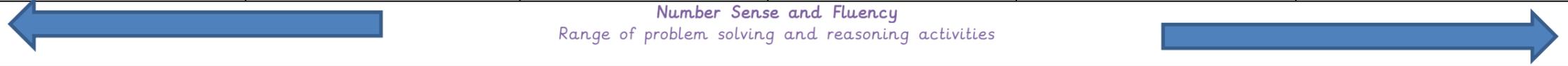


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Mindset Focus	<i>Respect Resilience Responsibility</i>					
Visitors in / Visits		Christmas Carol concert and Christmas Fayre Lyceum Pantomime Christmas performance				
School Events SMSC links British Values links	World Food day/Harvest Dahlicious Day	Church visit Children in Need Anti-bullying week Road Safety Week Christmas Celebration	National Story Telling Week Inventors day	World Book Day National Science Week Sports Relief Easter Celebrations Autism Awareness Month	Phonics Screening	Sports Day Transition Parents' evenings
Parental engagement	Harvest Festival Church Visit Parents' Evening	Breakfast morning Reading mornings Christmas Concert Church Visit Phonics meeting FS/KSI Reading Mornings: Wednesday and Friday Creative workshop - building workshop to build houses for our model village	Breakfast morning Reading mornings Parents' Evening	Breakfast morning Reading mornings Easter Church Service Library Visits March Art Workshop - Monet	Breakfast morning Reading mornings Parent workshop Phonics meeting	Breakfast morning Reading mornings Sports Day

<p>Maths</p>	<p>Place Value up to 10, one more and one less</p> <p>Counting, + and =, words, numbers to 100, measuring in non-standard units for length and weight, recognise the value of coins money.</p>	<p>Counting, place value up to 20 , naming 2D and 3D shapes, + and - , position direction and movement, measuring in non-standard units for capacity</p>	<p>Place value up to 50, counting in 2s and 5s, fractions, time, + and - , measuring in standard units for capacity</p>	<p>Time, Place value up to 50, + and - on a number line, counting forwards and backwards to 100, multiply using arrays, one more and one less, number bonds, measuring in standard units for weight</p>	<p>Place value up to 100, + and - to 20, x and ÷, fractions, measuring in weight, times, 3D shapes, multiply using arrays, measuring in standard units for length</p>	<p>Place value up to 100, + and - , x and ÷, time, coins</p>
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<p>English</p> <p>Reading</p> <p>Writing</p> <p>GPVS</p>	<p><u>Class Books:</u></p> <p>Goldilocks and the Three Bears</p> <p>The Three Little Pigs</p> <p>Hansel and Gretel</p> <p>If the World were a Village</p> <p>Bob the Streetcat</p> <p>Little Red Riding Hood</p> <p>Let's build a house - Mick Manning, Brita Granstrom</p> <p>Let's go home: The wonderful things about a home - Cynthia Rylant</p> <p>Come over to my House - Dr Suess</p> <p>Home- Carson Ellis</p> <p>My New Homes - Marta Altes</p> <p>The Little House that didn't have a home - Neil Sullivan</p> <p>A house that's your home - Sally Lloyd Jones</p> <p>Guy Fawkes (Bonfire Night)</p> <p>Reading Zoo</p> <p>Chunky Monkey</p> <p>Stretchy Snake</p>	<p><u>Class Books:</u></p> <p>The Train Ride</p> <p>Emma Jane's Aeroplane</p> <p>The Hundred Decker Bus</p> <p>Mr Grumpy's Motor Car</p> <p>Mrs Armitage on Wheels</p> <p>Billy the Bus and the Great Tour of London</p> <p>The Great Balloon Hullabaloo</p> <p>Magic Train Ride</p> <p>The Train Ride</p> <p>Poetry - rocket/space poems</p> <p>Narrative</p> <p>Focus on interesting vocabulary and joining sentences together using conjunctions..</p> <p>Reading Zoo</p> <p>Chunky Monkey</p> <p>Lips the Fish</p> <p>Eagle Eye</p> <p>Reading Skills</p>	<p><u>Class Books:</u></p> <p>Handa's Surprise</p> <p>The Water Princess</p> <p>Little Red Hen</p> <p>Supertato</p> <p>Chocolate: From Bean to Bar</p> <p>Narrative</p> <p>Focus on applying our phonic knowledge to read real and alien words. Focus on prediction and deduction skills. Focus on using a variety of sentence openers.</p> <p>Reading Zoo</p> <p>Chunky Monkey</p> <p>Skippy Frog</p> <p>Trying Lion</p> <p>Helpful Kangaroo</p> <p>Reading Skills</p> <p>Fact and Opinion</p> <p>Comparing and Contrasting</p> <p>Clarification</p>
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<p>Eagle Eye</p> <p>Reading Skills</p> <p>Relating background knowledge</p> <p>Sequencing</p> <p>Vocabulary</p> <p>Predicting</p> <p>Writing Genres:</p> <p>Narrative</p> <p>Focus on writing five star sentences and segmenting and blending in reading. Focus on letter formation.</p> <p>Instructions</p> <p>How homes are built - Three Little Pigs</p> <p>Instructions for making porridge - Goldilocks and the Three Bears</p> <p>Non-fiction</p> <p>Writing fact files about different homes and rooms of the house</p>	<p>Comparing and Contrasting</p> <p>Vocabulary</p> <p>Inference</p> <p>Summarising</p> <p>Writing Genres:</p> <p>Narrative</p> <p>Zoo Vet</p> <p>Police Officer</p> <p>Doctor</p> <p>Nurse</p> <p>999 What is your emergency?</p> <p>Topsy and Tim</p> <p>Biff, Chip and Kipper</p> <p>Non-fiction - writing about jobs professionals do</p>	<p>Providing Evidence</p> <p>Writing Genres:</p> <p>Instructions</p> <p>How do beans get turned into chocolate?</p> <p>Non-fiction</p> <p>Writing fact files about the source of food and how food gets to our supermarket</p>
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Reading: Word reading and comprehension
Grammar Punctuation Vocabulary Spelling and Phonics (as appropriate)


<p>Science</p> <p>We will investigate the four seasons of the year with a focus on how summer transitions into autumn.</p> <p>Children will observe and record the weather.</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Working scientifically • Asking questions • Identifying <p>Materials:</p> <p>We manipulate a range of materials and classify them.</p> <p>We focus which materials would be suitable for a roof using the vocabulary of waterproof and not waterproof.</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Working scientifically • Asking questions • Identifying • Classifying • Testing • Predicting • Data 	<p>We will continue to observe and study seasonal changes - with a focus on Spring.</p> <p>We enjoy sorting animals including humans.</p> <p>We will identify the features of each type of animal and classify them into birds, reptiles, amphibians, mammals and fish.</p> <p>We will explore how different animals adapt, migrate or hibernate to survive the cold winters.</p> <p>We will also identify and name a variety of animals that are carnivores, herbivores and omnivores.</p> <p>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.</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Working scientifically • Asking questions 	<p>We will investigate what happens in summer and then compare and contrast the seasons.</p> <p>We will look at a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>We will identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Working scientifically • Asking questions • Testing • Predicting • Data 	<p>We conclude our season's topic focusing on how the seasons is a continuous cycle</p> <p>We will investigate day and night and how the length of the day changes throughout the year</p> <p>Children take responsibility for their own learning when they generate a bank of questions that they want to find out the answers to.</p> <p>Children do a mix of guided and independent research to answer their questions.</p> <p>Children become detectives when we go on a leaf hunt in the school grounds.</p>
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		<ul style="list-style-type: none"> Identifying Classifying Testing Predicting Data 		Concepts: <ul style="list-style-type: none"> Working scientifically Asking questions Identifying Classifying
Working Scientifically Asking questions, setting up enquiries, making observations gathering information, recording and reporting findings, drawing conclusions pattern identification, using evidence to answer questions				
History	Settlements: (settlements) 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? <i>(Cultural and Social history)</i> <i>(NC: Changes within living memory)</i> 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. <i>(NC: Events beyond living memory - nationally)</i> Concepts: Chronology, Change and continuity, Sequence, duration, Significance, Culture, Cause and consequence Strands: economic, social history, environmental	Transport: (Movement of People) Our learning will focus on how transport has changed over time. We will look in particular at cars and trains and how these have developed. We will explore George Stephenson who invented railways. <i>(Famous People, Cultural, environmental and Social history)</i> <i>(NC: Changes within living memory, Lives of significant individuals who have contributed to national and international achievements)</i> Concepts: Significance, Culture, Change and continuity, Cause and consequence Strands: economic, cultural, environmental	History of farming/Food: (Innovation) We will be learning about tractors, farming machinery, animal power on the farm and how this has changed over time. 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. <i>(Cultural, environmental and social history)</i> <i>(NC: changes within living memory - change in national life, significant events, people or places in their own locality)</i> Concepts: Significance, Culture, Change and continuity, Cause and consequence Strands: economic, environmental, political	
	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 Use a wide vocabulary of everyday historical terms Ask and answer questions, Choose and use parts of stories and other sources to show that they understand key features of events Understand some of the ways in which we find out about the past Identify different ways that the past is represented			
Geography	Where we live (Lifestyle/Culture/Settlement) Local Area Study, around the school, local area of Ecclesfield	The United Kingdom (Transport/Journeys) We will be looking at famous homes in the United Kingdom with a focus on the capital cities (Edinburgh, Belfast, London, Cardiff) and their	Food around the World (Trade/Culture/weather) To begin we will increase our knowledge of local and regional well known food, locating their origins (local/nolt local/regional)	

We will be creating a map based on the route we took on our local walk. We will be using Google Earth and digi map to locate our own home on the map. We will be looking at our local environment (school) and our journeys to school.

We will explore the area around our school with a focus on the physical and human features including the type of houses around our local area and any key landmarks and features. We will compare and contrast the features of different types of houses and buildings. We will use maps to explore compass directions and positional language to consider different routes and journeys we will take.

DEPTH STUDY - our street

(NC: Geog Skills: use simple compass directions (N, S, E and W) and locational and directional language to) describe the location of features and routes on a map.

Use aerial photographs and plan perspectives to recognise landmarks.

Use simple fieldwork and observational skills to study geography of school and its grounds

Use maps, atlases, globes to describe basic human and physical features

Human and Physical: Use basic geographical vocabulary - key physical and human features)

Concept: Place, scale, physical and human processes, environments, communities

Strands: Location, place, human, physical

Geographical Association scheme links: Our Street

locations. We will compare them to features of our homes/houses looked at during our previous unit.

We will continue to study the United Kingdom by exploring the four countries - England, Scotland, Wales and Northern Ireland.

We will use maps to determine which mode of transport would be suitable to travel around the United Kingdom using directional language. We will locate train stations/airports/ferry ports etc.

We will also consider the county of Yorkshire, thinking about where our parents/teachers live in comparison to Ecclesfield.

DEPTH STUDY?

(NC: Locational Knowledge: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom

Geog Skills: Use aerial photographs and plan perspectives to recognise landmarks.

Use simple fieldwork and observational skills to study geography of school and its grounds. Use simple compass directions (N, S, E and W) and locational and directional language to) describe the location of features and routes on a map.

Human and Physical: Use basic geographical vocabulary - key physical and human features)

Concept: Physical and human processes, place, space scale, environments

Strands: Location, place, human, physical

Geographical Association scheme links: The UK

We will be exploring continents around the world with a focus on why certain foods grow in different countries . We will consider where the food that we eat comes from and how weather patterns can impact the growing of the food that we have access to. (Food miles - how far has food travelled to get to our plate?)

We will look at the seasonal and daily weather patterns in the UK and reasons why we grow the food we do. We will explore the origin of cocoa beans in South America; rice in China and sugar canes in South East Asia and why it is grown in those countries.

DEPTH STUDY?

(NC: Locational Knowledge: name and locate the world's 7 continents,

Human and physical geog: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, use basic geographical vocabulary - key physical and human features)

Geog Skills: use world maps, atlases and globes to identify the countries and continents)

Concept: Place, scale, physical and human processes, climate, resources

Strands: Location, place, human, physical, geographical

Geographical Association scheme links: Food Food for thought

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

Music

Singing lessons with singing teacher (Spring Term)

Learn about voices, singing notes of different pitches (high and low).

Learn that they can make different types of sounds with their voices - you can rap or say words in rhythm.

Learn to start and stop singing when following a leader

Performance Purpose: working towards Easter performance

	<p style="text-align: center;">Autumn - Hey You</p> <p>Children will learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form.</p> <p>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>Performance Purpose: Performing to the other Y1 class</p> <p style="text-align: center;">Skills covered:</p> <p>Enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>Treat musical instruments with respect when improvising using the musical challenges available.</p> <p>Perform the song with an understanding that it is for an audience.</p> <p style="text-align: center;">Concepts:</p> <p>Pulse Rhythm</p> <p>Pulse Composition Harmony</p> <p>Melody</p>	<p style="text-align: center;">Spring - Use Your Imagination</p> <p>Children will learn to find and follow a pulse as well as recognising different instruments and composing their own piece of music.</p> <p>Performance Purpose: Uploading onto Class Dojo for parents</p> <p style="text-align: center;">Skills covered:</p> <p>Enjoy moving to music and understanding how movements can change with the selected song choice.</p> <p>Play a tuned instrumental part with the song they perform.</p> <p>Listen to and follow musical instructions from a leader.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p> <p>Record the performance and say how they were feeling about it.</p> <p style="text-align: center;">Concepts:</p> <p>Notation Pitch Tempo Rhythm Performance</p> <p>Composition</p>	<p style="text-align: center;">In the Groove</p> <p>The Groove song demonstrates different styles of music by being arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk.</p> <p>Performance Purpose: Class assemblies</p> <p style="text-align: center;">Skills covered:</p> <p>Enjoy moving to music whilst listening to and discussing well known songs.</p> <p>Learn to play an instrumental part that matches their musical challenge.</p> <p>Help to create a simple melody using one, two or three notes.</p> <p>They can add their ideas to the performance.</p> <p style="text-align: center;">Concepts:</p> <p>Melody Harmony Timbre Pitch Tempo Rhythm Performance</p>
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PE	<p>Fundamental movements - coordination and static balance (FUNS unit 1)</p> <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>Key Skills: jumping, balancing, controlling muscles, holding a position</p> <p>Key Concepts:</p>	<p>Fundamental movements - balance and agility (FUNS unit 2)</p> <p>Pupils will practise movements around jumping, looking at their feet, knees and head. They will try methods to improve distance through moving arms and feet to land softly. They will practise seated balance by controlling their head, stomach, back and breathing. Children will practise sharing, taking turns and being positive to each other to encourage.</p> <p>Key Skills: jumping, balance, improving distance, controlling their body</p>	<p>Fundamental movement - coordination and agility (FUNS unit 5)</p> <p>Pupils will work on movements leading up to and after sending and receiving a ball. They will think about how all of their body can be used when sending and receiving. Whilst moving they will think about using their feet and hands to get in the best position. This unit will develop children's movement skills whilst encouraging them to have control.</p> <p>Key Skills: adopting feet and head positions,</p>	<p>Fundamental movements - agility and balance (FUNS unit 6)</p> <p>Pupils will learn to track movements of a ball and apply different amounts of pressure. Whilst running they will accelerate and use parts of their body to do this. They will create balance in their body by controlling their movements. They will learn how to use equipment correctly, talk about how their body feels from exercise and discuss why good health is important.</p> <p>Key Skills: Control of body, running at different speeds, body</p>	<p>Sending and Receiving (GS4PE)</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>	<p>Net and Wall (GS4PE)</p> <p>Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.</p> <p>Key Skills: Throwing, catching, hitting a ball, tracking a ball</p>
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	<ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination 	Key Concepts: <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Technique 	controlling movements, adjusting balance Key Concepts: <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Technique 	coordination, health and fitness Key Concepts: <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Fitness • Technique 	Key Skills: Rolling, kicking, throwing, catching, tracking Key Concepts: <ul style="list-style-type: none"> • Movement • Agility • Coordination • Collaboration 	Key Concepts: <ul style="list-style-type: none"> • Movement • Coordination • Fairness • Technique
	Ball Skills (GS4PE) 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 independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks. Key Skills: Rolling, kicking, throwing, catching, dribbling, bouncing Key Concepts: <ul style="list-style-type: none"> • Movement • Coordination • Collaboration 	Gymnastics (GS4PE) 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. Key Skills: Travelling, shapes, balances, jumps, barrel roll, straight roll, progressions of a forward roll Key Concepts: <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Sequence • Technique 	Dance (GS4PE) 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. Key Skills: Travel, action, shape, perform, copy Key Concepts: <ul style="list-style-type: none"> • Movement • Agility • Coordination • Collaboration • Sequence 	Dance - Circus and Under the Sea (imoves) Children will practise throwing, catching and balancing along a circus theme. Children move and travel in different directions like circus animals before combining everything so far. Children will explore the movements as different fish and then put these together to music. Key Skills: Throwing, catching balancing, travelling in different ways, copying others movements and responding to music Key Concepts: <ul style="list-style-type: none"> • Movement • Balance • Coordination • Sequence 	Team Building (GS4PE) 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 opportunity to discuss and plan their ideas. Key Skills: Balancing, travelling Key Concepts: <ul style="list-style-type: none"> • Movement • Balance • Collaboration • Fairness 	Sports Day Practice 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 practise team work by taking part in team challenges. Key Skills: Running, throwing, catching, teamwork Key Concepts: <ul style="list-style-type: none"> • Movement • Agility • Coordination • Competition • Collaboration • Fairness • Technique
ART & Design	Drawing Research: Pencil drawings of buildings - LS Lowry	3D form - clay houses Research: Clay models	Painting Research: Claude Monet Paintings	Printing (fruit) Research: Printing fruit imagery. Looking at patterns within fruit.	Collage Research: 	



Developing skills:

- Sketching in the environment
- Line
- Shape
- Experiment using charcoal, ballpoint pen, pastel, felt tips

Applying skills:

Create a 'street' of children's drawings from local area.

Evaluation:

Compare to actual photographs.

Concepts: line, shape, form



Developing skills:

- Moulding
- Using tools
- Shape
- Form

Applying skills:

Design and make model house focusing on shape..

Evaluation:

Compare to image. Did we produce the right shapes? What colours could we use if we did this in another style e.g painting?

Concepts: Form, texture, shape



Developing skills:

- Colour mixing
- Using different brush types
- Creating different shades of greens

Applying skills:

Recreate the water lilies under the bridge painting.

Evaluation:

Compare to original painting. Have we used similar colours? What would we change next time?

Concepts: Colour, tone,



Developing skills:

- Experiment by printing different fruit - patterns etc.
- Doing rubbings from tree bark etc.

Applying skills:

Printing for a purpose - e.g. designing and creating a tablecloth by printing fruit patterns

Evaluation:

Can we change the size? did we use shape effectively

to show shapes?

Concepts: texture, colour, line

Guiseppe Arcimboldo

Developing skills:

- Applying drawing and/or painting skills to draw/paint individual fruit/veg
- Plan a final piece - what fruit/veg will they use? Where?

Applying skills:

Cut and stick images of fruit (photos, magazines, the ones they have drawn/painted etc.) to create a picture in the style of Arcimboldo

Evaluation:

Did we use colours effectively? What other ways could we have put our work together?

Concepts: texture, colour, form

Design and technology

Food

To design a snack for Goldilocks to eat on a picnic.

NC: use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.

Investigate, disassembly, evaluate:

Understand where food comes from.

Group familiar food products e.g. fruit and vegetables. Investigate different snacks - packaging, ingredients, looks etc Describe appearance, taste, texture of different food groups

Mechanisms

To design and make a car to transport Mr Gumpy and his passengers down the bumpy track

NC: explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Investigate, disassembly, evaluate:

Look at variety of different vehicles and their purposes

See how axles and wheels work by disassembling a vehicle

Investigate whether thin or thick wheels work best on

Structure

To design packaging that will transport food from farm to shop safely.

To design and make an ice cream to serve at the end of year party.

NC: build structures, exploring how they can be made stronger, stiffer and more stable

NC: use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.

Focus Practical tasks:

Sample a range of different snacks and evaluate them
Discuss hygiene and devise hygiene poster
Cut ingredients safely.
Prepare simple dishes-safely and hygienically-without using a heat source.
Investigate measuring and weighing of ingredients
Practice following instructions

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
Suggest ideas and explain what they are going to do

Make

Make a snack for Goldilocks to eat

Cut ingredients safely.
Prepare simple dishes-safely and hygienically-without using a heat source.
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

Concepts:

- Evaluate
- Technology
- Nutrition

a muddy surface
Explore objects and designs to identify likes and dislikes.
Explore how products have been created.

Focus Practical tasks:

Name and label parts of a car.
Attach wheels via an axle on a chassis and investigate different ways
Inverting boxes to create a base for our vehicles

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
Develop their design ideas applying findings from their earlier research

Make

Make Mr Gumpy's car

Make their design using appropriate techniques
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
Select and use appropriate fruit and vegetables, processes and tools
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.

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

Concepts

- Design
- Evaluate

Investigate, disassembly, evaluate

Investigate different types of food packaging and discuss why the packaging is as it is.

Focus Practical tasks:

Investigate nets of shapes and assemble boxes from nets
Font style
Melting ice cream. Which material insulates the ice cream best? - science link

Design

Design how our ice cream will look (using Purple Mash)

Choose ingredients to add into our ice cream.
Design packaging - selecting fonts/colours/images based on our investigations
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
Develop their design ideas applying findings from their earlier research

Make

Make ice cream and packaging

Make their design using appropriate techniques With help measure, mark out, cut and shape a range of materials
Add ingredients to our ice creams
Assemble net of ice cream box and add designs
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
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

Survey of flavours and box designs
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

Concepts:

- Design
- Evaluate
- Technology
- Nutrition

		<ul style="list-style-type: none"> • Technology 		
RE	<p>Theme: Myself:</p> <p>Key Question</p> <p>How do we show we care for others? Why does it matter?</p> <p>Who am I? Where do I belong? How we are all connected?</p> <p>SACRE B</p> <p>Religion: Christianity and Islam</p> <ul style="list-style-type: none"> • Pupils hear three moral stories, for example from Christians, Muslims and humanists. They think and talk about whether they are saying the same things about how we should behave (A3); • Pupils express creatively (e.g. in art, poetry or drama) their own ideas about the questions: Who am I? Where do I belong? How are we all connected? (B2); • Pupils notice and talk about the fact that people come from different religions. How can we tell? How can we live together when we are all so different? (C2); • Linking to English, pupils ask questions about goodness, and create simple sentences that say what happens when people are kind, thankful, fair or generous, and what happens when people are unkind, ungrateful, unfair or mean (C3). 	<p>Theme: Symbols</p> <p>Key Question: In what ways are churches and synagogues important to believers?</p> <p>SACRE D</p> <p>Religion: Christianity Islam</p> <ul style="list-style-type: none"> • Pupils learn from visiting sacred places. Linking to English and computing, pupils recount a visit to a local church, mosque or synagogue using digital photographs. They find out about the meanings of symbols for God in the church, mosque or synagogue and suggest meanings for symbols (A1); • Pupils find out about the symbols of two different communities, looking for similarities between the ways they use common symbols such as light, water, trees or rock (A3); • Pupils use a set of photos and a list of religious items they have encountered in Key Stage 1 RE to sort and order, saying which items are connected to a particular religion and which are connected to more than one religion. Good examples from Islam might include Muslim artefacts (prayer mat, subha beads, compass, Qur'an stand) and photographs from a local mosque (B3). • Pupils look at how different people including Muslims and Christians have expressed their ideas about God, and think and talk about their own ideas about God, raising questions and considering different replies. They express ideas using images (C3). 		
	<p>Theme: Celebrations and Festivals - ongoing throughout year</p> <p>Key Question: Who Celebrates what and why? Christians and Muslims SACRE A</p> <p>Festivals: Harvest, Christmas, Easter, Eid</p> <p>Religion: Christianity</p> <ul style="list-style-type: none"> • Pupils explore stories and celebrations of Easter and Id ul Fitr, finding out about what the stories told at the festivals mean, e.g. through hearing and working with stories, enacting celebrations, learning from artefacts or welcoming visitors to talk about their festivals. They engage with the social and emotional aspects of celebrations (A1); • Pupils select examples of religious artefacts from Christianity or Islam that interest them, raising lists of questions about them and finding out what they mean and how they are used in festivals and for example in community life, prayer and worship (A3); • Pupils find out about what different religions and world views do to celebrate the fruitfulness of the earth (e.g. in Harvest Festivals, or by Muslim Zakat charitable giving and in generosity to those in need). They respond sensitively to questions about being generous and being thankful (B1); • Pupils notice and talk about the fact that people come from different religions. How can we tell? How can we live together when we are all so different? (C2). 			

<p>Computing</p>	<p>Unit 0.1 What is a computer?</p> <p>Entering: Pupils use a range of digital devices and understand that you can access content on a digital device. They use a mouse, touchscreen or appropriate access device to target and select options on screen.</p> <p>Developing: Pupils recognise a range of digital devices, and the basic parts of a computer or tablet, e.g. mouse, keyboard, screen. They understand that you can access the same content on different devices and that information can be stored on a computer. They can add text to a document using the keyboard (where appropriate). Pupils understand that information 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>Secure: Pupils can name a range of digital devices in the home and at school. They can explain what the basic parts of a computer are used for, e.g. mouse, screen, and keyboard. Pupils understand that you can find information on a website, and use a simple password when logging on. They understand that you can share digital content.</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Machines 	<p>Unit 2.1 How do I use sounds and pictures</p> <p>Entering: Pupils use technology to explore and access digital content. They operate a digital device with support to fulfil a task, e.g. taking a photograph, and create simple digital content. Pupils choose photos and sounds from a limited selection to convey information. They are aware that information can be public or private, and that some online content is inappropriate.*</p> <p>Developing: Pupils choose a digital device from a selection to complete a specific task, e.g. to take a photograph. They select media (e.g. images, video, sound) to present information on a topic and understand that you can edit and change digital content. They recognise inappropriate content and know to tell an appropriate adult.*</p> <p>Secure: Pupils combine media with support to present information, e.g. text and images, and select basic options to change the appearance of digital content. They understand that you can share digital content online.* They understand that digital images belong to the person that first created them.* Pupils understand what personal information is and the need to keep it private.* They know who to tell if concerned about</p>	<p>Unit 3.1 How do I present data using pictures?</p> <p>Entering: Pupils sort familiar objects into one or more categories. They collect simple data (e.g. likes/dislikes) on a topic and answer basic questions about information displayed in images, e.g. more or less. They can present simple data using images. Pupils are aware that information can be public or private.*</p> <p>Developing: Pupils can recognise charts and tables, and understand why we use them. They collect simple data on a topic (eye colour, pets etc.) and use specific software to create simple charts. Pupils can explain information shown in a simple pictogram. They understand what personal information is and the need to keep it private.*</p> <p>Secure: Pupils can collect data and present it in a pictogram independently. They explain information shown in a simple chart, pictogram or infographic.</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Program • Data • Algorithm 	<p>4.1 What is an algorithm?</p> <p>Entering: Pupils explore technology and try alternative approaches to achieve a goal. They understand that we control computers and can follow instructions to control a digital device. They can order the steps of a known task, and recognise patterns in groups of objects.</p> <p>Developing: 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 instructions to control a digital device.</p> <p>Secure: Pupils can create a simple algorithm, and understand that the order of instructions is important. Pupils understand that computers have no intelligence and we have to program them to do things. Pupils can create a simple program.</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Program • Data • Algorithm 		<p>5.1 What is a program?</p> <p>Entering: Pupils understand that we control computers. They can follow simple instructions to control a digital device, and recognise the success or failure of an action.</p> <p>Developing: 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>Secure: Pupils understand what an algorithm is and they understand that the order of instructions is important. They understand that computers have no intelligence and we have to program them to do things. Pupils can create a simple program e.g. to control a floor robot. They can debug an error in and predict the outcome of a simple program.</p> <p>Concept:</p> <ul style="list-style-type: none"> • Logic • Algorithm • Data • Program
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- Data

Online Safety Links:

C2: What is the internet

1.1 How do I use school technology independently?

Entering:

Pupils use technology to explore and access digital content. They create simple digital content, e.g. add basic text to a document

that is already open. Pupils choose media to convey information from a selection. Pupils are aware that information can be public or private.*

Developing:

Pupils understand that you can edit and change digital content, e.g. the appearance of text. They select media (e.g. images) to present information on a topic. They select basic options to change the appearance of digital content, e.g. making text bold. Pupils recognise

what is personal information.*

Secure:

Pupils can apply simple edits to digital content to achieve a particular effect, e.g. change the font of text for a reason. They combine

media with support to present information, e.g. they choose images to accompany text from a selection.

They understand that digital images

belong to the person that created them, and

content or contact online.*

Concepts:

- Logic
- Program
- Data

Online Safety Links

P1: Online Strangers

P2: Feeling uncomfortable online

	<p>save and reuse content found online.* Pupils recognise what is personal information and</p> <p>understand the need to keep it private.*</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Machine • Data • Program • Abstraction <p>Online Safety Links</p> <p>sl: Personal Information</p>					
<p>PSHE (inc Drugs, e-safety, SRE, Financial capability)</p>	<p><i>Health and well-being</i></p> <p>What helps us stay healthy?</p> <p><i>Being healthy; hygiene; medicines;</i></p> <p><i>people who help us with health</i></p> <p>PoS refs: H1, H5, H6, H7, H10, H37</p>	<p><i>Health and well-being</i></p> <p>Who helps to keep us safe?</p> <p><i>Keeping safe; people who help us</i></p> <p>PoS refs: H33, H35, H36, R15, R20, L5</p>	<p><i>Relationships</i></p> <p>What is the same and different about us?</p> <p><i>Ourselves and others; similarities and differences; individuality; our bodies</i></p> <p>PoS refs: H21, H22, H23, H25, R13, R23, L6, L1</p> <p>Financial Capability sources of money; uses for money; spending and saving;</p> <p>Trip to the bakery to buy a cake using their own money.</p>	<p><i>Relationships</i></p> <p>Who is special to us?</p> <p><i>Ourselves and others; people who care for us; groups we belong to; families</i></p> <p>PoS refs: L4, R1, R2, R3, R4, R5</p>	<p><i>Living in the wider world</i></p> <p>What can we do with money?</p> <p><i>Money; making choices; needs and wants</i></p> <p>PoS refs: L10, L11, L12, L13</p>	<p><i>Living in the wider world</i></p> <p>How can we look after each other and the world?</p> <p><i>Ourselves and others; the world around us; caring for others; growing and changing</i></p> <p>PoS refs: H26, H27, R21, R22, R24, R25, L2, L</p>
<p>Online Safety</p>	<p>Online Safety lessons from Scheme of Work</p> <p>C2: What is the internet</p> <p>Sl: Personal Information</p>	<p>Online Safety lessons from Scheme of Work</p> <p>Pl: Online Strangers</p> <p>P2: Feeling uncomfortable online</p>	<p>Online Safety lessons from Scheme of Work</p> <p>Cl: Passwords</p>	<p>Online Safety lessons from Scheme of Work</p> <p>Online strangers</p> <p>Feeling uncomfortable online</p>	<p>Online Safety lessons from Scheme of Work</p> <p>Nl: Content Creators</p>	<p>Online Safety lessons from Scheme of Work</p>

	<p>Online Safety links to PSHE</p> <p>What is a healthy online diet?</p> <p>What is the right amount of time to spend on time?</p> <p>What is a healthy amount of screen time?</p> <p>When should you put a screen away to help with a healthy lifestyle?</p>	<p>Online Safety links to PSHE:</p> <p>How can you be kind online?</p> <p>What should you do if someone hurts your feelings online?</p> <p>What is the right way to behave online?</p> <p>Spending money online- how to be safe? What to do if you feel unsafe?</p>	<p>Online Safety links to PSHE</p> <p>How can you respect all people online?</p> <p>Keeping ourselves safe online (passwords).</p> <p>Look at personal information sharing.</p>	<p>Online Safety links to PSHE</p> <p>Appreciating differences.</p> <p>Being kind online.</p> <p>How can we respect people's feelings online?</p> <p>Healthy online diet- sleep/games etc. .</p>	<p>Online Safety links to PSHE</p> <p>What should you do if you feel worried online?</p> <p>How can you be respectful of other people, communities and groups online?</p> <p>What rules should you follow for being safe online?</p> <p>What is 'true' online?</p> <p>Respecting difference online.</p> <p>What can be harmful online?.</p> <p>Ways online can be used to raise awareness of environmental issues. (petitions etc).</p>
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