

Long term Plan 2023-2024 - Year 1

Learning Mindsets: Autumn - Respect, Spring - Resilience and Summer - Responsibility

English (Writing, Reading, GPVS)

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Reading: Word reading and comprehension

Grammar Punctuation Vocabulary Spelling and Phonics (as appropriate)

**Class Book:**  
Splat's first Day at School.  
Goldilocks and the Three Bears  
Fireworks (James Carter)

**Reading Skills:**  
Relating background knowledge  
Sequencing  
Vocabulary  
Inference  
Predicting

**Phonics:**  
Assess and review week Yl:1,  
Assess and review week Yl:2,  
revisit: /j/ <j>/v/ <v>/w/ <w>/ks/

**Class Book:**  
The Gingerbread Man  
The Three Little Pigs  
Santa is coming to Sheffield.

**Reading Skills:**  
Relating background knowledge  
Sequencing  
Vocabulary  
Predicting

**Phonics:**  
Revise: /ow/ <ow>/oi/ <oi>/ear/ <ear>/air/ <air> /ure/ <ure>/er/ <er>/oa/ <ow>

**Class Book:**  
Mr Grumpy's Motor Car.  
Brave Bitsy and the Bear  
A first book of animals

**Reading Skills:**  
Vocabulary  
Predicting  
Inference  
Summarising

**Phonics:**  
igh/ <i-e> /oa/ <o-e>  
/(y)oo/ <u-e> /s/ <c>/air/ (care) /air/ (there) /air/ (pear) /ch/ (catch) /ee/ <y> /or/ <al> (walk)  
Review week

**Class Book:**  
Man on the Moon extract  
Beegu (Alexis Deacon)  
Man on the Moon (story)

**Reading Skills:**  
Vocabulary  
Predicting  
Inference  
Summarising

**Phonics:**  
review week  
Yl:1, review week  
Yl:2, review week  
Yl:3, Review week  
Yl:4, Assess and review week  
Yl:5, review Yl:6

**Writing**

**Class Book:**  
Little Red Hen  
Nadia Hussain: Bake me a story  
**Reading Skills:**  
Predicting  
Clarification  
Providing Evidence

**Phonics:**  
Review Yl:7, Review Yl:8, /ai/ <a> (acorn) /ai/ <ey> (they) /ai/ <ea> (great) /ai/ <eigh> (weight) /ar/ <a> (father) /ee/ <e> (he) /igh/ <i> (find) /igh/ <y> (by), /oa/ <o> (go) /o/ <a> (was) /oo/ <u> (push) /y/+oo/ <u> (music) /c/ <ch> (school) /sh/ <ch> (chef)

**Class Book:**  
Grendel. A Cautionary Tale about Chocolate  
From Bean to Bar  
Chocolate  
Cake (Michael Rosen)

**Reading Skills:**  
Predicting  
Clarification  
Providing Evidence  
Inference  
Summarising

**Phonics:**  
Review Yl:6, Review Yl:7, /air/ <are> (care) /air/ <ere> (there) /air/ <ear> (pear) /ch/ <tch> (catch), /u/ <o>

<p>&lt;x /y/ &lt;y&gt;/z/ &lt;z&gt; &lt;zz&gt;/kw/ &lt;qu&gt;/ch/ &lt;ch&gt; sh/ &lt;sh&gt;/th/ &lt;th&gt; (voiced and unvoiced) /ng/ &lt;ng&gt;/nk/ &lt;nk /ai/ &lt;ai&gt;/ee/ &lt;ee&gt;/igh/ &lt;igh&gt;/oa/ &lt;oa&gt; /ar/ &lt;ar&gt;/ur/ &lt;ur&gt;/oo/ &lt;oo&gt; (food)/or/ &lt;or&gt;</p> <p><b>Writing:</b> (a few accurate sentences is required, not a whole text type).</p> <p><b>1. Practise and Apply Character description- SPLAT the Cat</b> Skill- Five-star sentences, introduction to adjectives.</p>	<p>/ai/ &lt;ay&gt;/ow/ &lt;ou&gt;/igh/ &lt;ie&gt;/ee/ &lt;ea oi/ &lt;oy&gt;/ur/ &lt;ir&gt;/&lt;y&gt;oo/ &lt;ue&gt;/or/ &lt;aw&gt; /w/ &lt;wh&gt; /f/ &lt;ph&gt; &lt;y&gt;oo/ &lt;ew&gt; /oa/ &lt;oe&gt; Assess and review week Yl: 3 or/ &lt;au&gt;/ee/ &lt;ey&gt;/ai/ &lt;a-e&gt;/ee/ &lt;e-e&gt;</p> <p><b>Writing:</b> 1. Oral Retell story of the Gingerbread Man _Skill- past tense suffix 'ed'</p> <p>2. Main Written (a few accurate sentences is required, not a whole text type). Recount (gingerbread man.) Skill- past tense suffix 'ed', time conjunctions</p>	<p>Yl: 4, Assess and review week Yl: 6, Review week Yl: 7</p> <p><b>Writing</b> (a few accurate sentences is required, not a whole text type).</p> <p>1. Oral Zim Zam Zoom poems Skill- suffix 'ing', present tense verbs</p> <p>2. Main Written Non-chronological report (animal or pet) Skill- introduction to question marks,</p> <p>3. Practise and Apply</p>	<p><b>1. Main Written Descriptive Letter to Beegu (about themselves)</b> Skill- Capital letter for I/ proper nouns, conjunction 'and'</p> <p>2. Practise and Apply Description of Beegu. Skill- choice of powerful adjective.</p> <p><b>Spelling Focus: (see Phonics)</b> The sound /k/ spelt with 'k' not 'c', before e, i and y The split vowel digraphs 'a-e' and 'e-e' The split vowel digraphs 'i-e' 'o-e'</p>	<p>/e/ &lt;ea&gt; (head), Assess and review week Yl: 9</p> <p><b>Oral</b> Innovated narrative-based on the story of Little Red Hen. Skill - Question marks, use of different sentence openers</p> <p>2.- Main Written Recipe- innovated 'blueberry and orange soda bread' for Little Red Hen. Skill- suffixes 'ing', adjectives to describe fruit, conjunctions 'and, then'.</p> <p>3. Practise and Apply Tasty Poem- poem about Fruit. Skill - adjectives</p>	<p>(brother) AND WK2- /j/ &lt;g&gt; (gem) /j/ &lt;ge&gt;(fringe) /j/ &lt;dge&gt; (bridge) /s/ &lt;st&gt; (listen)/ /s/ &lt;ce&gt; (fence) /s/ &lt;se&gt; (house) /n/ &lt;gn&gt; (sign) /n/ &lt;kn&gt; (knee) /r/ &lt;wr&gt; (wrap) /m/ &lt;mb&gt; (lamb) /z/ &lt;se&gt; (cheese) /z/ &lt;ze&gt; (freeze) /ear/ &lt;eer&gt; (cheer) /ear/ &lt;ere&gt; (here) /sh/ &lt;ti&gt; (patient) /sh/ &lt;ti&gt; -tion (station) /ar/ &lt;al&gt; (half)/or/ &lt;augh&gt; (caught) /sh/ &lt;ss&gt; (session) /zh/ &lt;si&gt; (vision) /sh/ &lt;ti&gt; -tious (scrumptious) /sh/ &lt;ci&gt; (delicious) -ous, -ion, -ian</p> <p><b>Writing</b> 1. Main Written Innovated narrative-Grendel Skill- five-star sentences,</p>
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<p>2. Oral Instructions (How to make porridge) <i>Skill- Five-star sentences, Sequencing ideas</i></p> <p>3. Main Written Narrative- Goldilocks <i>Skill- Five-star sentences, Sequencing sentences to form ideas.</i></p> <p><b>Spelling Rules:</b> The sounds /f/ and /s/, spelt 'ff' and 'ss' The sounds /l/ and /k/, /z/ spelt 'll', 'zz' and 'ck' Adding the endings -ing, -ed and -er to verbs where no change is</p>	<p>3. Practise and Apply <i>(a few accurate sentences is required, not a whole text type).</i></p> <p><b>Description</b> (materials- science focus) <b>Skill - Five-star sentences.</b></p> <p><b>Spelling Rule Focus: (see Phonics)</b></p> <p>The digraphs 'ai' and 'oi' are hardly ever used at the end of English words. The digraphs 'ay' and 'oy' are used for those sounds at the end of words and at the end of syllables. The sound /oa/ spelt with the vowel digraphs 'oa', 'ow',</p>	<p><b>Non-chronological report (transport)</b> <i>Skill- Five star sentences, question marks,</i></p> <p><b>Spelling Rule Focus:</b></p> <p>The trigraph igh The vowel digraph 'ar' The vowel digraph 'er' (unstressed) 'er' (stressed) The vowel digraph 'ir', 'ur' Adding -er and -est to adjectives where no change is needed to the root word Days of the week/ Common Exception Words</p>	<p>The /yoo/ and /oo/ sounds spelt with the split digraph 'u-e' The vowel digraph 'oo' - very few words have oo at the end The sounds/oo/ and /yoo/ spelt with 'ue' 'ew'</p> <p><b>HRS words revised from Reception and Y1</b></p>	<p><b>Spelling Focus:</b> The vowel digraphs 'ow' and 'ou' Words ending with the sound /e/ spelt with 'y' The vowel digraph 'or' and the vowel trigraph 'ore' The vowel digraphs 'aw' and 'au' The vowel trigraph 'air' and 'are' The vowel trigraph 'ear'</p> <p><b>HRS words revised from Reception and Y1</b></p>	<p><i>coordination 'and, then, but, or, so.</i></p> <p>2. Practise and Apply <b>Description</b> <i>Skill- adjectives, different sentence openers,</i></p> <p>3. Secondary Written <b>Cause and Effect text-cocoa</b> <i>Skill- five-star sentences, coordination 'and, then,- but, or, so.</i></p> <p><b>Spelling Focus: (see Phonics)</b> New consonant spelling 'ph' and 'wh' Adding the prefix -un without any change to the spelling of the root word</p>
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<p>needed to the root word  The sound spelt n before g 'ng'  The sound spelt n before k 'nk'  The sound /ch/ spelt 'ch' The sound /ch/ spelt -'tch'  The sound v The /v/ sound at the end of words spelt with 've'</p> <p><b>HRS words taught:</b>  oh, their -le people, Mr, Mrs your, ask, should would, could, asked house, mouse, water want, very</p>	<p>'oe' (oa is very rare at the end of a word)  The sound /ee/ spelt 'e' and with the vowel digraph 'ee'  The vowel digraph 'ea'  The vowel digraph 'ie' making the /igh/ and / ee/ sounds</p> <p><b>HRS words taught:</b>  please, once, any many, again, who, whole, where, two</p>	<p><b>HRS words taught:</b> here, sugar, friend, because,</p>			<p>Adding s and es to words  Compound words  Read words with contractions (Word reading - English)  Common Exception Words  <b>HRS words revised from Reception and Y1</b></p>
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## ONGOING

### Word

Regular **plural noun suffixes** *-s* or *-es* [for example, *dog, dogs; wish, wishes*], including the effects of these suffixes on the meaning of the noun

**Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping, helped, helper*)

How the **prefix un-** changes the meaning of **verbs** and **adjectives** [negation, for example, *unkind*, or *undoing: untie the boat*]

### Sentence

singular How **words** can combine to make **sentences**

Joining **words** and joining **clauses** using *and*

### Text

Sequencing **sentences** to form short narratives

### Punctuation

Separation of **words** with spaces

Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences**

Capital letters for names and for the personal **pronoun I**

### Terminology for pupils

letter, capital letter

word, plural

sentence

punctuation, full stop, question mark, exclamation mark

## Maths

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Number Sense and Fluency

Range of problem solving and reasoning activities

<p>Number and Place Value within 10- sorting objects within 10, partitioning numbers within 10 and representing numbers within 10.</p> <p>Addition and Subtraction within 10 using concrete and pictorial representations.</p>	<p>Addition and Subtraction within 10- adding a one digit number with a one digit number. Subtracting a one digit number from 10.</p> <p>Geometry- 2D and 3D shapes.</p> <p>Number and Place Value within 20- partitioning numbers within 20 and representing numbers within 20.</p>	<p>Number and Place Value within 20- partitioning numbers within 20 and representing numbers within 20. .</p> <p>Addition and Subtraction within 20- adding a one digit number with a two digit number. Subtracting a one digit number from a two-digit number.</p> <p>Number and Place Value</p>	<p>Measurement: Finding the length and height of objects by measuring using a ruler.</p> <p>Measurements: mass and volume- using practical resources and mathematical units (g, ml, l) to measure mass and capacity.</p>	<p>Multiplication and division- using arrays and concrete resources to count in 2s, 5s and 10s.</p> <p>Fractions- finding <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math> of a shape and moving onto finding <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math> of a quantity.</p> <p>Position and Direction- recognising quarter, half, three-quarter and full turns.</p>	<p>Number and Place Value within 100- partitioning numbers within 100 and representing numbers within 100.</p> <p>Money- recognising the value of coins, comparing amounts and recognising notes.</p> <p>Time- telling the time to the hour and half hour using an analogue clock.</p>
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within 50-  
partitioning  
numbers within  
50 and  
representing  
numbers within  
50.

**Science**

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

**Working Scientifically:**

During Years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions

**Seasonal Changes (ongoing throughout the year)**

We will investigate the four seasons of the year across the year, focussing on how each season transitions into the next and comparing and contrasting the seasons as we continue with our learning. We will investigate day and night and how the length of the day changes throughout the year as well record the differences in weather at different times of the year.

**Everyday Materials**

We will investigate objects and distinguish the materials that these

**Animals including humans**

We will identify the features of each type of animal and classify

**Plants**

We will look at a variety of common wild and garden plants, including deciduous

are made from. During this learning, we will identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock as well as describe the simple physical properties of these. We will then compare, classify and group together these materials on the basis of their properties.

### Disciplinary (Working Scientifically) Concepts:

Asking question

Making predictions

Observing and measuring

Recording data

Interpreting and communicating results

### Scientific Enquiry Types:

- Identifying, Classifying and grouping
- Observing over time
- Comparative and fair testing

them into birds, reptiles, amphibians, mammals and fish. We will also identify and name a variety of animals that are carnivores, herbivores and omnivores.

We will describe and compare the structure of a variety of common animals whilst also identifying, naming, drawing and labelling basic parts of the human body. We will say which part of the body is associated with each sense.

### Disciplinary (Working Scientifically) Concepts:

Asking question

Making predictions

Setting up tests

Observing and measuring

Interpreting and communicating results

### Scientific Enquiry Types:

and evergreen trees. We will identify and describe the basic structure of a variety of common flowering plants, including trees. Children become detectives when we go on a leaf hunt in the school grounds.

### Disciplinary (Working Scientifically) Concepts:

Asking question

Setting up tests

Recording data

Interpreting and communicating results

Evaluating

### Scientific Enquiry Types:

- Identifying, Classifying and grouping
- Observing over time
- Comparative and fair testing
- Research using secondary sources
- Pattern seeking

### TAPS Assessment Activity (ies):



<ul style="list-style-type: none"> <li>• Research using secondary sources</li> <li>• Pattern seeking</li> </ul> <p>TAPS Assessment Activity (ies):</p> <ul style="list-style-type: none"> <li>• Transparency</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying, Classifying and grouping</li> <li>• Observing over time</li> <li>• Comparative and fair testing</li> <li>• Research using secondary sources</li> <li>• Pattern seeking</li> </ul> <p>TAPS Assessment Activity (ies):</p> <ul style="list-style-type: none"> <li>• Animal classification</li> </ul>	<ul style="list-style-type: none"> <li>• .Plant structure -</li> </ul>
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**History**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Key Skills:

Develop an awareness of the past using common words and phrases relating to the passing of time  
 Know where people and events fit within a chronological framework (order events in chronological order)  
 Identify similarities and differences between ways of life in different periods

<p><u>Houses Then and Now</u></p> <p>Our House -Rogers (200yrs of History of a family living in the same house        Window by Jeannie Baker</p> <p>Looking at where we live - how has it changed over time?</p> <p>Technology        Invention        Discovery</p>	<p><u>Schools in the past</u></p> <p>Historical Skills        Chronological Knowledge - Focus on Schools from 1950 to the current day.</p> <p>Change and Continuity to create a sense of period and time, the sequence of when things happened, what changed, how fast/slow it changed and what continued, what we might see as progress -</p>	<p><u>Farming in the past and present</u></p> <p>Technology        Society        Culture        Invention</p> <p>Historical Skills        Chronological Knowledge - Look at farming from 1950 to the present day.</p> <p>Change and Continuity</p>
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## Monarchy

### Historical Skills

**Chronological Knowledge** - Look at parents (1980 - present) and Grandparents from 1950 - present.

### Change and Continuity

to create a sense of period and time, the sequence of when things happened, what changed, how fast/slow it changed and what continued, what we might see as progress - How has technology in the home changed over time?

Has the physical appearance of houses changed/stayed the same over time?

### Significance

how do historians choose what is most important in history as there are too many events to use everything?

**5Rs Resulting in change, Remarked upon, revealing resonated and remembered** -

Famous houses

London - Buckingham Palace

Derbyshire - looking at

Chatsworth

Why are they famous? Focus on the monarchy.

How has our school changed over time?

What has stayed the same?

Look at the recent past -

Buildings

Classrooms

Use of rooms

Technology

lessons

Equal rights for girls and boys

### Similarities and Differences and Diversity

This relates to historical analysis of the extent and type of difference between people, groups, experiences or places in the same historical period.

Did our grandparents have the same lessons we have now?

Did boys and girls play the same games at playtime?

### Cause and Consequence

how historians explain why things happened in history, how did people make a difference to what happened? What followed as a result of these?

Did Jamie Oliver help improve our school dinners?

### Historical Sources and Evidence

what do historians use to find out about the past? How do historians use this material

to create a sense of period and time, the sequence of when things happened, what changed, how fast/slow it changed and what continued, what we might see as progress.

How has our farming changed over time?

What has stayed the same?

### Similarities and Differences and Diversity

This relates to historical analysis of the extent and type of difference between people, groups, experiences or places in the same historical period.

What machinery do we use now? What did they do in the past when machines weren't built?

### Cause and Consequence

how historians explain why things happened in history, how did people make a difference to what happened? What followed as a result of these?

What are the benefits of machinery?

### Historical Sources and Evidence

what do historians use to find out about the past? How do historians use this material safely to produce the best history that they can?

### HOW DO WE KNOW?

How do we know what farming was like?

Look at photos and diary entries.

## Similarities and Differences and Diversity

This relates to historical analysis of the extent and type of difference between people, groups, experiences or places in the same historical period - .

How have homes changed since our grandparent's time? We will identify similarities and differences looking at household objects and technology - tv's, cookers and computers.

Who lived in my house?

Read /Watch *Our House* by Rogers.

This focuses on a family who live in a house for over 200 years and the changes that happen to the house.

## Cause and Consequence

how historians explain why things happened in history, how did people make a difference to what happened? What followed as a result of these?

What would you do without your computer and tv?

## Historical Sources and Evidence

what do historians use to find out about the past? How do historians use this material safely to

safely to produce the best history that they can?

## HOW DO WE KNOW?

How do historians know what schools were like a long time ago?

What do they use to find out about the past?

Photographs

Videos

Books

We will be learning about tractors, farming machinery, animal power on the farm and how this has changed over time. We will also explore how food has changed over time and look at foods that were popular in the past in comparison to now.

We will consider how farming has changed over time particularly in our local environment. We will use our local visit to 'Our Cow Molly' to guide our lessons in exploring how they have had to adapt throughout the years. (Cultural, environmental and social history)

(NC: changes within living memory - change in national life, significant events, people or places in their own locality)

**Concepts:** Significance, Culture, Change and continuity, Cause and consequence

**Strands:** economic, environmental, political

**Key Concepts-Disciplinary**  
Chronology

produce the best history that they can?

### HOW DO WE KNOW?

How do historians know about homes from the past?

Understand some of the ways that historians find out about the past.

To develop our understanding of chronology and sequence, we will create a timeline of the school year. We will update this throughout the year, adding exciting events that are special to us.

During our learning about settlements in this term, we will be exploring our houses and investigating how houses have changed over time (from the Victorian era to now), We will be naming objects/appliances within the house, how they have changed over time and who would use that object - is that the same now as it was previously? We'll continue to explore changes by looking at Ecclesfield and the street that school is on. We will

1. Develop an awareness of the past using common words/phrases relating to the passage of time.

### Similarities and Differences (same historical period)

1. How similar/different was the food experience for children in past 60 years
2. Make simple observations about different types of food

### Historical Terms

Use a wide vocabulary of historical terminology

### Historical Enquiry-Evidence and Sources

1. Understand some of the ways that they can find out about the food/farms in the past using books/paintings/photographs/videos of parties/school meals
2. Ask and answer questions using sources to show their understanding

### Change and Continuity-across periods

Changes over time-farming technological advances

look at what used to be here in comparison to what is here now.

(Cultural and Social history)

(NC: Changes within living memory)

We will use Bonfire Night to find out how the sequence of events led up to the capture of Guy Fawkes and the consequences of this.

(NC: Events beyond living memory - nationally)

**Concepts:** Chronology, Change and continuity, Sequence, duration, Significance, Culture, Cause and consequence

**Strands:** economic, social history, environmental

**Key Concepts-Disciplinary**

**Chronology**

1. Develop an awareness of the past using common words/phrases relating to the passage of time (see

vocabulary progression  
document)

2. Order household objects in a chronological order

### **Similarities and Differences (same historical period)**

1. Identify similarities and differences between ways of life in Victorian society
2. Make simple observations about different types of homes/household objects

### **Historical Terms**

Use a wide vocabulary of historical terminology

### **Historical Enquiry-Evidence and Sources**

1. Understand some of the ways that they can find out about the past-  
objects/paintings/photographs
2. Ask and answer questions using sources to show their understanding about homes/houses in the past

### **Change and Continuity-across periods**

Changes over time-technological advances-communication-  
phones/tv/lighting

<p><b>Significance</b></p> <p>Describe events and talk about who was important (Bonfire Night)</p> <p>Describe why certain buildings are important -Buckingham Palace/House of Parliament</p>		
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**Geography**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Skills

Develop knowledge about the United Kingdom and their locality  
 Understand basic subject-specific vocabulary related to human and physical geography  
 Begin to use geographical skills, inc. first hand observation to enhance their locational awareness

<p><u>Where we Live</u></p> <p><b>Book:</b> The Street beneath My Feet</p> <p><b>Fieldwork</b> School Streets around Ecclesfield</p> <ul style="list-style-type: none"> <li>• What is a Village/Town/</li> <li>• What is Ecclesfield?</li> <li>• What is Sheffield?</li> <li>• Compare size of Ecclesfield to Sheffield</li> <li>• Where is Ecclesfield?</li> </ul>	<p><u>Hot and Cold Places</u></p> <p><b>Book</b> Handa's Surprise</p> <p>Locate on world map Cold/hot places Observation and Discussion Map Reading Map Making Recording on simple maps Using aerial maps</p> <ul style="list-style-type: none"> <li>• How big is Antarctica Africa/Rainforest?</li> <li>• Which is bigger/smaller?</li> </ul>	<p><u>Where we get our food from.</u></p> <p><b>Books</b> The world came to my place today Cocoa beans Leon's Lucky Lunch Break</p> <p><b>Fieldwork</b> Farm Visit</p> <p>Observation and Discussion Map Reading Map of uk seas/rivers/lakes/land Map of Sheffield -farmland Map of world -food from story Identify Uk in the World Map of Cawthorne/Cannon Farm</p>
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- Why did your family choose your house?
- Nearby places?
- human and physical features?
- Similarities and differences of houses
- Locality Visit
- Define local area on a map
- What cultural/ethnic groups do we have at Ecclesfield?
- Do we have different places of worship in our area to reflect our population?
- What do the children feel about their neighbourhood?
- What do the pupils know about their local community?
- What is your neighbourhood like?
- What could be better?
- How is the land nearby used?
- What family connections do the children have in Ecclesfield/Sheffield?
- What features help to create a safe/happy neighbourhood which ensure families stay?
- What green spaces are there and how are they used?
- Are they used regularly/occasionally?
- How has Ecclesfield changed over time/why?

- Where are the Hot and Cold places in the world?
- How many different weather types do we have in the UK?
- Where is the UK in relation to the equator?
- Where are the Hotter/colder Countries?
- How do people manage to live in very hot/very cold places?
- How do people animals/plants adapt to hot/cold environments?
- How is the design of a house different for cold/hot places?
- How is the temperature in the world changing over time?

Recording on simple maps

Photographs

Videos

- How much of the earth's surface is covered by Seas/rivers/lakes/land?
- Where can food be grown?  
Plant/tree/ home
- Where is food caught?
- Where is food reared?
- Where does our food come from:
- Identify seas/rivers/farms in Yorkshire?
- How do animals support humans with food?
- Milk Journey-Our cow Molly Visit
- What can we grow at home/school?
- How do the seasons affect the food that we have during the year?



- Is Ecclesfield changing- where/why?
- New developments/buildings/green spaces

Where do we Play?

Local Area

Revisit during the year

Books: Voices in the Park

Fieldwork

School

Local Park

Sheffield Park

**Geographical Skills and Fieldwork**

- Observation and Discussion
  - Map Reading
  - Map Making
  - Recording on simple maps
  - Using aerial maps
  - Sketching and annotating
  - Sound Recording
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- Scale of School
  - Park areas
  - Compare scale of both areas
  - Water parks comparisons in scale?

- Where are the play areas located in school- look at the shape of play areas/location/NESW/
- What are the physical and human features of the School Play area?
- Which part of the school play area do you like/not like-why?
- Local Park
- Who looks after it?
- Who works there?
- Is it an inviting place?
- How do children play /use it?
  
- How does the weather affect the use of play areas?
- Who uses it?
- When is it used?
- What do we need to maintain a park/improving the school play what would we need to consider?
- What issues does the caretaker have to deal with whilst maintaining the play areas?
- What would pupils choose to change about playtimes?
- How has the school play area changed over time?

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p>Houses</p> <p><b>Drawing</b></p> <p><b>Research:</b></p> <p>Pencil drawings of houses/homes</p> <p><u>Stephen Wiltshire</u></p> <p>Developing skills:</p> <p>Sketching in the environment</p> <p>Line</p> <p>Shape</p> <p>Experiment using charcoal, ballpoint pen, pastel, felt tips</p> <p>Mark making:</p> <p>Applying skills:</p> <p>Create a 'street' of children's drawings from local area</p>		 <p>Transport and Journeys</p> <p><b>Painting</b></p> <p><b>Research:</b></p> <p><u>Vincent Van Gogh</u></p> <p><u>L.S. Lowry</u></p> <p>Developing skills:</p> <p>Colour mixing</p> <p>Brush use (different size brushes)</p> <p>Shape (e.g. of the buildings/transport)</p> <p>Colour mixing:</p> <p>Applying skills:</p> <p>Children to work collaboratively to create a painting in the style of</p>		 <p>Food Around the world</p> <p><b>Printing (fruit)</b></p> <p><b>Research:</b> How fruit and vegetables have been depicted in art. Indepth research into <u>Guiseppe Arcimboldo and printing fruit imagery</u></p> <p>How is fruit normally depicted in art? Research into different artists who have used fruit as a subject matter. How are they similar and different? Cezanne, Carravagino.</p> <p>Developing skills:</p> <p>Experiment by printing different fruit - patterns etc.</p> <p>Doing rubbings from tree bark etc.</p> <p>Introduction to printmaking:</p> <p>Printing with found objects:</p> <p>Applying skills:</p>	

<p>Evaluation:</p> <p>Compare to actual photographs</p> <p>How would adding colour alter the final piece? Impact?</p> <p>Formal Elements:</p> <p>line</p> <p>shape</p>	<p>Lowry (eg. Children to each create a form of transport/building then stick together to create a final piece)</p> <p>Evaluation:</p> <p>Have we used similar colours ?</p> <p>What would we change next time?</p> <p>How can we change colours to portray a different mood?</p> <p>Formal Elements:</p> <p>line</p> <p>shape</p> <p>colour</p> <p>tone</p> <p>texture</p>	<p>Printing in the style of Guiseppe Arcimboldo</p> <p>Evaluation:</p> <p>Can we change the size? did we use shape effectively</p> <p>to show shapes?</p> <p>Formal Elements:</p> <p>line</p> <p>shape</p> <p>colour</p> <p>texture</p> <p>pattern</p>
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**Design and Technology**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p style="text-align: center;"><b>Food</b></p> <p>To design a healthy snack for Goldilocks to eat on a picnic.</p> <p>NC: use the basic principles of a healthy and varied diet to prepare</p>		<p style="text-align: center;"><b>Mechanisms</b></p> <p>To design and make a vehicle to transport Mr Gumpy and his passengers down the bumpy track</p>		<p style="text-align: center;"><b>Textiles</b></p> <p>To design and make a puppet to retell a traditional tale to parents</p> <p>NC: select from and use a range of tools and equipment to perform practical tasks</p>	

<p>dishes understand where food comes from.</p> <p>Skill retrieval from previous years: prepare and tear food, basic food hygiene</p> <p><u>Investigate, disassembly, evaluate:</u></p> <ul style="list-style-type: none"> <li>• Understand where food comes from. Group familiar food products e.g. fruit and vegetables.</li> <li>• Investigate different snacks and their ingredients Consider packaging and what makes it appealing</li> <li>• Investigate chefs from UK</li> </ul> <p><u>Focus Practical tasks:</u></p> <ul style="list-style-type: none"> <li>• Sample a range of different snacks and evaluate them</li> <li>• Discuss hygiene and devise hygiene poster</li> <li>• Cut ingredients safely</li> <li>• Mix/spoon ingredients, snap and break by hand</li> <li>• Investigate measuring and weighing of ingredients</li> <li>• Practice following instructions</li> <li>• Practice reading recipes</li> <li>•</li> </ul>	<p>NC: explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Skill retrieval from previous years: Joining skills, strengthening, hinges</p> <p><u>Investigate, disassembly, evaluate:</u></p> <p>Look at variety of different vehicles and their purposes See how axles and wheels work by disassembling a vehicle</p> <p>Investigate whether thin or thick wheels work best on a muddy surface</p> <p>Explore objects and designs to identify likes and dislikes. Explore how products have been created.</p> <p><u>Focus Practical tasks:</u></p> <p>Name and label parts of a car. Inverting boxes to create a base for our vehicles</p>	<p>[for example, cutting, shaping, joining and finishing]</p> <p>Skill retrieval from previous years:: Weaving, Joining fabric</p> <p><u>Investigate, disassembly, evaluate</u></p> <ul style="list-style-type: none"> <li>• Provide opportunities for children to examine a selection of hand puppets and finger puppets made from a variety of materials.</li> <li>• Take the puppets apart and investigate the materials used Research puppets from around the world</li> </ul> <p><u>Focus Practical tasks:</u></p> <ul style="list-style-type: none"> <li>• Practice basic sewing techniques (running stitch and back stitch)</li> <li>• Practice using a template to mark out identical pieces of fabric</li> <li>• Compare joining techniques</li> </ul> <p><u>Design</u></p>
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### Design:

- Design a snack for Goldilocks to eat.
- Draw on their own experience to help generate ideas
- Suggest ideas and explain what they are going to do
- Identify a target group for what they intend to design and make
- Develop their design ideas applying findings from their earlier research
- Draw on their own experience to help generate ideas

### Make

- Make a snack for Goldilocks to eat
- Cut ingredients safely. Prepare simple dishes-safely and hygienically-without using a heat source.

Investigate variety of ways of holding wheels and axles together and compare their functionality and possible purpose

Investigate number of wheels on vehicles and compare their functionality

### Design:

Design a car for Mr Gumpy that should suit his needs - what does it need? e.g. to go through mud etc

Draw on their own experience to help generate ideas

Suggest ideas and explain what they are going to do

Identify a target group for what they intend to design and make

Model their ideas in card and paper

Draw a simple diagram and label

Develop their design ideas applying findings from their earlier research

- Design a puppet to retell a fairy tale

- Identify simple design criteria Model their ideas by making a paper mock-up

- Draw a simple diagram and label

- Develop their design ideas applying findings from their earlier research

### Make

- Make a puppet

- To mark out, cut and join fabric pieces to make the main part of their puppet

- Use appropriate finishing techniques and make decisions around these

- Make appropriate design decisions throughout to support the purpose

### Evaluate

- Evaluate their products as they are developed, identifying strengths

- Select and use appropriate fruit and vegetables, processes and tools
- Use basic food handling, hygienic practices and personal hygiene
- Use simple finishing techniques to improve the appearance of their product

### Evaluate

- Evaluate their product by discussing how well it works in relation to the purpose
- Evaluate their products as they are developed, identifying strengths and possible changes they might make
- Evaluate their product by asking questions about what they have made and how they have gone about it

### Make

#### Make Mr Gumpy's car

Make their design using appropriate techniques

Make appropriate design decisions to support creation of a vehicle which is fit for purpose

With help measure, mark out, cut and shape a range of materials

Use tools eg scissors and a hole punch safely

Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape

Use simple finishing techniques to improve the appearance of their product

### Evaluate

Test Mr Gumpy's car down a bumpy track and evaluate it's effectiveness

and possible changes they might make

- Evaluate their product by asking questions about what they have made and how they have gone about it

Evaluate their product by discussing how well it works in relation to the purpose

Evaluate their products as they are developed, identifying strengths and possible changes they might make

Evaluate their product by asking questions about what they have made and how they have gone about it

**Music**

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Listen & Appraise as required on the National Curriculum:

Children will develop their listening skills using Charanga's listening game. Children will listen to individual instruments and identify them in a piece of music.

**Charanga: Hey You**  
All the learning in this unit is focused around one song: Hey You! - a Hip Hop song for children.  
  
During this unit, children will listen and

**Charanga: In The Way We Walker and Banana Rap**  
In this unit learning is focused around two songs: Rhythm In The Way We Walk (Reggae style) and Banana Rap (Hip Hop style). Children will Listen & Appraise

**Instruments - Boom whackers**  
  
In this unit, children are introduced to boom whackers and playing individually and as part of an ensemble.

**Instruments - Boom whackers**  
  
Children learn to play a selection of songs from different genres on Boom whackers developing their sense of pitch, pulse and rhythm.

**Charanga - In The Groove**  
  
Learning in this unit focusses on the song In The Groove which is performed in a variety of genres throughout the unit.  
  
During this unit, children will listen and appraise the

**Charanga - Reflect, Rewind and Replay**  
  
This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context



<p>appraise the following songs focussing on genre, instrumentation and structure.</p> <p>Children should be able to identify some instruments within a piece of music. They should start developing a knowledge of genres and how musical genres fit on a timeline.</p> <p>Hey You! by Joanna Mangona Me, Myself And I by De La Soul Fresh Prince Of Bel Air by Will Smith Rapper's Delight by The Sugarhill Gang</p>	<p>other styles of music and continue to embed the interrelated dimensions of music through games and singing.</p> <p>During this unit, children will listen and appraise the following songs focussing on genre, instrumentation and structure.</p> <p>Rhythm In The Way We Walk by Joanna Mangona The Planets, Mars by Gustav Holst Tubular Bells by Mike Oldeld The Banana Rap by Jane Sebba Happy by Pharrell Williams When I'm 64 by The Beatles</p> <p><b>Video performance to be shared on ClassDojo or</b></p>	<p><b>Video performance to be shared on ClassDojo or performed to other class.</b></p>	<p>During this unit, children will listen and appraise the following songs focussing on genre, instrumentation and structure.</p> <p><b>Count On Me</b> <b>Shake It Off</b> <b>Hakuna Matata</b></p> <p><b>Video performance to be shared on ClassDojo or performed to other class.</b></p>	<p>following songs focussing on genre, instrumentation and structure.</p> <p>How Blue Can You Get by B.B. King • Let The Bright Seraphim by Handel • Livin' La Vida Loca by Ricky Martin • Jai Ho by J.R. Rahman • Lord Of The Dance by Ronan Hardiman • Diggin' On James Brown by Tower Of Power</p> <p><b>Video performance to be shared on ClassDojo or performed to other class.</b></p>	<p>for the History of Music and the beginnings of the Language of Music.</p> <p>Children will revisit songs previously heard through out the year and compare and discuss.</p> <p>Children should now be confident saying why a piece of music fits within.</p> <p><b>End of year music showcase.</b></p>
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<p>U Can't Touch This by MC Hammer It's Like That by Run DMC</p> <p>Harvest</p> <p>Video performance to be shared on ClassDojo or performed to other class.</p>	<p>performed to other class.</p> <p>Christmas Concert Performance</p>				
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Computing

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Unit 0.1 What is a computer?</b></p> <p>Pupils recognise a range of digital devices, and the basic parts of a computer or tablet, e.g. mouse, keyboard, screen.</p> <p>They understand that you can access the same content on different devices and that information can be stored on a computer.</p> <p>They can add text to a document using the keyboard (where appropriate).</p> <p>Pupils understand that information</p>		<p><b>Unit: 2.1 How do I record sounds and pictures?</b></p> <p>Pupils will learn how to present information through images, art and sound.</p> <ul style="list-style-type: none"> <li>• <b>Concepts:</b></li> <li>• Machine</li> <li>• Logic</li> </ul>	<p><b>Unit 3.1 How do I present data using pictures?</b></p> <p>Pupils can collect data and present it in a pictogram independently.</p> <p>They explain information shown in a simple chart, pictogram or infographic.</p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Program</li> </ul>	<p><b>4.1 What is an algorithm?</b></p> <p>Pupils understand that we control computers by giving them instructions. They can identify and list steps of a known task in order, and understand that this is called an algorithm. They can input a short sequence of</p>	<p><b>5.1 What is a program?</b></p> <p>Pupils understand that we control computers by giving them instructions. They can input a short sequence of instructions to control a digital device. They try alternative approaches to achieve a goal.</p>

<p>and media can be stored on a digital device, e.g. they ask to view a photo that has been taken on a tablet</p> <p><b>Concepts:</b> Machine Logic Program</p> <p><b>Unit: 1.1 How do I use school technology</b></p> <p>Pupils will learn how to make careful and effective choices on software. Pupils will create a piece of artwork using a device.</p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Machine</li> <li>• Logic</li> <li>• Program</li> </ul> <p><b>Online Safety Links</b></p> <p>P1: <a href="#">Online Strangers</a></p> <p>P2: <a href="#">Feeling uncomfortable online</a></p>	<ul style="list-style-type: none"> <li>• Program</li> </ul>	<ul style="list-style-type: none"> <li>• Data</li> <li>• Algorithm</li> </ul>	<p>instructions to control a digital device.</p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Program</li> <li>• Data <ul style="list-style-type: none"> <li>• Algorithm</li> </ul> </li> </ul>	<p><b>Concept:</b></p> <ul style="list-style-type: none"> <li>• Logic</li> <li>• Algorithm</li> <li>• Data</li> <li>• Program</li> </ul>
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PE					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fundamentals (GS4PE)	Gymnastics (GS4PE)	Dance (GS4PE)	Dance (GS4PE)	Striking and Fielding (GS4PE)	Sending and Receiving (GS4PE)

<p>Pupils will be taught to balance on the balls of their feet, leading to jumping from one to two feet. They will balance by controlling their head, stomach muscles and back. Once in a position they will use their arms to help them balance. Children will be taught to preserve and keep trying if they don't succeed.</p> <p><u>Key Skills:</u> jumping, balancing, controlling muscles, holding a position</p>	<p>Pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.</p>	<p>Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback,</p>	<p>Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.</p>	<p>Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills.</p>	<p>Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.</p>
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<p><b>Key Concepts:</b>  Movement  Balance  Agility  Coordination</p>	<p><u>Key Skills:</u>  Travelling, shapes, balances, jumps, barrel roll, straight roll, progressions of a forward roll</p> <p><b>Key Concepts:</b>  Movement  Balance  Agility  Coordination  Sequence  Technique</p>	<p>beginning to use dance terminology to do so.</p> <p><u>Key Skills:</u>  Travel, action, shape, perform, copy</p> <p><b>Key Concepts:</b>  Movement  Agility  Coordination  Collaboration  Sequence</p>	<p><u>Key Skills:</u> Travel, action, shape, perform, copy</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Movement</li> <li>• Agility</li> <li>• Coordination</li> <li>• Collaboration</li> <li>• Sequence</li> </ul>	<p><u>Key Skills:</u> Throwing, catching, retrieving a ball, tracking a ball, striking a ball</p> <p><b>Key Concepts:</b>  Agility  Coordination  Collaboration  Fairness  Technique</p>	<p><u>Key Skills:</u> Rolling, kicking, throwing, catching, tracking</p> <p><b>Key Concepts:</b>  Movement  Agility  Coordination  Collaboration</p>
<p><b>Ball Skills (GS4PE)</b></p> <p>Pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils</p>	<p><b>Target Games (GS4PE)</b></p> <p>Pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work</p>	<p><b>Invasion (GS4PE)</b></p> <p>Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding</p>	<p><b>Fitness (GS4PE)</b></p> <p>Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, coordination, speed and stamina. Pupils</p>	<p><b>Team Building (GS4PE)</b></p> <p>Pupils develop their communication and problem solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are given the</p>	<p><b>Sports Day Practice</b></p> <p>Children will practise races such as sprints, skipping, egg and spoon, and the sack race. Pupils will be ranked into seats so they are racing against children of similar ability. The children will also</p>

<p>will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.</p> <p><b>Key Skills:</b> Rolling, kicking, throwing, catching, dribbling, bouncing</p> <p><b>Key Concepts:</b> Movement Coordination Collaboration</p>	<p>independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.</p> <p><b>Key Skills:</b> Rolling, kicking, throwing, catching, dribbling, bouncing</p> <p><b>Key Concepts:</b> Movement Coordination Collaboration</p>	<p>of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p>	<p>will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.</p> <p><b>Key Skills:</b> Agility, balance, coordination, speed, stamina, skipping</p> <p><b>Key Concepts:</b> Movement Balance Agility Coordination Fitness Sequence Evaluation and improvement</p>	<p>opportunity to discuss and plan their ideas.</p> <p><b>Key Skills:</b> Balancing, travelling</p> <p><b>Key Concepts:</b> Movement Balance Collaboration Fairness</p>	<p>practise team work by taking part in team challenges.</p> <p><b>Key Skills:</b> Running, throwing, catching, teamwork</p> <p><b>Key Concepts:</b> Movement Agility Coordination Competition Collaboration Fairness Technique</p>
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**Key Skills:**  
 Throwing,  
 catching,  
 kicking,  
 dribbling with  
 hands and  
 feet, dodging

**Key Concepts:**  
 Movement  
 Agility  
 Coordination  
 Competition

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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>1.1            Myself: Who am I? Signs of belonging.</p> <p><b>Religion:</b>            Christianity</p> <p><b>Key Strands:</b></p> <ul style="list-style-type: none"> <li>Religious Beliefs and teachings</li> </ul>	<p>1.2            Celebrations: What matters to Christians at Christmas?</p> <p><b>Religion:</b>            Christianity</p> <p><b>Key strands:</b></p> <ul style="list-style-type: none"> <li>Knowledge and understanding of religious</li> </ul>	<p>1.3            What festivals do Jewish people celebrate?</p> <p><b>Religion:</b>            Judaism</p> <p><b>Key strands:</b></p> <ul style="list-style-type: none"> <li>Beliefs, Values and teaching</li> </ul>	<p>1.4            What makes some places special? Churches and synagogues: what can we find out?</p> <p><b>Religion:</b>            Christianity and Judaism</p> <p><b>Key stands:</b></p> <ul style="list-style-type: none"> <li>Religious practices</li> </ul>	<p>Theme: Story, Believing, Belonging.            1.5            What stories about Moses do Jewish and Christian people love to remember?</p> <p><b>Religion:</b> Christianity and Judaism</p> <p><b>Key strands:</b></p> <ul style="list-style-type: none"> <li>Beliefs, values and teaching</li> </ul>	<p>1.6            'The power to make a difference'</p> <p>What can we learn from stories and prayers of Jesus?</p> <p><b>Religion:</b>            Christianity</p> <p><b>Key strands:</b></p> <ul style="list-style-type: none"> <li>Questions of identity,</li> </ul>

<ul style="list-style-type: none"> <li>• Ways of expressing meaning</li> <li>• Questions of identity and belonging</li> </ul>	<p>beliefs, teachings and sources</p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of religious practices and lifestyles</li> <li>• Skill of asking and responding to questions of identity and experience</li> </ul>	<ul style="list-style-type: none"> <li>• Religious Practices and ways of life.</li> <li>• Questions of Identity, Diversity and Belonging</li> </ul>	<p>and ways of life</p> <ul style="list-style-type: none"> <li>• Questions of identity, Diversity and Belonging</li> <li>• Questions of Values and Commitment</li> </ul>	<ul style="list-style-type: none"> <li>• Religious practices and ways of life</li> <li>• Questions of identity, Diversity, belonging</li> <li>• Questions of values and commitments</li> </ul>	<p>diversity and belonging</p> <ul style="list-style-type: none"> <li>• Beliefs, teachings, sources of wisdom and authority</li> <li>• Experiences and ways of living</li> </ul>
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RHE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Os) Passwords C1 *</p> <p>H4 - about why sleep is important and different ways to rest and relax</p>	<p>Lesson 1: Talking about race and racism</p> <p>Racism</p> <p>Lesson 2: Defining anti-racism</p>	<p>M1) Where do feelings come from?</p> <p>P2) How do I decide what to eat?</p>	<p>Fa1) Who's in my family? CW resource pack 3</p> <p>Os) Choosing what to do online L2*</p> <p>H30. about how to keep safe at</p>	<p>Fr2) What makes a good friend?</p> <p>Fr3) Should friends tell us what to do?</p> <p>Cn) Asking for permission</p> <p>R9. how to ask for help if a friendship</p>	<p>M3) What helps me to be happy?</p> <p>Os) Communicating online *</p> <p>Os) Being kind online S2*</p>



<p>Fr1) Who is my friend?          P1) How do I help my body stay healthy?          CW resource pack-3e          Os1) Screen time (L1)</p>	<p>Racism          Lesson 3: Redefining racism          Racism          Lesson 4: Understanding racial socialisation and stereotypes</p>	<p>Os) What is the internet?          C2*          FC) L10. what money is; forms that money comes in; that money comes from different sources          L13. that money needs to be looked after; different ways of doing this          Financial Capability          L10. what money is; forms that money comes in; that money comes from different sources            Financial Capability          L13. that money needs to be looked after; different ways of doing this</p>	<p>home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)          H31. that household products (including medicines) can be harmful if not used correctly</p>	<p>is making them feel unhappy          Os) Searching safely          P3 *            Drugs-Keeping Safe          Things that go into and onto our bodies</p>	
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