


Long term Plan 2024-2025 - Year 1

Learning Mindsets: Respect, Resilience, Responsibility

Key Events/Parental Engagement

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Local walk around Ecclesfield Harvest Black History Month	Christmas Fayre Christmas performance Children in Need Anti-bullying week Road Safety Week Christmas Celebration Parents evenings	Parents evenings	World Book Day Red Nose Day Easter Celebrations Phonics screening workshop	Police visit	Visit to cannon hall farm Sports Day Parents evenings Transition to Y2

English (Writing, Reading, GPVS)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p style="text-align: center;">Reading: Word reading and comprehension Grammar Punctuation Vocabulary Spelling and Phonics (as appropriate)</p>					
<p>Class Book: Splat's first Day at School. Goldilocks and the Three Bears Fireworks (James Carter)</p> <p>Reading Skills:</p>	<p>Class Book: The Gingerbread Man The Three Little Pigs A Planet full of plastic</p> <p>Reading Skills: Relating background knowledge</p>	<p>Class Book: Mr Gumpy's Motor Car. Brave Bitsy and the Bear The Big Book of Beasts</p> <p>Reading Skills: Vocabulary</p>	<p>Class Book: Beegu (Alexis Deacon) A first book of animals Man on the Moon</p> <p>Reading Skills: Vocabulary Predicting</p>	<p>Class Book: Little Red Hen Nadia Hussain: Bake me a story</p> <p>Reading Skills: Predicting Clarification</p>	<p>Class Book: Grendel. A Cautionary Tale about Chocolate Chocolate Cake (Michael Rosen) From Bean to Bar</p> <p>Reading Skills:</p>

<p>Relating background knowledge Sequencing Vocabulary Inference Predicting</p> <p>Phonics: Assess and review week REC spr1 wk 1, REC SPR 1 WK1 D4, WK2 /oo/ (book) /ar/ /ur/ /oo/ (food) /or/, /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> /ow/ <ou> /igh/ <ie> /ee/ <ea> /oi/ oy /ur/ ir /y/oo/ue /or/aw /w/ wh /f/ ph /y/oo/ ew / /oa/oe Assess and review as needed.</p> <p>Writing: (a few accurate sentences is required, not a whole text type).</p> <p>1. Practise and Apply Character description-SPLAT the Cat Skill- Five-star sentences, introduction to adjectives.</p>	<p>Sequencing Vocabulary Predicting</p> <p>Phonics: Or/au Ee/ey Ai/a-e Ee/e-e /igh/ <i-e> /oa/ <o-e> /y/oo/ <u-e> /s/ <c> /ee/ <y> /or/ <al> (walk) Review week Y1:4 Review week Y1:5 Assess and review week Y1:6 Review week Y1:7 Assess and review as needed.</p> <p>Writing: 1. Oral Retell story of the Gingerbread Man _Skill- past tense suffix 'ed' 2. Main Written (a few accurate sentences is required, not a whole text type). Recount (gingerbread man.) Skill- past tense suffix 'ed', time conjunctions 3. Practise and Apply (a few accurate sentences is required, not a whole text type). Description (materials-science focus)</p>	<p>Predicting Inference Summarising</p> <p>Phonics: Review week Y1:8 /ai/ <a> (acorn) /ai/ <ey> (they) /ai/ <ea> (great) /ai/ <eigh> (weight) /ar/ <a> (father) /ee/ <e> (he) /igh/ <i> (find) /igh/ <y> (by) <o> (go) /o/ <a> (was) /oo/ <u> (push) /y/+oo/ <u> (music) /c/ <ch> (school) /sh/ <ch> (chef) /e/ <ea> (head) ur/ <or> (world) /ur/ <ear> (learn) /oo/ <ou> (soup) /oa/ <ou> (shoulder) /ee/ <ie> (brief) /v/ <ve> (have) /i/ <y> (gym) Assess and review week Y1:9 /air/ <are> (care) /air/ <ere> (there)</p>	<p>Inference Summarising</p> <p>Phonics: /u/ <o> (brother) Review week Y1:10 /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> (patient) /sh/ <ti> -tion (station) /ar/ <al> (half) /or/ <augh> (caught) /sh/ <ssi> (session) /zh/ <si> (vision) /sh/ <ti> -tious Assess and Review week Y1:11/ar/ <al> (half) /or/ <augh> (caught) /sh/ <ssi> (session) /zh/ <si> (vision) /sh/ <ti> -tious</p>	<p>Providing Evidence</p> <p>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> (patient) /sh/ <ti> -tion (station) /ar/ <al> (half) /or/ <augh> (caught) /sh/ <ssi> (session) /zh/ <si> (vision) /sh/ <ti> -tious (scrumptious) /sh/ <ci> (delicious) -ous, -ion, -ian Assess and Review /s/ <sc> science /t/ <bt> doubt /i/ <y> crystal /i/ <u> busy</p>	<p>Predicting Clarification Providing Evidence Inference Summarising</p> <p>Phonics: /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 /or/ <ar> warm <oar> roar <oor> floor <ore> more /ow/ <ough> plough /air/ <ar> scary Assessment week Review all previously taught GPCs for reading and spelling</p> <p>Writing 1. Main Written Innovated narrative-Grendel Skill- five-star sentences, coordination 'and, then, but, or, so.' 2. Practise and Apply Description Skill- adjectives, different sentence openers, 3. Secondary Written</p>
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<p>2. Oral Instructions (How to make porridge) <i>Skill- Five-star sentences, Sequencing ideas</i></p> <p>3. Main Written Narrative- Goldilocks <i>Skill- Five-star sentences, Sequencing sentences to form ideas.</i></p> <p>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'</p> <p>HRS words taught: oh, their -le people, Mr, Mrs your, ask, should would, could, asked house, mouse, water want, very</p>	<p>Skill - Five-star sentences.</p> <p>Spelling Rule Focus: (see Phonics)</p> <p>The digraphs 'ai' and 'oi' are hardly ever used at the end of English words. The digraphs 'ay' and 'oy' are used for those sounds at the end of words and at the end of syllables. The sound /oa/ spelt with the vowel digraphs 'oa', 'ow', 'oe' (oa is very rare at the end of a word) The sound /ee/ spelt 'e' and with the vowel digraph 'ee' The vowel digraph 'ea' The vowel digraph 'ie' making the /igh/ and / ee/ sounds</p> <p>HRS words taught: please, once, any many, again, who, whole, where, two</p>	<p>/air/ <ear> (pear) /ch/ <tch> (catch)</p> <p>Writing <i>(a few accurate sentences is required, not a whole text type).</i></p> <p>1. Oral Zim Zam Zoom poems <i>Skill- suffix 'ing', present tense verbs</i></p> <p>2. Main Written Non-chronological report (animal or pet) <i>Skill- introduction to question marks,</i></p> <p>3. Practise and Apply Non-chronological report (transport) <i>Skill- Five star sentences, question marks,</i></p> <p>Spelling Rule Focus:</p> <p>The trigraph igh The vowel digraph 'ar' The vowel digraph 'er' (unstressed) 'er' (stressed) The vowel digraph 'ir', 'ur' Adding -er and -est to adjectives where no change is needed to the root word Days of the week/ Common Exception Words</p>	<p>(scrumptious) /sh/ <ci> (delicious) -ous, -ion, -ian</p> <p>Writing</p> <p>1. Main Written Descriptive Letter to Beegu (about themselves) <i>Skill- Capital letter for I/ proper nouns, conjunction 'and'</i></p> <p>2. Practise and Apply Description of Beegu. <i>Skill- choice of powerful adjective.</i></p> <p>3. Diary entry</p> <p>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' The vowel digraph 'oo' - very few words have oo at the end The sounds/oo/ and /yoo/ spelt with 'ue' 'ew'</p> <p>HRS words revised from Reception and Y1</p>	<p>Writing</p> <p>1.Oral Innovated narrative- based on the story of Little Red Hen. <i>Skill -Question marks, use of different sentence openers</i></p> <p>2.- Main Written Recipe- innovated 'blueberry and orange soda bread' for Little Red Hen. <i>Skill- suffixes 'ing', adjectives to describe fruit, conjunctions 'and, then'.</i></p> <p>3. Practise and Apply Tasty Poem- poem about Fruit. <i>Skill - adjectives</i></p> <p>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'</p> <p>HRS words revised from Reception and Y1</p>	<p>Cause and Effect text-cocoa <i>Skill- five-star sentences, coordination 'and, then, but, or, so.</i></p> <p>Spelling Focus: (see Phonics)</p> <p>New consonant spelling 'ph' and 'wh'</p> <p>Adding the prefix -un without any change to the spelling of the root word</p> <p>Adding s and es to words</p> <p>Compound words</p> <p>Read words with contractions (Word reading - English)</p> <p>Common Exception Words</p> <p>HRS words revised from Reception and Y1</p>
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		HRS words taught: here, sugar, friend, because,			
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Y1

Vocabulary, Grammar and Punctuation

ONGOING

Word

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

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

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

Sentence

singular How words can combine to make sentences

Joining words and joining clauses using *and*

Text

Sequencing sentences to form short narratives

Punctuation

Separation of words with spaces

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

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

Terminology for pupils

letter, capital letter

word, plural

sentence

punctuation, full stop, question mark, exclamation mark

Maths

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Number Sense and Fluency

Range of problem solving and reasoning activities

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

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.

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 $\frac{1}{2}$ and $\frac{1}{4}$ of a shape and moving onto finding $\frac{1}{2}$ and $\frac{1}{4}$ 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

	numbers within 20. .	Number and Place Value within 50- partitioning numbers within 50 and representing numbers within 50.			using an analogue clock.
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Science					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Working Scientifically:

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

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

Seasonal Changes (ongoing throughout the year)

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)

Animals including humans

Focus Scientists:

Chris Packham (Animal Conservationist, Wildlife photographer, ASD)▫

Malaika Vaz▫(Wildlife Videographer and National Geographic Explorer)

Plants

Focus Scientists:

Beatrix Potter (Author and Botanist)▫

Arit Anderson▫(Garden Designer and presenter of Gardeners World)

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

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)

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.

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)

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?

<p>Science Trails: What materials have been used to make everyday buildings in our local area?</p>	<p>• Body parts (Review)</p> <p>Science Trails: How do different senses change in my local environment?</p>	
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History					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Key Skills:

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

<p style="text-align: center;"><u>Houses Then and Now</u></p> <p>Our House -Rogers (200yrs of History of a family living in the same house Window by Jeannie Baker</p> <p>Looking at where we live - how has it changed over time?</p> <p>Technology Invention Discovery Monarchy</p> <p>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</p>	<p style="text-align: center;"><u>Schools in the past</u></p> <p>Historical Skills Chronological Knowledge - Focus on Schools from 1950 to the current day.</p> <p>Change and Continuity to create a sense of period and time, the sequence of when things happened, what changed, how fast/slow it changed and what continued, what we might see as progress - How has our school changed over time? What has stayed the same? Look at the recent past - Buildings Classrooms Use of rooms Technology lessons Equal rights for girls and boys Similarities and Differences and Diversity This relates to historical analysis of the extent and type of difference between people, groups, experiences or places in the</p>	<p style="text-align: center;"><u>Farming in the past and present</u></p> <p>Technology Society Culture Invention</p> <p>Historical Skills Chronological Knowledge - Look at farming from 1950 to the present day.</p> <p>Change and Continuity 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</p>
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might see as progress - How has technology in the home changed over time?

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

Significance

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

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

Famous houses

London -Buckingham Palace

Derbyshire - looking at Chatsworth

Why are they famous? Focus on the monarchy.

Similarities and Differences and Diversity

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

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

Who lived in my house?

Read /Watch Our House by Rogers.

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

same historical period.

Did our grandparents have the same lessons we have now?

Did boys and girls play the same games at playtime?

Cause and Consequence

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

Did Jamie Oliver help improve our school dinners?

Historical Sources and Evidence

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

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 'Our Cow Molly' to guide our lessons in exploring how they have had to adapt throughout the years. (Cultural, environmental and social history)

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

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

Strands: economic, environmental, political

Key Concepts-Disciplinary

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)

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 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

(NC: Changes within living memory)

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

(NC: Events beyond living memory - nationally)

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

Strands: economic, social history, environmental

Key Concepts-Disciplinary

Chronology

1. Develop an awareness of the past using common words/phrases relating to the passage of time (see vocabulary progression document)
2. Order household objects in a chronological order

Similarities and Differences (same historical period)

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

Historical Terms

Use a wide vocabulary of historical terminology

Historical Enquiry-Evidence and Sources

<p>1. Understand some of the ways that they can find out about the past-objects/paintings/photographs</p> <p>2. Ask and answer questions using sources to show their understanding about homes/houses in the past</p> <p>Change and Continuity-across periods Changes over time-technological advances-communication-phones/tv/lighting</p> <p>Significance</p> <p>Describe events and talk about who was important (Bonfire Night)</p> <p>Describe why certain buildings are important -Buckingham Palace/House of Parliament</p>		
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Geography

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

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

<p><u>Where we Live</u></p> <p>Book: The Street beneath My Feet</p> <p>Fieldwork School Streets around Ecclesfield</p>	<p><u>Hot and Cold Places</u></p> <p>Book Handa's Surprise</p> <p>Locate on world map Cold/hot places Observation and Discussion Map Reading Map Making</p>	<p><u>Where we get our food from.</u></p> <p>Books The world came to my place today Cocoa beans Leon's Lucky Lunch Break</p> <p>Fieldwork Farm Visit</p>
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- 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?

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?

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?

- What features help to create a safe/happy neighbourhood which ensure families stay?
- What green spaces are there and how are they used?
- Are they used regularly/occasionally?
- How has Ecclesfield changed over time/why?
- Is Ecclesfield changing- where/why?
- New developments/buildings/green spaces

Where do we Play?

Local Area

Revisit during the year

Books: Voices in the Park

Fieldwork

School

Local Park

Sheffield Park

Geographical Skills and Fieldwork

- Observation and Discussion
- Map Reading
- Map Making
- Recording on simple maps
- Using aerial maps

- | | | |
|--|--|--|
| <ul style="list-style-type: none">• 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?

Art

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Houses

Drawing

Research:

Pencil drawings of houses
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:



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



Food Around the world

Printing (fruit)

Research: How fruit and vegetables have been depicted in art. In depth research into Giuseppe 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:



<p>Create a 'street' of children's drawings from local area</p> <p>Evaluation: Compare to actual photographs How would adding colour alter the final piece? Impact?</p> <p>Formal Elements: line shape</p> <p>YI RETRIEVAL PRACTICE AUTUMN TERM</p> <ul style="list-style-type: none"> 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 		<p>form of transport/building then stick together to create a final piece)</p> <p>Evaluation: Have we used similar colours ? What would we change next time? How can we change colours to portray a different mood?</p> <p>Formal Elements: line shape colour tone texture</p> <p>YI RETRIEVAL PRACTICE SPRING TERM</p> <ul style="list-style-type: none"> 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 		<p>https://classroom.thenational.academy/lessons/exploring-printing-with-found-objects-6wv32r</p> <p>NSEAD (Printing) https://www.nsead.org/resources/units-of-work/uow-experiments-with-printing-surface-pattern-using-found-objects/</p> <p>Applying skills: Printing in the style of Guiseppe Arcimboldo</p> <p>Evaluation: Can we change the size? did we use shape effectively to show shapes?</p> <p>Formal Elements: line shape colour texture pattern</p> <p>YI RETRIEVAL PRACTICE SUMMER TERM</p> <ul style="list-style-type: none"> I can experiment with printing items found in the environment I can experiment with rubbing items in the environment 	
Design and Technology					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Food		Mechanisms		Textiles	

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
- Practice reading recipes
-

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

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

Design

- Design a puppet to retell a fairy tale

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

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

- Identify simple design criteria
Model their ideas by making a paper mock-up
- Draw a simple diagram and label
- Develop their design ideas applying findings from their earlier research

Make

- Make a puppet
- To mark out, cut and join fabric pieces to make the main part of their puppet
- Use appropriate finishing techniques and make decisions around these
- Make appropriate design decisions throughout to support the purpose

Evaluate

- Evaluate their products as they are developed, identifying strengths and possible changes they might make
- Evaluate their product by asking questions about what they have made and how they have gone about it

<p>product</p> <p>Evaluate</p> <ul style="list-style-type: none"> • 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 	<p>Use tools eg scissors and a hole punch safely</p> <p>Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape</p> <p>Use simple finishing techniques to improve the appearance of their product</p> <p>Evaluate</p> <p>Test Mr Gumpy's car down a bumpy track and evaluate it's effectiveness</p> <p>Evaluate their product by discussing how well it works in relation to the purpose</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make</p> <p>Evaluate their product by asking questions about what they have made and how they have gone about it</p>	
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Music

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Listen & Appraise as required on the National Curriculum:

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

The Menu Song	Colonel Hathi's march	Magical Musical Aquarium	Football <i>Football is a lively, rhythmic chant</i>	Sheffield Music Hub Singing Unit Pupils will be introduced to pulse, exploring a steady beat using walking, moving and clapping.
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<p>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</p>	<p>This unit is based around the piece 'Colonel Hathi's march' from <i>The Jungle Book</i>. 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.</p> <p>Musical focus: Beat, march, timbre, film music.</p>	<p>Experiencing music through practical and active learning helps children get inside the music - in this case, 'Aquarium' from <i>The carnival of the animals</i> 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</p>	<p>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 <i>Rain is falling down</i> covered in Term 1. This is the second of three progression snapshots that will be returned to again and developed in Term</p>	<p>Pupils will be taught to identify changes in speed (<i>tempo</i>) Pupils will be introduced to rhythm, using copy-cat patterns including crochet, quavers and rests Pupils will use their voices expressively and creatively using</p> <ul style="list-style-type: none"> • chants • rhythms • raps • body percussion • tongue twisters <p>Pupils will learn to experiment with sounds using the inter-related dimensions of music</p> <p>Pupils will explore pulse and rhythm to provide a bedrock of music making and quality listening</p> <p>Outcomes</p> <p>Most students will confidently</p>
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<p>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.</p> <p>Musical focus: Active listening (movement), beat, progression snapshot 1 (echo singing, showing pitch moving).</p> <p>Pieces: <i>Menu song</i></p>	<p>Pieces: 'Colonel Hathi's march' from <i>The Jungle Book</i>.</p> <p>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 'march' to music, naming the instruments</p>	<p>composing their own musical aquarium.</p> <p>Musical focus: Timbre, pitch, structure, graphic symbols, classical music</p> <p>Pieces: 'Aquarium' from <i>The carnival of the animals</i> by Camille Saint-Saëns</p> <p>children will be able to: Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using</p>	<p>3 in order to collect evidence of pupils' progress.</p> <p>Musical focus: Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C), progression snapshot 2.</p> <p>Pieces: <i>Football</i>.</p> <p>Children will be able to: 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</p>	<p>sing songs with a sense of pulse, rhythm and expressive voices</p> <p>Some students will identify the different between a pulse and rhythm and show this in practice</p> <p>Some students might need support to use notation including crochets, quavers and rests</p> <p>Pupils will understand the relationship between higher and lower notes.</p> <p>Pupils will be introduced to the word <i>pitch</i> and will understand the context in which this word is used.</p>
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<p>Children will be able to:</p> <p>Participate in creating a dramatic group performance using kitchen-themed props.</p> <p>Copy a leader in a call-and-response song, waiting their turn to sing.</p> <p>Sing a cumulative song from memory, remembering the order of the verses.</p> <p>Play classroom instruments on the beat.</p>	<p>playing in the clips).</p> <p>Video performance to be shared on ClassDojo or performed to other class.</p> <p>Christmas Concert Performance</p>	<p>graphic symbols.</p> <p>Sing a unison song rhythmically and in tune.</p> <p>Play percussion instruments expressively, representing the character of their composition.</p> <p>Listen to 'Aquarium', reflecting the character of the music through movement.</p>	<p>there is one beat for each syllable.</p> <p>Play a simple ostinato on untuned percussion.</p> <p>Recognise the difference between a pattern with notes (pitched) and without (unpitched).</p>	<p>Pupils will rehearse to improve aural accuracy and control with a pitch range of do-so.</p> <p>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</p> <p>Pupils will be taught to sing collectively and at the same pitch to develop a strong sense of unison</p> <p>Pupils will create, select and combine sounds using the inter-related dimensions of music</p>
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Listen and move in time to the song.

Harvest

Video performance to be shared on ClassDojo or performed to other class.

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

				<p>taught throughout this term and demonstrate it practically</p> <p>Some students will sing solos or in small groups</p> <p>Some students might need support to identify areas in which a performance can improve</p>
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Computing

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Unit 0.1 - What is a computer? TCC</p> <p>Pupils will learn what a computer is and the components. They will gain familiarity with the</p>	<p>Unit 1.1 How do I use a computer independently</p> <p>Online safety</p> <p>Pupils will learn how to present information</p>	<p>Unit 2.1 How do I use pictures and sounds</p> <p>Pupils can collect data and present it in a pictogram independently. They explain</p>	<p>Unit 4.1 Simple BeeBot programs</p> <p>Pupils will learn how to use simple programs to give instructions to a computer. Concepts: Machine Logic Program</p>	<p>Unit 3.1 How do I present data using pictures</p> <p>In this series of lessons pupils will learn how to use floor robots, e.g. BeeBots in a more structured way. They will</p>	<p>5.1 What is an algorithm? SSW</p> <p>In this series of lessons pupils will learn about algorithms, and create their own in order to plan out Bee-Bot programs. They will practise debugging, and have</p>

keyboard and the mouse. Concepts: Machine Logic Program	through images, art and sound. Concepts: Machine Logic Program	information shown in a simple chart, pictogram or infographic. Concepts: Program Data Algorithm		learn about algorithms and programs, and start to create their own simple programs. Concepts: Program Data Algorithm	experience of other programming tools. . Concept: Logic Algorithm Data Program
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PE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fundamentals (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	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	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	Yoga (GS4PE) 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.	Striking and Fielding (GS4PE) Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics.	Sending and Receiving (GS4PE) 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

<p>preserve and keep trying if they don't succeed.</p> <p><u>Key Skills:</u> jumping, balancing, controlling muscles, holding a position</p> <p><u>Key Concepts:</u> Movement Balance Agility Coordination</p>	<p>opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.</p> <p><u>Key Skills:</u> Travelling, shapes, balances, jumps, barrel roll, straight roll, progressions of a forward roll</p> <p><u>Key Concepts:</u> Movement Balance Agility Coordination Sequence Technique</p>	<p>individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.</p> <p><u>Key Skills:</u> Travel, action, shape, perform, copy</p> <p><u>Key Concepts:</u> Movement Agility Coordination Collaboration Sequence</p>	<p><u>Key Skills:</u> Balance, strength, flexibility of holding a position, focus and listening to others to follow instructions</p> <p><u>Key Concepts:</u> Movement Collaboration Balance Agility</p>	<p>They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills.</p> <p><u>Key Skills:</u> Throwing, catching, retrieving a ball, tracking a ball, striking a ball</p> <p><u>Key Concepts:</u> Agility Coordination Collaboration Fairness Technique</p>	<p>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><u>Key Skills:</u> Rolling, kicking, throwing, catching, tracking</p> <p><u>Key Concepts:</u> Movement Agility Coordination Collaboration</p>
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<p>Ball Skills (GS4PE)</p> <p>Pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.</p> <p><u>Key Skills:</u> Rolling, kicking, throwing, catching,</p>	<p>Target Games (GS4PE)</p> <p>Pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.</p> <p><u>Key Skills:</u> Rolling, kicking, throwing, catching,</p>	<p>Invasion (GS4PE)</p> <p>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</p>	<p>Fitness (GS4PE)</p> <p>Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, coordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.</p> <p><u>Key Skills:</u> Agility, balance, coordination, speed, stamina, skipping</p> <p>Key Concepts: Movement Balance</p>	<p>Team Building (GS4PE)</p> <p>Pupils develop their communication and problem solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are given the opportunity to discuss and plan their ideas.</p> <p><u>Key Skills:</u> Balancing, travelling</p> <p>Key Concepts: Movement Balance Collaboration Fairness</p>	<p>Sports Day Practice</p> <p>Children will practise races such as sprints, skipping, egg and spoon, and the sack race. Pupils will be ranked into seats so they are racing against children of similar ability. The children will also practise team work by taking part in team challenges.</p> <p><u>Key Skills:</u> Running, throwing, catching, teamwork</p> <p>Key Concepts: Movement Agility Coordination Competition Collaboration Fairness</p>
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<p>dribbling, bouncing</p> <p>Key Concepts: Movement Coordination Collaboration</p>	<p>dribbling, bouncing</p> <p>Key Concepts: Movement Coordination Collaboration</p>	<p>work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p> <p><u>Key Skills:</u> Throwing, catching, kicking, dribbling with hands and feet, dodging</p> <p>Key Concepts: Movement Agility Coordination Competition</p>	<p>Agility Coordination Fitness Sequence Evaluation and improvement</p>		<p>Technique</p>
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RE					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<p>1.0 What does it mean to belong to a faith community?</p> <p>Religion: Christianity</p> <p>Key Strands:</p> <ul style="list-style-type: none"> Religious Beliefs and teachings Ways of expressing meaning Questions of identity and belonging 	<p>1.1 What do Christians believe God is like?</p> <p>Religion: Christianity</p> <p>Key strands:</p> <ul style="list-style-type: none"> Knowledge and understanding of religious beliefs, teachings and sources Knowledge and understanding of religious practices and lifestyles Skill of asking and responding to 	<p>1.7 Who is Jewish and how do they live? Jews Visit to synagogue , 1.2 Who do Christians say made the world? Christians , 1.9 How should we care for the world and for others,,and why does it matter? Religion: Thematic Unit (C, J, NR)</p>	<p>1.2 Who do Christians say made the world?</p> <p>Christians</p>	<p>1.9 How should we care for the world and for others, and why does it matter?</p> <p>Religion: Thematic Unit (C, J, NR)</p>
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questions
of identity
and
experience

RHE

Autumn 1

Os) Passwords C1 *
H4 - about why sleep is important and different ways to rest and relax
Fr1) Who is my friend?
Pl) How do I help my body stay healthy?
Os1) Screen time (L1)

Autumn 2

Talking about race and racism
Defining anti-racism
Redefining racism
Understanding racial socialisation and stereotypes
Online Safety

Spring 1

M1) Where do feelings come from?
P2) How do I decide what to eat?
Os) What is the internet?
what money is; forms that money comes in; that money comes from different sources
That money needs to be looked after; different ways of doing this
Financial
Capability
Lwhat money is; forms that money comes in; that money comes from different sources

Spring 2

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 medicines) can be harmful if not used correctly

Summer 1

Fr2) What makes a good friend?
Fr3) Should friends tell us what to do?
Cn) Asking for permission
R9. how to ask for help if a friendship is making them feel unhappy
Os) Searching safely P3 *
Drugs-Keeping Safe Things that go into and onto our bodies

Summer 2

M3) What helps me to be happy?
Os) Communicating online *
Os) Being kind online S2*

		<i>Financial Capability That money needs to be looked after; different ways of doing this</i>			
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