Ecclesfield Primary School Long Term Plan 2025 Year Group: Y1

LEARNING MINDSETS: RESPECT, RESPONSIBILITY, RESILIENCE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Number and Place Value within 10- sorting objects within 10, partitioning numbers within 10 and representing numbers within 10. Addition and Subtraction within 10 using concrete and pictorial representations	Addition and Subtraction within 10- adding a one digit number with a one digit number. Subtracting a one digit number from 10. Geometry- 2D and 3D shapes. Number and Place Value within 20-partitioning numbers within 20 and representing numbers within 20. .	Number and Place Value within 20-partitioning numbers within 20 and representing numbers within 20. . 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. Number and Place Value within 50- partitioning numbers within 50 and representing numbers within 50.	Measurement: Finding the length and height of objects by measuring using a ruler. Measurements: mass and volume- using practical resources and mathematical units (g, ml, l) to measure mass and capacity.	Multiplication and division- using arrays and concrete resources to count in 2s, 5s and 10s. Fractions- finding ½ and ¼ of a shape and moving onto finding ½ and ¼ of a quantity. Position and Direction- recognising quarter, half, three-quarter and full turns.	Number and Place Value within 100-partitioning numbers within 100 and representing numbers within 100. Money- recognising the value of coins, comparing amounts and recognising notes. Time- telling the time to the hour and half hour using an analogue clock.
	← Number Sense and Fluency Range of problem solving and reasoning activities →					
English **Key Texts** Nonfiction Poetry Fiction	Splat's first Day at School. Goldilocks and the Three Bears Fireworks (James Carter) Reading Skills: Sequencing Inference Vocabulary Writing: 1. Practise and Apply Character description- SPLAT the Cat 2. Oral Instructions (How to make porridge) 3. Main Written Narrative- Goldilocks	The Gingerbread Man The Three Little Pigs A Planet full of plastic Reading Skills: Sequencing Inference Retrieval Writing 1. Oral Retell story of the Gingerbread Man (writing one section) 2. Main Written *(a few accurate sentences is required, not a whole text type).* Recount (Three Little Pigs) 3. Practise and Apply *(a few accurate sentences is required, not a whole text type).* Description (Three Little Pigs house)	Mr Gumpy's Motor Car. Brave Bitsy and the Bear The Big Book of Beasts Reading Skills: Sequencing Inference Retrieval Writing 1. Oral Zim Zam Zoom poems 2. Main Written Non-chronological report (animal or pet) 3. Practise and Apply Non-chronological report (transport) Spelling Rule Focus: The trigraph igh The vowel digraph 'er' (unstressed) 'er' (stressed)	Beegu (Alexis Deacon) A first book of animals Man on the Moon Reading Skills: Inference Retrieval Sequencing Writing 1. Practise and Apply Description of Beegu. 2. Main Written Descriptive Letter to Beegu (about themselves) Spelling Focus: (see Phonics) 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' The /yoo/ and /oo/ sounds spelt with the split digraph 'u-e'	Little Red Hen Nadia Hussain: Bake me a story Reading Skills: Sequencing Retrieval Retrieval Writing 1 Oral Innovated narrative- based on the story of Little Red Hen. 2. Main Written Recipe- innovated 'blueberry and orange soda bread' for Little Red Hen. 3. Practise and Apply	Grendel. A Cautionary Tale about Chocolate Chocolate Cake(Michael Rosen) From Bean to Bar Reading Skills: Vocabulary Inference Retrieval Writing 1. Main Written Innovated narrative-Grendel 2. Practise and Apply Description 3. Secondary Written Non-fiction text cocoa

	Spelling Rule Focus: **Spelling Rules:** 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 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' **HRS words taught:** oh, their -le people, Mr, Mrs, your, ask, should would, could, asked, house, mouse, water want, very **PHONICS** Assess and review week REC spr1 wk 1 REC SPR 1 WK1 D4, WK2 /oo/ (book) /ar/ /ur/ /oo/ (food) /or/ They all are /ow/ <ow> /oi/ <oi> /ear/ <ear> /air/ <air> /ure/ (WK4) /er/ er /oa/ ow Assess/ Review as necessary Introduce PH5-Y1 AUT 1 WK 3 /ai/ <ay>	**Spelling Rule Focus: (see Phonics)** 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', '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 **HRS words taught:** please, once, any many, again, who, whole, where, two **PHONICS** Or/au Ee/ey Ai/a-e Ee/e-e please, once /igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c> any, many, again	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 **HRS words taught:** here, sugar, friend, because, **PHONICS** PH5- /ow/ <ou> /igh/ <ie> /ee/ <ea> oi/ oy /ur/ ir /(y)oo/ue /or/aw /f/ ph /(y)oo/ ew / /oa/oe Or/au Ee/ey Ai/a-e Ee/e-e igh/ <i-e> /	The vowel digraph 'oo' - very few words have oo at the end The sounds/oo/ and /yoo/ spelt with 'ue' 'ew' **HRS words revised from Reception and Y1** **PHONICS** /ai/ <a> (acorn) /ai/ <ey> (they) /ai/ <ea> (great) /ai/ <eigh> (weight) /ar/ <a> (father) /ee/ <e> (he) /igh/ <i> (find) /igh/ <y> (by) /u/ <o> (brother) Review week Y1:10 /oa/ <o> (go) /o/ <a> (was) /oo/ <u> (push) /y/+/oo/ <u> (music) /c/ <ch> (school) /sh/ <ch> (chef) /e/ <ea> (head) here, sugar, friend	**Tasty Poem- poem about Fruit.** **Spelling Focus:** 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' **HRS words revised from Reception and Y1** **PHONICS:** /j/ <g> (gem) /j/ <ge>(fringe) /j/ <dge> (bridge) /s/ <st> (listen) /s/ <ce> (fence) /s/ <se> (house) /n/ <gn> (sign) /n/ <kn> (knee) /r/ <wr> (wrap) /m/ <mb> (lamb) /z/ <se> (cheese) /z/ <ze> (freeze) /ear/ <eer> (cheer) /ear/ <ere> (here) /sh/ <ti>	**Spelling Focus: (see Phonics)** New consonant spelling 'ph' and 'wh' Adding the prefix -un without any change to the spelling of the root word Adding s and es to words Compound words Read words with contractions (Word reading - English) Common Exception Words **HRS words revised from Reception and Y1** **PHONICS** /s/ <sc> science /t/ <bt> doubt /i/ <y> crystal /i/ <u> busy /n/ <ne> gone /m/ <mn> column /g/ <gh> ghastly <gu> guard /o/ <ou> cough u/ <ou> tough <oo> flood /h/ <wh> whole /f/ <gh> rough /w/ <u> penguin /ai/ <aigh> straight /ee/ <ei> ceiling <i> police /igh/ <eye> eyelash <is> island <uy> buy /oa/ <ough> dough <eau> plateau /ar/ <ear> heart /ur/ <our> colour <re> centre /oo/ <o> move <ou>group /oo/ <ui> juice <oe> shoe

	/ow/ <ou> /igh/ <ie> /ee/ <ea>			/j/ <g> (gem) /j/ <ge>(fringe) /j/ <dge> (bridge) /s/ <st> (listen) /ur/ <or> (world) /ur/ <ear> (learn) /oo/ <ou> (soup) /oa/ <ou> (shoulder) /ee/ <ie> (brief) /v/ <ve> (have) /i/ <y> (gym) because /s/ <ce> (fence) /s/ <se> (house) /n/ <gn> (sign) /n/ <kn> (knee) /r/ <wr> (wrap) /m/ <mb> (lamb) /air/ <are> (care) /air/ <ere> (there) /air/ <ear> (pear) /ch/ <tch> (catch) /z/ <se> (cheese)	(patient) /sh/ <ti> -tion (station)	

				/z/ <ze> (freeze) /ear/ <eer> (cheer) /ear/ <ere> (here) /sh/ <ti> (patient)		

Science

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

Focus Scientists:

- Liam Dutton (Weatherperson/Meteorologist)
- John Dalton (British Weather pioneer)

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.

Disciplinary (Working Scientifically) Concepts:

- Asking questions
- Making predictions
- Observing and measuring
- Recording data
- Interpreting and communicating results

Scientific Enquiry Types:

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

TAPS Assessment Activity (ies):

- Shades of colour (Do)
- Seasonal change (Record)

Science Trails: How do different seasons change my local environment?

	Everyday Materials Focus Scientists: William Addis (Inventor of the toothbrush) Dr Pearl Agyakwa (Materials scientist) We will investigate objects and distinguish the materials that these 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 since their properties. **Disciplinary (Working Scientifically) Concepts:** Asking question Making predictions Observing and measuring Recording data Interpreting and communicating results	**Animals including humans** Focus Scientists: Chris Packham (Animal Conservationist, Wildlife photographer, ASD) Malaika Vaz (Wildlife Videographer and National Geographic Explorer) Mya-Rose Craig (ornithologist - studier of birds) We will identify the features of each type of animal and classify 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.	**Plants** Focus Scientists: Beatrix Potter (Author and Botanist) Arit Anderson (Garden Designer and presenter of Gardeners World) We will look at a variety of common wild and garden plants, including deciduous 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):** • .Leaf Look (Do) • Plant structure (Do) **Science Trails:** What types of plants can we find in our local area?

	Scientific Enquiry Types: • Identifying, Classifying and grouping • Observing over time • Comparative and fair testing • Research using secondary sources • Pattern seeking **TAPS Assessment Activity (ies):** • Transparency (Plan) • Bridge Testers (Record) • Float and Sink (Do) **Science Trails:** What materials have been used to make everyday buildings in our local area?	**Disciplinary (Working Scientifically) Concepts:** Asking question Making predictions Setting up tests Observing and measuring Interpreting and communicating results **Scientific Enquiry Types:** • Identifying, Classifying and grouping • Observing over time • Comparative and fair testing • Research using secondary sources • Pattern seeking **TAPS Assessment Activity (ies):** • Animal classification (Review) • Body parts (Review) **Science Trails:** How do different senses change in my local environment?	

History

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

Houses Then and Now

Our House - Emma and Paul Rogers (200 years of History of a family living in the same house).

Window by Jeannie Baker

Step Inside Homes Through History by Goldie Hawk & Sarah Gibb

See inside houses long ago by Rob Loyd Jones

Looking at where we live - how has it changed over time?

Technology

Invention

Discovery

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 Places
Derbyshire Chatsworth
Why are they famous? - monarchy

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?

Schools in the past

Historical Skills
Chronological Knowledge - Schools from 1950 to the current day.

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 our school changed over time?**

What has stayed the same?

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 school dinners?

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 historians know what schools were like a long time ago?

What do they use to find out about the past?

Photographs

Videos

Books

Farming in the past and present

Technology

Society

Culture

Invention

Historical Skills
Chronological Knowledge - Look at farming from 1950 to the present day.

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 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.**

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 Cannon Hall Farm to guide our lessons in exploring how they have had to adapt throughout the years. (Cultural, environmental and social history)

Read /Watch Our House by Emma and Paul Rogers - This focuses on a family who live in a house 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 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 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

(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
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 the 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

	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 **Significance** Describe events and talk about who was important (Bonfire Night) Describe why certain buildings are important-Buckingham Palace/House of Parliament.		
Geography	**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		
	Where we Live Book: The Street beneath My Feet Fieldwork School Streets around Ecclesfield • What is a Village/Town/ • What is Ecclesfield? • What is Sheffield? • Compare size of Ecclesfield to Sheffield • Where is Ecclesfield? • 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?	Hot and Cold Places Book Handa's Surprise Locate on world map Cold/hot places Observation and Discussion Map Reading Map Making Recording on simple maps Using aerial maps • How big is Antarctica Africa/Rainforest? • Which is bigger/smaller? • 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?	Where we get our food from Books The world came to my place today Cocoa beans Leon's Lucky Lunch Break Fieldwork Farm Visit 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 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?

	• Are they used regularly/occasionally? • How has Ecclesfield changed over time/why? • Is Ecclesfield changing-where/why? • New developments/buildings/green spaces <u>Where do we Play?</u> <u>Local Area</u> <u>Revisit during the year</u> 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 • 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?				
Music	**<u>Listen & Appraise as required on the National Curriculum:</u>** Each Y1 class will receive 1.5 terms of singing lessons from a Music Hub singing teacher covering pitch and rhythm and singing techniques. The other half of the year, each class will complete units from Sing Up.				
	The Menu Song	Colonel Hathi's march	Magical Musical Aquarium	Football	Sheffield Music Hub Singing Unit

	This unit is based around a fun, cumulative song with off-beat rhythms that presents a series of tasty dishes over the course of a week. The activities lead up to the creation of a theatrical group performance using kitchen-themed props. In addition, children practise their skills in listening, keeping a steady beat, and developing a sense of pitch by echo singing a leader. This unit also contains the first of three progression snapshots that will be returned to and developed in Terms 2 and 3 in order to collect evidence of pupils' progress. **Musical focus:** Active listening (movement), beat, progression snapshot 1 (echo singing, showing pitch moving). **Pieces:** *Menu song* Children will be able to:	This unit is based around the piece 'Colonel Hathi's march' from *The Jungle Book*. Pupils will explore moving and counting in time to march music, composing their own marching music, listening to contrasting low and high instruments typically found in a marching band, as well as responding to music through movement. **Musical focus:** Beat, march, timbre, film music. **Pieces:** 'Colonel Hathi's march' from *The Jungle Book*. Children will be able to: Compose music to march to using tuned and untuned percussion. Respond to musical characteristics through movement. Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers	Experiencing music through practical and active learning helps children get inside the music – in this case, 'Aquarium' from *The carnival of the animals* by Camille Saint-Saëns. Children will work their way through a range of activities, including responding to music through moving, exploring the sound of instruments, listening and singing, and of course composing their own musical aquarium. **Musical focus:** Timbre, pitch, structure, graphic symbols, classical music **Pieces:** 'Aquarium' from *The carnival of the animals* by Camille Saint-Saëns children will be able to: Experiment with sounds (timbre) to create aquarium-inspired music and	*Football* is a lively, rhythmic chant about football. This unit sees children echo singing, composing word patterns, improvising with mi-re-do, and playing a percussion ostinato. Activities will support pupils to understand the difference between pitched patterns and rhythm patterns, higher and lower. This unit also contains progression snapshot 2, revisiting the song *Rain is falling down* covered in Term 1. This is the second of three progression snapshots that will be returned to again and developed in Term 3 in order to collect evidence of pupils' progress. **Musical focus:** Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C), progression snapshot 2. **Pieces:** *Football*. Children will be able to:	Pupils will be introduced to pulse, exploring a steady beat using walking, moving and clapping. Pupils will be taught to identify changes in speed (***tempo***) Pupils will be introduced to rhythm, using copy-cat patterns including crochet, quavers and rests Pupils will use their voices expressively and creatively using • chants • rhythms • raps • body percussion • tongue twisters Pupils will learn to experiment with sounds using the inter-related dimensions of music Pupils will explore pulse and rhythm to provide a bedrock of music making and quality listening **Outcomes** Most students will confidently sing songs with a sense of pulse, rhythm and expressive voices Some students will identify the different between a pulse and rhythm and show this in practice Some students might need support to use notation including crochets, quavers and rests

	Participate in creating a dramatic group performance using kitchen-themed props. Copy a leader in a call-and-response song, waiting their turn to sing. Sing a cumulative song from memory, remembering the order of the verses. Play classroom instruments on the beat. Listen and move in time to the song. Harvest Video performance to be shared on ClassDojo or performed to other class.	'march' to music, naming the instruments playing in the clips). Video performance to be shared on ClassDojo or performed to other class. Christmas Concert Performance	draw the sounds using graphic symbols. Sing a unison song rhythmically and in tune. Play percussion instruments expressively, representing the character of their composition. Listen to 'Aquarium', reflecting the character of the music through movement.	Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C). Chant together rhythmically, marking rests accurately. Sing an echo song while tapping the beat, and clap the rhythm of the words understanding there is one beat for each syllable. Play a simple ostinato on untuned percussion. Recognise the difference between a pattern with notes (pitched) and without (unpitched).	Pupils will understand the relationship between higher and lower notes. Pupils will be introduced to the word ***pitch*** and will understand the context in which this word is used. Pupils will rehearse to improve aural accuracy and control with a pitch range of do-so. Pupils will be introduced to a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy Pupils will be taught to sing collectively and at the same pitch to develop a strong sense of unison Pupils will create, select and combine sounds using the inter-related dimensions of music **Outcomes**

					Most students will be confident in singing at pitch in unison Some students might begin to explore notes happening at the same time creating a harmony (using match songs or rounds) Students might need support identifying the use of harmony in different contexts e.g. rounds or match songs Pupils will identify how to physically prepare to sing including a warm up, breath control and posture, in order to make sure they are best prepared for good singing technique Pupils will be taught to use their voices and bodies expressively by singing songs and speaking chants and rhymes Pupils will learn to identify different inter-related dimensions of music including • Dynamics • Structure • Tempo • Articulation Expression by experimenting with them in song Pupils will develop a sense of confidence and ownership of their performances regardless of the size or nature of the stage or performing/recording space Pupils will be taught to engage with an audience

					Pupils will be taught to respect fellow performers and acknowledge applause Pupils will learn to use expression, including understanding the context and lyrics of a song and the impact of their decisions on an audience Peer feedback will be actively encouraged; creating an environment where pupils can constructively express their thoughts on performances. This is a valuable way to develop listening skills and musical vocabulary **Outcomes** Most students will sing confidently and with expression in a performance Most students will be able to identify the terminology being taught throughout this term and demonstrate it practically Some students will sing solos or in small groups Some students might need support to identify areas in which a performance can improve

PE	Fundamentals (GS4PE)	Gymnastics (GS4PE)	Dance (GS4PE)	Yoga (GS4PE)	Striking and Fielding (GS4PE)	Sending and Receiving (GS4PE)
	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. **Key Skills:** jumping, balancing, controlling muscles, holding a position **Key Concepts:** Movement Balance Agility Coordination	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:** Movement Balance Agility Coordination Sequence Technique	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:** Movement Agility Coordination Collaboration Sequence	Pupils learn about mindfulness and body awareness. They begin to learn poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility, co-ordination and balance. The learning includes breathing and meditation through fun and engaging activities. **Key Skills**: Balance, strength, flexibility of holding a position, focus and listening to others to follow instructions **Key Concepts:** Movement Collaboration Balance Agility	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 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. **Key Skills:** Throwing, catching, retrieving a ball, tracking a ball, striking a ball **Key Concepts:** Agility Coordination Collaboration Fairness Technique	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. **Key Skills:** Rolling, kicking, throwing, catching, tracking **Key Concepts:** Movement Agility Coordination Collaboration

	Ball Skills (GS4PE)	Target Games (GS4PE)	Invasion (GS4PE)	Fitness (GS4PE)	Team Building (GS4PE)	Sports Day Practice
	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:** Movement Coordination Collaboration	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:** Movement Coordination Collaboration	Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding 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. **Key Skills**: Throwing, catching, kicking, dribbling with hands and feet, dodging **Key Concepts:** Movement Agility Coordination Competition	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 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. **Key Skills:** Agility, balance, coordination, speed, stamina, skipping **Key Concepts:** Movement Balance Agility Coordination Fitness Sequence Evaluation and improvement	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:** Movement Balance Collaboration Fairness	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:** Movement Agility Coordination Competition Collaboration Fairness Technique

ART & Design	Autumn 1	Spring 1	Summer 1
	Houses *Drawing*  *Research:* *Pencil drawings of houses/homes* ***Stephen Wiltshire*** *Developing skills:* *Sketching in the environment* *Line* *Shape* *Experiment using charcoal, ballpoint pen, pastel, felt tips* *Mark making:* *https://classroom.thenational.academy/lessons/an-introduction-to-drawing-6nk64c* *NSEAD (drawing buildings):* *https://www.nsead.org/resources/units-of-work/uow-drawing-buildings/* *Applying skills:* *Create a 'street' of children's drawings from local area* *Evaluation:* *Compare to actual photographs* *How would adding colour alter the final piece? Impact?* *Formal Elements:* *line* *shape*	**Transport and Journeys** *Painting*  *Research:* ***Vincent Van Gogh*** ***L.S. Lowry*** *Developing skills:* *Colour mixing* *Brush use (different size brushes)* *Shape (e.g. of the buildings/ transport)* *Colour mixing:* *https://classroom.thenational.academy/lessons/mixing-colours-workshop-68r62c?activity=video&step=1* *Applying skills:* *Children to work collaboratively to create a painting in the style of Lowry (eg. Children to each create a form of transport/building then stick together to create a final piece)* *Evaluation:* *Have we used similar colours ? What would we change next time? How can we change colours to portray a different mood?* *Formal Elements:* *line* *shape* *colour* *tone*	**Food Around the world**  *Printing (fruit)* *Research: How fruit and vegetables have been depicted in art. Indepth research into* ***Guiseppe Arcimboldo and printing fruit imagery*** *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.* *Developing skills:* *Experiment by printing different fruit - patterns etc.* *Doing rubbings from tree bark etc.* *Introduction to printmaking:* *https://classroom.thenational.academy/lessons/introduction-to-printmaking-cruk4c* *Printing with found objects:* *https://classroom.thenational.academy/lessons/exploring-printing-with-found-objects-6wv32r* *NSEAD (Printing)* ***https://www.nsead.org/resources/units-of-work/uow-experiments-with-printing-surface-pattern-using-found-objects/*** *Applying skills:* *Printing in the style of Guiseppe Arcimboldo* *Evaluation:* *Can we change the size? did we use shape effectively* *to show shapes?* *Formal Elements:*

	YI RETRIEVAL PRACTICE AUTUMN TERM • I can draw a range of lines • I can draw a range of shapes • I can begin to sketch lines and shapes based on what I have seen	texture YI RETRIEVAL PRACTICE SPRING TERM • I can identify colours • I can mix colours using primary colours • I can use different brushes to create different effects • I can apply my colour mixing skills when painting something I have sketched	line shape colour texture pattern YI RETRIEVAL PRACTICE SUMMER TERM • I can experiment with printing items found in the environment • I can experiment with rubbing items in the environment
Design and technology	Autumn 2 Food To design a healthy 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. Skill retrieval from previous years: prepare and tear food, basic food hygiene Investigate, disassembly, evaluate: • Understand where food comes from. Group familiar food products e.g. fruit and vegetables. • Investigate different snacks and their ingredients Consider packaging and what makes it appealing • Investigate chefs from UK Focus Practical tasks: • Sample a range of different snacks and evaluate them • Discuss hygiene and devise hygiene poster • Cut ingredients safely • Mix/spoon ingredients, snap and break by hand • Investigate measuring and weighing of ingredients • Practice following instructions	Mechanisms To design and make a vehicle 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. Skill retrieval from previous years: Joining skills, strengthening, hinges 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 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. Inverting boxes to create a base for our vehicles Investigate variety of ways of holding wheels and axles together and compare their functionality and possible purpose	Summer 2 Textiles To design and make a puppet to retell a traditional tale to parents NC: select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Skill retrieval from previous years:: Weaving, Joining fabric Investigate, disassembly, evaluate • Provide opportunities for children to examine a selection of hand puppets and finger puppets made from a variety of materials. • Take the puppets apart and investigate the materials used Research puppets from around the world Focus Practical tasks: • Practice basic sewing techniques (running stitch and back stitch)

- Practice reading recipes
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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.
- 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

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

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

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

- Practice using a template to mark out identical pieces of fabric
- Compare joining techniques

Design

- **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 de4sign decisions throughout to support the purpose

Evaluate

- Evaluate their products as they aredeveloped, 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

RE	1.10 What does it mean to belong to a faith community? Thematic Unit	1.1 What do Christians believe God is like? Christians .	1.7 Who is Jewish and how do they live? Jews Visit to synagogue		1.2 Who do Christians say made the world? Christians Reverand Tim to visit school	1.9 How should we care for the world and for others, and why does it matter? Religion: Thematic Unit (C, J, NR)
Computing	0.1 What is a computer	1.1 How do I use computer independently	2.1 How do I use pictures and sounds?	4.1 Simple BeeBot Programs	3.1 How do I present data using pictures?	5.1 What is an algorithm?
	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. **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 **Secure**: Pupils can name a range of digital devices in the home and at school.	Understand that a computer is a type of machine and we use computers to help us find out and present information CONCEPTS: What is a computer; hardware; software; creating content; personal information KNOWLEDGE: Why we use a computer to write; basic icons and where to find options in menus in word-processing software; where to open and save work at school; how to edit text and why we use particular effects (e.g. bold, underline); why we need to keep personal information private. SKILLS: Logging on; Mouse skills – left, right, double click, targeting; keyboard skills – simple typing, basic keys; open and save documents highlight text and change appearance; insert an image	Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies CONCEPTS: Computer; software/application; creating & editing content; multimedia – text, image, audio, video; copyright; personal information KNOWLEDGE: A range of devices that can take digital photos/record audio or create art; (photos can be	Recognise that program is a sequence of instructions that a computer can follow. Predict the outcome of simple programs, and start to plan out simple programs to move a floor robot. CONCEPTS: Computer; program; debugging DECLARATIVE KNOWLEDGE : Humans control computers by giving them instructions; what each button does o Bee Bot; the instructions we	Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use technology safely and respectfully, keeping personal information private CONCEPTS: Computer; software/application; personal information; information & data; chart/pictogram KNOWLEDGE: We can present data in charts; different kinds of charts and pictograms; key features of a chart/pictogram; why we use computers; who to share personal information with SKILLS: Mouse & keyboard skills; collecting data; open and save documents; create a simple pictogram; answer questions about data	Recognise that an algorithm is a sequence of instructions that a human or computer can follow to complete a task. Create simple programs using floor robots by planning out an algorithm first. Debug and predict the outcome of simple programs and algorithms. CONCEPTS Computer; algorithm ; program; debugging DECLARATIVE KNOWLEDGE An algorithm is a set of instructions that can be followed by a human or a computer to achieve a task; an algorithm inputted on a computer is called a program; identifying and correcting errors is called debugging. The order of

	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.	**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 save and reuse content found online.* Pupils recognise what is personal information and understand the need to keep it private.* **Online Safety Links:** C2: What is the internet **Online Safety Links** s1: Personal Information	edited to alter them); why we use computers; where to open and save work at school; what makes a good photo/piece of art; digital content is owned by the person who created it; what to do if they see an upsetting image online SKILLS: Use a camera/microphone/tablet to record audio and take photos OR use basic features of a digital art program to create art **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.* **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	give to a Bee Bot is called a program. PROCEDURAL KNOWLEDGE: Create a simple program to control a floor robot; predict the outcome of simple programs. **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. **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. **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.	shown in a pictogram or chart **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.* **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* **Secure**: Pupils can collect data and present it in a pictogram independently. They explain information shown in a simple chart, pictogram or infographic.	instructions in a program/algorithm is important. PROCEDURAL KNOWLEDGE: Create a simple program to control a floor robot ;plan an algorithm away from the computer then test out; predict the outcome of simple programs. **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. **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. **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.

			digital content. They recognise inappropriate content and know to tell an appropriate adult* **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 content or contact online.* **Online Safety Links** P1: Online Strangers P2: Feeling uncomfortable online	Pupils can create a simple program.		**Concept**: Logic Algorithm Data Program
RHE (inc Drugs, e-safety, SRE, Financial capability)	Rule of Law Os) passwords C1 * H4 – about why sleep is important and different ways to rest and relax Fr1) Who is my friend? P1) How do I help my body stay healthy? **CW resource pack-3e** Os1) Screen time (L1) Tolerance and mutual respect Rule of Law	Mutual respect Tolerance Lesson 1: Talking about race and racism Racism Lesson 2: Defining anti-racism Racism Lesson 3: Redefining racism Racism Lesson 4: Understanding racial socialisation and	M1) Where do feelings come from? P2) How do I decide what to eat? 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	Mutual respect Tolerance **Fa1) Who's in my family? CW resource pack 3** **Os) Choosing what to do online L2*** H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H31. that household products (including	Mutual respect Tolerance Fr2) What makes a good friend? Fr3) Should friends tell us what to do? Rule of Law Cn) Asking for permission R9. how to ask for help if a friendship is making them feel unhappy Os) Searching safely P3 *	M3) What helps me to be happy? Rule of Law Os) Communicating online * Os) Being kind online S2* **Endpoints:** -Pupils can identify a range of feelings -Pupils understand that there are strangers online and information that should and shouldn't be shared with them

	Online Safety Project Evolve I can recognise online or offline that anyone can say 'no', 'please stop' 'I'll tell' to somebody who makes them feel sad, uncomfortable, embarrassed or upset. * **Endpoints**: -Pupils understand why we need passwords -Pupils can identify ways to relax and why it is important -	**stereotypes** Online Safety Project Evolve I can explain how other people may look and act differently on and offline. * **Endpoints:** -Pupils understand that there is a difference between close friends, friends, acquaintances and strangers -Pupils understand that active lifestyles including regular -Pupils know what anti-racist means -Pupils understand that some ideas about groups of people aren't accurate -Pupils can give an example of a stereotype	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;	medicines) can be harmful if not used correctly **Endpoints:** - Pupils understand that families are made up of a special group of people, which changes gradually over - Pupils understand that I must make sensible decisions when choosing what to do online -Pupils can identify dangers within the home	Tolerance and mutual respect Online Safety Project Evolve -I can explain how information put online about someone can last for a long time. Drugs-Keeping Safe Things that go into and onto our bodies **Endpoints**: -Pupils can identify ways to respectfully resolve a dispute -Pupils understand that friends should treat each other fairly and with respect -Pupils understand ways to search safely -Pupils understand the purpose of drugs and how to keep myself safe Pupils can give example of when I need to ask for permission and why it is important	-Pupils understand the importance of being kind online Rule of LawTolerance and mutual respect Online Safety Project Evolve - I can recognise that information can stay online and could be copied.