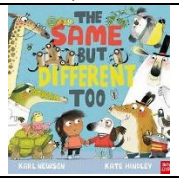
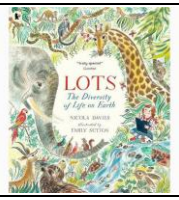
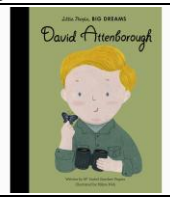
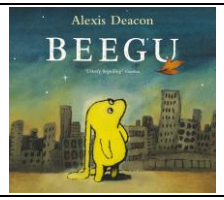
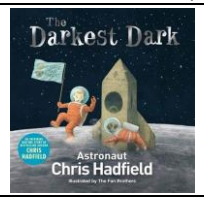
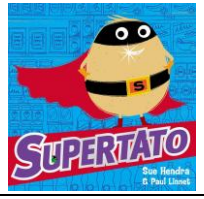
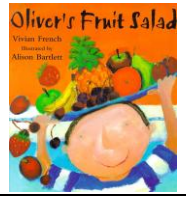
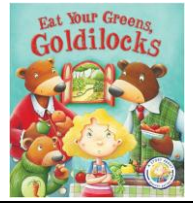
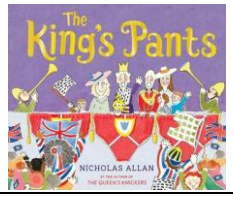
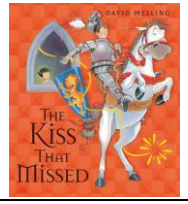
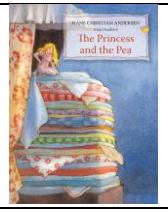
Year 1 English Long Term Plan

Term	Subject	Overview
Autumn	**Writing**	Fiction – Labels, lists and captions - The Same but Different Too Non-Fiction – Recount Writing - Recount of local walk Fiction – Narrative writing - Funny Bones Fiction - I Love You Blue Kangaroo Non-Fiction text - writing facts about toys Poetry – Structured poems – What's in the toy box
	Core Texts	  
	Phonics Decoding & Transcription	The children follow the Phonics Scheme, 'Read Write Inc'. I can recognise, read and write all set 1 sounds and set 2 sounds. I can spell CVC, CCVC, CVCC words I know how to apply phonic knowledge in order to decode unfamiliar words. I can blend familiar sounds to read words accurately. I can read words of 2 or more syllables containing familiar sounds. I can sound out unfamiliar words and read aloud books closely matched to my improving phonic knowledge. I know how to write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
	Word Reading by Sight	I can read most familiar words from the 100 HFW quickly and accurately by sight. I can read further common exception words including unusual spellings of words. I know how to read words containing common suffixes.
	Word Reading	I know how to apply phonic knowledge and skills as the route to decode words I know the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes and can respond speedily. I know how to read accurately by blending sounds in unfamiliar words containing GPCs that have been taught I know how to read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word I know how to read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings I know how to read other words of more than one syllable that contain taught GPCs I know how to read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) I know how to read books aloud that are consistent with my developing phonic knowledge without using other strategies to work out words. I know how to reread these books to build up their fluency and confidence in word reading
		I know how to listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently I know a range of key stories, fairy stories and traditional tales and a, able to retell them and consider their particular characteristics I know how to recite some poems by heart. I know how to discuss word meanings, linking new meanings to those already known I know how to draw on what I already know and use vocabulary provided by the teacher.

	Reading Comprehension	I know how to check that the text makes sense to me as I read, and correct inaccurate reading I know how to talk about the significance of the title and events I know how to make inferences on the basis of what is being said and done I know how to predict what might happen on the basis of what has been read so far I know how to participate in discussion about what is read, taking turns and listening to what others say I know how to explain clearly my understanding of what is read to me.
	Handwriting	I know how to sit correctly at a table, holding a pencil comfortably and correctly I know how to form lower-case letters in the correct direction, starting and finishing in the right place I know how to form capital letters and form digits 0-9 I understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and practise these.
	Spelling	I know that spelling involves segmenting words into phonemes and represent all the phonemes by graphemes in the right order. I know how to do this both for single-syllable and multi-syllabic words. I know how to make phonically plausible spellings, even if not always correct. I know how to segment spoken words into phonemes and represent them using graphemes, spelling many correctly. I know how to spell common exception words. I know how to apply spelling rules. I know how to learn alternative ways of representing those sounds I have misspelt I know how to spell words containing each of the 40+ phonemes already taught, common exception words and the days of the week. I know how to name the letters of the alphabet in order and use letter names to distinguish between alternative spellings of the same sound I know how to add prefixes and suffixes: • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • 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]
	Writing - vocabulary, grammar and punctuation	I know how to leave spaces between words I know how to use joining words and joining clauses using 'and' I know how to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark I know how to use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
	Writing Composition	I know how to say out loud what they are going to write about I know how to compose a sentence orally before writing it I know how to sequence sentences to form short narratives I know how to re-read what I have written to check that it makes sense I know how to discuss what I have written with the teacher or other pupils I know how to read my writing aloud, clearly enough to be heard by my peers and the teacher

Term	Subject	Overview
Spring	**Writing**	Non–Fiction text - Non-chronological Text – fact file about iguanas - LOTS The Diversity of life on Earth Non-Fiction – Persuasion Text – leaflet for looking after the world- LOTS The Diversity of life on Earth Non-Fiction Text - Biography – David Attenborough Non-Fiction – Non-chronological Text – fact file about Captivating creatures (from visit) Fiction - Narrative Writing - Character Thoughts and Speech – 'Beegu' By Alexis Deacon Fiction - Narrative Writing – Character description of an alien - 'Beegu' By Alexis Deacon Non –fiction – Newspaper report - 'Beegu' By Alexis Deacon Non-Fiction – Instructional Text – 'How to Catch a Star' By Oliver Jeffers Fiction - Narrative Writing – Adventure Story - 'The Darkest Dark' By Chris Hadfield Non-Fiction – Non-chronological Text – fact file about the moon - 'The Darkest Dark' By Chris Hadfield
	Core Texts	    
	Phonics Decoding & Transcription	The children follow the Phonics Scheme, 'Read Write Inc'. I can recognise, read and write all set 1 sounds and set 2 sounds. I can spell CVC, CCVC, CVCC words I know how to apply phonic knowledge in order to decode unfamiliar words. I know how to blend familiar sounds to read words accurately. I know how to read words of 2 or more syllables containing familiar sounds. I can sound out unfamiliar words and read aloud books closely matched to my improving phonic knowledge. I know how to write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far I can read 'real' and 'alien' words in preparation for the Phonics screening
	Word Reading by Sight	I can read most familiar words from the 100 HFW quickly and accurately by sight. I can read further common exception words including unusual spellings of words. I know how to read words containing common suffixes.
	Word Reading	I know how to apply phonic knowledge and skills as the route to decode words I know the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes and can respond speedily. I know how to read accurately by blending sounds in unfamiliar words containing GPCs that have been taught I know how to read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word I know how to read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings I know how to read other words of more than one syllable that contain taught GPCs

		I know how to read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) I know how to read books aloud that are consistent with my developing phonic knowledge without using other strategies to work out words. I know how to reread these books to build up their fluency and confidence in word reading
	Reading Comprehension	I know how to listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently I know a range of key stories, fairy stories and traditional tales and a, able to retell them and consider their particular characteristics I know how to recite some poems by heart. I know how to discuss word meanings, linking new meanings to those already known I know how to draw on what I already know and use vocabulary provided by the teacher. I know how to check that the text makes sense to me as I read, and correct inaccurate reading I know how to talk about the significance of the title and events I know how to make inferences on the basis of what is being said and done I know how to predict what might happen on the basis of what has been read so far I know how to participate in discussion about what is read, taking turns and listening to what others say I know how to explain clearly my understanding of what is read to me.
	Handwriting	I know how to sit correctly at a table, holding a pencil comfortably and correctly I know how to form lower-case letters in the correct direction, starting and finishing in the right place I know how to form capital letters and form digits 0-9 I understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and practise these.
	Spelling	I know that spelling involves segmenting words into phonemes and represent all the phonemes by graphemes in the right order. I know how to do this both for single-syllable and multi-syllabic words. I know how to make phonically plausible spellings, even if not always correct. I know how to segment spoken words into phonemes and represent them using graphemes, spelling many correctly. I know how to spell common exception words. I know how to apply spelling rules. I know how to learn alternative ways of representing those sounds I have misspelt I know how to spell words containing each of the 40+ phonemes already taught, common exception words and the days of the week. I know how to name the letters of the alphabet in order and use letter names to distinguish between alternative spellings of the same sound I know how to add prefixes and suffixes: • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • 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]
	Writing - vocabulary, grammar and punctuation	I know how to leave spaces between words I know how to use joining words and joining clauses using 'and' I know how to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark I know how to use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
	Writing Composition	I know how to say out loud what they are going to write about I know how to compose a sentence orally before writing it I know how to sequence sentences to form short narratives I know how to re-read what I have written to check that it makes sense I know how to discuss what I have written with the teacher or other pupils I know how to read my writing aloud, clearly enough to be heard by my peers and the teacher

Term	Subject	Overview
Summer	**Writing**	Non-Fiction – Instructional Text – writing a recipe Non-Fiction – Persuasion Text – should you go in the house? Eat Your Greens Goldilocks Fiction - Narrative Writing – Character description and Sequence and retell of Goldilocks Fiction - Persuasion Text – Letter to say sorry to the bears Eat Your Greens Goldilocks Poetry – Structured poems –Sunflower acrostic poems Sentences including adjectives, use of 'and Fiction - Narrative Writing – Adventure Story Sequence, retell, use of suffix ed Fiction - Narrative Writing – Adventure Story set in London Describe a setting using adjectives. Write a letter/ Postcards Fiction - Narrative Writing – Traditional Story
	Core Texts	      
	Phonics Decoding & Transcription	The children follow the Phonics Scheme, 'Read Write Inc'. I can recognise, read and write all set 1 sounds and set 2 sounds. I can spell CVC, CCVC, CVCC words I know how to apply phonic knowledge in order to decode unfamiliar words. I know how to blend familiar sounds to read words accurately. I know how to read words of 2 or more syllables containing familiar sounds. I can sound out unfamiliar words and read aloud books closely matched to my improving phonic knowledge. I know how to write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far I can read 'real' and 'alien' words in preparation for the Phonics screening
	Word Reading by Sight	I can read most familiar words from the 100 HFW quickly and accurately by sight. I can read further common exception words including unusual spellings of words.

		I know how to read words containing common suffixes.
	Word Reading	I know how to apply phonic knowledge and skills as the route to decode words I know the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes and can respond speedily. I know how to read accurately by blending sounds in unfamiliar words containing GPCs that have been taught I know how to read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word I know how to read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings I know how to read other words of more than one syllable that contain taught GPCs I know how to read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) I know how to read books aloud that are consistent with my developing phonic knowledge without using other strategies to work out words. I know how to reread these books to build up their fluency and confidence in word reading
	Reading Comprehension	I know how to listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently I know a range of key stories, fairy stories and traditional tales and a, able to retell them and consider their particular characteristics I know how to recite some poems by heart. I know how to discuss word meanings, linking new meanings to those already known I know how to draw on what I already know and use vocabulary provided by the teacher. I know how to check that the text makes sense to me as I read, and correct inaccurate reading I know how to talk about the significance of the title and events I know how to make inferences on the basis of what is being said and done I know how to predict what might happen on the basis of what has been read so far I know how to participate in discussion about what is read, taking turns and listening to what others say I know how to explain clearly my understanding of what is read to me.
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	Spelling	I know that spelling involves segmenting words into phonemes and represent all the phonemes by graphemes in the right order. I know how to do this both for single-syllable and multi-syllabic words. I know how to make phonically plausible spellings, even if not always correct. I know how to segment spoken words into phonemes and represent them using graphemes, spelling many correctly. I know how to spell common exception words. I know how to apply spelling rules. I know how to learn alternative ways of representing those sounds I have misspelt I know how to spell words containing each of the 40+ phonemes already taught, common exception words and the days of the week. I know how to name the letters of the alphabet in order and use letter names to distinguish between alternative spellings of the same sound I know how to add prefixes and suffixes: • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • 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]
	Writing - vocabulary,	I know how to leave spaces between words I know how to use joining words and joining clauses using 'and'

	grammar and punctuation	I know how to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark I know how to use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
	Writing Composition	I know how to say out loud what they are going to write about I know how to compose a sentence orally before writing it I know how to sequence sentences to form short narratives I know how to re-read what I have written to check that it makes sense I know how to discuss what I have written with the teacher or other pupils I know how to read my writing aloud, clearly enough to be heard by my peers and the teacher

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**Getting to know me and my world.**	**A Toy's Story**	**Animal Adventures**	**Bright lights, Big city.**	**To infinity and Beyond**	**Ready, Steady, Grow**
Focus/ Content **ART**	- Picasso, creating own pictures of abstract faces. - Self portraits - Sketch of Castle Hill. - Collage of castle Hill. - Funny bones artwork skeleton (paper straws)	- Sketch favourite toys. - Banksy	- Continuing animal print sketch. - Austin's Butterfly animal sketch. (teacher can choose any animal) - Paper plate animal masks. - Van Gogh/Monet	- Observational drawing of the King. - Sketching Landmarks: Tower Bridge. - Salt dough 3D models of the King (painted). - Vivienne Westwood - Mother's day cards (11.5.25) -	- Responding to artist's ideas and re-creating Van Gogh, Starry Night. - Chalk solar system using chalks on black - different techniques e.g. smudging. - Barbara Hepworth	- Wassily Kandinsky, Squares with concentric circles. - Giuseppe Arcimboldo, fruit faces. - Sketching pansies - Andy Warhol - Father's day cards (15.6.25)
Skills	I can respond to ideas and starting points and explore different methods and materials **Painting** I can use thick and thin brushes. I can mix primary colours to make secondary and mix white to colours to make tints and black to colours to make tones. **Collage** I can use a combination of materials that are cut, torn and glued to create texture. **Drawing** I can draw lines of different sizes and thickness. I can colour (own work) neatly following the lines. I can show pattern and texture by adding dots and lines. **Sculpture** I can use techniques such as rolling, cutting, moulding and carving. I can join materials using glue and/or a stitch.	I can respond to ideas and starting points and explore different methods and materials **Drawing** I can draw lines of different sizes and thickness. I can colour (own work) neatly following the lines. I can show pattern and texture by adding dots and lines.	I can respond to ideas and starting points and explore different methods and materials **Drawing** I can draw lines of different sizes and thickness. I can colour (own work) neatly following the lines. I can show pattern and texture by adding dots and lines. **Sculpture** I can use techniques such as rolling, cutting, moulding and carving. I can join materials using glue and/or a stitch.	I can respond to ideas and starting points and explore different methods and materials **Drawing** I can draw lines of different sizes and thickness. I can colour (own work) neatly following the lines. I can show pattern and texture by adding dots and lines. **Sculpture** I can use techniques such as rolling, cutting, moulding and carving. I can join materials using glue and/or a stitch.	I can respond to ideas and starting points and explore different methods and materials I can use a variety of different art materials, e.g. chalk, pastels. **Drawing** I can draw lines of different sizes and thickness. I can colour (own work) neatly following the lines. I can show pattern and texture by adding dots and lines.	I can respond to ideas and starting points and explore different methods and materials **Painting** I can use thick and thin brushes. I can mix primary colours to make secondary and mix white to colours to make tints and black to colours to make tones. **Drawing** I can draw lines of different sizes and thickness. I can colour (own work) neatly following the lines. I can show pattern and texture by adding dots and lines. **Collage** I can use a combination of materials that are cut, torn and glued to create texture.
Knowledge	I know how to use a range of materials creatively. I know how to use different techniques (drawing, painting, sculpture). I know how to share ideas, experiences and imagination. I know who different artists, craft makers and designers are and can describe their work.	I know how to use a range of materials creatively. I know how to use different techniques (drawing, painting, sculpture). I know who different artists, craft makers and designers are.	I know how to use a range of materials creatively. I know how to use different techniques (drawing, painting, sculpture). I know how to share ideas, experiences and imagination. I know who different artists, craft makers and designers are.	I know how to use a range of materials creatively. I know how to use different techniques (drawing, painting, sculpture). I know who different artists, craft makers and designers are. I know how to develop different techniques (colour, pattern, texture, line, shape, form and space).	I know how to use a range of materials creatively. I know how to use different techniques (drawing, painting, sculpture). I know who different artists, craft makers and designers are.	I know how to use a range of materials creatively. I know how to use different techniques (drawing, painting, sculpture). I know who different artists, craft makers and designers are. I know how to develop different techniques (colour, pattern, texture, line, shape, form and space).

	I know how to develop different techniques (colour, pattern, texture, line, shape, form and space).		I know how to develop different techniques (colour, pattern, texture, line, shape, form and space).			
Vocabulary ***Ambitious vocabulary*** ***previous vocabulary***	**Drawing**: thick, thin, sketch, texture **Construction**: roll, knead sculpture texture, construct, cutting, moulding, stitch **Painting**: Primary colours, Brush paint mix palette dip colour names **Collage**: Texture construct cut, weave, **Artists**: Style, artists, Picasso similarities differences	**Drawing**: thick, thin, sketch, texture **Construction**: roll, knead sculpture texture, construct, cutting, moulding, stitch **Painting**: Primary colours, Brush paint mix palette dip colour names **Collage**: Texture construct cut, weave,	**Drawing**: thick, thin, sketch, texture **Construction**: roll, knead sculpture texture, construct, cutting, moulding, stitch **Painting**: Primary colours, Brush paint mix palette dip colour names **Collage**: Texture construct cut, weave,	**Drawing**: thick, thin, sketch, texture **Painting**: Primary colours, Brush paint mix palette dip colour names **Collage**: Texture construct cut, weave, **Artists**: Style, artists, Kandinsky, Archimboldo, Vivienne Westwood similarities differences	**Painting**: Primary colours, Brush paint mix palette dip colour names, chalk, smudge **Artists**: Style, artists Van Gogh, Barbara Hepworth similarities differences	**Drawing**: thick, thin, sketch, texture **Painting**: Primary colours, Brush paint mix palette dip colour names **Collage**: Texture construct cut, weave, **Artists**: Style, artists, Kandinsky, Warhol similarities differences

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**Getting to know me and my world.**	**A Toy's Story**	**Our Animal Adventures**	**Bright lights, Big city.**	**To infinity and Beyond**	**Ready, Steady, Grow**
Focus/ Content **DT**	Design and collaboratively make castle hill	Christmas card-*(being clear on which mechanisms you will use)* Designing, making and evaluating a playground or specific piece of playground equipment, use a bench fold to create the steps etc	Design, make and evaluate felt Animal Puppets	Easter cards (using a mechanism) Design and make a bridge (paper straws) Designing and weaving a rug for the lion (linked to literacy text)		Design, make and evaluate fruit kebab
Skills	**Design** I can design products that have a clear purpose and an intended user. I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups, and where appropriate use software to design. **Make** I can demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). I can demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). I can select from and use a range of tools and equipment to preform practical tasks. I can select from and use a wide range of materials and components, including construction materials, textiles, and ingredients, according to their characteristics. I can explore and use mechanisms (E.g. levers, sliders, wheels and axels) **Evaluate** I can explore objects and designs to identify likes and dislikes of the designs. I can suggest improvements to existing designs I can evaluate ideas and products		**Design** I can design products that have a clear purpose and an intended user. I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups, and where appropriate use software to design. **Make** I can demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). I can demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). I can select from and use a range of tools and equipment to preform practical tasks. I can select from and use a wide range of materials and components, including construction materials, textiles, and ingredients, according to their characteristics. I can explore and use mechanisms (E.g. levers, sliders, wheels and axels) **Evaluate** I can explore objects and designs to identify likes and dislikes of the designs. I can suggest improvements to existing designs I can evaluate ideas and products			**Design** I can design products that have a clear purpose and an intended user. **Cooking & Nutrition** I can cut, peel or grate ingredients safely. I can assemble or cook ingredients. **Evaluate** I can suggest improvements to existing designs I can evaluate ideas and products
Knowledge	**Design** I know how to use a design criteria to create products. I know how to share my design in different ways (talking, drawing, templates, mock-ups and ICT). **Make** I know how to use a variety of tools. I know how to select appropriate materials. **Evaluate** I know how to evaluate products. I know how to evaluate my own ideas.		**Design** I know how to use a design criteria to create products. I know how to share my design in different ways (talking, drawing, templates, mock-ups and ICT). **Make** I know how to use a variety of tools. I know how to select appropriate materials. **Evaluate** I know how to evaluate products. I know how to evaluate my own ideas.			**Cooking & Nutrition** I know where food comes from. I know the basic principles of a healthy and varied diet to prepare dishes. **Design** I know how to use a design criteria to create products. I know how to share my design in different ways (talking, drawing, templates, mock-ups and ICT). **Evaluate** I know how to evaluate products. I know how to evaluate my own ideas.

Vocabulary ***Ambitious vocabulary*** ***previous vocabulary***	**Design**: Picture, drawing, use **Make**: Change, tools, materials, salt dough, textiles, gluing, hinges, join, levers, sliders, axels, strengthen **Evaluate**: idea, improve **Cooking**: food, meal, snack, healthy, diet	**Design**: Picture, drawing, use **Make**: Change, tools, materials textiles, gluing, hinges, join, levers, sliders, axels, strengthen **Evaluate**: idea, improve	**Design**: Picture, drawing, use **Make**: Change, tools, materials textiles, gluing, hinges, join, levers, sliders, axels, strengthen **Evaluate**: idea, improve	**Design**: Picture, drawing, use **Make**: Change, tools, materials textiles, gluing, hinges, join, levers, sliders, axels, strengthen **Evaluate**: idea, improve		**Design**: Picture, drawing, use **Make**: chop, slice, cut, peel **Evaluate**: idea, improve **Cooking**: food, meal, snack, healthy, diet

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**Getting to know me and my world.**	**A Toy's Story**	**Our Animal Adventures** ***E Safety Week WC 10.2.26***	**To infinity and Beyond**	**Bright lights, Big city.**	**Ready, Steady, Grow**
UNIT Focus/ Content (taken from NCfCE) **COMPUTING**	**Technology around us** *Recognising technology in school and using it responsibly.* ➢ Exploring technology around us in and outside of school. ➢ Naming parts of computers and digital devices. ➢ Developing mouse and keyboard skills. ➢ Using a computer and the internet safely.	**Digital Painting** *Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.* ➢ *Exploring how we can create art using a computer.* ➢ *Developing painting skills using a computer programme.* ➢ *Comparing computer art and painting.*	**Programming a Robot** *Writing short algorithms and programs for floor robots, and predicting program outcomes.* ➢ *Exploring digital devices such as bee-bots.* ➢ *Planning out algorithms to move a bee-bot.* ➢ *Creating precise instructions for a bee-bot to follow.* ➢ *Understanding how to give commands and directions on a digital device.*	**Grouping Data** *Exploring object labels, then using them to sort and group objects by properties.* ➢ *Using a computer programme to group data.* ➢ *Learning how to collect and display data using a computer.* ➢ *Understanding how to interpret data and results.*	**Digital Writing** *Using a computer to create and format text, before comparing to writing non-digitally.* ➢ *Exploring how to use the keyboard for writing.* ➢ *Editing text on a word document.* ➢ *Learning how to make the most of the tool bar and understanding what the different tools do.* ➢ *Saving and retrieving work.*	**Programming Animations** *Designing and programming the movement of a character on screen.* ➢ *Exploring programmes which use an algorithm.* ➢ *Planning out algorithms to create an animation.* ➢ *Testing simple algorithms to see if they work and learning how to fix them if needed.*
Skills ***(Procedural)***	➢ I can talk about and identify examples of information technology, both in and outside of school. ➢ I can use simple digital tools to create content. ➢ I can identify people I need to go to for help and support when using digital devices.	➢ I can use simple digital tools to create content. ➢ I can edit and change digital content. ➢ I can save and retrieve digital content I have created.	➢ I can follow and give clear instructions to complete a simple task. ➢ I can create simple algorithms to solve problems. ➢ I can use basic programming tools to turn algorithms into program. ➢ I can identify when instructions don't work properly and fix them. ➢ I can test simple programs to check they work correctly. ➢ I can write simple programs using a range of tools. ➢ I can plan and sequence instructions to make something happen. ➢ I can test a program to see if it works. ➢ I can spot mistakes in a program and correct them. I can make changes to fix errors and improve	➢ I can use simple digital tools to create content. ➢ I can edit and change digital content. ➢ I save and retrieve digital content I have created.	➢ I can use simple digital tools to create content. ➢ I can edit and change digital content. ➢ I save and retrieve digital content I have created.	➢ I can follow and give clear instructions to complete a simple task. ➢ I can create simple algorithms to solve problems. ➢ I can use basic programming tools to turn algorithms into program. ➢ I can identify when instructions don't work properly and fix them. ➢ I can test simple programs to check they work correctly. ➢ I can write simple programs using a range of tools. ➢ I can plan and sequence instructions to make something happen. ➢ I can test a program to see if it works. ➢ I can spot mistakes in a program and correct them. I can make changes to fix errors and improve how a program works. I can

			how a program works. I can talk about what I think will happen when I run a program. ➢ I can predict what might happen and test a program. ➢ I can think about what instructions to give next to achieve an outcome.			talk about what I think will happen when I run a program. ➢ I can predict what might happen and test a program. ➢ I can think about what instructions to give next to achieve an outcome.
	Underpinning all areas of Computing – E Safety ➢ I can use technology in a safe and respectful way. ➢ I can keep personal information private when using digital devices. ➢ I can recognise when something online is not safe or inappropriate. ➢ I can identify people I need to go to for help and support when using digital devices.					
Knowledge (Declarative)	➢ I know that technology can help us create things like pictures, texts and sounds. ➢ I know information technology means using a range of devices. ➢ I know that information technology can be used in a range of places outside of school. ➢ I know that I need to be kind and respectful when using technology and working online. ➢ I know what to do if something online makes me feel worried and which trusted adult I can go to.	➢ I know that technology can help us create things like pictures, texts and sounds. ➢ I know that digital content can be saved and retrieved. ➢ I now that I can edit digital content to make changes.	➢ I know that an algorithm is a set of clear, step by step instructions. ➢ I know that computers and digital devices follow instructions to do things. ➢ I know that a program has a set of instructions written to be followed by a computer. ➢ I know that computers need instructions to be clear and exact. ➢ I know that we can give computers instructions to make them do something useful. ➢ I know that a programme is a set of instructions that tells a digital device what to do. ➢ I know that creating a program means writing instructions to make something happen. ➢ I know that debugging means to find and fix the mistakes. ➢ I know that programs follow instructions precisely, so small mistakes can stop it from working. I know that programs follow	➢ I know that technology can help us create things like picture, texts and sounds. ➢ I know that digital content can be saved and retrieved. ➢ I know that I can edit digital content to make changes.	➢ I know that technology can help us create things like picture, texts and sounds. ➢ I know that digital content can be saved and retrieved. ➢ I know that I can edit digital content to make changes.	➢ I know that an algorithm is a set of clear, step by step instructions. ➢ I know that computers and digital devices follow instructions to do things. ➢ I know that a program has a set of instructions written to be followed by a computer. ➢ I know that computers need instructions to be clear and exact. ➢ I know that we can give computers instructions to make them do something useful. ➢ I know that a programme is a set of instructions that tells a digital device what to do. ➢ I know that creating a program means writing instructions to make something happen. ➢ I know that debugging means to find and fix the mistakes. ➢ I know that programs follow instructions precisely, so small mistakes can stop it from working. I know that programs follow instructions step by step to do something. ➢ I know that the order of instructions changes what a program does.

			instructions step by step to do something. ➢ I know that the order of instructions changes what a program does. ➢ I know that a programme might do something unexpected I the instructions aren't clear.			➢ I know that a programme might do something unexpected I the instructions aren't clear.
	Underpinning all areas of Computing – E Safety ➢ I know that I need to be kind and respectful when using technology and working online. ➢ I know what my personal information is and why it should be kept private. ➢ I know that some things on the internet are not safe for me. ➢ I know what to do if something online makes me feel worried and which trusted adult I can go to.					
Vocabulary	technology, computer, mouse, trackpad, keyboard, screen, double-click, typing.	paint program, tool, paintbrush, erase, fill, undo, shape tools, line tool, fill tool, undo tool, colour, brush style, brush size, pictures, painting, computers	Bee-Bot, forwards, backwards, turn, clear, go, commands, instructions, directions, left, right, route, plan, algorithm, program.	object, label, group, search, image, property, colour, size, shape, value, data set, more, less, most, fewest, least, the same	word processor, keyboard, keys, letters, type, numbers, space, backspace, text cursor, capital letters, toolbar, bold, italic, underline, mouse, select, font, undo, redo, format, compare, typing, writing.	ScratchJr, command, sprite, compare, programming, area, block, joining, start, run, program, background, delete, reset, algorithm, predict, effect, change, value, instructions, design.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**Getting to know me and my world.**	**A Toy's Story**	**Our Animal Adventures**	**Bright lights, Big city.**	**To infinity and Beyond**	**Ready, Steady, Grow**
Focus/ Content **GEOGRAPHY**	- Map of our Local area. - Walk around the local area, accurate map drawing skills using given map symbols. - Identify 4 countries, capital cities and Huddersfield on a map. Making comparisons of human and physical features within the local area. - **Mini inspiration day- Walk round local area**		- Locating 7 continents of the world. - Locating where animals originate from using world maps/atlases/globe.	- Human/physical features of London. - Locating London on a map of Britain. - Identify 4 countries, capital cities on a map. - Using simple compass directions to locate different London landmarks. - Using compass points to explain the location of different capital cities. Using aerial images to locate key landmarks in London.	- Using aerial images from space to recognise key landmarks locally/nationally. -	- Locating the countries where different fruits are grown using maps/atlases/globes. - Looking at the climate/weather of the countries where fruits grow in relation to the Equator.
Skills	I can begin to use fieldwork skills and to make observations about my locality and the wider world. I can use maps, atlases and globes to identify countries, capital cities and Huddersfield. I can use simple compass directions and language to describe location and routes on a map. I can devise a simple map. I can use aerial photographs to identify local landmarks.		I can use maps, atlases and globes to identify the continents. I can compare the weather in different locations around the world in relation to the Equator.	I can use maps and atlases to identify the 4 countries of the British Isles. I can find the 4 capital cities of the countries of the British Isles on a map. I can identify, describe and make observations about human and physical features of London. I can use simple compass directions and directional language to describe location of landmarks in relation to each other. I can use aerial images to locate London landmarks.	I can recognise the continents using aerial images. I can identify, describe and make observations about human and physical features	I can use maps, atlases and globes to identify different countries. I can compare the weather in different locations around the world in relation to the Equator.
Knowledge	**Locational Knowledge** I know I live in Huddersfield. I know Huddersfield is in England. I know the capital city of England is London. I know how to identify the British Isles on a map. I know where Huddersfield is on a map of the British Isles. **Human and Physical Geography** I know the names of some physical and human features of my local area.		**Locational Knowledge** I know there are seven continents. I know different animals live in different environments. I know that the Equator is the hottest part of the world **Human and Physical Geography** I know the weather varies around the world and it affects which animals live there. **Geographical Skills and Fieldwork** I know that world maps, atlases, and globes help us to identify the Equator and the seven continents.	**Locational Knowledge** I know the names of the countries of the UK and their capital cities. **Human and Physical Geography** I know some human and some physical features of London	**Locational Knowledge** I know the names of the world`s seven continents. **Human and Physical Geography** I know some geographical vocabulary to refer to physical and human features. **Geographical Skills and Fieldwork** I know that aerial photographs are taken from space and they can help us to recognise landmarks and basic human and physical features	**Locational Knowledge** I know the names of different countries where fruits are grown **Place Knowledge** I know that the weather and climate vary in different locations in relation to the Equator. **Geographical Skills and Fieldwork** I know that world maps, atlases, and globes help us to identify the Equator and different countries.
Vocabulary ***Ambitious vocabulary*** ***previous vocabulary***	**Place Knowledge:** Netherhall St James School, Rawthorpe, Huddersfield, England Village, town, city, house, home, shop, road, bus, car, detached house, semi-detached house,	Seasons under science: **Physical**: Season, seasonal, spring, summer, autumn, winter, warm, cool, wind, rain, sun,	Locating where animals originate from using world maps/atlases/globe **Locational Knowledge**: British Isles, England, Scotland, Wales, Northern Ireland,	Seasons under science: **Physical**: Season, seasonal, spring, summer, autumn, winter, warm, cool, wind, rain, sun, fog, snow, warmer, colder, sunnier, rainier, snowier, predict, Equator **Human**: coat, t-shirt, dress, jumper, sandals, wellies, scarf, hat, gloves	**Locational Knowledge**: 7 Continents: Europe, North America, South America, Oceania/Australasia, Asia, Africa, Antarctica	Locating the countries where different fruits are grown using maps/atlases/globes. Looking at the climate/weather of the countries where fruits grow in relation to the equator. **Locational Knowledge**:

	terraced house, garden, street, school, park, path, lake, canal, compare, contrast, similarities, differences **Geographical Skills and Fieldwork**: map, atlas, globe, locate, describe, features, observe, look, watch, route, journey. landmark, Victoria Tower	fog, snow, warmer, colder, sunnier, rainier, snowier, predict, Equator **Human:** coat, t-shirt, dress, jumper, sandals, wellies, scarf, hat, gloves	7 Continents: Europe, North America, South America, Oceania/Australasia, Asia, Africa, Antarctica	**Geographical Skills and Fieldwork**: Map, atlas, globe Locate, describe, features, observe, look, watch, aerial photographs route journey	**Geographical Skills and Fieldwork**: Map, atlas, globe Locate, describe, features, observe, look, watch, aerial photographs	British Isles, England, Scotland, Wales, Northern Ireland, 7 Continents: Europe, North America, South America, Oceania/Australasia, Asia, Africa, Antarctica equator

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**Getting to know me and my world.**	**A Toy's Story**	**Our Animal Adventures**	**Bright lights, Big city.**	**To infinity and Beyond**	**Ready, Steady, Grow**
Focus/Content **HISTORY**	- Discussing own lives, chronological timeline of our own lives. - Looking at the life of Queen Victoria, fact file. - Opening of Castle Hill for Queen Victoria's jubilee. Exploring local changes of town centre, past/present. - **Inspiration day- Visiting Castle Hill**	- History of toys from the past 100 years. - Comparing own toys with those from the past. - Exploring the changes, chronological timeline of toys, ordering artefacts in chronological order. - **Inspiration day- Looking at toys from different eras.**	- Dinosaurs	- Comparison with Kings and Queens of the past. - King Charles Timeline - King Charles, coronation/jubilees. - King Charles III - **Inspiration day- Red, white and Blue tea party**	- Discussions into current space missions. - Tim Peake/Neil Armstrong - Helen Sharman – First British woman in Space and also from Yorkshire - Timeline of events into space travel/missions. - Describing the first landing on the moon in newspaper format.	
Skills	I can recognise and discuss changes within my own life/living memory and events beyond my memory. I can make comparisons between today and the past. I can place events/artefacts in chronological order. I can use the correct vocabulary to describe the passing of time. I can describe historical events, people and places in my own locality (Huddersfield/Yorkshire/UK) I can describe the lives of significant individuals in the past and understand how they have contributed to national and international achievements. I can use a selection of artefacts and resources to investigate and interpret the past. I can develop an understanding of events that are significant both nationally and globally. I can ask a range of questions to investigate and interpret the past. (Who, where, when, how, why, what)	I can recognise and discuss changes within my own life/living memory and events beyond my memory. I can make comparisons between today and the past. I can place events/artefacts in chronological order. I can use the correct vocabulary to describe the passing of time. I can use a selection of artefacts and resources to investigate and interpret the past. I can ask a range of questions to investigate and interpret the past. (Who, where, when, how, why, what)		I can recognise and discuss changes within my own life/living memory and events beyond my memory. I can make comparisons between today and the past. I can place events/artefacts in chronological order. I can use the correct vocabulary to describe the passing of time. I can describe historical events, people and places in my own locality (Huddersfield/Yorkshire/UK) I can describe the lives of significant individuals in the past and understand how they have contributed to national and international achievements. I can use a selection of artefacts and resources to investigate and interpret the past. I can develop an understanding of events that are significant both nationally and globally. I can ask a range of questions to investigate and interpret the past. (Who, where, when, how, why, what)	I can recognise and discuss changes within my own life/living memory and events beyond my memory. I can use the correct vocabulary to describe the passing of time. I can describe historical events, people and places in my own locality (Huddersfield/Yorkshire/UK) I can describe the lives of significant individuals in the past and understand how they have contributed to national and international achievements. I can use a selection of artefacts and resources to investigate and interpret the past. I can develop an understanding of events that are significant both nationally and globally. I can ask a range of questions to investigate and interpret the past. (Who, where, when, how, why, what)	

Knowledge	I know about changes in living memory I know that aspects of national life have changed in my living memory I know about significant national events beyond living memory I know about significant national events beyond living memory I know about the lives of significant individuals from the past who have contributed to national and international achievements I know about significant historical events, people and places from my own locality	I know about changes in living memory I know that aspects of national life have changed in my living memory I know about significant national events beyond living memory I know about significant national events beyond living memory		I know about changes in living memory I know that aspects of national life have changed in my living memory I know about significant national events beyond living memory I know about significant national events beyond living memory I know about the lives of significant individuals from the past who have contributed to national and international achievements I know about significant historical events, people and places from my own locality	I know about changes in living memory I know that aspects of national life have changed in my living memory I know about significant national events beyond living memory I know about significant national events beyond living memory I know about the lives of significant individuals from the past who have contributed to national and international achievements I know about significant historical events, people and places from my own locality	
Vocabulary ***Ambitious vocabulary*** ***previous vocabulary***	Time-line (own) time order Past and present Change, similar, different Queen Victoria Long ago Date month Earlier, later Remember / memory Present, past, future Famous Recount / Retell Events "History remembers *(event/person)* because..." Object Artefact/Source Decade, ancient	Change Long ago Yesterday Past Present Significance Artefact/Source Decade		Timeline/ time order King Charles III Queen Camilla Queen Elizabeth II Local Nation Long ago "History remembers *(event/person)* because..." Significance Monarchy Century	Tim Peake/Neil Armstrong Helen Sharman/Chris Hadfield Change Long ago Timeline of events into space travel/missions. Source "History remembers *(event/person)* because..." Century Discovery Global International Decade Significance	

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**Getting to know me and my world.**	**A Toy's Story**	**Our Animal Adventures**	**Bright lights, Big city.**	**To infinity and Beyond**	**Ready, Steady, Grow**
Focus/ Content **MUSIC**	Music Express (Year 1 book) Feel the Pulse pg 24-33 (Exploring pulse and rhythm) Lesson 1: Move Yourself: move to-*Piocchio*, respond to-*Raga Abhogi*, sing-*Okki-tokki-unga* Lesson 2: Follow Me: Sing *Pinocchio's band* (with instruments), Play get on board game (cow bells), listen to-*Bransle de Chevaux* Lesson 3: Beat and Rhythm (Exploring pulse and rhythm - Singing focus) *I hear Thunder, Okki-tokki-unga* Lesson 4: Drum beats and rhythms – *This Old Man, Clap your hands* Lesson 5: Read the rhythm: *This Old Man, Clap and Wiggle, A Dragon's very fierce* Lesson 6: Dragon Beats: Chant *A Dragon's Very Fierce*, create accompaniment and perform the song.	Music Express: The Long and Short of it pg. 16-18 (exploring duration) Lesson 1: Sing Some Sounds Are Short, Listen to – *Fireworks* and create sound effects, Play – *Fireworks Bingo* Game Lesson 2: Firework Night: Explore instruments making firework sounds, Add actions/vocals to *It's Bonfire Night* --- Music Express (Year 2 book): Toys pg 11-13 (Exploring Beat and tempo) Lesson 3: Toys on the move, Stomp, march, boing? Toy beat marking Lesson 4: Toybox, Toybox beats, Mixed up toys Lesson 5: Scooter girl chants-downhill-uphill, Uphill, downhill, Scoot away	Music Express: (Year 2 book) Animals pg 20-22 (Exploring pitch using voices and instruments) Lesson 1: *The lion sleeps tonight, In the jungle, Be the jungle* Lesson 2: *Nosy dog, As the crow flies, Where will the crow go?* Lesson 3: *Nosy dog* in pictures, Nosy dog pitch lines, Nosy dog performance --- Music Express: (Year 1 book) Lesson 4: High Low Voices (Exploring pitch) Sing *Five Little Froggies*, *Goldilocks* and *The Three Bears*, Three Bears game Lesson 5: *Rain Rain Go Away* pg 54-55 – (exploring timbre, tempo and dynamics) Lesson 6: *Minibeast manoeuvres* and *Minibeast band*	Music Express: Sounds Interesting pg 8-15 (exploring sounds) Lesson 1: Sounds All Around: Sing - *Sound Song, Hands can hold,* Create music using - Sounds handy score Lesson 2: Sounds Unusual: Sing - *Sound Song* with body percussion, Play and Listen Lesson 3: Choose an Instrument: Sing - *Choose an Instrument*, Sing - *Listen to the East,* Play- Listen to the East game with instruments Lesson 4: Stop Start Sounds: Sing – *Choose an Instrument,* Play - *Traffic Lights with instruments,* Listen – *The Big Blue Jeep* and *The Little White Trike* Lesson 5: Sounds on the Move: Sing – The Wheels on the Bus and perform, Listen to - *The Big Blue Jeep* and *The Little White Trike* add instrumental sounds Lesson 6: Sounds in the City: Listen – *The Little Train of the Caipira, City Sounds, Listen – Sing a Song of People* and *add City Sounds*	Music Express: Taking Off pg. 34-43 (Exploring pitch) Lesson 1: High Low Voices Lesson 2: High Low – Do You Know? Lesson 3 – High Low Movers Lesson 4 – More High Low Games Lesson 5 – Jack and the Beanstalk Lesson 6: High Low Story	Music Express: What's the Score? Pg 44-53 (Exploring instruments and symbols) Lesson 1: All Instrumental Lesson 2: Listen to the Beat Lesson 3: Sound Shapes Lesson 4: Be Loud! Be Quiet! Lesson 5: Treasure Island Trailer Lesson 6: Treasure Island Performance
Skills	**Singing** I can learn about voices, singing notes of different pitches (high and low). I can learn that they can make different types of sounds with their voices – you can say words in rhythm. **Playing**	**Composition** I can help to create a simple melody using one, two or three notes. I can learn how the notes of the composition can be written down and changed if necessary.	**Singing** I can learn about voices, singing notes of different pitches (high and low). I can learn that they can make different types of sounds with their voices – you can say words in rhythm.	**Singing** I can learn about voices, singing notes of different pitches (high and low). I can learn that they can make different types of sounds with their voices – you can say words in rhythm.	**Singing** I can learn about voices, singing notes of different pitches (high and low). I can learn that they can make different types of sounds with their voices – you can say words in rhythm. I can learn to start and stop singing when following a leader	**Listen & Appraise** I can learn how I can enjoy moving to music by dancing, marching or being animals. **Performance** I can choose a song I have learnt from the Scheme and perform it.

	I can treat instruments carefully and with respect. I can play a tuned instrumental part with the song I perform. **Composition** I can learn how the notes of the composition can be written down and changed if necessary.			I can learn to start and stop singing when following a leader **Playing** I can treat instruments carefully and with respect. I can play a tuned instrumental part with the song I perform. I can learn to play an instrumental part that matches my musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). I can listen to and follow musical instructions from a leader.		I can add their ideas to the performance.
Knowledge **Note these are taught in each unit.**	**Improvisation** I know that improvisation is about making up your own tunes on the spot. I know when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. I know everyone can improvise.	**Composition** I know composing is like writing a story with music. I know everyone can compose. **Games** I know that music has a steady pulse, like a heartbeat. I know that we can create rhythms from words, our names, favourite food, colours and animals.	**Performance** I know a performance is sharing music with other people, called an audience.	**Playing** I know the names of the notes in their instrumental part from memory or when written down. I know the names of the instruments they are playing.	**Singing** I know how to confidently sing songs from memory and sing them in unison.	**Listen & Appraise** I know 5 songs off by heart. I know what the songs are about. I know and recognise the sound and names of some of the instruments I use.
Vocabulary ***Ambitious vocabulary*** ***previous vocabulary***	Rhythm, song, volume, names of different instruments, appraise, Harmony Rhythm improvise Timing, tempo, glockenspiel verse, chorus pitch, beat, pulse,	volume, Rhythm, song, instruments appraise, Harmony Rhythm improvise compose ensemble pitch, beat, pulse, Timing, tempo, rap verse, chorus, glockenspiel	pitch, beat, pulse, Timing, tempo, song, verse, chorus, rap appraise, volume, Rhythm names of different instruments glockenspiel, Harmony improvise compose ensemble	pitch, beat, pulse, Timing, tempo, rap song, verse, chorus, appraise Rhythm, volume, names of different instruments glockenspiel, Harmony improvise compose ensemble Tone	Rhythm, pitch, beat, pulse, Timing, tempo, rap song, verse, chorus, appraise, volume, names of different instruments glockenspiel, Harmony improvise compose ensemble	pitch, beat, pulse, Timing, tempo, rap song, verse, chorus, appraise, Rhythm, volume, names of different instruments glockenspiel, Harmony improvise compose ensemble Tone
	Pulse – the regular heartbeat of the music; its steady beat. Rhythm – long and short sounds or patterns that happen over the pulse. Pitch – high and low sounds. Tempo – the speed of the music; fast or slow or in-between. Dynamics – how loud or quiet the music is. Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. Texture – layers of sound. Layers of sound working together make music very interesting to listen to. Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending. Notation – the link between sound and symbol.					

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**Getting to know me and my world.**	**A Toy's Story**	**Our Animal Adventures**	**To infinity and Beyond**	**Bright lights, Big city.**	**Ready, Steady, Grow**
Focus/ Content PE	**Multi-skills #1 - Coach** **Scoot-fit - general skills & road safety**	**Gymnastics - Coach** **Orienteering** – (Power of PE)	**Multi-skills#2 - Coach** **Dance** – **Handa's Surprise** (Val Sabin)	**Outdoor Adventures – Coach** **Scoot-fit – general skills and games**	**Athletics– Coach** **Gymnastics -** (Power of PE)	**Games – Bat & Ball skills and Games/Skipping (Val Sabin)** **Striking and Fielding** – (Power of PE)
Skills	**Multi skills** I can stop a ball with basic control. I can send a ball in the direction of another person. I can take part in sending and receiving. I can throw, catch and bounce in different ways when standing or on the move. I can follow a simple set of rules (throughout) I can aim at a large target **Scootfit** I can scoot in a straight line, showing balance, agility and coordination. I can use the scooter break to slow down and stop. I can improve my braking skills and reaction times. I can do an emergency jump stop/shuffle stop/side shuffle stop. I can mount and dismount a scooter whilst standing/moving/steering around objects. I can accelerate using my strongest/weakest leg.	**Gymnastics (coach)** I can plan and repeat simples sequences and actions. I can show contrasts in shape such as small/tall, straight/curved, wide/narrow. I can perform the basic gymnastic actions are with some coordination and control I can begin to describe my own and others work. I can make suggestions for improvements with help. **Orienteering** – (Power of PE) *I can use simple compass directions and language to describe location and routes on a map. (Geography skill)* I can list the different points on a compass I can use the key to help find where I am on a map I can move my thumb & map to display where I am, and which way I am facing?	**Multi skills** I can stop a ball with basic control. I can send a ball in the direction of another person. I can take part in sending and receiving. I can throw, catch and bounce in different ways when standing or on the move. I can follow a simple set of rules (throughout) I can aim at a large target **Dance** I can perform dance actions with control and coordination I can begin to evaluate my own and others and suggest ways to improve	**Outdoor Adventure** **Scootfit** I can scoot in a straight line, showing balance, agility and coordination. I can use the scooter break to slow down and stop. I can improve my braking skills and reaction times. I can do an emergency jump stop/shuffle stop/side shuffle stop. I can mount and dismount a scooter whilst standing/moving/steering around objects. I can accelerate using my strongest/weakest leg. I can play simple games using my scooting skills, like tig, bulldog, scootball, tails	**Athletics** I can run at different speeds I can jump from a standing position I can throw and object with one hand I can start to develop new skills relevant to athletics performance To develop pupils knowledge of how they can use their body to maximise performance **Gymnastics** I can plan and repeat simples sequences and actions. I can show contrasts in shape such as small/tall, straight/curved, wide/narrow. I can perform the basic gymnastic actions are with some coordination and control I can begin to describe my own and others work. I can make suggestions for improvements with help.	**Games** I can recognise and talk about changes in my body and start to talk about why being active is good for my body. I can follow a teacher led warm up/cool down. I can follow a simple set of rules. I can begin to make up rules for a simple game. I can push and roll a ball in different directions. I can skip with a rope/jump with rhythm. I can strike a ball with a bat. **Striking & Fielding** I can stop the ball with basic control I can send a ball in the direction of another I can take part in sending and receiving I can throw, catch and bounce in different ways when standing or on the move I can aim at a large target I can use and vary simple tactic I can begin to strike a ball with a bat I can start to develop new skills relevant to specific invasion/net & wall/striking fielding games
Knowledge	**Multi skills** I know how to work cooperatively in pairs I know how to follow a simple set of rules. I know how to use and vary simple tactics. **Scoot fit** I know that it is important to be able to stop quickly even if I am going fast. I know the three main safety rules. I know why we use resting position. I know how to scoot safely.	**Gymnastics** I know the basic gymnastic shapes. I know how to link movements together to make a sequence I know how to tense my muscles and point my hands and feet to make my shapes look better. I know a range of gymnastics balances. I know how to maximise my body's performance. **Orienteering** I know what a 'key' is on a map! I know how to	**Multi skills** I know how to work cooperatively in pairs I know how to follow a simple set of rules. I know how to use and vary simple tactics. **Dance** I know that I can express myself through dance. I know how to link movements together to make a sequence to comment to communicate mood and feelings.	**Outdoor Adventure** **Scoot fit** I know that it is important to be able to stop quickly even if I am going fast. I know the three main safety rules. I know why we use resting position. I know how to scoot safely.	**Athletics** I know how to apply the skills I have learnt to an athletics activity. I know how to maximise my body's performance. I know that choosing a different technique can make my performance better. **Gymnastics** I know the basic gymnastic shapes. I know how to link movements together to make a sequence I know how to tense my muscles and point my hands and feet to make my shapes look better. I know a range of gymnastics balances. I know how to maximise my body's performance.	**Games** I know how to apply the skills I have learnt to a game. I know how to maximise my body's performance. I know that applying tactics can help me to be successful. I know a range of simple games. **Striking & Fielding** I know how to apply the skills I have learnt to a striking and fielding activity. I know how to maximise my body's performance. I know that choosing a different technique can make my performance better.
Vocabulary	**Multi skills**, ball, throw, catch, send, bounce, receive sending & receiving Rules, target, tactic	**Gymnastics**, plan, repeat, actions, sequence, small, tall, stretch, key shapes – bridge, dish, front support, back support, star, straddle, pike	**Multi skills**, ball, throw, catch, send, bounce, receive sending & receiving Rules, target, tactic	**Outdoor Adventure** **Scooter**, emergency stop, shuffle stop, leg up, push, mount,	**Athletics**, relay, running, hurdles, javelin, long jump, athlete, body performance	**Games**, hit, throw, catch, pass, serve, bounce, dribble, shoot, skipping rope, jump, rules, team, tactics

Ambitious vocabulary ***previous vocabulary***	**Scooter**, emergency stop, shuffle stop, leg up, push, mount, dismount, power, balance, agility, coordination, explode, accelerate	**Orienteering**, compass, north, south, east, west, map, facing Direction, north, south, east, west	**Dance**, perform, movement, sequence, mood, feelings, evaluate, performance Names of African animals and fruits in the story	dismount, power, balance, agility, coordination, explode, accelerate	**Gymnastics**, plan, repeat, actions, sequence, small, tall, stretch, key shapes – bridge, dish, front support, back support, star, straddle, pike	**Striking & fielding**, hit, throw, catch, pass, serve, bounce, dribble, shoot, skipping rope, jump
Notes 1	• Please note some dance units complement CLICK and have been put in the term that matches. • KS1 Pupils will have opportunities to attend clubs and competitions throughout the year across all year groups.					

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Topic	**Getting to know me and my world.**	**A Toy's Story**	**Our Animal Adventures**	**Bright lights, Big city**	**.To infinity and Beyond**	**Ready, Steady, Grow**
Focus/ Content **PSHE/Jigsaw**	**Being Me in My World** Feeling special and safe Being part of a class Rights and Responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	**Celebrating Difference** Similarities and Differences Understanding bullying and knowing how to deal with it Making new friends Celebrating difference/celebrating me	**Dreams & Goals** Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	**Healthy Me** Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	**Relationships** Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	**Changing Me** Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies Linking growing and learning Coping with change Transition
Skills **WT – Working towards** **WA – Working at** **WB – Working beyond**	**WT** - I can tell you something positive that I like about being in my class. I can say how I help make my class a happy and safe place. **WA** -I can explain why my class is a happy and safe place to learn. I can give different examples where I or others make my class happy and safe. **WB** - I can explain why I have a right to learn in a happy and safe class. I can explain how everyone in my class has responsibilities to make our class happy and safe.	**WT** – I can talk about one thing that makes me different from my friends and one thing that we have in common. I can tell you ways that I could be kind to other people in my class. **WA** - I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. I can explain what bullying is and how being bullied might make somebody feel. **WB** - I can explain why being unique and special is important. I can explain why bullying might happen and I can offer strategies to help the person who is being bullied.	**WT** – I can tell you about a challenge and what I did well. I can say why a challenge made me feel good about myself. **WA** – I can explain how I feel when I am successful and how this can be celebrated positively. I can say why my internal treasure chest is an important place to store positive feelings. **WB** – I can explain what helped me to succeed in a learning challenge and explain how this made me feel. I can explain why it is important to store positive feelings in my internal treasure chest and how this can help me in my future learning.	**WT** - I can tell you something amazing about how my body works and something I need to do to keep it safe and healthy. I know that my body is special and I need to take care of it. **WA** - I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. I can give examples of when being healthy can help me feel happy. **WB** - I can explain many ways that my body is amazing and how the different things I do, keep it safe and healthy. I can suggest how my body might come to harm if I make unhealthy choices. I can explain how healthy choices affect the way I feel about myself and help to make me happy.	**WT** - I can name some people who are special to me. I can tell you ways they help me stay safe and feel special. I can tell you why I like some people and who I might go to for help if I need it. **WA** - I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. I can give examples of behaviour in other people that I appreciate and behaviours that I don't like. **WB** - I can suggest different ways to show appreciation for other people and how to recognise their appreciation for me. I can also explain how this helps me feel safe and good about myself. I can explain how other people's behaviour can make me feel about myself and whether I feel safe or not. I can also explain how my behaviour affects others.	**WT** - I can tell you some ways that I have changed since being a baby and I know the main body parts that make boys and girls different. I know some of the correct names for these and that they are private. I can tell you some things that will change for me and how I feel about this. **WA** - I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. I can explain why some changes I might experience might feel better than others. **WB** - I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can also explain when it might be appropriate to talk about these, and when I should not. I can suggest things that might change for me in the future and what sort of feelings I might experience if/when these changes happen. I can offer some ideas about how I could manage feelings that are worrying or sad.
Knowledge	**Being Me in My World** I know how and why my class is a happy and safe place to learn.	**Celebrating Difference** I know how I am different and similar to others in my class	**Dreams and Goals** I know how I feel when I am successful and how this can be celebrated positively.	**Healthy Me** I know how to make healthy lifestyle choices.	**Relationships** I know why I have special relationships with some people and how these relationships	**Changing Me** I know how to compare how I am now to when I was a baby and explain some of the

	I know my views are valued and can contribute to the learning charter. I know that I belong to my class.	and why this makes us all special. I know how to make new friends. I know some people I could talk to if I was being bullied.	I know how I feel when I am faced with a new challenge	I know how to keep myself clean & healthy, and understand how germs cause disease/illness I know that all household products including medicines can be harmful if not used properly. I know how to keep safe when crossing the road, and about people who can help me to safe. I know some ways to help myself when I feel poorly.	help make me feel safe and good. I know how my qualities help these relationships.	changes that will happen to me as I get older. I know the correct names for penis, testicles, anus, vagina, and vulva. I know why they are private.
Vocabulary ***Ambitious vocabulary*** ***previous vocabulary***	Special and safe My Class Rights and Responsibilities Rewards and Feeling Proud Consequences Owning our Learning Charter	The Same as… Different from… What is a Bully? What Do I Do About Bullying? Making New Friends Celebrating Difference, Celebrating Me	My Treasure Chest of Success Steps to Goals Achieving together Stretchy learning Overcoming Obstacles Celebrating My Successes	Being Healthy Healthy Challenges Clean and Healthy Medicine Safety Road Safety Happy, Healthy Me	Families Making Friends Greetings People Who Help Us Being My Own Best Friend Celebrating my Special Relationships	Life-cycles Changing me My Changing Body Boys' and Girls' Bodies -(tummy, feet, belly button, nose, penis, head, mouth, fingers, knees, arm, ear, eyes, vagina, nipples, testicles, bottom, anus, breasts Learning and Growing Coping with Change

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Topic	**Getting to know me and my world.**	**A Toy's Story**	**Our Animal Adventures**	**Bright lights, Big city.**	**To infinity and Beyond**	**Ready, Steady, Grow**
Unit Title:	**C1.5 Why are festivals important in a community?** **(Pathway 5: Influence and Authority)**	**C1.6 Which books and stories are important?** **(Pathway 6 The Big Picture)**	**F1.13 What do religions/worldviews say about our wonderful world?** **(Pathways 4: Personal Journey and 6: The Big Picture)**		**C1.1 What does it mean to belong a community of belief?** **(Pathway 1: The Nature of Religion and Belief)**	
Focus/ Content **RE**	Looking at influence and authority. Pupils consider the concept of celebration, developing their develop understanding of celebrations, including religious festivals. It links a number of ideas together: the ways in which we celebrate special events and how religions mark festival days. It includes a study of Harvest festival, Eid ul Fitr, Sukkot, Diwali and Bandi Chhor Divas. Pupils are enabled to respond and reflect by creating their own class celebration.	Pupils start by thinking about special books and stories for themselves, offering important links to literacy. They reflect on the meanings (or 'morals') in stories, these include secular tales and fables as well e.g. 'The Boy who cried wolf' etc. The unit goes on to investigate stories from holy books such as the Bible, Qur'an, Torah and the Guru Granth Sahib. Pupils consider why these are special and how they are respected and treated.	Pupils will learn about the views of different religions/worldviews regarding the origins of the world and the place of human beings in it. The unit will focus on considering the ways in which religious and non-religious individuals and organisations show care and concern for the planet.		- Pupils will learn about what it means to belong to a community, including a religious community. They will learn what they might see in a religious building, and what people do when they go there. They will begin to understand that there are similarities and differences between places of worship, within and between faith communities. They will learn that places of worship are sacred places for the people who go there.	
Skills **WT – Working towards** **WA – Working at** **WB – Working beyond**	**WT -** I can recognise that celebrations are very special occasions. I can talk about a celebration they have experienced. **WA** - I can name some celebrations and talk about how these are celebrated. I can talk about their experiences and feelings connected to celebrations or customs. I can recognise some similarities and differences between festivals and celebrations. **WB** - I can compare some common features of celebrations e.g. preparations, sharing food, being with family and friends.	**WT** - I can tell you why a book is special to me I can listen to stories from special books **WA -** I can express ideas about how some favourite stories, including stories from religions / worldviews give people a message on how to live. I can recognise the difference between contemporary stories and stories that have become traditional because they have been retold over and over I can suggest meanings for some special stories **WB** I can give examples to show that traditional stories in one culture may be different to traditional stories in other cultures.	**WT -** I can talk about the world and creation. I can listen to a range of religious and non-religious stories about creation and begin to retell them. I can talk about how to care for the planet. **WA -** I can ask and respond to questions about the world and creation. I can recognise and retell religious and non-religious stories and beliefs about creation and suggest some meanings. I can begin to express ideas and opinions about how to care for the planet. **WB -** I can explore a range of stories and beliefs about creation and begin to look for links.		**WT -** I can talk about places of worship I can explore and begin to name some special objects and symbols. **WA -** I can name some 'precious', 'sacred' or 'holy' objects and places. I can recognise some religions / worldviews represented in the school, locality and elsewhere in the UK. I can express ideas about 'holy' or important objects and places. **WB -** I can explain why places of worship are special for some people and say how this is demonstrated.	

	I can give examples and respond to questions about the meanings of religious celebrations	I can identify and respond to some of the big questions that people might ask about life when listening to important stories.	I can explore ideas about caring for the planet and explain why they are important to religious and non-religious people.	
Knowledge	I know how to recognise and identify religions / worldviews in my community. I know that religions / worldviews do not have the same importance for all people and all places. I know how a celebration is planned and what people do to celebrate	I know that there are some holy books that are special to believers I know how and why they should be treated with respect I know that some stories are important because of their moral message I know that these stories carry a special message that we can learn from about how to live our lives	I know that there are some 'mysterious' questions which we can ask about our world. I know that we have collective responsibilities (religious and non-religious) towards our planet and that what we do has an impact on our world. I know the different ways to conserve the environment. I know how to express ideas and opinions of my own about how to care for the planet.	I know how to describe and compare details of rituals, symbols and practices and ask thoughtful questions. I know the names of some special objects and religious symbols. I know the names of religious places of worship such as church, mosque, synagogue, gurdwara and Hindu temple (mandir) and that they are a special place for people of that faith. I know how people show they belong to a community I know what is important to religious people I know ways in which Christians and Muslims show they belong by what they wear and what they do I know the names of some artefacts found in Christian churches and how they are used when people pray I know the ways Muslims prepare themselves for worship through their clothing and wudu
Vocabulary ***Ambitious vocabulary*** ***previous vocabulary***	Celebration Festival Eid Ramadan Fasting Diwali Harvest Birthday	Holy – for a religious purpose Moral – principles of right/wrong, behaviour Sacred – connected with God/dedicated to a religious purpose Believer – someone who has a religious faith Bible – Christian holy book Qur'an – Muslim holy book Torah – Jewish holy writings Guru Granth Sahib – Sikh holy book	Christians World Muslims Caretakers / Stewardship God Responsibility Created/creator Recycle Natural Reuse Wonderful Environment	holy day, rituals , artefacts Bible, Christians, Church denominations – Church of England, Baptist Church, Methodist Church, Pentecostal church The Trinity – God the Father (creator) God the Son (Jesus) God the Holy Spirit (all around us). Wudu - wash Islam, The Qu'ran Imam, prayer mats/ beads dome, minaret, call to prayer mihrab – shows the direction of mecca. Belonging, religious community Judaism Shabbat - day of rest Star of David (six-pointed star) - The symbol of Judaism Hindu temple (mandir synagogue or temple

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Focus/ Content **SCIENCE**	- CREST award- Rainbow collectors. - Body parts, labelling parts of the body. - Skeletons and bones (linked to Literacy text Funny Bones) - Five senses and related body parts. - Seasonal changes.	- CREST award- Music maker - CREST award- Speedy scooters - Everyday materials, testing different materials for the roof of a Lego house. - Describing/identifying the properties of materials. - Seasonal changes	- CREST award- Animal adventure. - Identifying and classifying animals. - Comparing animal groups. - Looking at the structures of different animals. - Seasonal changes. - Light sources - CREST award- Sneaky shadows - **Inspiration day- Visit from the animal man**	- CREST award- Tea bag trouble. - Making a parachute - Seasonal changes. -	- CREST award- Be seen be safe. - Rocket experiment as an investigative experiment/skills. - Seasonal changes **Inspiration day- Visit from Wonderdome**	- Labelling parts of a plant. (Leaf, roots, stem/stalk, flower, petals, bud, pollen, seed. Class Diary - Observational drawing of a Pansy, planting in the wild area. - CREST award- Discovery bag (Trees). - Evergreen/deciduous trees. - Exploring how roots work by changing the colour of the water. - Save the Bees project, seed packet and instructions. - Seasonal changes. - **Inspiration day- Visit to Beaumont Park??**
Skills	I can use the skills of working scientifically to explore Animals including humans the body and 5 senses.	I can use the skills of working scientifically to explore different Materials	I can use the skills of working scientifically to explore and classify Animals incl. Humans.	I can use the skills of working scientifically to explore Materials and their properties and uses.	I can use the skills of working scientifically to explore fair tests.	I can use the skills of working scientifically to explore Plants.
Ongoing each term	***Working Scientifically*** *I can ask simple questions and recognise that they can be answered in different ways.* *I can observe closely using simple equipment.* *I can perform simple tests.* *I can identify and classify.* *I can use my own observations and ideas to suggest answers to questions.* *I can gather and record data to answer questions.*			**Seasonal Changes** I can observe changes across the 4 seasons I can observe and describe weather associated with the seasons and how day length varies.		
Knowledge	**Animals including Humans** I know the names of and can identify, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	**Everyday Materials** I know how to distinguish between an object and the material from which it is made. I know the names of and can identify a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. I know the simple physical properties of a variety of everyday materials and can describe them. I know how to compare and group together a variety of everyday materials on the basis of their simple physical properties.	**Animals including Humans** I know the names of and can identify a variety of common animals including fish, amphibians, reptiles, birds and mammals. I know the names of and can identify a variety of common animals that are carnivores, herbivores and omnivores. I know how to describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).	**Everyday Materials** I know how to distinguish between an object and the material from which it is made. I know the names of and can identify a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. I know the simple physical properties of a variety of everyday materials and can describe them. I know how to compare and group together a		**Plants** I know how to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. I know how to identify and describe the basic structure of a variety of common flowering plants, including trees. **Seasonal Changes** I know the changes across the four seasons. I know the seasons and weather associated with the seasons and how day length varies.

				variety of everyday materials on the basis of their simple physical properties.		
Vocabulary ***Ambitious vocabulary*** ***previous vocabulary***	Head, neck, body, eyes, ears, mouth, teeth, leg, arm, knees, ankles, foot, toes, shoulder, elbow, bones, skeleton, senses, touch, see, smell, taste, hear, fingers (skin), eyes, nose, ear and tongue, record, investigate, weather (sunny, rainy, windy, snowy etc.), seasons (Winter, Summer, Spring, Autumn), sun, sunrise, sunset, day length	Object, material, plastic, wood, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card, cardboard, rubber, wool, clay Properties: hard, stretchy, soft, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see through, not see through, question, answer, predict, observe, identify, classify, compare, test pattern, gather, experiment, data Scientists. Weather: continue	Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, names of animals experienced first-hand from each vertebrate, invertebrate group, diet, classify, label, compare, gather, record, investigate Weather: continue	Object, material, plastic, wood, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card, cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see through, not see through, question, data, answer, predict, test, observe, identify, classify, compare, pattern, gather, experiment, weather: seasonal change in the environment	Investigate, investigative skills, experiments, tests, record data Weather: continue	Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud, names of trees in the local area, names of specific plants: Rose, Tulip, Buttercup, Pansy, evergreen and deciduous plants/trees, similarities, differences, Weather: continue