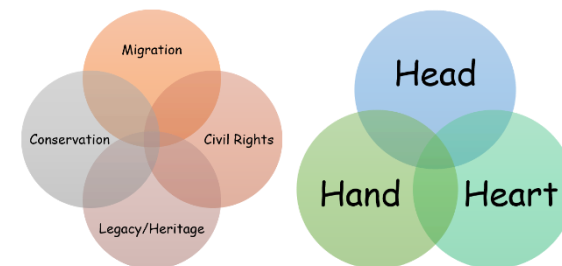


# Riversdale Primary School

## Medium Term Planning



<b>Year Group</b>	<b>Year 1</b>
<b>Term</b>	<b>Spring 2</b>

### Learning Overview

This half term pupils will continue to explore significant houses, palaces and castles in the South East of England. They will discuss The Tower of London and how it has changed over time, as different monarchs have added to it depending on its usage, as well as the significance of Windsor Castle. In Religious Education, the pupils will learn about Easter, continuing their understanding of different religious festivals. In geography, the pupils will apply their learning of maps, symbols and keys to develop a map of the school/area of the school, identifying the key features of the locality. In design and technology, the pupils will design, make and evaluate a greetings card based on their learning from last half term and in response to a design problem from a member of the school community. This half term will see World Book Day. As part of the celebrations, all pupils across the school will explore the same picture book and use this as a stimulus for their writing.

### Quality Stimulus Text(s)

WORLD BOOK DAY BOOK	
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### Significant People Past & Present

<ul style="list-style-type: none"> <li>William the Conqueror (History)</li> </ul>	<ul style="list-style-type: none"> <li>Wassily Kandinsky (Art)</li> </ul>
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### Linked UNCRC Articles

<ul style="list-style-type: none"> <li>Article 12: Respect for Children’s Views</li> <li>Article 14: Freedom of Thought &amp; Religion</li> </ul>	<ul style="list-style-type: none"> <li>Article 24: Health, Water, Food, Environment</li> <li>Article 31: Rest, Play, Culture &amp; Arts</li> </ul>
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Subject	<b>Consolidating:</b> What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated?	<b>Head*</b> What substantive KNOWLEDGE should the children learn?	<b>Hand*</b> What disciplinary knowledge and SKILLS should the children learn?	<b>Heart*</b> What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?
<b>English:</b>	Year 1: <ul style="list-style-type: none"> <li>Know that a story has a beginning, middle and an end.</li> <li>Recognise that many stories signal the beginning using phrases such as "One day,".</li> <li>Identify that stories might be written in third person.</li> <li>Know that that third person means when you write about someone else.</li> <li>Recognise pronouns for other people such as: he, she or they, will be used in a 3<sup>rd</sup> person narrative.</li> <li>Understand that most stories are written in the past tense as they are about fictional events that have happened in a fictional world.</li> <li>Know that the simple past tense is written using verbs such as: was or were.</li> <li>Define the term suffix.</li> <li>Know that suffixes can be added to change a word from present to past tense, e.g. -ed.</li> <li>Recognise that simple conjunctions can be used to link two ideas, e.g.: and, but, then, so.</li> <li>Recognise that simple time conjunctions can be used to sequence events in the correct order, e.g.: first, then, next.</li> <li>Identify a range of adjectives for size and colour that can help to add detail to a narrative and engage the reader.</li> <li>Define similes as a way of describing a person, place or thing by comparing it to something else, using the words 'like' or 'as'.</li> </ul>	<u>SOUND JOURNEY POEM:</u> <ul style="list-style-type: none"> <li>Know that a sound journey poem describes a journey using sounds to create an experience for the reader.</li> <li>Understand that the poem moves through different places or scenes, with each section focusing on a new sound.</li> <li>Recognise that sound journey poems often follow a pattern of sound description → action → reaction.</li> <li>Know that a sound journey poem moves through different locations.</li> <li>Understand that each part of the poem describes what the character hears before moving on.</li> <li>Recognise that the ending can hint at where the journey has taken them or create a sense of discovery.</li> <li>Know that onomatopoeia are words that imitate real sounds.</li> <li>Recognise that onomatopoeic words help the reader imagine the sounds being described.</li> <li>Understand that onomatopoeic words can be written in ways that stand out.</li> <li>Know that sentences in a sound journey poem can start with a sound word.</li> <li>Understand that short, simple sentences can create impact.</li> <li>Recognise that repeating a sentence structure can create rhythm and flow.</li> <li>Identify that adjectives are used to describe sounds and settings.</li> <li>Know that verbs help show what is happening in the poem.</li> </ul>	Pupils to apply grammar, purpose for writing and specific text type features in <b>Writing to Entertain:</b> <ul style="list-style-type: none"> <li>A sound journey poem entitled "I Wonder Where I Am" using onomatopoeia. (Sentence Stacking)</li> <li>A short 3rd person narrative inspired by the school's selected World Book Day text. (Independent Write)</li> </ul> Pupils to apply grammar, purpose for writing and specific text type features in <b>Writing to Inform:</b> <ul style="list-style-type: none"> <li>A recount through diary entry in role as Mouse from The Marvellous Moon Map, writing about the day he set off on his adventure.</li> </ul> Composition: <ul style="list-style-type: none"> <li>Developing accuracy by saying the sentence before they write.</li> <li>Read back their work/stories – blending and segmenting.</li> <li>Applying learnt word classes to build descriptive sentences.</li> </ul> Handwriting: <ul style="list-style-type: none"> <li>Correct Letter and digit formation.</li> <li>Using finger spaces between words.</li> <li>Apply an appropriate pencil grip.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to one another and sharing ideas.</li> <li>Enjoying writing and listening to stories</li> <li>Building confidence in reading and writing.</li> </ul>

	<ul style="list-style-type: none"><li>• Know that similes are a more engaging and creative way to describe.</li></ul>	<ul style="list-style-type: none"><li>• Understand that punctuation choices affect how the poem sounds when read aloud:</li><li>• Exclamation marks can emphasise sudden or loud sounds.</li><li>• Commas can be used to list sounds.</li><li>• Full stops separate different moments in the journey.</li></ul> <p><u>NARRATIVE:</u></p> <ul style="list-style-type: none"><li>• Know that a story has a beginning, middle and an end.</li><li>• Recognise that many stories signal the beginning using phrases such as "One day,".</li><li>• Identify that stories might be written in third person.</li><li>• Know that that third person means when you write about someone else.</li><li>• Recognise pronouns for other people such as: he, she or they, will be used in a 3<sup>rd</sup> person narrative.</li><li>• Understand that most stories are written in the past tense as they are about fictional events that have happened in a fictional world.</li><li>• Know that the simple past tense is written using verbs such as: was or were.</li><li>• Define the term suffix.</li><li>• Know that suffixes can be added to change a word from present to past tense, e.g. -ed.</li><li>• Recognise that simple conjunctions can be used to link two ideas, e.g.: and, but, then, so.</li><li>• Recognise that simple time conjunctions can be used to sequence events in the correct order, e.g.: first, then, next.</li><li>• Identify a range of adjectives for size and colour that can help to add detail to a narrative and engage the reader.</li></ul>		
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		<ul style="list-style-type: none"> <li>• Define similes as a way of describing a person, place or thing by comparing it to something else, using the words 'like' or 'as'.</li> <li>• Know that similes are a more engaging and creative way to describe.</li> </ul> <p><u>DIARY ENTRY:</u></p> <ul style="list-style-type: none"> <li>• Understand that a diary entry is a form of recount.</li> <li>• Define recount as retelling an event or events that happened.</li> <li>• Know that it is written in first person.</li> <li>• Explain that it is written in the past tense.</li> <li>• Know that it can be focused on individual or group participants.</li> <li>• Recognise that ideas are grouped together in time sequence.</li> <li>• Identify simple adverbials of time to help sequence events.</li> <li>• Explain that the writer will often share their simple likes and dislikes relating to the event.</li> <li>• Identify that simple conjunctions are used to construct simple sentences.</li> <li>• Identify the simple past tense of verbs to describe the events.</li> <li>• Recognise that a range of adjective are used to describe the event and the related nouns.</li> </ul>		
<b>Mathematics:</b>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>• Count to and across 40, forwards and backwards, beginning with 0 or 1, or from any given number.</li> <li>• Count, read and write numbers to 40 in numerals.</li> <li>• Count in multiples of 2s, 5s and 10s up to 40.</li> <li>• Given a number, identify 1 more and 1 less.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify equal groupings as the first step in multiplying.</li> <li>• Understand that we can count groups of the same quantity more efficiently.</li> <li>• Know that doubling is creating an identical number to the one you started with.</li> <li>• Understand that doubling is the same as saying two groups of the same amount.</li> <li>• Define the term equal as being the same.</li> </ul>	<p>Multiplication &amp; Division:</p> <ul style="list-style-type: none"> <li>• Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</li> </ul> <p>Fractions:</p> <ul style="list-style-type: none"> <li>• Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity</li> <li>• Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.</li> </ul>	<p>Values: Respect, Individuality, Value, Reflect, Share, Aspire, Empathy</p> <ul style="list-style-type: none"> <li>• Working collaboratively with partners and in groups.</li> <li>• Using appropriate listening skills and turn taking in group discussion.</li> <li>• Showing empathy and kindness by helping each other to understand.</li> <li>• Knowing that giving your partner the answer is not helpful but explaining it is.</li> </ul>

		<ul style="list-style-type: none"> <li>• Understand how to divide even numbers into equal groups using concrete materials.</li> <li>• Recognise how many groups will be created from sharing equally.</li> <li>• Understand how to divide even numbers equally into groups.</li> <li>• Identify how many objects will be included in each group in order to share equally.</li> <li>• Define the term half as being when a whole is split or shared into two equal parts.</li> <li>• Recognise shapes that have been split into two equal parts.</li> <li>• Understand that a quarter is where a whole is split/shared into four equal parts.</li> <li>• Recognise shapes that have been split into four equal parts.</li> <li>• Know that numbers can also be shared into fractions i.e. halves and quarters.</li> <li>• Identify the sequence of numbers from 0 to 100.</li> <li>• Explain the concept of 1s and 10s, knowing that ten 1s is equivalent to 10.</li> <li>• Know the numerals (digits) and what they represent (numbers from 0 to 100).</li> <li>• Recognise the meaning of forwards and backwards.</li> <li>• Understand the meaning of more and less and relate this to forwards and backwards/before and after in relation to a sequence.</li> <li>• Identify the sequences of numbers when counting in multiples of 2, 5 and 10.</li> </ul>	<p>Number &amp; Place Value:</p> <ul style="list-style-type: none"> <li>• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>• Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</li> <li>• Given a number, identify 1 more and 1 less</li> <li>• Read and write numbers from 1 to 20 in numerals and words.</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise the value in making mistakes.</li> <li>• To identify the importance of resilience in problem solving.</li> <li>• To find different ways to solve the same problem.</li> </ul>
<p><b>Science:</b></p>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>• Be involved in planning how to use resources provided to answer questions.</li> <li>• Develop the ability to ask questions such as: what something is, how things are similar and</li> </ul>	<p>Everyday Materials – Working Scientifically Focus Part 2:</p> <ul style="list-style-type: none"> <li>• Objects are things we can see and touch.</li> <li>• Materials are what objects are made from, like wood, metal, or plastic.</li> </ul>	<p>Ask Questions</p> <ul style="list-style-type: none"> <li>• Be involved in planning how to use resources provided to answer questions.</li> <li>• Develop the ability to ask questions such as: what something is, how things are similar and</li> </ul>	<p>Value: Entrust, Aspire, Value, Democracy</p> <ul style="list-style-type: none"> <li>• Discuss the importance of waterproof materials and how we entrust our health and safety to these in a range of contexts.</li> </ul>

	<p>different, the ways things work, which alternative is better, how things change and how they happen.</p> <ul style="list-style-type: none"> <li>• Where appropriate, answer these questions.</li> <li>• Use practical resources provided to gather evidence to answer questions generated by themselves or the teacher.</li> <li>• With support carry out: tests to classify and comparative tests.</li> <li>• Use their observations and testing to compare materials.</li> <li>• Classify using simple prepared tables and sorting rings.</li> <li>• Make careful observations to support identification, comparison and noticing change.</li> <li>• Use appropriate senses, aided by equipment such as magnifying glasses or digital microscopes, to make observations.</li> <li>• With support, relate answer to evidence, for example: observations made, measurements taken, or information gained from secondary sources.</li> <li>• Orally communicate findings to an audience, using appropriate scientific language.</li> </ul>	<ul style="list-style-type: none"> <li>• The same object can be made from different materials.</li> <li>• For example, spoons can be plastic, metal, or wood.</li> <li>• Everyday materials also include glass, water, and rock.</li> <li>• Materials can also include paper, fabric, and brick.</li> <li>• Materials can also include elastic, and foil.</li> <li>• Each material has special properties that make them good for different purposes.</li> </ul> <p><i>Vocabulary:</i>  <i>object, material, observe, waterproof, absorbent, bendy, opaque, transparent, purpose, conclusion</i></p>	<p>different, the ways things work, which alternative is better, how things change and how they happen.</p> <ul style="list-style-type: none"> <li>• Where appropriate, answer these questions.</li> </ul> <p>Enquiry</p> <ul style="list-style-type: none"> <li>• Use practical resources provided to gather evidence to answer questions generated by themselves or the teacher.</li> <li>• With support carry out: tests to classify and comparative tests.</li> <li>• Use their observations and testing to compare materials.</li> </ul> <p>Record/Present</p> <ul style="list-style-type: none"> <li>• Classify using simple prepared tables and sorting rings.</li> </ul> <p>Observe</p> <ul style="list-style-type: none"> <li>• Make careful observations to support identification, comparison and noticing change.</li> <li>• Use appropriate senses, aided by equipment such as magnifying glasses or digital microscopes, to make observations.</li> </ul> <p>Conclusions</p> <ul style="list-style-type: none"> <li>• With support, relate answer to evidence, for example: observations made, measurements taken, or information gained from secondary sources.</li> </ul> <p>Communicate</p> <ul style="list-style-type: none"> <li>• Orally communicate findings to an audience, using appropriate scientific language.</li> </ul>	<ul style="list-style-type: none"> <li>• Just as some materials can bend and adapt, we aspire to be flexible in our learning and approach to challenges.</li> <li>• Transparent materials are useful for windows, while opaque materials provide privacy – we learn to value different properties for different needs.</li> <li>• We test materials fairly and make decisions based on evidence, just as democracy helps people make fair choices together.</li> </ul>
<p><b>Art:</b></p>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>• Start to record simple media explorations in a sketch book.</li> <li>• Begin to build information on colour theory.</li> <li>• Talk about own work, explaining simply the process they have used.</li> <li>• Look at and talk about the work of other artists expressing their likes and dislikes in simple terms.</li> </ul>	<p>Drawing:</p> <ul style="list-style-type: none"> <li>• Different drawing tools make different marks. <ul style="list-style-type: none"> <li>- Pencils make thin lines.</li> <li>- Crayons make smooth, solid marks.</li> <li>- Pastels make soft, smudgy marks in bright colours.</li> <li>- Charcoal is soft and makes bold, dark lines.</li> </ul> </li> </ul>	<p>Exploring &amp; Developing Ideas:</p> <ul style="list-style-type: none"> <li>• Start to record simple media explorations in a sketch book.</li> <li>• Begin to build information on colour theory.</li> </ul> <p>Responding to Art:</p> <ul style="list-style-type: none"> <li>• Talk about own work, explaining simply the process they have used.</li> </ul>	<p>Value: Respect, Value, Aspire, Empathy</p> <ul style="list-style-type: none"> <li>• Respect for Kandinsky and his influence in the art world, especially on colour theory and expressionism.</li> <li>• Value the uses and effects of different colours when put together.</li> </ul>

	<ul style="list-style-type: none"> <li>• Begin to explore the work of a range of artists and designers, describing simple differences and similarities.</li> <li>• Explore a range of drawing implements, e.g. pencils, crayons, pastels, charcoal, chalks, to make marks.</li> <li>• Name and draw a range of lines, shapes and marks from observation.</li> <li>• Produce a range of patterns using different lines, shapes and marks.</li> <li>• Begin to show control of the lines, shapes and marks made.</li> <li>• Draw from imagination.</li> <li>• Draw on different surfaces.</li> </ul>	<ul style="list-style-type: none"> <li>- Chalks make powdery marks.</li> <li>• Patterns are made by repeating lines and/or shapes.</li> <li>• There are many types of lines, such as: <ul style="list-style-type: none"> <li>- Straight: a line that doesn't bend.</li> <li>- Curved: a line that bends smoothly.</li> <li>- Zigzag: a line made of sharp turns.</li> <li>- Wavy: a line that moves up and down smoothly.</li> </ul> </li> <li>• Simple shapes can be found in everything: <ul style="list-style-type: none"> <li>- Circle: a round shape with no corners.</li> <li>- Square: a shape with four equal sides.</li> <li>- Triangle: a shape with three sides.</li> <li>- Rectangle: like a square but two sides are longer.</li> </ul> </li> </ul> <p><b>Significant People</b> Wassily Kandinsky:</p> <ul style="list-style-type: none"> <li>• famous expressionist artist from Russia.</li> <li>• had synaesthesia; he could hear colours and see sounds.</li> <li>• was an important in our understanding of how colours make people feel.</li> </ul> <p><i>Vocabulary:</i> <i>drawing tools, line, shape, mark, pattern, repetition, observation, imagination, expressionism, emotion</i></p>	<ul style="list-style-type: none"> <li>• Look at and talk about the work of other artists expressing their likes and dislikes in simple terms.</li> <li>• Begin to explore the work of a range of artists and designers, describing simple differences and similarities.</li> </ul> <p>Drawing:</p> <ul style="list-style-type: none"> <li>• Explore a range of drawing implements, e.g. pencils, crayons, pastels, charcoal, chalks, to make marks.</li> <li>• Name and draw a range of lines, shapes and marks from observation.</li> <li>• Produce a range of patterns using different lines, shapes and marks.</li> <li>• Begin to show control of the lines, shapes and marks made.</li> <li>• Draw from imagination.</li> <li>• Draw on different surfaces.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils learn to value the different shapes they create and how they contribute to patterns and designs.</li> <li>• By exploring different media, pupils aspire to expand their creative horizons and explore new artistic techniques.</li> <li>• They value the unique qualities of each medium and the effects they can achieve.</li> <li>• Pupils aspire to learn from the artists techniques and artistic style.</li> <li>• Explore the emotions conveyed in Wassily Kandinsky's work, enhancing their understanding of the connection between art and emotions.</li> </ul>
<b>Computing:</b>	<p>EYFS:</p> <ul style="list-style-type: none"> <li>• Using logical reasoning to understand simple instructions and predict the outcome.</li> <li>• Following instructions as part of practical activities and games.</li> <li>• Learning to give simple instructions.</li> </ul>	<p>Kapow Computing Scheme</p> <p>Algorithms Unplugged Lesson 4 – 5:</p> <ul style="list-style-type: none"> <li>• Identify that decomposition means breaking a problem into manageable chunks, which is important in computing.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising that some devices are input devices and others are output devices.</li> <li>• Learning that decomposition means breaking a problem down into smaller parts.</li> <li>• Using decomposition to solve unplugged challenges.</li> </ul>	<p>Values: Reflect, Empathy, Share</p> <ul style="list-style-type: none"> <li>• Encourage students to reflect on their problem-solving process during unplugged activities.</li> <li>• Use reflective discussions to help students evaluate their learning and refine their approach.</li> </ul>

	<ul style="list-style-type: none"> <li>Learning to debug instructions, with the help of an adult, when things go wrong.</li> </ul> <p>Year 1:</p> <ul style="list-style-type: none"> <li>Recognising that some devices are input devices and others are output devices.</li> </ul>	<ul style="list-style-type: none"> <li>Know that errors in an algorithm are called bugs and fixing these is called debugging.</li> </ul> <p><i>Vocabulary:</i>  <i>algorithm, artificial intelligence, bug, debug, decompose, directions, input, instructions, order, output, problem, virtual assistant</i></p>	<ul style="list-style-type: none"> <li>Developing the skills associated with sequencing in unplugged activities.</li> <li>Following a basic set of instructions.</li> <li>Assembling instructions into a simple algorithm.</li> <li>Learning to debug instructions when things go wrong.</li> <li>Learning to debug an algorithm in an unplugged scenario.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage students to think about their audience when creating algorithms, considering how to make them accessible and understandable for all.</li> <li>Highlight the importance of understanding others' perspectives in debugging and improving instructions.</li> <li>Promote sharing by asking students to work collaboratively on unplugged activities, such as assembling algorithms or debugging instructions.</li> <li>Emphasise that sharing ideas and strategies strengthens the group's problem-solving abilities.</li> <li>Model how to communicate respectfully and effectively during group work.</li> </ul>
<p><b>DT:</b></p>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>Identify simple levers and sliders in context, e.g. story books, and explain how they work.</li> <li>Use correct vocabulary to describe slider and level mechanisms and how they move, e.g. pivots, slots, etc.</li> <li>Draw simple products to show how they work using directional arrows.</li> <li>Model ideas by exploring materials, components and construction kits and by making templates and mock-ups.</li> <li>Plan by suggesting what to do next.</li> <li>Select from a range of tools and equipment, explaining their choices.</li> <li>Select from a range of materials and components according to their characteristics.</li> <li>Follow procedures for safety and hygiene.</li> <li>Use a range of materials and components, including</li> </ul>	<p>CONTEXT:</p> <p><i>"Hi everyone, my name is Ella. It's my nephew's 6th birthday next month. I want to make him a birthday card that is going to be interactive. But, I don't know how and I don't know what six-year-old children like. Can you help me design and make something for him?"</i></p> <p>Sliders &amp; Levers Lessons 4 – 6:</p> <ul style="list-style-type: none"> <li>No new knowledge, but applying the following: <ul style="list-style-type: none"> <li>Simple mechanisms move in different ways: in a straight line, in a straight line, both backwards and forwards, round and round, in a curve/arch.</li> <li>Sliders move in straight lines, for example up and down.</li> <li>They can also move in straight lines, left to right.</li> <li>Here a track has been cut out of the backing card to let the slider through.</li> </ul> </li> </ul>	<p>Mechanisms:</p> <ul style="list-style-type: none"> <li>Refer to materials, tools and techniques using appropriate vocabulary.</li> <li>With some support make and assemble strips of cards to make sliders and lever mechanisms.</li> <li>Choose and use a given technique to make a simple slider or lever mechanism to be used in a product.</li> <li>Use tools and equipment safely, e.g. split pins and hole punch.</li> </ul> <p>Designing:</p> <ul style="list-style-type: none"> <li>Model ideas by exploring materials, components and construction kits and by making templates and mock-ups.</li> </ul> <p>Making:</p> <ul style="list-style-type: none"> <li>Plan by suggesting what to do next.</li> <li>Select from a range of tools and equipment, explaining their choices.</li> <li>Select from a range of materials and components according to their characteristics.</li> </ul>	<p>Value: Respect, Value, Reflect</p> <ul style="list-style-type: none"> <li>Encourage students to handle materials and tools with care and respect for their classmates' safety as they work on creating their sliding mechanisms.</li> <li>Highlight the value of craftsmanship and attention to detail as students work on constructing and assembling their mechanisms, encouraging them to take pride in their workmanship.</li> <li>Prompt students to reflect on their overall design process and the lessons they have learned, considering how they can apply these insights to future projects.</li> </ul>

	<p>construction materials and kits, textiles, food ingredients and mechanical components.</p> <ul style="list-style-type: none"> <li>• Measure, mark out, cut and shape materials and components.</li> <li>• Assemble, join and combine materials and components.</li> <li>• Use finishing techniques, including those from art and design (where applicable).</li> <li>• Talk about their design ideas and what they are making.</li> <li>• Make simple judgements about their products and ideas against design criteria.</li> <li>• Suggest how their products could be improved.</li> </ul>	<ul style="list-style-type: none"> <li>- A decorative item is then attached the to the top.</li> <li>- The bottom is the handle.</li> <li>- Levers move in a curve, left to right, around the pivot (split pin/paper fastener).</li> <li>- Here a card strip is used as the lever and is pushed through a slot in the backing card.</li> <li>- The top is then attached to a decorative item.</li> <li>- The bottom is the handle.</li> </ul> <p><i>Vocabulary:</i> push, pull, slider, lever, fulcrum, pivot, slot, design, evaluate, audience</p>	<ul style="list-style-type: none"> <li>• Follow procedures for safety and hygiene.</li> <li>• Use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components.</li> <li>• Measure, mark out, cut and shape materials and components.</li> <li>• Assemble, join and combine materials and components.</li> <li>• Use finishing techniques, including those from art and design (where applicable).</li> </ul> <p>Evaluating:</p> <ul style="list-style-type: none"> <li>• Talk about their design ideas and what they are making.</li> <li>• Make simple judgements about their products and ideas against design criteria.</li> <li>• Suggest how their products could be improved.</li> </ul>	
<p><b>Geography:</b></p>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>• Use photographs to recognise landmarks and basic human and physical features.</li> <li>• Devise a simple map and use and construct basic symbols in a key.</li> <li>• Use simple fieldwork and observational skills to study the geography of their school and its grounds.</li> <li>• Ask geographical questions such as ‘why is this place like this?’ and ‘how is this place changing?’.</li> <li>• Asking simple questions about features of their school grounds and/or local area.</li> </ul>	<p>Show me the Way Lessons 4 – 5:</p> <ul style="list-style-type: none"> <li>• No new knowledge, but applying the following: <ul style="list-style-type: none"> <li>- Maps can show important features, such as roads, buildings, rivers, and parks.</li> <li>- Symbols make maps easier to read and understand.</li> <li>- The four main compass directions are North, South, East, and West.</li> <li>- Maps often have a compass rose to show directions.</li> <li>- It’s important to hold maps the right way so that you know which way, or direction to go.</li> </ul> </li> </ul> <p><i>Vocabulary:</i> map, feature, symbol, key, compass, direction, route, fieldwork</p>	<p>Human &amp; Physical Geography:</p> <ul style="list-style-type: none"> <li>• Recognise that human features mean any feature of an area that is on the Earth because it was made by humans.</li> <li>• Identify the physical and human features around the school/local area.</li> </ul> <p>Fieldwork:</p> <ul style="list-style-type: none"> <li>• Use simple fieldwork and observational skills to study the geography of their school and its grounds.</li> </ul> <p>Enquiry &amp; Investigation:</p> <ul style="list-style-type: none"> <li>• Ask geographical questions such as ‘why is this place like this?’ and ‘how is this place changing?’.</li> <li>• Asking simple questions about features of their school grounds and/or local area.</li> </ul> <p>Mapwork:</p> <ul style="list-style-type: none"> <li>• Take digital photographs of geographical features in the locality.</li> </ul> <p>Interpret a Range of Sources:</p>	<p>Values: Respect, Aspire</p> <ul style="list-style-type: none"> <li>• Reflecting on what makes the school special and identifying important features.</li> <li>• Encourage children to consider how the school serves and supports the people within it.</li> <li>• Aspiring to create a clear and detailed map that others can use.</li> <li>• Encourage children to take pride in producing work that represents their school.</li> </ul>

			<ul style="list-style-type: none"> <li>Use photographs to recognise landmarks and basic human and physical features.</li> </ul> <p>Mapwork:</p> <ul style="list-style-type: none"> <li>Devise a simple map and use and construct basic symbols in a key.</li> </ul>	
<b>History:</b>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>Develop an awareness of the past, using common words and phrases relating to the passing of time, such as past, century, before and after.</li> <li>Begin to sequence artefacts, photographs and events that are in time order.</li> <li>Use artefacts, photographs and visits to museums to answer simple questions about the past.</li> <li>Recognise that there are reasons why people in the past acted as they did.</li> <li>Know that some people and events are considered more 'special' or significant than others.</li> </ul>	<p>Houses, Palaces &amp; Castles Lessons 4 – 5:</p> <ul style="list-style-type: none"> <li>William the Conqueror built The Tower of London to defend his new royal power.</li> <li>Henry III and Edward I added huge walls and enlarged the moat.</li> <li>It was a royal residence until the 17th Century.</li> <li>Today, monarchs lock away their valuables and jewels in the Tower.</li> <li>Windsor Castle is the oldest and largest inhabited castle in the world.</li> <li>It was built to protect the western approach to London.</li> </ul> <p><b>Significant People</b></p> <p>William the Conqueror:</p> <ul style="list-style-type: none"> <li>King of England (1066 – 1087)</li> <li>Was responsible for the building of The Tower of London and Windsor Castle in the 9th Century.</li> </ul> <p><i>Vocabulary:</i> home, residence, significant, century, palace, castle, monarch, conservation</p>	<p>Chronology:</p> <ul style="list-style-type: none"> <li>Develop an awareness of the past, using common words and phrases relating to the passing of time, such as past, century, before and after.</li> <li>Begin to sequence artefacts, photographs and events that are in time order.</li> </ul> <p>Using Sources for Enquiry:</p> <ul style="list-style-type: none"> <li>Use artefacts, photographs and visits to museums to answer simple questions about the past.</li> </ul> <p>Historical Interpretation:</p> <ul style="list-style-type: none"> <li>Recognise that there are reasons why people in the past acted as they did.</li> </ul> <p>Historical Significance:</p> <ul style="list-style-type: none"> <li>Know that some people and events are considered more 'special' or significant than others.</li> </ul>	<p>Values: Value, Reflect</p> <ul style="list-style-type: none"> <li>Recognise the historical value of the Tower of London and appreciating how different monarchs contributed to its change and development.</li> <li>Encourage reflection on the longevity and historical significance of Windsor Castle.</li> <li>Link to how William the Conqueror reflected on the location for building the castle very carefully and how it would benefit him.</li> </ul>
<b>Music:</b>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>Listening with concentration to short pieces of music or excerpts from longer pieces of music.</li> <li>Engaging with and responding to longer pieces of music.</li> <li>Beginning to articulate how a piece of music affects them.</li> <li>Identifying some common instruments when listening to music.</li> <li>Relating sounds in music to real-world experiences.</li> </ul>	<p>Kapow Music Scheme:</p> <p>Sound Patterns:</p> <ul style="list-style-type: none"> <li>Know that sections of music can be described as loud, quiet or silent and the meaning of these terms.</li> </ul> <p><i>Vocabulary:</i> character, voice, sound, pattern</p>	<p>Listening and Evaluating:</p> <ul style="list-style-type: none"> <li>Listening with concentration to short pieces of music or excerpts from longer pieces of music.</li> <li>Engaging with and responding to longer pieces of music.</li> <li>Beginning to articulate how a piece of music affects them.</li> <li>Identifying some common instruments when listening to music.</li> <li>Relating sounds in music to real-world experiences.</li> </ul>	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> <li>Appreciate the skills and efforts of their peers and musicians.</li> <li>Respect for the instruments and equipment used in music-making.</li> <li>Express individual creativity through music composition and performance.</li> <li>Explore different instruments and musical roles.</li> </ul>

	<ul style="list-style-type: none"> <li>• Recognising simple patterns and repetition in rhythm.</li> <li>• Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent.</li> <li>• Stating what they enjoyed about their peers' performances.</li> <li>• To know that sections of music can be described as loud, quiet or silent and the meaning of these terms.</li> <li>• Using instruments imaginatively to create soundscapes which convey a sense of place.</li> <li>• Using bilateral and hand-eye coordination to play/hold instruments using both hands.</li> <li>• Maintaining a comfortable position when sitting or standing to sing and play instruments.</li> <li>• To know that notation is read from left to right</li> <li>• Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories.</li> <li>• Selecting objects and/or instruments to create sounds to represent a given idea or character.</li> <li>• Offering positive feedback on others' performances.</li> <li>• Keeping instruments still until their part in the performance.</li> </ul>		<ul style="list-style-type: none"> <li>• Recognising simple patterns and repetition in rhythm.</li> <li>• Stating what they enjoyed about their peers' performances.</li> </ul> <p>Creating Sound:</p> <ul style="list-style-type: none"> <li>• Developing an awareness of how dynamics are affected by the force with which an instrument is played.</li> <li>• Using instruments imaginatively to create soundscapes which convey a sense of place.</li> <li>• Using bilateral and hand-eye coordination to play/hold instruments using both hands.</li> <li>• Starting to understand how to produce different sounds on pitched instruments.</li> <li>• Maintaining a comfortable position when sitting or standing to sing and play instruments.</li> </ul> <p>Composing and Improvising</p> <ul style="list-style-type: none"> <li>• Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories.</li> <li>• Selecting objects and/or instruments to create sounds to represent a given idea or character.</li> <li>• Playing and combining sounds under the direction of a leader (the teacher).</li> </ul> <p>Performing:</p> <ul style="list-style-type: none"> <li>• Offering positive feedback on others' performances.</li> <li>• Keeping instruments still until their part in the performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain individual responsibilities in group performances, ensemble rehearsals, and collaborative projects.</li> <li>• Share musical talents and skills through performances.</li> <li>• Share ideas, insights, and responsibilities.</li> <li>• Listen to and understand each other in teamwork.</li> </ul>
<p><b>PE:</b></p>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>• Show basic balance, control and coordination when travelling.</li> <li>• Choose and link actions.</li> <li>• Remember and repeat actions/dance phrases.</li> <li>• Find and use space safely.</li> <li>• Use the four basic shapes in sports specific gymnastic moves.</li> <li>• Perform basic actions</li> </ul>	<ul style="list-style-type: none"> <li>• Learn vocabulary associated with: <ul style="list-style-type: none"> <li>- Swimming</li> <li>- Dance</li> </ul> </li> <li>• Explain the meaning of a dance phrase.</li> <li>• Begin to explain the terms: <ul style="list-style-type: none"> <li>- Rhythm</li> <li>- Speed</li> <li>- Level</li> <li>- Direction</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Copy modelled dance phrases</li> <li>• Experiment with changing rhythm, speed, level and direction.</li> <li>• Dance with control and coordination.</li> <li>• Plan and show a sequence of movements based on learning.</li> </ul>	<p>Values: Respect, Value, Entrust, Reflect, Share, Democracy, Aspire, Empathy</p> <ul style="list-style-type: none"> <li>• Carry out activities to improve their work with support and understand why they are useful.</li> <li>• Work collaboratively and share ideas with others.</li> <li>• Value the efforts of others and show empathy when providing peer-assessment/feedback.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use different parts of the body singly.</li> <li>• Use different parts of the body in combination.</li> <li>• Use appropriate movements for different dance ideas.</li> </ul>	<p>in relation to a dance context.</p>		<ul style="list-style-type: none"> <li>• Entrust each other to be kind and supportive, showing good sportsmanship.</li> <li>• Show resilience when receiving feedback and reflect on how this can be used.</li> </ul>
<p><b>RE:</b></p>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>• Identify religious stories and talk about them.</li> <li>• Use the right names for things that are special to believers.</li> <li>• Use some religious words to describe some religious practices.</li> <li>• Talk about religious art, symbols and words.</li> <li>• Say what some symbols stand for and what some of the art and music is about.</li> <li>• Tell religious stories and talk about them.</li> <li>• Talk about things that happen to them.</li> <li>• Talk about what they find interesting or puzzling.</li> <li>• Ask about what happens to others with respect for their feelings.</li> <li>• Talk about some things in stories that make people ask questions.</li> <li>• Talk about what is important to them and to others with respect for their feelings.</li> </ul>	<p>What is Easter all About?</p> <ul style="list-style-type: none"> <li>• Jesus performed miracles, such as healing the sick.</li> <li>• Some religious leaders were unhappy with Jesus because he challenged their rules.</li> <li>• The Roman rulers were worried Jesus might challenge their power.</li> <li>• Jesus had a special meal with his disciples called the Last Supper.</li> <li>• One disciple, Judas, betrayed Jesus to the religious leaders.</li> <li>• Jesus was arrested, put on trial and was crucified.</li> <li>• On Sunday morning, some women visited Jesus' tomb and found it empty.</li> <li>• An angel told them that Jesus had risen from the dead.</li> <li>• Christians believe Jesus' resurrection proves he is the Son of God.</li> <li>• Easter is a time to celebrate new life, which is why eggs are a symbol of Easter.</li> </ul> <p><b>Significant People</b> Jesus of Nazareth:</p> <ul style="list-style-type: none"> <li>• Christians believe Jesus is the Son of God.</li> <li>• He was a teacher who showed people how to love and care for each other.</li> <li>• Christians believe that he came back to life, three days after his death.</li> </ul> <p><i>Vocabulary:</i> <i>disciple, miracle, Last Supper, betray, crucifixion, Good Friday, tomb, resurrection, Easter Sunday, angel, cross, Easter</i></p>	<p>Learning About Religion &amp; Beliefs</p> <ul style="list-style-type: none"> <li>• Identify religious stories and talk about them.</li> <li>• Use the right names for things that are special to believers.</li> <li>• Tell religious stories and talk about them.</li> <li>• Use some religious words to describe some religious practices.</li> <li>• Talk about religious art, symbols and words.</li> <li>• Say what some symbols stand for and what some of the art and music is about.</li> </ul> <p>Learning From Religion &amp; Beliefs</p> <ul style="list-style-type: none"> <li>• Talk about some things in stories that make people ask questions.</li> <li>• Talk about what they find interesting or puzzling.</li> <li>• Ask about what happens to others with respect for their feelings.</li> <li>• Talk about what is important to them and to others with respect for their feelings.</li> </ul>	<p>Value: Aspire, Respect, Empathy, Reflect, Love</p> <ul style="list-style-type: none"> <li>• Pupils learn how Jesus inspired people with his teachings and miracles. They can reflect on how they can aspire to be kind, caring, and help others in their own lives.</li> <li>• Pupils explore how people had different views about Jesus and his teachings. They can discuss the importance of respecting different opinions and beliefs, even when they disagree.</li> <li>• Pupils learn about the suffering Jesus went through. They can consider how people experience unfairness or hardship and how they can show empathy towards others.</li> <li>• Pupils explore how Jesus' resurrection gave hope to Christians. They can reflect on times when they have felt hope after a difficult situation.</li> <li>• Pupils learn that Christians believe Easter is about God's love for people. They can think about how love is shown in their own lives and ways they can show love to others.</li> </ul>

<p><b>RSE:</b></p>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>• Where their brain is in their body and what it looks like.</li> <li>• That our brain has 3 main parts, and it works best when they work together.</li> <li>• The 3 parts are Team H-A-P: Hippocampus, Amygdala and Prefrontal Cortex.</li> <li>• That when we feel big emotions, our Amygdala can react and take over our brain, sending the Hippocampus and Prefrontal Cortex to sleep.</li> <li>• That Happy Breathing helps our entire body, including our brain, to relax and wakes up the Hippocampus and Prefrontal Cortex.</li> <li>• That if they want to improve at something, they need to practise repeatedly, and our brain helps us get better each time. This is called Neuroplasticity.</li> </ul>	<p>My Happy Mind Scheme:</p> <p>Celebrate:</p> <p>To know:</p> <ul style="list-style-type: none"> <li>• What Character Strengths are and how they make us unique and special.</li> <li>• About the 5 Character Strengths and what they mean: <ul style="list-style-type: none"> <li>- Love and Kindness</li> <li>- Bravery and Honesty</li> <li>- Exploring and Learning</li> <li>- Teamwork and Friendship</li> <li>- Love of Life and Our World</li> </ul> </li> <li>• That the best way to learn more about your strengths is to notice them.</li> <li>• That our strengths are like superpowers, and when we use them, it helps us to be our best and feel happy.</li> <li>• That it is nice to tell other people when they use their strengths, as it makes them feel good.</li> </ul> <p><i>Vocabulary:</i>  <i>character strengths, love, kindness, bravery, honesty, exploring, learning, teamwork, friendship, unique, special, strengths, spotting</i></p>	<ul style="list-style-type: none"> <li>• Noticing and recognizing your own strengths.</li> <li>• Using your strengths to be your best and feel happy.</li> <li>• Telling others when they use their strengths to make them feel good.</li> <li>• Practicing and applying your strengths in everyday situations.</li> <li>• Working with others to recognize and encourage strengths in a group setting.</li> </ul>	<p>Values: Individuality, Respect, Reflect, Aspire, Empathy</p> <ul style="list-style-type: none"> <li>• Emphasise that everyone is unique, and our strengths make us special.</li> <li>• Respect and understanding the different strengths that everyone brings.</li> <li>• Taking time to reflect on our strengths helps us understand ourselves better.</li> <li>• Aspiring to be our best by using our strengths and working towards happiness.</li> <li>• Recognise and appreciating others' strengths, fostering a supportive environment.</li> </ul>
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\*Links to Curriculum Themes: Migration, Civil Rights, Conservation, Legacy/Heritage