

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | |
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| Literacy | <p><u>Lost and Found</u> Themes: friendship, loneliness, a lost penguin arrives on a boy's doorstep - journey to the South Pole.</p> | <p><u>Nibbles</u> Themes: Fairy Tales - mischievous monster who messes up the original folk tales.</p> | <p><u>The Lion Inside</u> Themes: Being true to yourself, aspirations, friendship, rhyming - mouse wants to roar like a lion; the lion fears the mouse.</p> | <p><u>The Curious Case of Missing Mammoth</u> Themes: Chasing a baby woolly mammoth through a museum of interesting creatures and objects, endangered/extinct species.</p> | <p><u>Toys in Space</u> Themes: Toys left outside who get on a spaceship and travel in to space. Meet a lonely alien in need of help and friends.</p> | <p><u>Goldilocks and Just One Bear</u> Themes: Grown up baby bear wanders out of the forest and is lost in a big city.</p> | |
| | <p><u>Outcome:</u> Adventure story based on the structure of Lost and Found. <u>Greater Depth:</u> Change the setting.</p> | <p><u>Outcome:</u> Recount - diary entry. <u>Greater Depth:</u> Add in detail about others character's feelings.</p> | <p><u>Outcome:</u> Journey story based on the structure of The Lion Inside. <u>Greater Depth:</u> Change both animals in the story</p> | <p><u>Outcome:</u> Adventure story based on the structure of The Curious Case of the Missing Mammoth. <u>Greater Depth:</u> Change the setting.</p> | <p><u>Outcome:</u> Fantasy story based on the structure of Toys in Space. <u>Greater Depth:</u> Choose their own toy to write about and change the space creature.</p> | <p><u>Outcome:</u> Traditional story based on the structure of Goldilocks and Just One Bear. <u>Greater Depth:</u> Change the animals and the setting</p> | |
| | <p><u>Mastery Keys</u> Combine words to make sentences Leave spaces between words Begin to use capitals letters and full stops Use capital letters for the names of people and the personal pronoun 'I'</p> | <p><u>Mastery Keys</u> Join words using 'and' Punctuate sentences using a capital letter and a full stop. Use capital letters for names of people. Sequence sentences to form short narratives. Use plural noun suffixes 's' and 'es'</p> | <p><u>Mastery Keys</u> Punctuate sentences using a capital letter and a full stop, some question marks, some exclamation marks. Join words and clauses using 'and.' Some accurate use of the pre-fix 'un.' Some accurate use of suffixes (where no change is needed to the root of the word e.g. ed, ing, er, est.</p> | <p><u>Mastery Keys</u> Join words and clauses using 'and.' Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Add suffixes to a word (where no change is needed to the root of the word e.g. ed, ing, er, est.</p> | <p><u>Mastery Keys</u> Join words and clauses using 'and.' Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Add suffixes to verbs (where no change is needed to the root of the word e.g. ed, ing, er, est. Change the meaning of verbs and adjectives using the prefix 'un.'</p> | <p><u>Mastery Keys</u> Join words and clauses using 'and.' Use simple description. Sequence sentences to form short narratives (link ideas or events by pronouns). Use a capital letter for places and days of the week. Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> | |
| | <u>Missed NC Objectives not covered in Pathways to Write</u> | | | | | | |
| Days of the week, naming letters of the alphabet. | | | | | | | |
| | <p><u>Poetry</u> (To be completed during Assessment Week) <u>Poem:</u> There are no such thing as monsters! <u>Outcome:</u> To create and describe new monsters to add to the model of the poem. <u>Greater Depth:</u> To write own version of the poem (including elements of rhyme) <u>Poetry Keys:</u> Create imaginative ideas. List words and phrases. Use simple language patterns e.g. repetition and rhyme.</p> | | <p><u>Poetry</u> (To be completed during Assessment Week) <u>Poem:</u> At the Zoo <u>Outcome:</u> Add their own items to a list poem about a visit to a museum. <u>Greater Depth:</u> Include elements of rhyme with the option to use own opening and closing lines. <u>Poetry Keys:</u> Play with words e.g. onomatopoeia, rhyme. List words and phrases. Use simple language patterns e.g. repetition and rhyme.</p> | | <p><u>Poetry</u> (To be completed during Assessment Week) <u>Poem:</u> <u>Outcome:</u> <u>Greater Depth:</u> <u>Poetry Keys:</u></p> | | |

Number: Place Value Within 10

Count to 10 forwards and backwards beginning with 0 or 1, or any given number.

Count, read and write numbers to 10 in numerals and words.

Given a number, identify one more and one less.

Identify and represent numbers using objects and pictorial representations including the number line and use the language of equal to, more than, less than, fewer, most, least.

Number: Addition and Subtraction Within 10

Represent and use number bonds and related subtraction facts within 10.

Read, write and interpret mathematical statements involving addition, subtraction and equals signs.

Add and subtract one-digit numbers to 10 including zero.

Solve one step problems that involve addition and subtraction using concrete objects, pictorial representations and missing number problems.

Geometry: Shape

Recognise and name common 2D shapes including rectangles, circles and triangles.

Recognise and name common 3D shapes including cuboids, pyramids and spheres.

Number: Place Value Within 20

Count to 20 forwards and backwards beginning with 0 or 1, or any given number.

Count, read and write numbers to 20 in numerals and words.

Given a number, identify one more and one less.

Identify and represent numbers using objects and pictorial representations including the number line and use the language of equal to, more than, less than, fewer, most, least

Number: Addition and Subtraction within 20

Represent and use number bonds and related subtraction facts within 20.

Read, write and interpret mathematical statements involving addition, subtraction and equals signs.

Add and subtract one-digit and two-digit numbers to 20, including zero.

Solve one step problems that involve addition and subtraction using concrete objects, pictorial representations and missing number problems.

Number: Place Value within 50

Count to 50 forwards and backwards beginning with 0 or 1, or any given number.

Count, read and write numbers to 50 in numerals and words.

Given a number, identify one more and one less.

Identify and represent numbers using objects and pictorial representations including the number line and use the language of equal to, more than, less than, fewer, most, least.

Count in multiples of 2, 5 and 10.

Measurement: Length and Height

Compare, describe and solve practical problems for lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)

Measurement: Weight and Volume

Measure and begin to record mass/weight, capacity and volume.

Compare, describe and solve practical problems for mass/weight (for example, heavy/light, heavier than, lighter than) capacity and volume (for example, full/empty, more than, less than, half, half full, quarter).

Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included)

Count in multiples of two, fives and tens.

Solve one step problems involving multiplication and division using concrete objects, pictorial representations and arrays with the support of the teacher.

Number: Fractions

Find, recognise and name a half as one of two equal parts of an object, shape or quantity.

Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Compare, describe and solve practical problems for lengths and heights.

Compare, describe and solve practical problems for mass/weight.

Geometry: Position and Direction

Describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Number: Place Value within 100

Count to and across 100, forwards and backwards, beginning with 0 or 1, or any given number.

Count, read and write numbers to 100 in numerals.

Given a number, identify one more and one less.

Identify and represent numbers using objects and pictorial representations including the number line and use the language of equal to, more than, less than, fewer, most, least.

Measurement: Money

Recognise and know the value of different denominations of coins and notes.

Measurement: Time

Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening).

Recognise and use language relating to dates, including days of the week, weeks, months and years.

Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Compare, describe and solve practical problems for time (for example, quicker, slower, earlier, later).

Measure and begin to record time (hours, minutes, seconds)

Our Village

Can I recognise the different seasons and their weathers?

Know and recognise main weather symbol (Also covered in Science)

Know which is the hottest and coldest season in the UK

Can I use aerial photographs and maps to recognise human and physical features?

Use ariel photographs of Rainford village to recognise landmarks and basic human and physical features (compare places within the map and compare with older maps)

Local walk around the village

Use simple fieldwork and observational skills to study the geography of their school and its grounds then a walk around the village identifying landmarks
Use locational language - up down forwards backwards on a map to follow directions

Can I create my own simple picture map of Rainford?

Use a simple picture map of Rainford
Draw their own simple picture maps using basic symbols

Can I compare a village, town and city?

Know the main difference between city, town and village.
Compare the city of London to the village of Rainford and the town of St Helens.

Children to learn their address and postcode.

Links: English: Write a letter to somebody they live with and post it.

Our Wonderful Village

Look at the village of Rainford now and 100 years ago. Use Photographs to discuss what is alike and what is different?

Look at an aerial view of the village—what is missing? What is different?

Talk about jobs today and jobs in Rainford years ago. What would we ask someone who has lived in Rainford all of their life?

Visit from grandparents to recount stories and to answer the children's questions. Compare answers. What is Rainford famous for? (Clay pipe factories., farming; use photographs) to aid discussion).

Prior Learning: Recap from 'Our Village' that Rainford is a village. What human features can we list that we think are old/new.

Post Learning: Table of 100 years ago and now. Comparing Rainford similarities and differences.

Hot & Cold Places- Kenya/Canada

Name the seven continents and five oceans. Identify these in relation N, E, S, W.

Use Globe Earth as a stimulus.

Children to use Atlases to find and locate.

Identify hot/cold continents and discuss in relation to the equator Use N, E, S, W.

Identify animals that live in these hot /cold continents.

Refer back to Globe Earth to identify Climate Zones including those with Deserts.

Focus on one hot country (Kenya) and cold country (Canada)

Discuss Physical Features and Human Features.

Links: English: Focus on Africa - Link to The Lion Inside

Prior Learning: Link back to 'Our Village' topic- where is Rainford?- discuss climate in UK being cold,. Link to EYFS 'Journeys' topic and where they've visited on holiday- discuss warm climate.

Post Learning: Label 7 continents and 5 oceans on a map. Across the year Seasons and Weather link with Science topic.

Our Country

Discuss and locate the four countries on a map of The United Kingdom.

Identify the main seas around The United Kingdom.

Identify the Capital Cities of each country and locate on a map of The United Kingdom.

Use a map showing the countries in UK and surrounding seas

Know the main difference between city, town and village (recap from Autumn 1) Compare the city of London to the village of Rainford and the town of St Helens.

Additional English Text: (Using 'The Naughty Bus' as a stimulus, focus on London) Identify famous landmarks and characteristics of the 4 countries of the UK, e.g. Tower Bridge, Big Ben, Buckingham Palace.

Focusing on London discuss Physical features of a city.

Prior Learning: Link to Reception and the topic of 'Journeys' Where have they visited?

Post learning: Label a map of the UK including seas. GD include Capital Cities

Toys

Sequence their birthday, start of Reception and start of Year 1.

Sequence toys from different times. (Use photographs to discuss what is different and what is alike?)

Look at schools from past and present - Venn diagram.

Match toys to different aged people.

Children to think about what they would like to ask Grandparents about toys that they used to play with. Devise a questionnaire to send home.

Visit from grandparents to come in and recount stories about their past and the games they played.

Links: English: recount the day when grandparents came in to visit us.

Prior Learning: Link to Reception topic of 'All about me'

Post Learning: Sequence images of toys on a timeline from oldest to most recent.

Famous People Who Changed History

Place Florence Nightingale on the timeline and discuss.

Who is Florence Nightingale and why is she important?

Recognise the differences between nurses now and in the past. What is alike and what is different?

Look at Mary Seacole - how is she different to Florence Nightingale? Is she any less of an important person?

Recognise the differences between hospitals now and in the past. What is alike and what is different?

SMSC: May 12th—international nurses day. Celebrates and commemorates her birth and role.

Links: Non-Fiction Writing: Write a thank you letter to send to local hospitals thanking them for the work they do. Reference Florence Nightingale.

Prior Learning: Linking to 'People who help us' in Reception- discuss nurses. Using class timeline, where do the chdn think Florence Nightingale and Mark Seacole would be on the timeline- discussion and predictions on post it notes.

Post Learning: Poster/biography of who was Florence Nightingale and why was she special?

Prior Learning: Link to Reception and the topic of 'Journeys' Where have they visited? (Mindmap)

Post Learning: What human and physical features are there in Rainford? Name 3 main similarities and differences between a village, town and city. What does this weather symbol show?

Across the year Seasons and Weather link with Science topic.

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| Science | <p><u>Animals Including Humans - All About Me</u></p> <p>Discover basic parts of human body Learn about eyes and sight Learn about ears and hearing Explore tongue and taste Explore your sense of touch Learn how your nose smells</p> <p>Prior Learning: Can we name the basic body parts? Point to your head, nose etc.</p> <p>Post Learning: Label parts of the body. Name ways to stay healthy.</p> <p>PSHE- About what keeping healthy means; different ways to keep healthy. H1 Foods that support good health and risks of eating too much sugar. H2 About how physical activity helps us to stay healthy; and ways to be physically active every day. H3 About why sleep is important and different ways to rest and relax. H4</p> | <p><u>Plants</u></p> <p>Understand that seeds grow into plants Name parts of a tree and plant Understand different plants grow in the same environment Know the difference between evergreen and deciduous trees Know that fruit trees and vegetables are variety of plants</p> <p>Prior Learning: Link back to Reception (exploring natural world, drawing plants). Can they name any plants? What do plants need?</p> <p>Post learning: Label a plant. Can they name any flowers/plants/trees?</p> <p>Links: English: Possible link to other fairy tales - Jack and the Beanstalk</p> | <p><u>Animals Including Humans - All About Pets</u></p> <p>Discover animal families Learn about the differences between mammals and birds Learn about the differences between amphibians, reptiles and fish Discover types of food living things eat Explore differences between wild animals and pets Explain the characteristics of an animal</p> <p>Prior Learning: Link back to Reception (exploring natural world - drawing animals/recognising where animals start off/pets - being cared for etc).</p> <p>Post Learning: Sorting animals into groups - fish, amphibians, reptiles, birds and mammals. Link statements to show understanding of herbivore, carnivore, omnivore.</p> <p>Links: Geography: Discuss animals related to topic of hot places.</p> <p>PSHE - How people and other living things have different needs, about the responsibilities of caring for them. L2</p> | <p><u>Seasonal Changes</u></p> <p>Understand there are four seasons Understand changes that take places in Autumn Understand changes that take place in Winter Understand changes that take place in Spring Understand changes that take place in Summer Investigate how you can measure rainfall</p> <p>Prior Learning: Link to Reception - naming the four seasons.</p> <p>Post Learning: Drawing pictures of each season/labelling pictures of the seasons</p> <p>Links: Geography: Develop understanding of weather around the world to make comparisons - particularly weather in cold places.</p> <p>Links: English: produce a weather diary describing the weather for 5 consecutive days.</p> <p>PSHE- How to keep safe in the sun and protect skin from sun damage H8</p> | <p><u>Everyday Materials - About Materials</u></p> <p>Identify and name a variety of materials Distinguish between an object and the material it is made from Describe properties of everyday materials Identify objects that are natural and man- made Predict and identify which objects will float and sink Explore which materials are best for different objects</p> <p>Prior Learning: What materials an you think of? How do they feel? Mindmap</p> <p>Post Learning:</p> <p>Links: English: different materials of the toys and their suitability for different types of play. SMSC: Recycling.</p> | <p><u>Everyday Materials - About Materials</u></p> <p>Build a structure strong enough to withstand wind Build a waterproof structure Understand the properties of glass and its uses Understand that materials are used to create a variety of furniture Explore a variety of fabrics and understand their different properties Explain uses of materials and why they are suitable</p> <p>Prior Learning: What can you remember about materials from last half term?</p> <p>Post Learning: Draw and label an object and the material that its made from. Name a property of a material.</p> <p>Links: History: Famous people from the past & materials/objects used by nurses today compared to then</p> |
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Computing (Twinkl Scheme)

| <u>Online Safety</u> | <u>Computer Skills</u> | <u>Painting</u> | <u>Programming</u> | <u>Word Processing</u> | <u>Using and Applying</u> |
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| <p>Typing their name on a piece of work that they have created</p> <p>Open a web browser independently and use safe image searching</p> <p>Recall and learn SMART rules for internet safety</p> <p>Know who to tell if someone online asks for personal information. What should be kept private. Telling an adult if they come across something that scares them. PSHE - H34</p> <p>Understand why email is a good way to communicate</p> <p>Choose the correct safe search filter when searching online</p> <p>Make links between online and offline worlds</p> <p>Learn how to construct an email</p> <p>PSHE- About rules and age restrictions that keep us safe. H28 PSHE- About different ways to learn and play, recognising the importance of knowing when to take a break from time online or TV. H9 PSHE- People can say hurtful things online. R10. The importance of telling a trusted adult. R12</p> <p>ECW: Online relationships</p> <p>ECW: Online bullying</p> | <p>Click and drag with a mouse or a trackpad</p> <p>Switch on and shutdown a computer independently</p> <p>Launch an application by double clicking it.</p> <p>Log on and off on a computer independently</p> <p>Manipulate an application window by moving and resizing it</p> <p>Gain confidence when double clicking with a mouse or a trackpad</p> <p>ECW: Self-image and Identity</p> | <p>Paint with different colours using 'Paint'</p> <p>Paint with different brushes on 'Paint'</p> <p>Create shapes on 'Paint'</p> <p>Learning how to save paintings in their folder</p> <p>Fill an area with colour</p> <p>Undo and redo actions</p> <p>Add and format text while learning how to resize text and images</p> <p>ECW: Online reputation</p> | <p>Open Scratch app and start a new project</p> <p>Add new characters and background</p> <p>Use blocks for movement in different directions</p> <p>Create short sets of sequenced instructions</p> <p>Use different end blocks, including repeat forever</p> <p>Change the size of characters to grow or shrink</p> <p>Hide and show characters with an instruction block</p> <p>Program two or more characters with instructions at the same time</p> <p>Try to predict behaviour of a character based on a sequence of instructions</p> <p>ECW: Managing online information</p> | <p>Type with two hands</p> <p>Use shift, space and enter correctly</p> <p>Use undo and redo correctly and when necessary</p> <p>Make text bold, italic and underline</p> <p>Save work in their own folder</p> <p>Edit text using backspace, delete and the arrow keys</p> <p>Format the font and select single words</p> <p>Develop some knowledge of the location of letters and symbols on the keyboard</p> <p>Select text in different ways (drag and highlight, shift and direction)</p> <p>ECW: Privacy and security</p> | <p>Turn on a computer and open an application independently</p> <p>Type letters and symbols, including use of the shift key</p> <p>Format text in different ways (bold, italic, underline)</p> <p>Draw different shapes using paint software</p> <p>Click, double-click and drag objects</p> <p>Save and open files independently</p> <p>Make shapes to a desired size and in the correct position, on paint software</p> <p>Select and compare different brush types</p> <p>Try to move, resize, minimise and restore windows</p> <p>ECW: Copyright and ownership</p> |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Music (Charanga Scheme)</p> | <p style="text-align: center;"><u>Hey You!</u></p> <p>Hey You! is written in an Old-School Hip Hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Old-School Hip Hop tunes.</p> <p>https://www.sthelensmusicserviceinteractive.org.uk/scheme/1311933-year-1/1312259-hey-you</p> | <p style="text-align: center;"><u>Rhythm in the way we walk and the banana rap</u></p> <p>All the learning is focused around two songs: Rhythm in the way we walk (Reggae style) and Banana Rap (Hip Hop style). You will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing.</p> <p>https://www.sthelensmusicserviceinteractive.org.uk/scheme/1311933-year-1/1312267-rhythm-in-the-way-we-walk-and-banana-rap</p> | <p style="text-align: center;"><u>In the groove</u></p> <p>In the Groove is a song that was specially written for classroom use to teach children about different styles of music. This is a very easy song to learn and has been arranged in six different styles: Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week you will listen and learn a different style of In the Groove. In the Listen and Appraise section of this unit you will also listen to a well-known song in that week's style.</p> <p>https://www.sthelensmusicserviceinteractive.org.uk/scheme/1311933-year-1/1312275-in-the-groove</p> | <p style="text-align: center;"><u>Round and Round</u></p> <p>All the learning is focused around one song: Round and Round, a Bossa Nova Latin style. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p> <p>https://www.sthelensmusicserviceinteractive.org.uk/scheme/1311933-year-1/1313445-round-and-round</p> | <p style="text-align: center;"><u>Your Imagination</u></p> <p>This is a song about using your imagination.</p> <p>https://www.sthelensmusicserviceinteractive.org.uk/scheme/1311933-year-1/1314285-your-imagination</p> | <p style="text-align: center;"><u>Reflect, rewind, replay</u></p> <p>This Units of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p> <p>https://www.sthelensmusicserviceinteractive.org.uk/scheme/1311933-year-1/1314332-reflect-rewind-and-replay</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Art/DT (KAPOW)</p> | <p style="text-align: center;"><u>Drawing and Painting</u></p> <p>Use a sketchbook to gather and collect artwork.</p> <p>Use coloured pencils and felt tip pens to create a <u>self-portrait</u>. Explore the use of line by experimenting with thickness and styles (straight, curved, wavy etc)</p> <p>Select paintbrushes for purpose, i.e. large brush for larger shapes, finer for more intricate painting.</p> <p>Mix secondary colours using poster paint</p> <p>Artist focus: Picasso and Paul Klee Prior: draw themselves Post: complete colour mixer-secondary colours</p> | <p style="text-align: center;"><u>MECHANISMS - Moving Story Book</u></p> <p>Designing for a given audience. *Creating clearly labelled drawings which illustrate movement *Following a design to create moving models that use levers and sliders *Adapting mechanisms *Testing a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed. *Testing mechanisms, identifying what stops wheels from turning, knowing. *Learning that levers and sliders are mechanisms and can make things move * Identifying whether a mechanism is a lever or slider and determining what movement the mechanism will make *Using the vocabulary: up, down, left, right, vertical and horizontal to describe movement. Prior: which of these words describes movement? Circle, pull, turn, square, down, push Post: Share your moving book with a partner</p> | <p style="text-align: center;"><u>Sculpture- Combination animals (Fish tale, lion head etc)</u></p> <p>Experiment with, construct and join air dry clay and natural materials to create a sculpture</p> <p>Explore shape and form.</p> <p>Learn about different types of nature sculptures.</p> <p>Add texture to paint by adding sand or sawdust. Describe the look and feel of the texture created.</p> <p>Artist focus: Eva Rothschild and Andy Goldsworthy Prior: Mind map: What could we add to paint to give it texture? Post: Compare & contrast with a friend. Discussing similarities/differences, shapes used etc</p> | <p style="text-align: center;"><u>Textiles - Puppets</u></p> <p>Using a template to create a design for a puppet. *Cutting fabric neatly with scissors * Using joining methods to decorate. *Sequencing steps for construction. *Reflecting on a finished product, explaining likes and dislikes *Learning different ways in which to join fabrics together: pinning, stapling, gluing Prior: How can we join fabrics together? Post: Puppet show with their friends (in the hope that they don't not fall apart)</p> | <p style="text-align: center;"><u>Printing</u></p> <p>Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Build up layers and colours/textures.</p> <p>Organise their work in terms of pattern, repetition, symmetry or random printing styles.</p> <p>Use different shaped objects and poster paint to create a repeating pattern.</p> <p>Artist focus: Wassily Kandinsky</p> <p>Prior: When you did printing in Reception, think about what you used. What could we use to print in Y1? Post: Can you describe your pattern?</p> | <p style="text-align: center;"><u>Food</u></p> <p>*Chopping fruit and vegetables safely. *Identifying if a food is a fruit or a vegetable *Learning where and how fruits and vegetables grow *Tasting and evaluating different food combinations *Describing appearance, smell and taste *Suggesting information to be included on packaging. *Understanding the difference between fruits and vegetables. *Describing and grouping fruits by texture and taste Prior: Sort images into fruit and vegetables Post: Did it look nice to eat? Did you enjoy it? What score would you give it out of 10?</p> |

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| PSHE | <p>Families and friendships <u>Safe relationships</u></p> <p><u>Respecting ourselves and others</u></p> <p>Aut 1 Roles of different people; families; feeling cared for PoS Refs: R1, R2, R3, R4, R5</p> <p>How behaviour affects others; being polite and respectful PoS Refs: R21, R22</p> <p>Aut 2 Recognising privacy; staying safe; seeking permission PoS Refs: R10, R13, R15, R16, R17</p> | | <p>Belonging to a community <u>Media literacy and digital resilience</u> <u>Money and work</u></p> <p>What rules are; caring for others' needs; looking after the environment PoS Refs: L1, L2, (L1 & L2 covered in Aut 1) L3 Using the internet and digital devices; communicating online PoS Refs: L7, L8 Strengths and interests; jobs in the community PoS Refs: L14, L16, L17</p> | | <p>Physical health and Mental wellbeing</p> <p><u>Growing and changing</u></p> <p><u>Keeping safe</u> Keeping healthy; food and exercise, hygiene routines; sun safety PoS Refs: H1, H2, H3, H5, H8, H9, H10</p> <p>Recognising what makes them unique and special; feelings; managing when things go wrong PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24</p> <p>How rules and age restrictions help us; keeping safe online PoS Refs: H28, H34</p> | | | | | |
| | RE <i>What do people say about God?</i> | <p><u>Christianity God</u></p> <p>Why do Christians say that God is a 'Father'?</p> <ul style="list-style-type: none"> • God the Father • Prayer | <p><u>Christianity Jesus</u></p> <p>Why is Jesus special to Christians? The nativity story.</p> <ul style="list-style-type: none"> • Beliefs about Jesus as God incarnate • Christmas | <p><u>Islam</u></p> <p>How might beliefs about creation affect the way people treat the world?</p> <ul style="list-style-type: none"> • God as creator • Care for the planet | <p><u>Judaism</u></p> <p>Why might some people put their trust in God?</p> <ul style="list-style-type: none"> • God's promise • Noah/Abraham • Trusting in God | <p><u>Hindu dharma</u></p> <p>What do Hindus believe about God?</p> <ul style="list-style-type: none"> • One God in many forms • God in all things • Expressing ideas about God | <p><u>Christianity Church</u></p> <p>How might people show that they 'belong' to God?</p> <ul style="list-style-type: none"> • Baptism • Belonging | | | |
| PE (Sports 4 Kids) | <p><u>Ball Skills</u></p> <p><i>Develop hand/eye co-ordination</i></p> <p><i>Develop hand/foot co-ordination</i></p> <p><i>Display passing skills with a partner</i></p> <p><i>Demonstrate passing skills in a small group to an accurate degree</i></p> <p><i>Develop these skills within a team situation</i></p> | | <p><u>Hockey</u></p> <p><i>Movement & Reactions</i></p> <p><i>Control & Hitting</i></p> <p><i>Aiming & Accuracy</i></p> <p><i>Stick Control & Dribbling</i></p> <p><i>Speed of hand movements</i></p> <p><i>Correct Grip</i></p> | | <p><u>Gymnastics</u></p> <p><i>Demonstrate an ability to understand and hold shapes</i></p> <p><i>Demonstrate an ability to understand and hold shapes with equipment</i></p> <p><i>Display ability to travel safely</i></p> <p><i>Display ability to travel safely on apparatus</i></p> <p><i>Combine skills learnt to use shapes and travelling in transitions</i></p> <p><i>Put together sequences to perform transitions</i></p> | | <p><u>Team games 2</u></p> <p><i>Develop knowledge of what makes a good team/teamwork</i></p> <p><i>Increase communication skills in teamwork using a variety of methods (verbal, non-verbal, tactical)</i></p> <p><i>Develop and understand their own spatial awareness</i></p> <p><i>Understand tactical awareness of where to position themselves when attacking and defending as a team</i></p> <p><i>Making movements to progress the team forward—attacking/gameplay</i></p> <p><i>Apply above skills into a team game</i></p> | | <p><u>Athletics</u></p> <p><i>Demonstrate object control (basic throwing)</i></p> <p><i>Demonstrate object control (competitive throwing)</i></p> <p><i>Apply these techniques to a competitive game/situation</i></p> <p><i>Take part individually and as a team</i></p> <p><i>Practise with a partner</i></p> | |

| | <u>Gymnastics</u> | <u>Dance- Tango</u> | <u>Team Games 1</u> | <u>Bat/Ball Skills</u> | <u>Outdoor activities</u> | <u>Kick rounders</u> |
|----------------|---|---|---|---|--|--|
| | <p>Demonstrate an ability to understand and hold shapes</p> <p>Demonstrate an ability to understand and hold shapes with equipment</p> <p>Display ability to travel safely</p> <p>Display ability to travel safely on apparatus</p> <p>Combine skills learnt to use shapes and travelling in transitions</p> <p>Put together sequences to perform transitions</p> | <p>Use different body parts to make a variety shapes</p> <p>Move around in space while controlling speed of movements</p> <p>Vary poses and movements (high, middle and low heights / number of points of contact)</p> <p>Keep in time with dance counts, beats of music and move in time with music</p> <p>Display emotions related to chosen music through dance</p> <p>Perform a rehearsed dance and review fundamentals</p> | <p>Display individual skills (self confidence & awareness when performing)</p> <p>Develop communication skills (working with others in a group)</p> <p>Develop unity when working in a small group</p> <p>Working as a team to complete a set goal/target</p> <p>Complete above skills in a competition situation</p> | <p>Demonstrate hand/eye co-ordination catching skills</p> <p>Demonstrate individual throw & hit skills</p> <p>Display and practise partner throwing and catching skills</p> <p>Participate in small group bat/ball game skills</p> <p>Put techniques into place during a game situations (cone tennis, mini-cricket etc.)</p> | <p>Develop listening skills.</p> <p>Creates simple body shapes.</p> <p>Listens to instructions from a partner/ adult.</p> <p>Beginning to think activities through</p> <p>Work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p> | <p>Kicking</p> <p>Bowling</p> <p>Running round bases</p> <p>Fielding</p> <p>Game playing and basic rules</p> |
| Spanish | <u>Greetings & Manners</u> | | <u>Numbers 1-5</u> | | <u>Numbers 6-10</u> | |

