>Links and themes</u> Hats, dressing-up, friendship, habitat, sorry, behaviour expectations, how to treat others and learning about animals</p> <p><u>SPAG</u> • Apply simple spelling rules and guidance, as listed in English Appendix 1 How words can combine to make sentences • Separation of words with spaces • Joining words and joining clauses using and • Introduction to</p>	<p><u>Beegu</u></p>  <p><u>Outcomes:</u> Descriptions, commands, letters, nonsense-word dictionary, poems, nonfiction reports</p> <p><u>Main outcomes:</u> Own version 'alien' narratives</p> <p><u>Links and themes</u> Aliens, friendship, unusual friendships, inclusion, space</p> <p><u>SPAG</u> • Apply simple 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 and common exception words taught so far • Spell by learning new ways of spelling phonemes for which one or more spellings are already known • How words can combine to</p>	<p><u>Stanley's Stick</u></p>  <p><u>Outcomes:</u> Retellings, descriptions</p> <p><u>Main outcome:</u> Own version narratives</p> <p><u>Links and themes:</u> Imagination, seaside, friendship, family, creativity, invention</p> <p><u>SPAG:</u> Words containing each of the 40+ phonemes already taught • Using -ing, -ed, -er and -est where no change is needed in the spelling of root words • Apply simple 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 and common exception words taught so far • Segmenting spoken words into phonemes and representing these by graphemes</p>	<p><u>Lost and Found</u></p>  <p><u>Outcomes:</u> Character descriptions, retellings, advice, instructions, non-chronological report.</p> <p><u>Main outcome:</u> Own version 'losing/finding' narrative</p> <p><u>Links and themes:</u> Friendship, unusual friendships, habitats, oceans, penguins, polar animals, loyalty, perseverance, geography, links to different landscapes</p> <p><u>SPAG</u> Using -ing, -ed, -er and -est where no change is needed in the spelling of root words • Apply simple spelling rules and guidance, as listed in English Appendix 1 • Formation of nouns using</p>	<p><u>Julian is a Mermaid</u></p>  <p><u>Outcomes:</u> Instructions, writing in role, advertisements</p> <p><u>Main outcome:</u> Three-verse poem</p> <p><u>Links and themes:</u> Mermaids, dreams, being yourself, gender identity, stereotypes, carnival, fashion, creativity, freedom of expression</p> <p><u>SPAG</u> Words containing each of the 40+ phonemes already taught • Apply simple spelling rules and guidance, as listed in English Appendix 1 • Identify vowel</p>

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where no change is needed in the spelling of root words (e.g. helping, helped, helper) • How words can combine to make sentences • Joining words and joining clauses using and • Sequencing sentences to form short narratives • Separation of words with spaces • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Capital letters for names and the personal pronoun I

capital letters, full stops, question marks and exclamation marks to demarcate sentences • Capital letters for names and for the personal pronoun

Billy and the Beast



Outcomes:
Wanted posters, summaries, emails, character descriptions, recipes

Main outcome:
Own version 'defeat a monster' narratives

Links and themes:
Superheroes, heroes, friends, friendship, overcoming challenges, strong female role models, positive body image.

make sentences • Separation of words with spaces • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]

Leo and the Octopus



Outcomes:
This is Me! posters, letters of advice, factual descriptions, logbooks, scripts

Main outcome:
Fact file

Links and themes:
Autism, Asperger's syndrome, octopus, friendship, underwater worlds, science, neurodiversity

• Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) • How words can combine to make sentences • Joining words and joining clauses using and • Sequencing sentences to form short narratives

The Sea Saw



Outcome:
Writing in role; notes of advice; missing posters; diary entries; letters of thanks

Main outcome:
Own version narrative

Links and themes:
Seaside, sea, beaches, teddy-bears, PSHE, loss and change

SPAG:
Common exception words • The days of the week • Name the letters of the

suffixes such as -ness, -er and by compounding [for example, whiteboard, superman] • Formation of adjectives using suffixes such as -ful, -less

Yeti and the Bird



Outcomes:
List of rules, letters, postcards, character descriptions

Main outcome:
Own version narrative about an unlikely friendship

Links and themes:
Friendship, unusual friendships, habitats, geography, overcoming differences

digraphs which have been taught and the sounds which they represent. • Form capital letters • Using -ing, -ed, -er and -est where no change is needed in the spelling of root words

Dadaji's Paintbrush



Outcomes:
Labels, captions, character comparisons, thought and speech bubbles, a fact file

Main outcome:
Own version narrative

Links and themes:
Grandfather, art, bereavement, family, creativity

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Astro Girl



Outcomes:

Writing in role, commands, 'how to' guides

Main outcome:

Fact files about being astronauts

Links and themes:

Space, space travel, astronauts, dreaming big, being ambitious no matter your size

SPAG

• Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far • Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words

SPAG

Common exception words • Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs • Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun • Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) • How words can combine to make sentences • Joining words and joining clauses using and • Sequencing sentences to form short

SPAG

• Common exception words • The days of the week Naming the letters of the alphabet in order Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs • Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • Leaving spaces between words • Joining words and join clauses using 'and' • Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

alphabet: • Naming the letters of the alphabet in order • Using the prefix un- • Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • Leaving spaces between words • Joining words and join clauses using 'and' • Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

SPAG

Using -ing, -ed, -er and -est where no change is needed in the spelling of root words • Apply simple spelling rules and guidance, as listed in English Appendix 1 • Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman] • Formation of adjectives using suffixes such as -ful, -less

SPAG:

Words containing each of the 40+ phonemes already taught • Apply simple spelling rules and guidance, as listed in English Appendix 1 • Identify vowel digraphs which have been taught and the sounds which they represent. • Form capital letters

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<p>with each spelling, including a few common homophones</p> <ul style="list-style-type: none">• Distinguishing between homophones and near-homophones• Apply spelling rules and guidance, as listed in English Appendix 1 <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <ul style="list-style-type: none">• How words can combine to make sentences• Joining words and joining clauses using and• Sequencing sentences to form short narratives• Subordination (using when, if, that, because) and co-ordination (using or, and, but)• How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command• Use of capital letters, full	<p>narratives</p> <ul style="list-style-type: none">• Separation of words with spaces• Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences• Capital letters for names and for the personal pronoun I				
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stops, question
marks and
exclamation marks to
demarcate sentences

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<p>Maths - Maths Mastery</p>	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> Numbers within 10 Addition and subtraction within 10 <p>Skills</p> <ul style="list-style-type: none"> Represent, compare and explore numbers within 10 One more and one less Doubling and halving Represent and explain addition and subtraction Commutativity Addition and subtraction facts <p>Vocabulary</p> <p>Increasing, Decreasing, Digit, even number, one more, one less, addition, subtraction, above, on top, below, next to</p> <p>Curriculum Links</p> <p>Resources</p> <p>Cubes, numicon, counting bears, dienes, bead strings, number lines, 100 squares, tens frame, teddies, pasta.</p>	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> Shape and patterns Numbers to 20 Addition and subtraction within 20 <p>Skills</p> <ul style="list-style-type: none"> Identify, describe, sort and classify 2-D and 3-D shapes Investigate repeating patterns Use and follow instructional and positional language Identify, represent, compare and order numbers to 20 Doubling and halving One more and one less Represent and explain addition and subtraction strategies including 'Make Ten' Use known facts to add and subtract <p>Vocabulary</p> <p>Anticlockwise, Cone, Continuous surface, Increasing, compare, more, less, addition, subtraction, decreasing, digit</p> <p>Curriculum Links</p> <p>Art - Shape and pattern.</p>	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> Time Exploring calculation strategies within 20 Numbers to 50 <p>Skills</p> <ul style="list-style-type: none"> Read, write and tell the time to o'clock and half past on analogue clock Sequencing daily activities Whole and half turns linked to time Model, explain and describe 2-digit numbers – represent, sequence, explore, compare. Count in 2s, 5s and 10s Describe and complete number patterns <p>Vocabulary</p> <p>Analogue clock, digital clock, o'clock, half past, minute hand, hour hand, second hand, chronological, Digit. addition, subtraction, sequence, patterns</p> <p>Curriculum Links</p> <p>Science - time.</p> <p>Resources</p> <p>Cubes, numicon, counting bears, dienes, bead strings, shapes, number lines, 100 squares, tens frame, teddies, pasta, clocks.</p>	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> Addition and subtraction within 20 Fractions Measures: Length and mass <p>Skills</p> <ul style="list-style-type: none"> Illustrate, explain and link addition and subtraction with equations Apply 'Make Ten' strategy Use language to quantify and compare difference Identify $\frac{1}{2}$ and $\frac{1}{4}$ of a shape or object Find $\frac{1}{2}$ and $\frac{1}{4}$ of a quantity Compare and measure lengths and mass using cm and kg Doubling and halving <p>Vocabulary</p> <p>Approximate, clockwise, digit, fractions. half, quarter, doubling, halving, mass, heavier, lighter, heavy. light</p> <p>Curriculum Links</p> <p>Science - length and measure. PE - measuring.</p> <p>Resources</p> <p>Cubes, numicon, counting bears, dienes, bead strings, shapes, number lines, 100 squares, tens frame, teddies, post-it notes, rulers, scales, bread, weights.</p>	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> Numbers 50 to 100 and beyond Addition and subtraction Money <p>Skills</p> <ul style="list-style-type: none"> Read, write, represent, compare and order numbers to 100 One more / fewer, ten more / fewer Identify number patterns Explore addition and subtraction involving 2-digit numbers and ones Represent and explain addition and subtraction with regrouping Investigate number bonds within 20 Name coins and notes and understand their value Represent the same value using different coins Find change <p>Vocabulary</p> <p>Digit. compare, represent, one more, one fewer, ten more, ten fewer, addition, subtraction, number bonds, coins, money, cash notes, change</p> <p>Curriculum Links</p> <p>PSHE - Money.</p> <p>Resources</p> <p>Cubes, numicon, counting bears, dienes, bead strings, shapes, number lines, 100 squares, tens frame, teddies, money, role play food.</p>	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> Multiplication and division Measures: Capacity and volume <p>Skills</p> <ul style="list-style-type: none"> Share equally into groups Doubling Link halving to fractions Add equal groups Explore arrays Compare capacities, volumes and lengths Explore litres Apply understanding of fractions to capacity <p>Vocabulary</p> <p>Approximate, array, increasing, decreasing, multiplication, repeated addition, arrays, division, volume, length, litres, capacity</p> <p>Curriculum Links</p> <p>Science - capacity and volume.</p> <p>Resources</p> <p>Cubes, numicon, counting bears, dienes, bead strings, shapes, number lines, 100 squares, tens frame, beakers, jugs, bottles, water.</p>
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		<p>Resources 2D & 3D shapes, cubes, numicon, counting bears, dienes, bead strings, shapes, number lines, 100 squares, tens frame, teddies, pasta.</p>				
<p>Science - Twinkl planning</p>	<p>Seasonal Changes - Autumn to Winter</p>  <p>LO: I can name the four seasons. I can name different types of weather. I can make observations about the weather. I can describe the weather associated which each season. I can collect and record simple data. I can make simple observations about changes across the seasons.</p> <p>Skills: Ask simple questions</p>	<p>Materials</p>  <p>LO: I can identify and name different materials. I can tell the difference between an object and the materials it is made from. I can describe the properties of everyday materials. I can identify which materials have certain properties. I can watch closely. I can test different materials. I can use what I have learnt to make a decision.</p>	<p>Animals including humans</p>  <p>LO: I can draw my body and label my body parts. I know which parts of my body I use to see, hear, taste, smell and feel. I can use my senses to do tests. I can gather information to find the answer to a puzzle. I can identify common animals. I can describe common animals. I can compare common animals. I can name some animals that are carnivores, herbivores and omnivores. I can sort animals into</p>	<p>Seasonal Changes - spring to summer</p>  <p>LO: I can describe how day length varies from winter to spring. I can identify changes in the trees and in clothes that we wear from winter to spring. I can observe and describe the weather in spring. I can collect and record data about the weather in spring. I can identify signs of spring. I can describe how day length varies from spring to summer. I can identify changes</p>	<p>Plants</p>  <p>LO: I can describe how to plant a bean. I can suggest a question about plants and a way we could answer it. I can identify and name common wild plants. I can gather information to answer a question. I can identify and name some garden plants. I can identify trees by their leaves. I can sort deciduous and evergreen trees. I can identify and describe the parts of plants and trees. I can talk about how my bean plant has grown. I can say what plants need to grow well and give</p>	<p>Explorers and inventors</p> <p>LO: I can describe the properties of Lego. I can think about why Lego is made out of plastic. I can compare the bodies of different animals. I can sort animals into different groups. I can name different plants. I can name different plants. I can make a chart to show our favourite plants. I can observe and describe the weather. I can measure and record information about rain. I can describe how vets look after animals.</p>

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<p>-observe closely - To perform simple tests. To identify and classify. To gather and record data to help in answering questions.</p> <p>Vocabulary: Seasons, autumn, winter, spring, summer, month, weather, event Observe, signs, record, leaves, conkers, conker husks, acorns, seeds, pine cones, blackberries, observations, data, record, weather, symbol, temperature, rainfall, wind direction, thermometer, rain gauge, weather vane.</p> <p>NC Links: English - sentences, Role play. Art - Painting Geography - weather, seasons.</p>	<p>I can sort objects by their properties.</p> <p>Skills: Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>Vocabulary: Materials, wood, plastic, glass, metal, water, rock. Object, common, same. Describe, properties, hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, not bendy, waterproof, not waterproof, absorbent, not</p>	<p>carnivores, herbivores and omnivores.</p> <p>Skills: Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Vocabulary: Body, head, hand, arm, foot, leg, chest, neck, face, shoulders, waist, elbow, knee. Sense, sight, sound, touch, taste, smell, hear, see, eye, nose, mouth, tongue, fingers, ears. sense, sight, sound, touch, taste, smell, hear, see, eye, nose, mouth, tongue, fingers, ears, Sense, sight, sound, touch, taste, smell, hear, see, eye, nose, mouth, tongue, fingers, ears. Claw, hoof, paw, flipper, antlers, horn, tusks, skin, fur, feathers, scales, wings, beak, gills, fin, tentacles. Carnivore,</p>	<p>in the trees and in clothes that we wear from spring to summer. I can observe and describe the weather in summer. I can collect and record data about the weather in summer. I can explain how to stay safe in the sun.</p> <p>Skills: Ask simple questions - observe closely - To perform simple tests. To identify and classify. To gather and record data to help in answering questions.</p> <p>Vocabulary: Seasons, autumn, winter, spring, summer, month, weather, day length, day, night. North, south, east, west millimetres (mm), degrees centigrade (°C). Observe, signs, record, blossom, buds, bluebells, daffodils, dandelions, bees, frogspawn, tadpoles, lambs, summer, hot Sun, rays, safe, safety, sun cream, sunglasses, sun hat, shade, water,</p>	<p>reasons for my answers.</p> <p>Skills: Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Vocabulary: Bean, plant, water, grow, soil, sunlight. Wild, weed, common, tally. Garden, seeds, flower, plant, magnifying glass, roots, leaves, petals. Deciduous, evergreen, Flower, petal, leaves, stem, roots, seeds, bulb. Bean, soil, water, sunny, grow, fruit.</p> <p>NC Links:</p>	<p>I can identify parts of animals' bodies. I can test which items keep us warm. I can describe the properties of materials that keep us warm.</p> <p>Skills: To perform simple tests. To identify and classify. To use their observations and ideas to suggest answers to questions. To gather and record data to help in answering questions. To identify and name a variety of wild and garden plants. To identify and name a variety of common animals. To describe and compare the structure of a variety of common animals. To distinguish</p>
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		<p>absorbent, opaque, transparent. Behave, test, record. Investigation, prediction, predict, watch, test, record, sensible, results, decision. Sort, group, compare.</p> <p>NC Links: Art - collage DT - building</p>	<p>herbivore, omnivore.</p> <p>NC Links: English- sentences</p>	<p>hydrated, dehydrated, protect.</p> <p>NC Links: Maths - months of the year</p>	<p>between an object and the material from which it is made.</p> <p>To identify and name a variety of everyday materials.</p> <p>To compare and group together a variety of everyday material on the basis of their simple physical properties.</p> <p>To observe and describe weather associated with the seasons and how day length varies.</p> <p>Vocabulary: Lego, material, plastic, properties, Ole Kirk Christiansen. Zoo, enclosure, sort, group, wings, fur, fins, legs. Carl Hagenbeck, George Mottershead. Senses, sensory, see, hear, feel, smell, texture, plants, leaves, flowers, horticulturist. Animals, veterinarian,</p>
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						<p>vet's, poorly, medicine, pet, tail, claws, wing, whiskers, fins. Winter, ear muffs, Chester Greenwood, warm, material, properties.</p> <p>NC Links:</p>
<p>Geography (Rising Stars - Voyagers)</p>	 <p>Our Local Area LO: In this unit, the children will: Develop knowledge about the locality Use simple fieldwork and observational skills in the school, its grounds and surroundings Know the differences between a map, plan and aerial photograph Recognise landmarks and basic human and physical features Use locational and directional language to describe</p>		<p>People and their communities</p> <p>Knowledge and Learning</p> <p>Name and locate the world's seven continents and five Oceans To Learn about the human and physical geography of a small area in (several) non-European countries To learn to read images, maps, atlases and globes</p> <p>To learn basic geographical vocabulary.</p> <p>Skills</p> <p>Read images, maps, atlases and globes To ask and answer questions To use basic geographical vocabulary.</p> <p>Vocabulary Compass points, Continent, Country, Seaside, Desert,</p>		<p>Animals and their habitats</p>   <p>Knowledge/Learning: In this unit, the children will:</p> <ul style="list-style-type: none"> • Name and locate the world's seven continents and five oceans • Use world maps, atlases and globes to identify countries, continents and oceans • Use simple fieldwork and observational skills. <p>Skills: Map reading; fieldwork and observation skills;</p> <p>Vocabulary:</p>	

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<p>the location of features and routes on a map Use basic geographical vocabulary.</p> <p>Skills: Know and understand about the local area and its physical and human geography. Create a landmark as part of a simple class map. Describe their landmark and know where it was on a class journey. Use maps, plans and aerial photographs. Use geographical vocabulary: map, plan, near, far, often, rarely, North, South, East, West.</p> <p>Vocab: Common Dunes Far Forest Key Map Near North, South, East, West Often Park Plan Rarely School Symbol Wetland Wild</p>		<p>Remote, Equator, Passport</p> <p>Curriculum Links .</p> <p>English: writing at length on the different landscapes and people studied (Lessons 3, 4) Maths: considering the distance (in hours and days) to travel to these places and link to children's mathematical understanding (Lessons 5, 6) Art: finding out about notable artists from the Amazon and Mali (Lesson 5) especially if they create art of landscapes (Lesson 6) Music: considering native musicians (Lesson 3).</p> <p>Resources:</p> <p>English: writing at length on the different landscapes and people studied (Lessons 3, 4) Maths: considering the distance (in hours and days) to travel to these places and link to children's mathematical understanding (Lessons 5, 6) Art: finding out about notable artists from the Amazon and Mali (Lesson 5) especially</p>		<p>Antarctic, Arctic, Continent, Equator, Endangered, Migration, North, South, East, West, North Pole, Ocean, South Pole</p> <p>Prior Learning: Habitats; food chain, endangered animals; climate; life processes;</p> <p>Curriculum Links: Maths: gain a sense of scale and distance (Lessons 1-6) Science: world habitats and ecosystems (Lessons 1-6) Art & design: the mountain, forest, jungle or polar landscapes could lead on to looking at artists who have depicted these landscapes (Lessons 1-6) Music, dance and drama: works of art (see above) could lead on to further work related to music, drama and dance. There are many sources online of sound recordings of animals that could stimulate animal inspired actions or dances (Lessons 1-6) PSCHE/citizenship: the children could discuss the following issues: What does endangered mean? How can we care for the world and the environment? (Lessons 1-6).</p>	
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	<p>Wood</p> <p>NC Links: English: developing oral and listening skills through using geographical vocabulary; writing short descriptions or captions when recalling places visited; composing lyrics for a song (Lessons 1-6) Maths: asking and answering questions about totalling and comparing categorical data when recording statistics of modes of travel to school (Lesson 1); interpreting simple pictograms and tables (Lessons 3 and 4); sequencing events in chronological order using language, recalling their fieldtrip (Lesson 5) Art & design: developing a wide range of art and design techniques in using colour, pattern, texture, through map-making and creating 3-D models; exercising skills with</p>		<p>if they create art of landscapes (Lesson 6) Music: considering native musicians (Lesson 3).</p> <p>Resources: Regional maps of the UK Photographs of your school and nearest shopping district Working Wall Transport images PowerPoint, Images from around the UK. Images from around the UK: Images from around the UK: Paper outline of a map of the region. UK seaside scenes</p>		<p>Resources: Atlases; elastic strings, collage materials, paints and black cards.</p>	
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	<p>charcoal, pastel, crayon or paint, cutting, sticking and collage (Lesson 6)</p> <p>Music: learning to sing and using their voices to create and compose music on their own; making a song about their fieldtrip to an existing melody (Lesson 5).</p>					
<p>History (Rising Stars - Voyagers And Twinkl)</p>		<p>Who were the greatest explorers?</p>  <p>Knowledge/Learning: What is an explorer? Famous explorers from the past? (Christopher Columbus/ Ibn Battuta/Captain Cook/Neil Armstrong) How we know about explorers who lived in the past? Why people explore? Where do people explore? Why exploration is important? If exploration is more or less important now than it was in the past? Why? What qualities they think an explorer needs to have? How life would be different today if this explorer had never lived?</p>		<p>What was life like when our Grandparents were Young?</p> <p>LO: In this unit, the children will:</p> <ul style="list-style-type: none"> • develop an awareness of the past • use common words and phrases relating to the passing of time • identify similarities and differences between ways of life in different periods. <p>Skills: use some common words and phrases related to the passage of time, such as nowadays, in the past, and previously identify a range of similarities and differences between their own lives and those of their grandparents as children use sources of evidence to</p>		<p>How did the first flight change the world?</p>  <p>Knowledge/Learning To order events in flight history, understand how aeroplanes have changed. Who invented the hot air balloon and where it came in the history of flight To understand how the Wright brother invented aeroplanes. To understand when space travel started</p>

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		<p>Skills:</p> <ul style="list-style-type: none"> • devise historical questions • determine how/where to find out the answers to historical questions • carry out independent research using books and/or the Internet • devise ways of sharing research. <p>Vocabulary: Antarctica, Asia, Astronaut, Australia, Biography, Chronological order, explorer</p> <p>Prior Learning:</p> <p>Experience of recalling significant historical people including comparing those from different periods (Guy Fawkes).</p> <p>Sequencing events on a timeline (Guy Fawkes)</p> <p>Using everyday words relating to the passing of time.</p> <p>Curriculum Links:</p> <p>English: reading texts (Lesson 2); answering questions on texts (Lesson 2), quiz questions (Lesson 3); writing quiz questions (Lesson 3), writing lists (Lesson 4), writing captions (Lessons 5, 6); ordering</p>		<p>draw their own conclusions about the past.</p> <p>Vocab: 1960s 20th century 21st century Century Childhood Decade Grandparent Growing up In the past Modern Now, nowadays Old Older Timeline Today Vintage Year Younger</p> <p>NC Links: English: conducting interviews, writing recounts and captions (Lessons 1, 2), narrating videos (Lesson 3), reading and discussing comics (Lesson 5) Mathematics: using pre-decimal coins; creating tally charts, pictograms and bar charts (Lesson 5) Computing: creating digital content as images, text, and audio and video files (Lesson 5) Design & technology: exploring toy design and household technology</p>		<p>Skills Learn about events which were significant nationally or globally; Know where people and events fit within a chronological framework; Ask and answer questions, understand some ways we find out about the past</p> <p>Vocabulary Aeroplane: powered flying machine with fixed wings • Aircraft: flying machine • Aviation: the world of aircraft and air travel • Cabin: room or space on an aircraft or ship • Century: period of 100 years • 20th century: period of 100 years before the 21st century in which we live • Cockpit: small space where the pilot(s) of an aeroplane sit • Elevators: hinged areas on the horizontal stabilisers at the tail end of an aeroplane, used to control the aeroplane's angle of flight and lift on its wings</p>
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		<p>disordered text and images (Lesson 3); brainstorming (Lessons 2-6); discussing (Lessons 1-5); debating (Lesson 6); roleplaying (Lesson 2); creating freeze frames (Lesson 2)</p> <p>Art & design: creating a plaque, statue or frieze (Lesson 6)</p> <p>Computing: creating a photo-biography, importing images, writing captions (Lesson 5)</p> <p>Geography: tracing routes on a globe or world map (Lessons 2, 3, 4)</p> <p>PSHE: voting to personal preference, and following reasoned debate (Lesson 6).</p> <p>Resources:</p>		<p>(Lessons 2, 4)</p> <p>Geography: locating where grandparents grew up on maps of the world and the UK (Topic overview)</p> <p>Physical education: devising games using active toys from the 1950s and 1960s (Lesson 3).</p>	<ul style="list-style-type: none"> • Engine: machine that provides power • Flight: journey through the air • Flying machine: machine that can fly through the air • Fuselage: body of an aircraft • Glider: light unpowered aircraft with wings • Hot air balloon: large bag filled with hot air or gases that can carry passengers through the air in a basket • Jet: aircraft with powerful jet engines • Landing gear: wheels and other parts that bear the weight of an aeroplane • Modern: the latest equipment or knowledge • Propeller: turning part with blades that power an aeroplane • Rudder: hinged area on the vertical stabilisers on an aeroplane, used to steer the aeroplane • Significance: importance. <p>Curriculum Links: English: retelling a story orally and in writing (Lesson 1);</p>
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						<p>note-taking (Lesson 4); writing a report (Lessons 4, 5); taking part in discussions (Lessons 1-6); labelling (Lesson 2); writing lettering on posters (Lesson 5); hot-seating (Lesson 5); asking questions (Lessons 1-5)</p> <p>Maths: working with time and dates (Lessons 1, 3)</p> <p>Science: exploring the principles of flight (Lessons 2, 3)</p> <p>Art & design: creating a frieze (Lesson 2); illustrating books and posters (Lesson 1); making models (Lesson 4)</p> <p>Computing: learning Internet research techniques (Lesson 4); staying safe online (Lesson 4); creating digital content (Lessons 4, 6)</p> <p>Design & technology: exploring the design of the Wrights' Flyer (Lesson 2); comparing and contrasting features of aircraft from different periods of history (Lessons 2, 3); making a</p>
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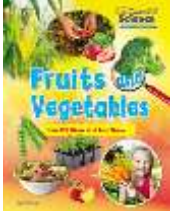
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						<p>book (Lesson 1)</p> <p>Geography: locating the USA on a map of the world, North Carolina and Ohio on a map of the USA (Lesson 1); using globes (Lesson 1); exploring trade, travel and communications (Lesson 5).</p>
<p>Art - KAPOW</p>		<p>Painting and mixed media: Colour splash</p> <p>LOs: To investigate how to mix secondary colours To apply knowledge of colour mixing when painting. To explore colour when printing. To experiment with paint mixing to make a range of secondary colours. To apply their painting skills when working in the style of an artist.</p> <p>Skills: Colour mixing, painting, collage.</p>		<p>Drawing: Make your mark (Take One Picture)</p> <p>LOs: To know how to create different types of lines. To explore line and mark making to draw water. To draw with different media. To develop an understanding of mark making. To apply an understanding of drawing materials and mark making to draw from observation.</p> <p>Skills: Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which</p>		<p>Sculpture and 3D: Paper play</p> <p>LOs: To roll paper to make 3D structures. To shape paper to make a 3D drawing. To apply paper-shaping skills to make an imaginative sculpture. To work collaboratively to plan and create a sculpture. To apply painting skills when working in 3D.</p> <p>Skills: Rolling and folding paper, cutting, gluing,</p>

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		<p>Artists : Clarice Cliff, Jasper Johns.</p> <p>Vocabulary: Blend, hue, kaleidoscope, pattern, mix, primary colour, print, secondary colour, shade, shape, space, texture, thick</p> <p>NC links: Mathematics: Number - number and place value</p>		<p>materials to use to create an effect. Develop observational skills to look closely and reflect surface texture.</p> <p>Artists : Zaria Forman, Ilya Bolotowsky, Wassily Kandinsky, Renata Bernal, Bridget Riley</p> <p>Vocabulary: 2D shape 3D shape abstract chalk charcoal circle continuous cross-hatch diagonal dots firmly form horizontal lightly line mark making narrative observe optical art pastel printing shade shadow straight</p>		<p>Artists : Marco Balich, Louise Bourgeois, Samantha Stephenson, Judith Scott, Cecilia Vicuña</p> <p>Vocabulary: artist carving concertina curve cylinder imagine loop mosaic overlap sculpture spiral three dimensional (3D) tube zig-zag</p> <p>NC links: Mathematics: Geometry - properties of shapes</p> <p>Science: Animals, including humans</p>
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				<p>texture vertical wavy</p> <p>NC links: Music</p> <p>Science: Animals, including humans</p> <p>Mathematics: Geometry - properties of shapes</p>		
<p>DT – Twinkl & Plan Bee</p>	<p align="center">Mechanisms – Moving Pictures – Traditional Tales</p>  <p>LOs & Lesson breakdown: Explore and Evaluate I can explore and evaluate an existing product.</p> <p>Sliders I can use a mechanism in my product.</p> <p>Levers I can make a lever and use it in my product.</p> <p>Wheel Mechanisms I can make a wheel mechanism and use it in my product.</p> <p>Designing I can design a working</p>		<p align="center">Structures – homes</p>  <p>LOs: To explore different types of houses and identify shapes and features. To investigate how to join and combine shapes to make a house. To investigate ways of creating the interior features of a house. To be able to design a house. To be able to follow a design to create a house. To be able to evaluate a finished product.</p>		<p align="center">Food – Bring on breakfast.</p>  <p>LOs: I can name different food and drinks consumed at breakfast time. I can explain why it is important to have breakfast every day. I can sort a selection of food and drink items in to their plant or animal origin. I can state what makes a healthy breakfast I can explain that we all need to eat at least five portions of fruit and vegetables each day and</p>	

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<p>product thinking about who it is for and what it needs. I can make decisions about my product design and use an annotated sketch to show them.</p> <p>Making I can use mechanisms to make a product. I can evaluate my product against design criteria.</p> <p>Skills: To be able to explore a range of products. To draw a simple design. To make a moving picture - to make a slider, lever and wheel. To evaluate how well a product works. To have some understanding of a design criteria.</p> <p>Vocabulary: Design, make, evaluate, slider, explore, lever, wheel, split pin, pivot, push, pull, direction, left, right, up, down, Purposeful, Functional, Component.</p>		<p>Skills: Model their ideas on card and paper. Develop their design ideas applying findings from their earlier research. Build structures exploring how they can be made stronger, stiffer and more stable. Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape. Evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>Vocabulary: House, home, detached, semi-detached, bungalow, flat, tent, caravan, floors, roof, door, chimney, walls, attic, design, make, evaluate, explore, interior, exterior.</p> <p>NC Links: Science - materials. Maths - measurement.</p>		<p>give examples. I can express my opinion about ingredient they taste using sensory vocabulary. I can perform simple food preparation skills safely and hygienically I can evaluate the appearance and taste of foods. I can explain where some breakfast foods originate. I can explain that dairy foods are made from milk. I can recognise that dairy foods help keep bones and teeth healthy. I can carry out research to inform what they will design and make. I can evaluate a range of yogurts for their dish. I can design a simple breakfast dish based on simple criteria for a user and purpose. I can perform simple food preparation skills safely and hygienically. I can make a breakfast pot. I can evaluate my breakfast dish, suggest ways their dish could be modified in the future.</p>	
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NC Links:
Science - forces.
English - traditional tales.
Maths - measure.
Art - drawing.

Skills:
Select and use appropriate fruit and vegetables, processes and tools.
Use basic food handling, hygienic practices and personal hygiene.
Understand where food comes from.
To evaluate their breakfast and explain any necessary changes they would make.

Vocabulary:
Breakfast food items, Healthy, Five a day, Portion, Fruit and vegetable, Fresh Frozen, Dried, Canned, Juiced, Ingredients, Food preparation, Hygiene, Fork, Hold, Peel, Knife, Appearance, Taste, Originate, Dairy, Bones and teeth, Farm to fork, Purpose, Design, Improve.

NC Links:
Science - food, food groups, where food comes from.
Geography - where food comes from.

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<p>Computing - Purple Mash</p>	<p>Unit 1.1 - online safety & exploring purple mash (4 weeks)</p> <p>LOs: To login safely. To start to introduce to the children the idea of 'ownership' of their creative work. To know how to find saved work in the Online Work area and find teacher comments. To know how to search Purple Mash to find resources. To become familiar with the types of resources available in the Topics section. To become more familiar with the icons used in the resources in the Topic section. To start to add pictures and text to work. To explore the Tools section of Purple Mash and to learn about the common icons used in Purple Mash for Save, Print,</p>	<p>Unit 1.3 - Pictograms (3 weeks)</p> <p>LOs: To understand that data can be represented in picture format. To contribute to a class pictogram. To use a pictogram to record the results of an experiment.</p> <p>Skills: Program - 2Count</p> <p>Vocabulary: Pictogram, data, collect.</p> <p>NC Links: Science/DT - food.</p> <p>Unit 1.4 - Lego Builder (3 weeks)</p> <p>LOs: To emphasise the importance of following instructions. To follow and create simple instructions on the computer. To consider how the order of instructions affects the result.</p> <p>Skills:</p>	<p>Unit 1.5 - maze explorers (3 weeks)</p> <p>LOs: To understand the functionality of the basic direction keys. To be able to use the direction keys to complete the challenges successfully. To understand how to create and debug a set of instructions (algorithm). To use the additional direction keys as part of their algorithm. To understand how to change and extend the algorithm list. To create a longer algorithm for an activity. To provide an opportunity for the children to set challenges for each other. To provide an opportunity for the teacher to set these new challenges as 2Dos for all the class to try.</p> <p>Skills: Program - 2Go</p> <p>Vocabulary: Direction, challenge, arrow, undo, rewind, forward, backwards, right</p>	<p>Unit 1.6 - Animated story books (5 weeks)</p>  <p>LOs: To be introduced to e-books and to 2Create a Story. To continue a previously saved story. To add animation to a story. To add sound to a story including voice recording and music the children have created. To work on a more complex story including adding backgrounds and copying and pasting pages. To use additional features to enhance their stories. To share their e-books on a class display board.</p> <p>Skills: Program - 2CreateAStory</p> <p>Vocabulary: Page turn, illustration, text, type, capitalise, punctuation buttons, draw, title page.</p>	<p>Unit 1.8 - Spreadsheets (3 weeks - spread over 6)</p> <p>LOs: Introduction to spreadsheets. Adding images to a spreadsheet and using the image toolbox. Using the 'speak' and 'count' tools in 2Calculate to count items.</p> <p>Skills: Program - 2Calculate</p> <p>Vocabulary: Arrow keys, backspace key, cursor, columns, cells, clipart, count tool, delete key, image toolbox, lock tool, move cell tool, rows, speak tool.</p> <p>NC Links: Maths - addition, colour number.</p>	<p>Unit 1.7 - Coding (6 weeks)</p> <p>LOs: Introduction to coding. Introduction to block coding on screen. Introduction to backgrounds and characters. Making a character move left and right. Making a character move when clicked. Introduction to Collision Detection.</p> <p>Skills: Program - 2Code</p> <p>Vocabulary: Action, background, button, character, code block, code design, coder, coding, collision detection, command, design mode, input, object, program, properties, scale, stop command, sound, when clocked, when key.</p>
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	<p>Open, New. To explore the Games section on Purple Mash. To understand the importance of logging out when they have finished.</p> <p>Skills: Various programs.</p> <p>Vocabulary: Log in, username, password, avatar, my work, log out, save, notification, topics, tools.</p> <p>Unit 1.2 - Grouping and sorting (2 weeks)</p> <p>LOs: To sort items using a range of criteria. To sort items on the computer using the 'Grouping' activities in Purple Mash.</p> <p>Skills: Program - 2DIY</p> <p>Vocabulary: Sort, criteria.</p>	<p>Program - 2DIY</p> <p>Vocabulary: Instruction, algorithm.</p>	<p>turn, left turn, debug, instruction, algorithm.</p> <p>NC Links:</p> <p>Unit 1.9 - Technology outside school (2 weeks)</p> <p>LOs: To walk around the local community and find examples of where technology is used. To record examples of technology outside school.</p> <p>Skills: Program - Various</p> <p>Vocabulary: Technology.</p>	<p>NC Links: English - Traditional tales.</p>		
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<p>PE - Get set4PE</p>	<p>Gymnastics</p> <p>LO:</p> <p>I am confident to perform in front of others. I can link simple actions together to create a sequence. I can make my body tense, relaxed, stretched and curled. I can recognise changes in my body when I do exercise. I can remember and repeat actions and shapes. I can say what I liked about someone else's performance. I can use apparatus safely and wait for my turn.</p> <p>Skills:</p> <p>Physical: Travelling actions Physical: Shapes Physical: Balances Physical: Jumps Physical: Barrel roll Physical: Straight roll Physical: Forward roll progressions Social: Sharing Social: Working safely</p>	<p>Fitness</p> <p>LO:</p> <p>I can recognise changes in my body when I do exercise. I can share my ideas with other people in the class. I can talk about what exercise does to my body. I recognise how exercise makes me feel. I try my best in the challenges I am set. I understand why it is important to warm up.</p> <p>Skills:</p> <p>Physical: Running Physical: Co-ordination Physical: Stamina Physical: Strength Physical: Agility Physical: Balance Social: Co-operation Social: Support Social: Responsibility Emotional: Kindness Emotional: Perseverance Emotional: Honesty Emotional: Independence Thinking: Comprehension Thinking: Creativity Thinking: Problem solving Thinking: Reflection</p> <p>Resources:</p> <p>Dice, hurdles, beanbags,</p>	<p>Dance</p> <p>LO:</p> <p>I am beginning to use counts. I can copy, remember and repeat actions. I can move confidently and safely. I can use different parts of the body in isolation and together. I can work with others to share ideas and select actions. I choose appropriate movements for different dance ideas. I say what I liked about someone else's performance. I show some sense of dynamic and expressive qualities in my dance.</p> <p>Skills:</p> <p>Physical: Travel Physical: Copying and performing actions Physical: Using shape Physical: Balance Physical: Coordination Social: Co-operation Social: Communication Social: Coming to decisions with a partner Social: Respect Emotional: Confidence Emotional: Acceptance Thinking: Counting Thinking: Observing and providing feedback</p>	<p>Team Building</p> <p>LO:</p> <p>I can co-operate with a partner to complete challenges. I can explore and develop working as a team. I can develop talking, listening and sharing skills. I can use speaking and listening skills to lead a partner. I can plan with a partner and small group to complete challenges. I can use talking, listening and sharing skills to complete challenges.</p> <p>Skills:</p> <p>Physical: run, jump, hit, balance, co-ordination Social: trust, communication, inclusion Emotional: determination, confidence Thinking: identify, comprehension, reflection, planning</p> <p>Resources:</p> <p>Hoops, playground balls, cones, beanbags, tennis balls.</p> <p>Vocab:</p> <p>Trust, plan, communicate, speak, listen</p>	<p>Target Games</p> <p>LO:</p> <p>I can recognise changes in my body when I do exercise. I can use an overarm throw aiming towards a target. I can roll a ball towards a target. I can use an underarm throw aiming towards a target. I can work co-operatively with a partner. I understand what good technique looks like.</p> <p>Skills:</p> <p>Physical: Underarm throwing Physical: Overarm throwing Physical: Aim Physical: Hand eye co-ordination Social: Supporting and encouraging others Social: Leadership Emotional: Perseverance Emotional: Honesty Emotional: Fair play Thinking: Using tactics Thinking: Selecting and applying skills Thinking: Decision making</p> <p>Resources:</p> <p>Beanbags, cones, hoops. Skipping ropes, shuttlecock</p> <p>Vocab:</p> <p>aim, target, underarm, overarm, accuracy, distance</p> <p>NC Links:</p>	<p>Striking and Fielding</p> <p>LO:</p> <p>I can catch a beanbag and a medium-sized ball. I can roll a ball towards a target. I can strike a ball using my hand. I can track a ball that is coming towards me. I know how to score points. I understand the rules and I am beginning to use these to play honestly and fairly. I understand when I am successful.</p> <p>Skills:</p> <p>Physical: Throwing Physical: Catching Physical: Retrieving a ball Physical: Tracking a ball Physical: Striking a ball Social: Communication Social: Supporting and encouraging others Social: Consideration of others Emotional: Perseverance Emotional: Honesty and fair play Thinking: Using tactics Thinking: Selecting and applying skills Thinking: Decision making</p>
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<p>Emotional: Confidence</p> <p>Thinking: Observing and providing feedback</p> <p>Thinking: Selecting and applying actions</p> <p>Resources: Relay baton, cones, mats, beanbags, hurdles, hoops</p> <p>Vocab: Straight, barrel, tuck, pike, straddle, sequence</p> <p>NC Links:</p> <p>ENGLISH Learning vocabulary - Straight, barrel, tuck, pike, straddle, sequence</p> <p>Listening, understanding and following instructions</p> <p>Communicating ideas</p> <p>Providing feedback on others performances</p> <p>Creating letters with their body to spell words</p> <p>Describing shapes</p> <p>MATHS Counting the number of actions to include</p> <p>Holding balances for 5 seconds</p> <p>Creating shapes with their body</p> <p>SCIENCE Exploring how to jump</p>	<p>base stations, team bands, tennis balls, hoops, cones</p> <p>Vocab: Co-ordination, agility, stamina, continuous.</p> <p>NC Links: ENGLISH Learning of key vocabulary - Co-ordination, agility, stamina, continuous.</p> <p>Reading task cards and following instructions.</p> <p>Communicating with others.</p> <p>MATHS Counting how many repetitions are made.</p> <p>Working to a time length.</p> <p>SCIENCE Understanding that humans feel differently when performing different exercises.</p> <p>Exploring exercises to develop different areas of fitness</p> <p>Invasion</p> <p>LO:</p> <p>I am beginning to dribble a ball with my hands and feet.</p>	<p>Thinking: Selecting and applying actions</p> <p>Resources: hoops</p> <p>Vocab: swaying, floating, gust, swirling, galloping</p> <p>NC Links: ENGLISH Learning vocabulary - swaying, floating, gust, swirling, galloping</p> <p>Listening and following instructions</p> <p>Expressing ideas</p> <p>Communicating with others</p> <p>MATHS Using counts to stay in time with music and a partner</p> <p>Use of numbers</p> <p>SCIENCE Discussing how trees and leaves move</p> <p>Net and Wall</p> <p>LO:</p> <p>I can hit a ball using a racket.</p> <p>I can throw a ball to land over the net and into the court area.</p> <p>I can track balls and other equipment sent to me.</p> <p>I can use a ready position to move to the ball.</p> <p>I know how to score points.</p>	<p>NC Links: ENGLISH Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid'</p> <p>Listening to and following instructions</p> <p>Communication skills</p> <p>Expressing ideas</p> <p>MATHS Counting</p> <p>Using directions</p> <p>Sending and Receiving</p> <p>LO:</p> <p>I am beginning to send and receive a ball with my feet.</p> <p>I can catch a ball with some success.</p> <p>I can recognise changes in my body when I do exercise.</p> <p>I can roll a ball towards a target.</p> <p>I can throw a ball to a partner.</p> <p>I can track a ball that is coming towards me.</p> <p>I can work co-operatively with a partner.</p> <p>Skills:</p> <p>Physical: roll, throw, catch, track, kick, receive with feet, send with racket</p> <p>Social: support others, communication</p> <p>Emotional: determination, honesty, independence</p>	<p>ENGLISH Learning vocabulary - aim, target, underarm, overarm, accuracy, distance</p> <p>Listening to and following instructions.</p> <p>Expressing ideas, how to throw towards a target, when they were successful and why.</p> <p>Communicating with others in pairs and small groups.</p> <p>MATHS Estimating distances.</p> <p>Counting.</p> <p>SCIENCE Observing changes in the body before, during and after exercise.</p> <p>Ball Skills</p> <p>LO:</p> <p>I am beginning to catch with two hands.</p> <p>I am beginning to dribble a ball with my hands and feet.</p> <p>I am beginning to understand simple tactics.</p> <p>I can roll and throw with some accuracy towards a target.</p> <p>I can say when someone was successful.</p> <p>I can track a ball that is coming towards me.</p> <p>I can work co-operatively with a partner.</p> <p>Skills: Physical: Rolling Physical: Kicking Physical: Throwing</p>	<p>Resources: Hoops tennis rackets, skinned foam balls, cones, tennis balls, beanbags, playground balls.</p> <p>Vocab: striking, fielding, target, opponent, batter, bowler</p> <p>NC Links: ENGLISH Learning vocabulary - striking, fielding, target, opponent, batter, bowler</p> <p>Listening to and following instructions</p> <p>Expressing and communicating ideas</p> <p>MATHS Counting</p> <p>Keeping the score</p> <p>Adding points together</p> <p>Estimating distances</p> <p>SCIENCE Understanding changes to the body during exercise</p> <p>Athletics</p> <p>LO:</p> <p>I am able to throw towards a target.</p>
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<p>and land safely</p> <p>Fundamentals</p> <p>LO:</p> <p>I can change direction when moving at speed. I can recognise changes in my body when I do exercise. I can run at different speeds. I can select my own actions in response to a task. I can show hopping and jumping movements. I can work co-operatively with others to complete tasks. I show balance and co-ordination when static and moving at a slow speed.</p> <p>Skills:</p> <p>Physical: Balancing Physical: Sprinting Physical: Jogging Physical: Dodging Physical: Jumping Physical: Hopping Physical: Skipping Social: Taking turns Social: Supporting and encouraging</p>	<p>I can change direction to move away from a defender. I can recognise space when playing games. I can send and receive a ball with hands and feet. I can use simple rules to play fairly. I move to stay with another player when defending. I recognise changes in my body when I do exercise. I understand when I am a defender and when I am an attacker.</p> <p>Skills:</p> <p>Physical: Throwing and catching Physical: Kicking Physical: Dribbling with hands and feet Physical: Dodging Physical: Finding space Social: Co-operation Social: Communication Social: Supporting and encouraging others Social: Respect and kindness towards others Emotional: Honesty and fair play Emotional: Managing emotions Thinking: Connecting information Thinking: Decision making</p>	<p>I recognise changes in my body when I do exercise. I show honesty and fair play when playing against an opponent.</p> <p>Skills:</p> <p>Physical: Throwing Physical: Catching Physical: Hitting a ball Physical: Tracking a ball Social: Respect Social: Communication Emotional: Honesty and fair play Emotional: Determination Thinking: Decision making Thinking: Using simple tactics Thinking: Recalling information Thinking: Comprehension</p> <p>Resources:</p> <p>Hoops, tennis balls, tennis rackets, skinned foam balls, cones</p> <p>Vocab:</p> <p>accurate, tactics, continuously, target, opponent</p> <p>NC Links:</p> <p>ENGLISH Learning vocabulary - accurate, tactics, continuously, target, opponent</p>	<p>Thinking: comprehension, select and apply skills</p> <p>Resources:</p> <p>Hoops, playground balls, cones, beanbags, tennis balls.</p> <p>Vocab:</p> <p>roll, throw, catch, track, kick,</p> <p>NC Links: ENGLISH Communicating with others Expressing ideas Listening and following instructions Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid'</p> <p>MATHS Estimating distances Adding points in a game situation Counting the catches made</p> <p>SCIENCE Observing changes to the body while exercising</p>	<p>Physical: Catching Physical: Bouncing Physical: Dribbling Physical: Tracking Social: Co-operation Social: Communication Social: Leadership Social: Supporting others Emotional: Honesty Emotional: Perseverance Emotional: Challenging myself Thinking: Using tactics Thinking: Exploring actions Thinking: Comprehension</p> <p>Resources:</p> <p>Hoops, playground balls, cones, beanbags, tennis balls.</p> <p>Vocab:</p> <p>ready position, far, aim, dribbling, throw, score</p> <p>NC Links: ENGLISH Learning vocabulary - ready position, far, aim, dribbling, throw, score Listening and following instructions Exploring ideas Communicating with others MATHS Counting Keeping the score SCIENCE Identifying changes in the body during exercise</p>	<p>I am beginning to show balance and co-ordination when changing direction. I am developing overarm throwing. I can recognise changes in my body when I do exercise. I can run at different speeds. I can work with others and make safe choices. I try my best. I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.</p> <p>Skills:</p> <p>Physical: Running at varying speeds Physical: Agility Physical: Balance Physical: Jumping, hopping and leaping in combination and for distance Physical: Throwing for distance Social: Working safely Social: Collaborating with others Emotional: Working independently Emotional: Honesty and playing to the rules Emotional: Determination Thinking: Exploring ideas</p> <p>Resources:</p>
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	<p>others</p> <p>Social: Working safely</p> <p>Social: Communication</p> <p>Emotional: Challenging myself</p> <p>Emotional: Perseverance</p> <p>Emotional: Honesty</p> <p>Thinking: Selecting and applying</p> <p>Thinking: Identifying strengths</p> <p>Thinking: Listening and following instructions</p> <p>Resources: Benches. Foot speed ladder, hurdles, skipping ropes, hoops, cones team bands/bibs, base stations.</p> <p>Vocab: balance, direction, land, safely, jump, hop</p> <p>NC Links:</p> <p>ENGLISH Learning vocabulary - balance, direction, land, safely, jump, hop Listening and following instructions</p>	<p>Thinking: Recalling information</p> <p>Resources: cones, hoops, playground balls, team bands, base stations</p> <p>Vocab: dodging, defence, attack, possession, interception</p> <p>NC Links:</p> <p>ENGLISH Learning vocabulary: dodging, defence, attack, possession, interception Listening to and following instructions Expressing ideas of how to lose a defender, what a good space looks like Communicating with a partner to move away from defenders</p> <p>MATHS Counting Keeping score Estimating distances to create goals set distances apart</p> <p>SCIENCE Exploring dribbling a ball, how to make it bounce high, low</p>	<p>Listening to and following instructions</p> <p>Expressing ideas</p> <p>MATHS Counting Keeping the score Estimating distances</p> <p>SCIENCE Discussing how a release point affects where the ball will go Understanding changes to the body during exercise</p>			<p>Base stations, beanbags, bench, foot speed ladder, tennis balls, mini hurdles, cones</p> <p>Vocab: speed, power, strength, accuracy</p> <p>NC Links:</p> <p>ENGLISH Introduction of key vocabulary - speed, power, strength, accuracy Communicating ideas with a partner</p> <p>MATHS Counting how many cones they can touch in 20 seconds Counting how many jumps it takes them to get across a set distance Counting how many consecutive throws they can make Counting how many target throws they make Counting how many lengths of the playground completed in 1 minute Estimating distances to make a playing area Measuring how far they throw</p> <p>SCIENCE Understanding the effect exercise has on</p>
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	<p>Expressing ideas Communicating with others</p> <p>MATHS Counting Measuring distances</p> <p>SCIENCE Exploring how to balance Exploring how to jump, hop and skip for distance Understanding changes to the body during exercise</p>					<p>the body Understanding how the body reacts to different exercises Understanding which part of the body is used in jumping for height Exploring stance to increase power in their throw</p>
<p>RE</p>	<p>The Creation Story Christianity</p>  <p>Enquiry Question: Does God want Christians to look after the world?</p> <p>LO: We are learning to re-tell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment.</p> <p>Skills: Interpretation, Empathy, Investigation, Application, Discernment,</p>	<p>The Christmas Story Christianity</p>  <p>Enquiry Question: What gifts might Christians in my town have given Jesus if he had been born here instead of in Bethlehem?</p> <p>LO: We are learning to reflect on the Christmas story and decide what gifts would be meaningful for Jesus.</p> <p>Skills: Interpretation, Empathy, Investigation,</p>	<p>Jesus as a friend Christianity</p>   <p>Enquiry Question: Was it always easy for Jesus to show friendship?</p> <p>LO: We are learning to identify when it is easy and difficult to show friendship and to explore when Jesus may have found it difficult.</p> <p>Skills: Interpretation, Empathy, Investigation, Application, Discernment, Analysis, Evaluation, Expression, Reflection, Synthesis.</p> <p>Resources: 'Say Hello': by Jack and Jill</p>	<p>Easter - Palm Sunday Christianity</p>  <p>Enquiry Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p> <p>LO: We are learning to know that Jesus is special to Christians and how His welcome on Palm Sunday shows this.</p> <p>Skills: Interpretation, Empathy, Investigation, Application, Discernment, Analysis, Evaluation, Expression, Reflection, Synthesis.</p>	<p>Shabbat Judaism</p> <p>Enquiry Question: Is Shabbat important to Jewish children?</p> <p>LO: We are learning to empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.</p> <p>Skills: Interpretation, Empathy, Investigation, Application, Discernment, Analysis, Evaluation, Expression, Reflection, Synthesis.</p> <p>Resources: Life of a Jewish Child (internet): show clips Jewish family celebrating</p>	<p>Rosh Hashanah and Yom Kippur Judaism</p> <p>Enquiry Question: Are Rosh Hashanah and Yom Kippur important to Jewish children?</p> <p>LO: We are learning to empathise with Jewish children by understanding what Rosh Hashanah and Yom Kippur mean to them.</p> <p>Skills: Interpretation, Empathy, Investigation, Application, Discernment, Analysis, Evaluation, Expression,</p>

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	<p>Analysis, Evaluation, Expression, Reflection, Synthesis.</p> <p>Resources: Natural products: e.g. shells, bark, leaves, plants, sand, seeds, etc. Pictures (internet): view of earth from space, different natural environments; how people treat the world (caring for nature, growing vegetables, dropping litter, damaging nature). Vocab: Creation story, Adam and Eve, apple, snake, tree, forbidden, God, Garden of Eden, 7Days.</p> <p>NC Links: English - sentence writing. PSHE - respect and empathy.</p>	<p>Application, Discernment, Analysis, Evaluation, Expression, Reflection, Synthesis.</p> <p>Resources: Pupils to bring in a special gift: a past present which they value (a favourite toy/doll, a favourite game, etc.) Make a Christmas 'sack' of gifts: gifts for a modern baby, original gifts from the story Collage materials Design a 'New Baby' card announcing the birth of Jesus Empty gift wrapped box/basket Candle Vocab: Mary, Joseph, Jesus, Frankincense. Myrrh, Gold, Wise men, Manger, Nativity, Bethlehem, shepherd, gifts, angel.</p> <p>NC Links: English - sentence writing. PSHE - respect and empathy. Art - Christmas gifts and decorations.</p>	<p>Michael Foreman Bible Stories (New Testament): Zacchaeus (Luke 19), 'Stilling the Storm' (Luke 8), Mary, Martha and Lazarus (Luke 10) Ball of wool Vocab: Mary, Martha, Lazarus, Zacchaeus, tax, storm, Jesus, faith, miracle, disciples, resurrect.</p> <p>NC Links: English - sentence writing. PSHE - respect and empathy and friendship.</p>	<p>Resources: Video 'Jesus of Nazareth': show clips Crowds in modern Jerusalem (internet): show clips Pictures of palm leaves (internet): display - use real palm leaves if available Tell stories: Palm Sunday, Easter Day, Resurrection Candle Vocab: Palm, Jesus, Sunday, Cross, Resurrection, Jerusalem, Tomb, disciples, Last Supper, betray, Judas, washing, pray, Peter, Crucify, Jewish.</p> <p>NC Links: English - sentence writing. PSHE - respect and empathy. DT - food Science - food.</p>	<p>Shabbat (internet): show clips See www.discoveryschemeofwork.com for list of suggested learning clips Shabbat bread: optional</p> <p>Vocab: Shabbat bread, Kippur, Jewish, Shabbat, challah, family, celebration, Torah, Friday, prayer, rest.</p> <p>NC Links: English - sentence writing. PSHE - respect and empathy. DT - food Science - food</p>	<p>Reflection, Synthesis.</p> <p>Resources: Apples and honey. Rabbi blowing shofar video/audio. Vocab: Apples, Honey, Rash Hashanah, Yom Kippur, Shofar, New year, Repentance.</p> <p>NC Links: English - sentence writing. PSHE - respect and empathy. Music - horns.</p>
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<p>Music - Charanga</p>	<p>My Musical Heartbeat</p> <p>LO: To understand beat. This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the MMC; Listening, Singing, Playing Composing and Performing.</p> <p>Skills: Finding and keeping the beat. Clapping a rhythm. Singing to a pitch. Listening, responding and appraising. To sensibly use musical instruments with a song. Improvisation. Performing.</p> <p>Resources: Musical instruments (various), Charanga.</p> <p>Vocab: Rhythmic patterns, pitch, pulse, beat, rhythm, improvise.</p>	<p>Dance, Sing and Play!</p> <p>LO: To understand pitch and rhythm. This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the MMC; Listening, Singing, Playing Composing and Performing.</p> <p>Skills: Finding and keeping the beat. Clapping a rhythm. Singing to a pitch. Listening, responding and appraising. To sensibly use musical instruments with a song. Improvisation. Performing.</p> <p>Resources: Musical instruments (various), Charanga.</p> <p>Vocab: Pitch, Pulse, Rhythm, Beat, Violin, Oboe, flute, Orchestra, Trumpet, rhythmic patterns, improvise.</p>	<p>Exploring Sounds</p> <p>LO: To understand tempo and dynamics. This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum; Listening, Singing, Playing Composing and Performing. There are options for assessment, deeper learning and further musical exploration</p> <p>Skills: Finding and keeping the beat. Clapping a rhythm. Singing to a pitch. Listening, responding and appraising. To sensibly use musical instruments with a song. Improvisation. Performing.</p> <p>Resources: Musical instruments (various), Charanga.</p> <p>Vocab: Pitch, Pulse, Rhythm, Beat, Violin, Oboe, flute, Orchestra, Trumpet, rhythmic patterns, improvise.</p>	<p>Learning to Listen</p> <p>LO: To combine Pulse, Rhythm and Pitch. This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum; Listening, Singing, Playing Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p> <p>Skills: Finding and keeping the beat. Clapping a rhythm. Singing to a pitch. Listening, responding and appraising. To sensibly use musical instruments with a song. Improvisation. Performing.</p> <p>Resources: Musical instruments (various), Charanga.</p> <p>Vocab: Pitch, Pulse, Rhythm, Beat, Violin, Oboe, flute, Orchestra, Trumpet, rhythmic patterns, improvise.</p>	<p>Having fun with improvisation</p> <p>LO: To have fun with Improvisation. This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum; Listening, Singing, Playing Composing and Performing. There are options for assessment, deeper learning and further musical exploration</p> <p>Skills: Finding and keeping the beat. Clapping a rhythm. Singing to a pitch. Listening, responding and appraising. To sensibly use musical instruments with a song. Improvisation. Performing.</p> <p>Resources: Musical instruments (various), Charanga.</p> <p>Vocab: Pitch, Pulse, Rhythm, Beat, Violin, Oboe, flute, Orchestra, Trumpet, rhythmic patterns, improvise.</p>	<p>Let's Perform Together</p> <p>LO: To Explore Sound and Create a Story. This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum; Listening, Singing, Playing Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p> <p>Skills: Finding and keeping the beat. Clapping a rhythm. Singing to a pitch. Listening, responding and appraising. To sensibly use musical instruments with a song. Improvisation. Performing.</p> <p>Resources: Musical instruments (various), Charanga.</p> <p>Vocab: Pitch, Pulse, Rhythm, Beat, Violin, Oboe, flute, Orchestra, Trumpet, rhythmic patterns, improvise.</p>
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<p>PSHE - SCARF</p>	<p>Me and my relationships</p> <p>LO: Understand that classroom rules help everyone to learn and be safe; Explain their classroom rules and be able to contribute to making these.</p> <p>Recognise how others might be feeling by reading body language/facial expressions. Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)</p> <p>Identify a range of feelings and how they make us behave. Suggest strategies for someone experiencing 'not so good' feelings to manage these. Suggest ways of dealing with different kinds of hurt.</p> <p>Recognise that they belong to various groups and communities such as their family. Explain how these people help us and we can also help them to</p>	<p>Valuing differences</p> <p>LO: Same and different</p> <p>Identify the differences and similarities between people.</p> <p>-Unkind, tease and bullying?</p> <p>Explain the difference between unkindness, teasing and bullying.</p> <p>-Harold's school rules.</p> <p>Explain the school rules and how they keep everyone safe.</p> <p>-Who are out special people?</p> <p>Identify people who are special to you.</p> <p>-It's not fair!</p> <p>Recognise and explain what is fair and unfair, kind and unkind.</p> <p>Skills: respect for others opinion, listening and communicating, self-awareness</p> <p>Resources: Art/craft materials for children to make a card for their special person.</p> <p>It's not fair story available on SCARF.</p> <p>Vocab: Diversity, respect, bullying, safety, positive relationships</p>	<p>Keeping myself safe</p> <p>LO: Healthy me</p> <p>Understand that the body gets energy from food, water and air (oxygen); Recognise that exercise and sleep are important parts of a healthy lifestyle.</p> <p>-Super sleep</p> <p>Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;</p> <p>Identify simple bedtime routines that promote healthy sleep.</p> <p>-Who can help?</p> <p>Recognise emotions and physical feelings associated with feeling unsafe;</p> <p>Identify people who can help them when they feel unsafe.</p> <p>-Harold loses Geoffrey</p> <p>Recognise the range of feelings that are associated with loss.</p> <p>-What could Harold do?</p> <p>Understand that medicines can sometimes make people feel better when they're ill;</p> <p>Explain simple issues of safety and responsibility about medicines and their use.</p> <p>-Good or bad touches</p> <p>Understand and learn the PANTS rules;</p> <p>Name and know which parts should be private;</p> <p>Explain the difference between appropriate and inappropriate touch;</p> <p>Understand that they have</p>	<p>Rights and responsibilities</p> <p>LO: Harold's wash and brush</p> <p>Recognise the importance of regular hygiene routines; Sequence personal hygiene routines into a logical order.</p> <p>-Around and about the school</p> <p>Identify what they like about the school environment;</p> <p>Recognise who cares for and looks after the school environment.</p> <p>-Taking care of something</p> <p>Demonstrate responsibility in looking after something (e.g. a class pet or plant);</p> <p>Explain the importance of looking after things that belong to themselves or to others.</p> <p>-Harold's money</p> <p>Explain where people get money from;</p> <p>List some of the things that money may be spent on in a family home.</p> <p>-How should we look after our money?</p> <p>Recognise that different notes and coins have different monetary value;</p> <p>Explain the importance of keeping money safe;</p> <p>Identify safe places to keep money;</p> <p>Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).</p> <p>Skills: reading, understanding</p>	<p>Being my best</p> <p>LO: I can eat a rainbow</p> <p>Recognise the importance of fruit and vegetables in their daily diet;</p> <p>Know that eating at least five portions of vegetables and fruit a day helps to maintain health.</p> <p>-Eat well</p> <p>Recognise that they may have different tastes in food to others;</p> <p>Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch;</p> <p>Recognise which foods we need to eat more of and which we need to eat less of to be healthy.</p> <p>-Catch it! Bin it! Kill it!</p> <p>Understand how diseases can spread;</p> <p>Recognise and use simple strategies for preventing the spread of diseases.</p> <p>-Harold learns to ride his bike</p> <p>Recognise that learning a new skill requires practice and the opportunity to fail, safely;</p> <p>Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.</p> <p>-Pass on the praise!</p> <p>Demonstrate attentive listening skills;</p> <p>Suggest simple strategies</p>	<p>Growing and changing</p> <p>LO: Harold learns how to ride a bike</p> <p>Recognise that learning a new skill requires practice and the opportunity to fail, safely;</p> <p>Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.</p> <p>-Then and now</p> <p>Identify things they could do as a baby, a toddler and can do now;</p> <p>Identify the people who help/helped them at those different stages.</p> <p>-Inside my beautiful body</p> <p>Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);</p> <p>Understand and explain the simple bodily processes associated with them.</p> <p>-Keeping privates private</p> <p>Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);</p> <p>Understand and explain the simple bodily processes associated with them.</p> <p>-Taking care of a baby</p>
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<p>help us.</p> <p>Skills: Communication, active listening, respecting others feelings, showing empathy and self-regulation.</p> <p>Resources: classroom rules blank speech bubble A copy of Miss Nelson is Missing! by Harry Allard and James Marshall - or 'Looking After Your Planet' by Lauren Child -</p> <p>A copy of 'The Great Big Book of Families' by Mary Hoffman - or similar book showing different types of families Pictures with emotions- happy, sad, angry etc.</p> <p>Vocab: rules, rights and responsibilities, safe, feelings- happy, sad, angry, tired</p>	<p>NC Links: ICT: E-safety Art: Drawing and using materials to create a card to a special person.</p>	<p>the right to say "no" to unwanted touch; Start thinking about who they trust and who they can ask for help.</p> <p>Skills: communication, decision making, critical thinking.</p> <p>Resources: Audio track: Different Foods available on SCARF. Audio track: Sleep and Stars, available on SCARF. Scissors, glue and blank A4 sheets (to stick bedtime routine onto). Object for circle activity plain paper and scissors.</p> <p>NSPCC Underwear Rule resources: https://learning.nspcc.org.uk/research-resources/schools/pants-teaching</p> <p>Vocab: Healthy eating, balanced diet, illness, medicine, consent, appropriate and inappropriate touch, trust.</p> <p>NC Links: science - healthy eating and balanced diet.</p>	<p>responsibility, self-confidence gained from achieving goals.</p> <p>Resources: Audio track: Harold's Morning Routine, available on SCARF long strips of paper, sized to stick the sequencing strips in a linear style, allowing space for 2 additional pictures Scissors and glue A puppet and some wash bag items - for optional extension activity Art materials for drawing/painting to record their observations of the environment</p> <p>A plant - or something that needs looking after and tending to (e.g. plants in school garden, an area of the school that would benefit from a make-over). Copy of 'The Pigeon Wants a Puppy' by Mo Willems, or 'I completely know about guinea pigs' by Lauren Child can be found on YouTube. Pretend money - ideally a mixture of coins and notes - enough for one piece per child A container suitable for holding the pretend money (coins and notes)</p> <p>Vocab: Hygiene, teeth, routine, caring, money, responsibility</p>	<p>for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel. -Harold has a bad day Recognise how a person's behaviour (including their own) can affect other people.</p> <p>Skills: following routine, resilience, listening skills, writing, independence, respect.</p> <p>Resources: I can eat a rainbow: Lyrics for Energy - Different Foods do Different Job song (see lesson plan for these) For activity (a) - a selection of chopped fruit and vegetables, graph paper or computer software for graphs/bar chart For activity (b) - a selection of chopped fruit, kebab sticks, paper plates For activity (c) - a selection of chopped fruit, paper plates For activity (d) - paper, pencils, scissors, a word mat of fruit and vegetable names</p> <p>Hand wash song - washy washy - https://www.youtube.com/watch?v=zxIQn7KaCNU</p> <p>Paper plates (or use plate-size circles of card) - enough</p>	<p>Understand some of the tasks required to look after a baby; Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, and feeding.</p> <p>Skills: reading, writing, listening, questioning, discussing, explaining, cutting and sticking.</p> <p>Resources: A4 paper, large pieces of paper (ideally paper on a roll - e.g. lining paper or back of wallpaper), pencils, red felt tips/crayons, glue</p> <p>Vocab: resilience, growth mind set, changing, growing heart, lungs, blood, stomach, intestines, brain, good, bad, private parts.</p> <p>NC links- English - writing sentences Science- organs of the body and basic needs for survival.</p>
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