

Year 1 Long Term Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Literacy	Lost and Found Themes: friendship, loneliness, a lost penguin arrives on a boy's doorstep – journey to the South Pole.	Nibbles Themes: Fairy Tales – mischievous monster who messes up the original folk tales.	The Lion Inside Themes: Being true to yourself, aspirations, friendship, rhyming – mouse wants to roar like a lion; the lion fears the mouse.	The Curious Case of Missing Mammoth Themes: Chasing a baby woolly mammoth through a museum of interesting creatures and objects, endangered/extinct species.	Toys in Space Themes: Toys left outside who get on a spaceship and travel in to space. Meet a lonely alien in need of help and friends.	Goldilocks and Just One Bear Themes: Grown up baby bear wanders out of the forest and is lost in a big city.	
	Outcome: Adventure story based on the structure of Lost and Found. Greater Depth: Change the setting.	Outcome: Recount – diary entry. Greater Depth: Add in detail about others character's feelings.	Outcome: Journey story based on the structure of The Lion Inside. Greater Depth: Change both animals in the story	Outcome: Adventure story based on the structure of The Curious Case of the Missing Mammoth. Greater Depth: Change the setting.	Outcome: Fantasy story based on the structure of Toys in Space. Greater Depth: Choose their own toy to write about and change the space creature.	Outcome: Traditional story based on the structure of Goldilocks and Just One Bear. Greater Depth: Change the animals and the setting	
	Mastery Keys 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'	Mastery Keys 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'	Mastery Keys 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.	Mastery Keys 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.	Mastery Keys 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.'	Mastery Keys 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.	
	Missed NC Objectives not covered in Pathways to Write						
	Days of the week, naming letters of the alphabet.						
	Poetry (To be completed during Assessment Week) Poem: There are no such thing as monsters! Outcome: To create and describe new monsters to add to the model of the poem. Greater Depth: To write own version of the poem (including elements of rhyme) Poetry Keys: Create imaginative ideas. List words and phrases. Use simple language patterns e.g. repetition and rhyme.		Poetry (To be completed during Assessment Week) Poem: At the Zoo Outcome: Add their own items to a list poem about a visit to a museum. Greater Depth: Include elements of rhyme with the option to use own opening and closing lines. Poetry Keys: Play with words e.g. onomatopoeia, rhyme. List words and phrases. Use simple language patterns e.g. repetition and rhyme.		Poetry (To be completed during Assessment Week) Poem: Outcome: Greater Depth: Poetry Keys:		
Mathematics	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)				

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Geography/History	<p style="text-align: center;">Our Country</p> <p>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.</p> <p>Additional English Text: (<i>Using 'The Naughty Bus'</i> 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. Compare the city of London to the village of Rainford and the town of St Helens. Take the children on a walk around the village linking directional language. Children to learn their address and postcode.</p> <p>Links: English: Write a letter to somebody they live with and post it.</p> <p>Across the year Seasons and Weather link with Science topic.</p>	<p style="text-align: center;">Toys</p> <p>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.</p> <p>Links: English: recount the day when grandparents came in to visit us.</p>	<p style="text-align: center;">Hot Places- Kenya</p> <p>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 continents and discuss in relation to the equator Use N, E, S, W. Identify animals that live in these hot continents. Refer back to Globe Earth to identify Climate Zones including those with Deserts. Focus on one hot country (Kenya-Africa – Link to The Lion Inside) and discuss its features. Collect facts and information about Africa, including animals, to create an exhibition for parents. Children will need time to put the exhibition together and practise sharing information.</p> <p>Links: English: Focus on Africa – Link to The Lion Inside</p> <p>Across the year Seasons and Weather link with Science topic.</p>	<p style="text-align: center;">Cold Places</p> <p>Recap the seven continents and five oceans. Identify these in relation N, E, S, W. Children to use globes to locate continents and oceans. Identify the cold continent Antarctica and discuss in relation to the equator. Identify animals that live here. Using the equator, identify cold countries such as Iceland, Greenland, Russia and the North Canada. Discuss Physical Features and Human Features. Share facts about cold countries.</p> <p>Links: Non-Fiction Writing: How animals live/ survive in cold countries.</p> <p>Across the year Seasons and Weather link with Science topic.</p>	<p style="text-align: center;">Our Wonderful Village</p> <p>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).</p>	<p style="text-align: center;">Famous People Who Changed History</p> <p>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?</p> <p>SMSC: May 12th—international nurses day. Celebrates and commemorates her birth and role.</p> <p>Links: Non-Fiction Writing: Write a thank you letter to send to local hospitals thanking them for the work they do. Reference Florence Nightingale.</p>
Science	<p style="text-align: center;">Animals Including Humans – All About Me</p> <p>Learn about the senses: sight, taste & touch. Learn about the senses hearing and smell. Understand the importance of taking care of your body. Identify, name, draw and label the basic parts of the human body. Show how humans mimic nature. Learn about changes in your body since you were a baby.</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 style="text-align: center;">Plants</p> <p>Understand what a plant needs in order to grow well. Know the basic parts of a plant. Understand the difference between a deciduous and evergreen plant. Understand that some food is grown as a crop on a farm. Know about arable crops grown by farmers. How plants change over time.</p> <p>Links: English: Possible link to other fairy tales – Jack and the Beanstalk</p>	<p style="text-align: center;">Animals Including Humans – All About Pets</p> <p>Understand what animals need in order to grow. Explain how animals obtain food, discover how pets need to be cared for differently. Discover how an animal's offspring is the same as its parents. Identify a variety of animals including fish, amphibians, reptiles, birds and mammals. Identify a variety of common animals that are carnivores, herbivores and omnivores. Know where birds live and what they need.</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 style="text-align: center;">Seasonal Changes</p> <p>Identify the four seasons. Look at the different types of weather and how it affects places on Earth. Learn about clouds and rainfall. Recognise the different types of weather. Understand thunderstorms, lightning, thunder and hail; know how to keep safe during thunderstorms. Recognise the different types of cold weather.</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 style="text-align: center;">Everyday Materials – About Materials</p> <p>Know everyday uses of magnets. Understand that magnets only attract certain types of metals. Understand that magnets have a North and South Pole. Recognise a variety of widely used materials and how materials can be recycled. Understand why materials are chosen for specific tasks. Know how to test materials for their strength; understand that some materials are natural, and some are man-made.</p> <p>Links: English: different materials of the toys and their suitability for different types of play. SMSC: Recycling.</p>	<p style="text-align: center;">Everyday Materials – About Materials</p> <p>Know the story of Wilbur and Orville Wright – first aeroplane. Distinguish between an object and the material in which it's made. Describe the simple physical properties of a variety of everyday materials. Explore everyday materials which are opaque/transparent. Compare and group together everyday materials on the basis of their simple physical properties. Explore everyday materials which are absorbent/non-absorbent.</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>
	<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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Music (Charanga Scheme)	<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>
Art/DT (KAPOW)	<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</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</p> <p>*Following a design to create moving models that use levers and sliders *Adapting mechanisms</p> <p>*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.</p> <p>*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.</p>	<p style="text-align: center;"><u>Sculpture</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</p>	<p style="text-align: center;"><u>Textiles - Puppets</u></p> <p>Using a template to create a design for a puppet.</p> <p>*Cutting fabric neatly with scissors * Using joining methods to decorate. *Sequencing steps for construction.</p> <p>*Reflecting on a finished product, explaining likes and dislikes</p> <p>*Learning different ways in which to join fabrics together: pinning, stapling, gluing</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 style="text-align: center;"><u>Food</u></p> <p>*Chopping fruit and vegetables safely.</p> <p>*Identifying if a food is a fruit or a vegetable</p> <p>*Learning where and how fruits and vegetables grow</p> <p>*Tasting and evaluating different food combinations *Describing appearance, smell and taste *Suggesting information to be included on packaging.</p> <p>*Understanding the difference between fruits and vegetables. *Describing and grouping fruits by texture and taste</p>

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PSHE	<p style="text-align: center;"><u>Transition to Y1/All about me</u> Re-cap healthy snacks, milk, water</p> <p>About what rules are, why they are needed and why different rules are needed for different situations. L1</p> <p>To recognise the ways in which we are all unique. H22</p> <p>That everyone has different strengths. L14</p> <p>To recognise the ways we are the same as, and different to, other people. L6, R23</p> <p>To recognise what they are good at, what they like and dislike. H23</p>	<p style="text-align: center;"><u>Anti-Bullying week November</u> Re-cap healthy snacks, milk, water</p> <p>About different feelings that humans can experience. H11</p> <p>How to recognise and name different feelings. H12</p> <p>How feelings can affect people's bodies and how they behave. H13</p> <p>How to recognise what others might be feeling. H14</p> <p>About ways of sharing feelings and a range of words to describe feelings. H16</p> <p>About what is kind and unkind behaviour and how this affects others. R21</p>	<p style="text-align: center;"><u>Trust</u> Re-cap healthy snacks, milk, water</p> <p>About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually). R18</p>	<p style="text-align: center;"><u>Money</u> Re-cap healthy snacks, milk, water</p> <p>What money is, forms that money comes in, that money comes from different sources. L10.</p> <p>That people make different choices about how to save and spend money. L11</p> <p>About the difference between needs and wants; that sometimes people may not always be able to have the things they want. L12</p> <p>That money needs to be looked after; different ways of doing this. L13</p>	<p style="text-align: center;"><u>How to stay safe</u> Re-cap healthy snacks, milk, water</p> <p>About how to keep safe at home including (including around electrical appliances and fire safety) e.g. not playing with matches and lighters. H30</p> <p>That household products, including medicines can be harmful if not used correctly. H31</p> <p style="background-color: #0000FF; color: white; padding: 2px;">ECW: Health, well-being, and lifestyle</p>	<p style="text-align: center;"><u>Transition for Y2</u> Re-cap healthy snacks, milk, water</p> <p>To recognise what makes them special. H21</p> <p>About preparing to move to a new class/ year group. H27</p>
RE <i>What do people say about God?</i>	<p style="text-align: center;"><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 style="text-align: center;"><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 style="text-align: center;"><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 style="text-align: center;"><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 style="text-align: center;"><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 style="text-align: center;"><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 style="text-align: center;"><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 style="text-align: center;"><u>Indoor Athletics</u></p> <p><i>Develop running technique (direction & self awareness)</i></p> <p><i>Develop running technique (speed & reaction)</i></p> <p><i>Develop jumping technique (technique & co-ordination)</i></p> <p><i>Develop jumping technique (timing & footwork)</i></p> <p><i>Take part individually and as a team</i></p> <p><i>Practise with a partner</i></p>	<p style="text-align: center;"><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 style="text-align: center;"><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 style="text-align: center;"><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 style="text-align: center;"><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>

Year 1 Long Term Planning

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