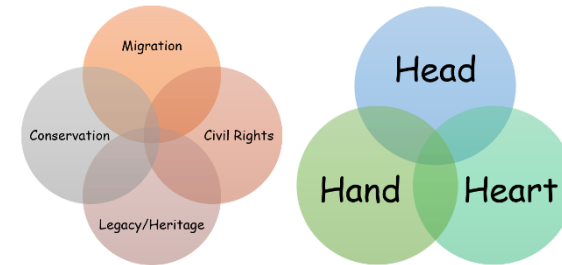


Riversdale Primary School

Medium Term Planning



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| Year Group | Year 1 |
| Term | Summer 2 |

Learning Overview

In geography, this half term, pupils in Year 1 will continue to explore weather. They will discuss what the weather in our local area is like across the year and how this compares to the rest of the UK, before moving on to looking at when the weather can be dangerous. They will then end the unit of learning by exploring why some countries are typically cold, whilst others are typically hot. In history, the pupils will continue exploring how transport has changed over the years, discussing the impact this has on society. They will build on their previous study of buses and steam engine locomotives, with a look at cars and then planes. They will complete the unit of learning by looking into how these developments help us today. Design and Technology will see the pupils applying their learning about healthy fruit snacks by designing, making and evaluating their own product, based on a fictional design brief. As part of this, the pupils will be introduced to basic hygiene practices as well as two chopping techniques that they will continue to apply throughout the school and beyond: the claw grip and the bridge hold. In Art, the pupils will take their first look at the concept of sculpture and 3D art. They will look at the work of Andy Goldsworthy and how he uses natural and found materials to make art, particularly outdoors. Finally, in science, the pupils will continue to explore plants, with a focus this half term on trees, specifically the difference between deciduous and evergreen trees and how plants/trees change over the year, using their observations each term to support them.

Quality Stimulus Text(s)

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| <ul style="list-style-type: none"> • The Lost Property Office • Last Stop on Market Street | |
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Significant People Past & Present

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| <ul style="list-style-type: none"> • Andy Goldsworthy (Art) • Karl Benz (History) | <ul style="list-style-type: none"> • The Wright Brothers (History) |
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Linked UNCRC Articles

- Article 9: Separation from Parents
- Article 10: Family Reunification
- Article 12: Respect for The Views of the Child
- Article 13: Freedom of Expression
- Article 14: Freedom of Thought, Belief and Religion
- Article 24: Health and Health Services
- Article 27: Adequate Standard of Living
- Article 31: Leisure, Play and Culture

| Subject | Consolidating: What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated? | Head* What substantive KNOWLEDGE should the children learn? | Hand* What disciplinary knowledge and SKILLS should the children learn? | Heart* What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop? |
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| Writing: | <u>NARRATIVE:</u> <ul style="list-style-type: none"> • Know that a story has a beginning, middle and an end. • Recognise that many stories signal the beginning using phrases such as "One day,". • Identify that stories might be written in third person. • Know that that third person means when you write about someone else. • Recognise pronouns for other people such as: he, she or they, will be used in a 3rd person narrative. • Understand that most stories are written in the past tense as they are about fictional events that have happened in a fictional world. • Know that the simple past tense is written using verbs such as: was or were. • Define the term suffix. • Know that suffixes can be added to change a word from present to past tense, e.g. -ed. • Recognise that simple conjunctions can be used to link two ideas, e.g.: and, but, then, so. • Recognise that simple time conjunctions can be used to | <u>NARRATIVE:</u> <ul style="list-style-type: none"> • Know that a story has a beginning, middle and an end. • Recognise that many stories signal the beginning using phrases such as "One day,". • Identify that stories might be written in third person. • Know that that third person means when you write about someone else. • Recognise pronouns for other people such as: he, she or they, will be used in a 3rd person narrative. • Understand that most stories are written in the past tense as they are about fictional events that have happened in a fictional world. • Know that the simple past tense is written using verbs such as: was or were. • Define the term suffix. • Know that suffixes can be added to change a word from present to past tense, e.g. -ed. • Recognise that simple conjunctions can be used to link two ideas, e.g.: and, but, then, so. • Recognise that simple time conjunctions can be used to | Pupils to apply grammar, purpose for writing and specific text type features in Writing to Entertain: <ul style="list-style-type: none"> • A short 3rd-person story inspired by The Lost Property Office, imagining a lost item coming to life and telling its story. (Sentence Stacking) Pupils to apply grammar, purpose for writing and specific text type features in Writing to Inform: <ul style="list-style-type: none"> • A simple recipe for a fruit salad. (Sentence Stacking - DT Link) • A recount through diary entry in role as CJ describing his journey on the bus with Nana. (Independent Write) Composition: <ul style="list-style-type: none"> • Developing accuracy by saying the sentence before they write. • Read back their work/stories – blending and segmenting. • Applying learnt word classes to build descriptive sentences. Handwriting: <ul style="list-style-type: none"> • Correct Letter and digit formation. • Using finger spaces between words. • Apply an appropriate pencil grip. | <ul style="list-style-type: none"> • Listening to one another and sharing ideas. • Enjoying writing and listening to stories • Building confidence in reading and writing. |

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| | <p>sequence events in the correct order, e.g.: first, then, next.</p> <ul style="list-style-type: none"> • Identify a range of adjectives for size and colour that can help to add detail to a narrative and engage the reader. • Define similes as a way of describing a person, place or thing by comparing it to something else, using the words 'like' or 'as'. • Know that similes are a more engaging and creative way to describe. • Understand that a diary entry is a form of recount. • Define recount as retelling an event or events that happened. • Know that it is written in first person. • Explain that it is written in the past tense. • Know that it can be focused on individual or group participants. • Recognise that ideas are grouped together in time sequence. • Identify simple adverbials of time to help sequence events. • Explain that the writer will often share their simple likes and dislikes relating to the event. • Identify that simple conjunctions are used to construct simple sentences. • Identify the simple past tense of verbs to describe the events. • Recognise that a range of adjective are used to describe the event and the related nouns. | <p>sequence events in the correct order, e.g.: first, then, next.</p> <ul style="list-style-type: none"> • Identify a range of adjectives for size and colour that can help to add detail to a narrative and engage the reader. • Define similes as a way of describing a person, place or thing by comparing it to something else, using the words 'like' or 'as'. • Know that similes are a more engaging and creative way to describe. <p><u>INSTRUCTIONS:</u></p> <ul style="list-style-type: none"> • Understand why a clear title is needed for instructions. • Know that instructions are written in steps which are in time sequence. • Recognise that imperative verbs are sometimes used at the start of an instructional sentence. • Understand that instructions can be ordered using simple time conjunctions (first, then, next) or numbers (1, 2, 3, 4, 5) for each step. • Recognise that sentences do not include pronouns and are written impersonally. <p><u>DIARY ENTRY:</u></p> <ul style="list-style-type: none"> • Understand that a diary entry is a form of recount. • Define recount as retelling an event or events that happened. • Know that it is written in first person. • Explain that it is written in the past tense. • Know that it can be focused on individual or group participants. • Recognise that ideas are grouped together in time sequence. • Identify simple adverbials of time to help sequence events. • Explain that the writer will often share their simple likes and dislikes relating to the event. | | |
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| | | <ul style="list-style-type: none"> Identify that simple conjunctions are used to construct simple sentences. Identify the simple past tense of verbs to describe the events. Recognise that a range of adjective are used to describe the event and the related nouns. | | |
| <p>Reading:</p> | <p>Review Phase 5 GPCs for phonics screening check</p> <ul style="list-style-type: none"> Week 1 <ul style="list-style-type: none"> /ay/ (play) /a-e/ (shake) /ea/ (each) /e/ (he) Week 2 <ul style="list-style-type: none"> /ie/ (pie) /i-e/ (time) /o/ (go) /o-e/ (home) Week 3 <ul style="list-style-type: none"> /ue/ (blue) (rescue) /ew/ (chew) (new) /u-e/ (rude) (cute) /aw/ (claw) Week 4 <ul style="list-style-type: none"> /ea/ (head) /ir/ (bird) /ou/ (cloud) /oy/ (toy) Week 5 <ul style="list-style-type: none"> /i/ (tiger) /a/ (paper) /ow/ (snow) /u/ (unicorn) Week 6 <ul style="list-style-type: none"> /ph/ (phone) /wh/ (wheel) /ie/ (shield) /g/ (giant) | <p>Little Wandle Letters & Sounds Scheme:</p> <ul style="list-style-type: none"> Week 1 <ul style="list-style-type: none"> /ai/ eigh aigh ey ea eight (straight, grey, break) /n/ kn gn (knee, gnaw) /m/ mb (thumb) /ear/ ere eer (here, deer) New Tricky Words: <ul style="list-style-type: none"> busy beautiful pretty hour Week 2 <ul style="list-style-type: none"> /zh/ su si (treasure, vision) /j/ dge (bridge) /i/ y (crystal) /j/ ge (large) New Tricky Words: <ul style="list-style-type: none"> move improve parents shoe Week 3 <ul style="list-style-type: none"> /sh/ ti ssi si ci (potion, mission, mansion, delicious) Week 4 <ul style="list-style-type: none"> /or/ augh our oar ore (daughter, pour, oar, more) Week 5 <ul style="list-style-type: none"> review | <p>GPCs, Words & Tricky Words:</p> <ul style="list-style-type: none"> Apply correct Grapheme/Phoneme correspondence for known GPCs. Identify digraphs/trigraphs in know words. Sound out and blend to read known words OR mentally sound and blend to read known words. Sight read previously taught tricky words. Describe what is tricky about previously taught tricky words. Sort words by phoneme (where applicable). Sort words by grapheme (where applicable). <p>Focus GPC:</p> <ul style="list-style-type: none"> Apply correct Grapheme/Phoneme correspondence for new GPCs (where applicable). Recognise that phonemes can be represented using different graphemes. Connect new graphemes to previously learnt phonemes (where applicable). <p>Oral Blending & Focus Words/Alien Words:</p> <ul style="list-style-type: none"> Sound talk words using learnt grapheme/phoneme correspondences. Sound out and blend to read focus words OR mentally sound and blend to read focus words. Sound and blend focus words with increased speed and confidence. <p>Read the Sentence:</p> <ul style="list-style-type: none"> Identify digraphs/trigraphs. Identify previously taught tricky words. | <p>Values: Reflect, Aspire, Value, Respect, Individuality, Share, Empathy</p> <ul style="list-style-type: none"> Pupils will show aspiration by practising their sounds and blending to become confident readers. Pupils will reflect on what they already know and use it to read new words. Pupils will reflect on what makes a word tricky and how they can remember it. Pupils will value the knowledge they've built up over time to read tricky words by sight. Pupils will respect individuality by recognising that sounds can be represented in different ways. Pupils will show aspiration by connecting new learning to what they already know and building on it. Pupils will share their reading confidently with others. Pupils will show empathy by supporting their peers as they learn to read unfamiliar words. Pupils will reflect on the sounds in each word to spell with care and accuracy. |

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| | | | <ul style="list-style-type: none"> • Read words aloud when pointed to by the teacher. • Read sentences at a quicker pace. <p>Spelling:</p> <ul style="list-style-type: none"> • Segment and count the sounds within a word on their fingers. • Recognise the number of sounds within a word. • Check the number of sounds written corresponds with the number of sounds spoken. • Check the grapheme/phoneme correspondence is correct. | |
| <p>Mathematics:</p> | <p>EYFS:</p> <ul style="list-style-type: none"> • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compare length, weight and capacity. <p>Year 1:</p> <ul style="list-style-type: none"> • Know that a half is where a whole is split into two equal parts. • Know that a quarter is where a whole is split into four equal parts. | <ul style="list-style-type: none"> • Define the terms: 'more than', 'less than', 'full', 'half full' and 'empty.' • Describe 'capacity' as the amount of liquid a container can hold when it is full. • Define 'volume' as the amount of liquid in a container. • Explain the difference between capacity and volume. • Recognise that cups are a unit of measurement that can help to calculate and compare capacity and/or volume. • Know that if a container has a capacity of 2 cups, 1 cup is equal to $\frac{1}{2}$. • Recognise that if a container has a capacity of 4 cups, 1 cup is equal to $\frac{1}{4}$. • Define the terms 'heavy' and 'light'. • Recognise that the term 'mass' refers to how heavy something is. • Understand that the heaviness or lightness of an object is comparative. • Know that when comparing the mass of objects, the terms 'heavier than' and 'lighter than' can be used. • Identify that the mass of an object is measured in units of measurement, e.g. one unit. | <p>Measurement: Volume & Capacity</p> <ul style="list-style-type: none"> • Compare, describe and solve practical problems for capacity and volume. • Measure and begin to record capacity and volume. <p>Measurement: Mass</p> <ul style="list-style-type: none"> • Compare, describe and solve practical problems for mass/weight. • Measure and begin to record mass/weight. <p>Geometry: Position & Direction (Space)</p> <ul style="list-style-type: none"> • Describe position, directions and movements, including whole, half, quarter and three-quarter turns. | <p>Values: Respect, Individuality, Value, Reflect, Share, Aspire, Empathy</p> <ul style="list-style-type: none"> • Working collaboratively with partners and in groups. • Using appropriate listening skills and turn taking in group discussion. • Showing empathy and kindness by helping each other to understand. • Knowing that giving your partner the answer is not helpful but explaining it is. • To recognise the value in making mistakes. • To identify the importance of resilience in problem solving. • To find different ways to solve the same problem. |

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| | | <ul style="list-style-type: none"> • Recognise that units of measurement may differ, e.g. cubes, grams, cups etc. • Understand that the position of objects can be described using terms such as: 'top', 'middle', 'bottom', 'below', 'above', 'between', 'behind', 'in front of', 'close to' and 'far from'. • Know that movement of objects can be describes using terms such as: 'up', 'down', 'forwards', 'backwards', 'inside', 'outside', 'left' and 'right'. • Identify that a whole turn means turning around and ending up facing the same place you began. • Identify that a half turn means turning around and ending up facing behind where you began. • Identify that a quarter turn is half way between where you began and a half turn. • Identify that a three-quarter turn is half way between a half turn and a whole turn. • Recognise the difference between clockwise (turning to the right) and anticlockwise (turning to the left). • Associate clockwise and anticlockwise with the movement of the hands on a clock. | | |
| Science: | <p>Year 1:</p> <ul style="list-style-type: none"> • Develop the ability to ask questions such as how things are similar and different. • Make careful observations to support identification, comparison and noticing change. • Use appropriate senses, aided by equipment such as magnifying glasses or digital microscopes, to make observations. • Use simple secondary sources (such as identification sheets) to name living things. | <p>Plants (Lessons 7 – 12):</p> <ul style="list-style-type: none"> • A tree is a large plant with a thick, woody trunk. • Trees have roots, branches, bark, and leaves. • Trees live for many years and grow slowly. • Trees give homes to animals and help clean the air. • Common trees include: oak, pine, horse chestnut, and birch • Trees can be identified by their leaf shape, bark, or seeds (e.g. conkers, acorns). | <p>Ask Questions:</p> <ul style="list-style-type: none"> • Develop the ability to ask questions such as how things are similar and different. <p>Observe:</p> <ul style="list-style-type: none"> • Make careful observations to support identification, comparison and noticing change. • Use appropriate senses, aided by equipment such as magnifying glasses or digital microscopes, to make observations. <p>Enquiry:</p> | <p>Values: Value, Share, Empathy, Respect, Democracy</p> <ul style="list-style-type: none"> • Pupils will learn to value trees and the important role they play in nature and our lives. • Pupils will share their knowledge of trees with each other through discussion and group activities. • Pupils will develop empathy by understanding how trees change through the seasons and adapt to survive. • Pupils will show respect for their local environment by exploring |

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| | <ul style="list-style-type: none"> • Use their observations and testing to compare living things. • With support carry out observations over time. • Use practical resources provided to gather evidence to answer questions generated by themselves or the teacher. • Record observations, for example: using photographs, videos, drawings, labelled diagrams or in writing. • Classify using simple prepared tables and sorting rings. • Orally communicate findings to an audience, using appropriate scientific language. • Use experiences of the world around them to suggest appropriate answers to questions. • With support, relate answer to evidence, for example: observations made. • Ask further questions which can be answered by extending the same enquiry. | <ul style="list-style-type: none"> • Trees can look different depending on their species and age. • Trees can be either deciduous trees or evergreen. • Examples of deciduous trees: oak, sycamore, birch. • Examples of evergreen trees: pine, holly, fir. • Some plants live for one year; others come back every year. <p><i>Vocabulary:</i> <i>tree, trunk, branch, bark, leaf / leaves, seed, bud, deciduous, evergreen, change, season, grow</i></p> | <ul style="list-style-type: none"> • Use simple secondary sources (such as identification sheets) to name living things. • Use their observations and testing to compare living things. • With support carry out observations over time. • Use practical resources provided to gather evidence to answer questions generated by themselves or the teacher. <p>Record/Present:</p> <ul style="list-style-type: none"> • Record observations, for example: using photographs, videos, drawings, labelled diagrams or in writing. • Classify using simple prepared tables and sorting rings. <p>Communicate:</p> <ul style="list-style-type: none"> • Orally communicate findings to an audience, using appropriate scientific language. <p>Conclusions:</p> <ul style="list-style-type: none"> • Use experiences of the world around them to suggest appropriate answers to questions. • With support, relate answer to evidence, for example: observations made. <p>Evaluation:</p> <ul style="list-style-type: none"> • Ask further questions which can be answered by extending the same enquiry. | <p>and appreciating the trees around their school.</p> <ul style="list-style-type: none"> • Pupils will work together fairly, taking turns to observe and record how plants grow and change over time. |
| <p>Art:</p> | <p>Year 1:</p> <ul style="list-style-type: none"> • Start to record simple media explorations in a sketch book. • Begin to build information on colour theory. • Talk about own work, explaining simply the process they have used. • Look at and talk about the work of other artists expressing their likes and dislikes in simple terms. • Begin to explore the work of a range of artists and designers, describing simple differences and similarities. | <p>Sculpture:</p> <ul style="list-style-type: none"> • Natural materials like leaves, stones, and twigs can be used to create various shapes. • Sculptures can be made using household items like paper, plastic, and fabric. • We can create textures like rough, smooth, or prickly using different materials. • Leaves can be overlapped or twisted to create different shapes and patterns. | <p>Exploring & Developing Ideas:</p> <ul style="list-style-type: none"> • Start to record simple media explorations in a sketch book. • Begin to build information on colour theory. <p>Responding to Art:</p> <ul style="list-style-type: none"> • Talk about own work, explaining simply the process they have used. • Look at and talk about the work of other artists expressing their likes and dislikes in simple terms. • Begin to explore the work of a range of artists and designers, | <p>Values: Respect, Value, Individuality, Aspire, Entrust</p> <ul style="list-style-type: none"> • Pupils will show respect for nature by observing the natural world closely and appreciating how artists use it to create beautiful things. • Pupils will recognise the value in everyday and natural materials, understanding that simple things can be used creatively to make art. • Pupils will explore their own preferences in colour and texture, |

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| | | <ul style="list-style-type: none"> • Stones can be stacked or balanced to build tall structures. • Glue, sticky tape or string could be used to join different materials. <p>Significant People Andy Goldsworthy</p> <ul style="list-style-type: none"> • A British sculptor and photographer. • Known for making sculptures using natural materials. • His art is temporary and change over time because of the weather. <p><i>Vocabulary:</i> <i>Sculpture, sculptor, natural materials, household materials, texture, pattern, shape, balance, join, overlap</i></p> | <p>describing simple differences and similarities.</p> <p>Sculpture:</p> <ul style="list-style-type: none"> • Explore sculpture with a range of natural materials e.g. leaves, stones, feathers, shells. • Explore sculpture with a range of household materials e.g. plastic, paper, card, fabrics. • Experiment with constructing and joining recycled, natural and manmade materials. | <p>making choices that reflect their unique ideas and tastes.</p> <ul style="list-style-type: none"> • Pupils will aspire to create their best work by carefully planning their ideas and thinking like an artist. • Pupils will take responsibility for the materials they choose and the way they build, showing they can be trusted to use resources respectfully and safely. • Pupils will reflect on their own work by thinking about what went well and what they would improve, just like real artists do. |
| <p>Computing:</p> | <p>EYFS:</p> <ul style="list-style-type: none"> • Using logical reasoning to understand simple instructions and predict the outcome. • Following instructions as part of practical activities and games. • Learning to give simple instructions. • Learning to debug instructions, with the help of an adult when things go wrong. • Learning how to explore and tinker with hardware to develop familiarity and introduce relevant vocabulary. • Experimenting with programming a Bee-bot/ Blue-bot and learning how to give simple commands. <p>Year 1:</p> <ul style="list-style-type: none"> • Recognising that some devices are input devices and others are output devices. • Learning that decomposition means breaking a problem down into smaller parts. • Using decomposition to solve unplugged challenges. | <p>Kapow Computing Scheme:</p> <p>Bee-Bot (Lessons 4 – 5):</p> <p>To know:</p> <ul style="list-style-type: none"> • The basic functions of a Bee-Bot. • You can use a camera/tablet to make simple videos. • Algorithms move a Bee-Bot accurately to a chosen destination. <p><i>Vocabulary:</i> <i>algorithm, Bee-Bot, code, debug, demonstration, explain, explore, filming, inputting, instructions, precise, predict, program, review, test, tinker, video</i></p> | <ul style="list-style-type: none"> • Learning how to explore and tinker with software to find out how it works. • Learning how to operate a camera to take photos and videos. • Using decomposition to solve unplugged challenges. • Using logical reasoning to predict the behaviour of simple programs. • Developing the skills associated with sequencing in unplugged activities. • Following a basic set of instructions. • Assembling instructions into a simple algorithm. • Programming a virtual robot to follow a planned route. • Learning to debug instructions when things go wrong. • Using programming language to explain how a virtual robot works. • Learning to debug an algorithm in an unplugged scenario. • Taking and editing photographs. | <p>Values: Reflect, Aspire, Share</p> <ul style="list-style-type: none"> • Pupils are encouraged to predict, and test their Bee-Bot programs thinking about what went well, what didn't, and how to improve their algorithms. • Through exploring, tinkering, and problem-solving, pupils will develop perseverance and ambition and the belief that they can improve through effort. • Pupils are given opportunities to film demonstrations, explain their thinking, and review each other's work sharing ideas and learning collaboratively. |

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| | <ul style="list-style-type: none"> • Developing the skills associated with sequencing in unplugged activities. • Following a basic set of instructions. • Assembling instructions into a simple algorithm. • Learning to debug instructions when things go wrong. • Learning to debug an algorithm in an unplugged scenario. | | | |
| <p>DT:</p> | <p>EYFS:</p> <ul style="list-style-type: none"> • There lots of different fruits and vegetables. • Fruits and vegetables are grown. • We can describe the taste of foods using special words such as: sweet, sour, salty, spicy, bitter, or savoury. <p>Year 1:</p> <ul style="list-style-type: none"> • State what products they are designing and making. • Say whether their products are for themselves or other users. • Describe what their products are for. • Say how their products will work. • Say how they will make their products suitable for their intended users. • Use simple design criteria to help develop their ideas. • Generate ideas by drawing on their own experiences. • Use knowledge of existing products to help come up with ideas. • Develop and communicate ideas by talking and drawing. • Model ideas by exploring materials, components and construction kits and by making templates and mock-ups. • Plan by suggesting what to do next. | <p>Cooking & Nutrition: Fruit Snacks (Lessons 4 – 6):</p> <p>CONTEXT: “Hi everyone, I’m Marta. My children decided that they would like to take packed lunch to school, twice a week. I want to encourage them to eat a range of fresh, delicious and healthy fruits. Can you help me design a fruit snack for their packed lunches?”</p> <ul style="list-style-type: none"> • Fruits and vegetables come from orchards, farms, allotments and gardens. • They need water, sunlight and care to grow. • Fruits have seeds and often grow on trees or bushes. • Vegetables come from different parts of a plant (roots, stems, leaves). • We eat fruit and vegetables to be healthy. <p><i>Vocabulary:</i> <i>fruit, vegetable, texture, taste, healthy, harvest, snack, hygiene, peel, cut/chop</i></p> | <p>Cooking & Nutrition:</p> <ul style="list-style-type: none"> • Begin to develop a sensory food vocabulary using taste, smell, texture and feel (through recap). • Understand the need for a variety of fruits and vegetables in a healthy diet. • Know that working safely and hygienically involves washing hands before and after touching food. • Peel and cut a range of fruits and/or vegetables. • Begin to develop safe cutting techniques using the bridge hold. • Measure and weigh food items, non-statutory measures e.g. spoons, cups. <p>Designing:</p> <ul style="list-style-type: none"> • State what products they are designing and making. • Say whether their products are for themselves or other users. • Describe what their products are for. • Say how their products will work. • Say how they will make their products suitable for their intended users. • Use simple design criteria to help develop their ideas. • Generate ideas by drawing on their own experiences. | <p>Values: Aspire, Entrust, Reflect</p> <ul style="list-style-type: none"> • Pupils will aspire to design a thoughtful, appealing snack that meets the needs of another child. • Pupils will show they can be trusted to work safely, use tools carefully, and follow hygiene rules when preparing food. • Pupils will reflect on what they did well and what they could improve next time in their snack design and preparation. |

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| | <ul style="list-style-type: none"> • Select from a range of tools and equipment, explaining their choices. • Select from a range of materials and components according to their characteristics. • Follow procedures for safety and hygiene. • Use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components. • Measure, mark out, cut and shape materials and components. • Assemble, join and combine materials and components. • Use finishing techniques, including those from art and design (where applicable). • Talk about their design ideas and what they are making. • Make simple judgements about their products and ideas against design criteria. • Suggest how their products could be improved. | | <ul style="list-style-type: none"> • Use knowledge of existing products to help come up with ideas. • Develop and communicate ideas by talking and drawing. • Model ideas by exploring materials, components and construction kits and by making templates and mock-ups. <p>Making:</p> <ul style="list-style-type: none"> • Plan by suggesting what to do next. • Select from a range of tools and equipment, explaining their choices. • Select from a range of materials and components according to their characteristics. • Follow procedures for safety and hygiene. • Use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components. • Measure, mark out, cut and shape materials and components. • Assemble, join and combine materials and components. • Use finishing techniques, including those from art and design (where applicable). <p>Evaluating:</p> <ul style="list-style-type: none"> • Talk about their design ideas and what they are making. • Make simple judgements about their products and ideas against design criteria. • Suggest how their products could be improved. | |
| Geography: | <p>Year 1:</p> <ul style="list-style-type: none"> • Know that different parts of the UK experience different weather patterns. • To know that a weather forecast is when someone tries to predict | <p>What's the Weather Like? (Lessons 4 – 6):</p> <ul style="list-style-type: none"> • Different types of weather include: sun, rain, wind, cloud and snow. • There are types of weather that can be dangerous, like too much rain, a tornado or a thunderstorm. | <p>Human & Physical Geography:</p> <ul style="list-style-type: none"> • Know that different parts of the UK experience different weather patterns. • To know that a weather forecast is when someone tries to predict | <p>Values: Reflect, Empathy, Respect</p> <ul style="list-style-type: none"> • Encourage pupils to reflect on their observations of seasonal changes and how these affect their lives and activities. Value: Empathy |

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| | <p>what the weather will be like in the near future.</p> <ul style="list-style-type: none"> • Know the main weather symbols. • Know that a weather forecast is when someone tries to predict what the weather will be like in the near future. • Describe some of the observed human and physical features of the local area. • Collect quantitative data through a small survey of a local area to answer an enquiry question. | <ul style="list-style-type: none"> • Countries near the equator are hot because it is closer to the sun. • Countries near to the poles are cold because they are further away from the sun. <p><i>Vocabulary:</i> <i>weather, temperature, seasons, forecasts, tornado, thunderstorms, flooding, equator, North Pole, South Pole</i></p> | <p>what the weather will be like in the near future.</p> <ul style="list-style-type: none"> • Know the main weather symbols. • Know that a weather forecast is when someone tries to predict what the weather will be like in the near future. • Know that the equator is an imaginary line around the middle of the Earth. • Recognise that the North Pole is the most northern point of the Earth, and the South Pole is the most Southern point. • Identify the location and features of hot and cold areas of the world in relation to the equator and the North and South poles. • Know the equator will experience different weather to the poles because it is much closer to the sun. <p>Place Knowledge:</p> <ul style="list-style-type: none"> • Describe some of the observed human and physical features of the local area. <p>Enquiry & Investigation:</p> <ul style="list-style-type: none"> • Collect quantitative data through a small survey of a local area to answer an enquiry question. <p>Mapwork:</p> <ul style="list-style-type: none"> • Use world maps and globes to identify the United Kingdom and its countries, the equator, North and South Poles. | <ul style="list-style-type: none"> • Teach pupils to empathise with people affected by dangerous weather and the importance of safety and helping others. • Foster respect for the diversity of climates around the world and how people adapt to different weather conditions. |
| <p>History:</p> | <p>Year 1:</p> <ul style="list-style-type: none"> • Recount main events from a significant event in history. • Begin to sequence artefacts, photographs and events that are in time order. • Recount changes within living memory. • Make simple comparisons with their own lives. • Know that there are explanations for similarities and differences | <p>Transport (Lessons 4 – 6):</p> <ul style="list-style-type: none"> • Cars gave people more freedom to travel when and where they wanted. • Aeroplanes made it possible to travel across the world much faster. • Transport continues to improve, such as being better for the environment. <p>Significant People</p> | <p>Chronology:</p> <ul style="list-style-type: none"> • Recount main events from a significant event in history. • Begin to sequence artefacts, photographs and events that are in time order. • Recount changes within living memory. <p>Similarities and Differences:</p> <ul style="list-style-type: none"> • Make simple comparisons with their own lives. | <p>Values: Entrust, Love, Empathy</p> <ul style="list-style-type: none"> • People had to entrust that cars were safe and reliable as they became a new way to travel. • The Wright brothers had a love for inventing and flying, which helped them achieve the first successful flight. • We can show empathy by understanding how difficult travel |

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| | <p>between people's lives now and in the past.</p> <ul style="list-style-type: none"> • Know that some things (including objects) change, and some stay the same within a person's lifetime. • Describe ideas/objects that have remained the same. • Know that some changes occurred because of improvements in technology. • Find answers to simple questions about the past using sources. • Recognise that there are reasons why people in the past acted as they did. • Know that 'historically significant' people or events changed many people's lives. • Discuss why a historical event was significant in relation to its impact on society. | <p>Karl Benz:</p> <ul style="list-style-type: none"> • Invented the first automobile in 1886. • Benz's automobile engine was run by gasoline. <p>The Wright Brothers:</p> <ul style="list-style-type: none"> • Invented the first successful aeroplane in 1903. • Their plane had an engine and could fly for short distances. <p><i>Vocabulary:</i> <i>transport, Omnibus, passenger, steam train, locomotive, automobile, engine, aeroplane, invention, technology</i></p> | <ul style="list-style-type: none"> • Know that there are explanations for similarities and differences between people's lives now and in the past. <p>Change and Continuity:</p> <ul style="list-style-type: none"> • Know that some things (including objects) change, and some stay the same within a person's lifetime. • Describe ideas/objects that have remained the same. <p>Cause and Consequence:</p> <ul style="list-style-type: none"> • Know that some changes occurred because of improvements in technology. <p>Using Sources for Enquiry:</p> <ul style="list-style-type: none"> • Find answers to simple questions about the past using sources. <p>Historical Interpretation:</p> <ul style="list-style-type: none"> • Recognise that there are reasons why people in the past acted as they did. <p>Historical Significance:</p> <ul style="list-style-type: none"> • Know that 'historically significant' people or events changed many people's lives. • Discuss why a historical event was significant in relation to its impact on society. | <p>was in the past and appreciating the transport we have today.</p> |
| <p>Music:</p> | <p>Year 1:</p> <ul style="list-style-type: none"> • Listening with concentration to short pieces of music or excerpts from longer pieces of music. • Engaging with and responding to longer pieces of music. • Coordinating the speed of their movements to match the speed of the music (not the beat). • Beginning to articulate how a piece of music affects them (e.g. it makes them feel sleepy, it makes them want to dance, it makes them happy). • Identifying some common instruments when listening to music. | <p>Kapow Music Scheme:</p> <p>Music Symbols (Under the Sea):</p> <ul style="list-style-type: none"> • To be able to recognise and name the following instruments: Up to three instruments from Group A and B. • To know that notation is read from left to right. <p><i>Vocabulary:</i> <i>dynamics, pitch, rest, sound pattern, tempo</i></p> | <p>Listening and Evaluating:</p> <ul style="list-style-type: none"> • Listening with concentration to short pieces of music or excerpts from longer pieces of music. • Engaging with and responding to longer pieces of music. • Coordinating the speed of their movements to match the speed of the music (not the beat). • Beginning to articulate how a piece of music affects them (e.g. it makes them feel sleepy, it makes them want to dance, it makes them happy). • Identifying some common instruments when listening to music. | <p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> • Appreciate the skills and efforts of their peers and musicians. • Respect for the instruments and equipment used in music-making. • Express individual creativity through music composition and performance. • Explore different instruments and musical roles. • Maintain individual responsibilities in group performances, ensemble rehearsals, and collaborative projects. |

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| | <ul style="list-style-type: none"> • Relating sounds in music to real-world experiences (e.g. “it sounds like squelching mud”). • Talking about the tempo of music using the vocabulary fast and slow. • Talking about the dynamics of the music, using the vocabulary loud, quiet and silent. • Talking about the pitch of music, using the vocabulary high and low. • Stating what they enjoyed about their peers’ performances. • Developing an awareness of how sound is affected by the way an instrument is held. • Using instruments imaginatively to create soundscapes which convey a sense of place. • Using bilateral and hand-eye coordination to play/hold instruments using both hands. • Maintaining a comfortable position when sitting or standing to sing and play instruments. • Reading different types of notation by moving eyes from left to right as sound occurs. • Composing and improvising • Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. • Experimenting with creating different sounds using a single instrument. • Experimenting with creating loud, soft, high and low sounds. • Selecting objects and/or instruments to create sounds to represent a given idea or character. • Offering positive feedback on others’ performances. • Showing awareness of the leader, particularly when starting or ending a piece. | | <ul style="list-style-type: none"> • Relating sounds in music to real-world experiences (e.g. “it sounds like squelching mud”). • Talking about the tempo of music using the vocabulary fast and slow. • Talking about the dynamics of the music, using the vocabulary loud, quiet and silent. • Talking about the pitch of music, using the vocabulary high and low. • Stating what they enjoyed about their peers’ performances. <p>Creating Sound:</p> <ul style="list-style-type: none"> • Developing an awareness of how sound is affected by the way an instrument is held. • Using instruments imaginatively to create soundscapes which convey a sense of place. • Using bilateral and hand-eye coordination to play/hold instruments using both hands. • Maintaining a comfortable position when sitting or standing to sing and play instruments. <p>Notation:</p> <ul style="list-style-type: none"> • Reading different types of notation by moving eyes from left to right as sound occurs. • Composing and improvising • Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. • Experimenting with creating different sounds using a single instrument. • Experimenting with creating loud, soft, high and low sounds. • Selecting objects and/or instruments to create sounds to represent a given idea or character. <p>Performing:</p> <ul style="list-style-type: none"> • Offering positive feedback on others’ performances. • Showing awareness of the leader, particularly when starting or ending a piece. | <ul style="list-style-type: none"> • Share musical talents and skills through performances. • Share ideas, insights, and responsibilities. • Listen to and understand each other in teamwork. |
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| <p>PE:</p> | <p>Children will have previously:</p> <ul style="list-style-type: none"> Revised and refined the fundamental movement skills: Rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Progressed towards a more fluent style of moving, with developing control and grace. Developed the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Used their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combined different movements with ease and fluency. Further developed and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Developed confidence, competence, precision and accuracy when engaging in activities that involve a ball. Combined different movements with ease and fluency. | <ul style="list-style-type: none"> Compare running, sending and jumping. Explain the difference between running and sprinting. Recognise how a relay race is different to a single runner race. Identify how to measure and attempt to improve on previous performance. <p><i>Vocabulary:</i> <i>obstacles, distance, duration, speed, coordination, take off, landing, sprinting, distances, spatial awareness</i></p> | <ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, Develop balance, agility and coordination. Begin to apply these in a range of activities. Run at fast, medium and slow speeds, changing speed and direction. Link running and jumping activities with some fluency, control and consistency. Create and repeat a short sequence of linked jumps. Take part in a relay activity, remembering when to run and what to do. Send a variety of objects, changing their action for accuracy and distance. | <p>Values: Respect, Value, Entrust, Reflect, Share, Democracy, Aspire, Empathy</p> <ul style="list-style-type: none"> Carry out activities to improve their work with support and understand why they are useful. Work collaboratively and share ideas with others. Value the efforts of others and show empathy when providing peer-assessment/feedback. Entrust each other to be kind and supportive, showing good sportsmanship. Show resilience when receiving feedback and reflect on how this can be used. |
| <p>RE:</p> | <p>Year 1:</p> <ul style="list-style-type: none"> Remember religious stories and talk about them. Remember the right words for things that are special to believers. Talk about some of the things that are the same for religious people. Talk about things that happen to them. Talk about what they find interesting or puzzling. Talk about what is important to them. | <p>What is a special day?</p> <ul style="list-style-type: none"> Around the world, people celebrate many different special days. Some are festivals with religious stories or stories that explain why something happened. Some are family events. Some are days to remember special people, or special events in history. People often decorate their homes and invite others to join in celebrations for special days. | <p>Learning About Religion/Belief:</p> <ul style="list-style-type: none"> Remember religious stories and talk about them. Remember the right words for things that are special to believers. Talk about some of the things that are the same for religious people. <p>Learning From Religion/Belief:</p> <ul style="list-style-type: none"> Talk about things that happen to them. Talk about what they find interesting or puzzling. Talk about what is important to them. | <p>Values: Share, Reflect, Love, Empathy, Entrust, Aspire</p> <ul style="list-style-type: none"> Share prior knowledge and learning of celebrations, including what happens in their families. Reflect on the reasons why people celebrate and what people do to prepare for a celebration. Celebrating a birth or a wedding is celebrating 'love'. Think of the ways in which celebrating with family and friends demonstrates love for them. |

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| | <ul style="list-style-type: none"> • Ask about what happens to others with respect for their feelings. • Talk about what is important to them and to others with respect for their feelings. | <ul style="list-style-type: none"> • When others attend they often bring cards and gifts. • There can be special activities and special food to eat. • Celebrations bring family and friends together to enjoy a special day. <p><i>Vocabulary: celebrate, special, festival, occasion, church, mosque, birthday, wedding, heritage</i></p> | <ul style="list-style-type: none"> • Ask about what happens to others with respect for their feelings. • Talk about what is important to them and to others with respect for their feelings. | <ul style="list-style-type: none"> • Share prior knowledge of birthdays. • Show empathy for others describing a birthday. • Reflect on what we have done well this year • Share our experiences of Year 1, and show empathy for the experiences of others. • Share our reflections and aspirations with those attending our end of year celebration. |
| <p>RSE:</p> | <p>Year 1:</p> <ul style="list-style-type: none"> • What ‘appreciate’ means, what types of things we appreciate, and how we can show appreciation. • That they can appreciate others, experiences and themselves, not just material things. They will be able to identify the categories on the Wheel of Gratitude. • How to develop an Attitude of Gratitude. They will learn that showing gratitude makes them feel good; when we make someone feel good, it makes us feel good too. • How Happy Breathing exercises help to remind us to appreciate the things we might forget. • By practising giving gratitude over and over again, our brains will improve at appreciating things and people. This is called Neuroplasticity. • That when we give and receive gratitude, it makes Team H-A-P happy and they can work well together. • That relate means to get along with others and understand another person, and that they can relate with family, friends, and teachers in different ways. • How their Character Strengths help them get along with others | <p>My Happy Mind Scheme:</p> <p>Engage (Lessons 1 – 4):</p> <ul style="list-style-type: none"> • What engage means and what types of things they can engage in. • That when they engage in something and feel happy, they can do the activity better. • That they can set goals; sometimes these can be to do with learning, and other times they are to do with a hobby. • How to set a class goal using the 3 steps. • That setting goals and achieving them can make Team H-A-P happy too. • That just because they can't do something straight away, it doesn't mean they won't be able to in the future. <p><i>Vocabulary: engage, activity, goal, goal setting, ‘feel good, do good,’ believe to achieve, happy breathing, team H-A-P, habits</i></p> | <p>Engage:</p> <ul style="list-style-type: none"> • Understand what it means to engage and identify areas where they can engage • Recognise the link between positive emotion and successful participation • Set goals for both learning and personal interests • Work collaboratively to set and pursue a class goal • Use a step-by-step process to plan and achieve goals • Develop perseverance when learning something new. | <p>Engage:</p> <p>Values: Aspire, Reflect, Entrust, Share</p> <ul style="list-style-type: none"> • Pupils will aspire to achieve personal and shared goals through engagement and effort. • Pupils will reflect on how engagement and emotion affect their ability to succeed. • Pupils will trust that effort and persistence lead to progress, even when something is difficult at first. • Pupils will work together to set and achieve a class goal, learning the value of shared success. |

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| | <p>and that it is ok that we are all different.</p> <ul style="list-style-type: none">• What Active Listening is.• What 'Stop, Understand and Consider' means and how this can help them with friendship issues.• That Happy Breathing can help them if they have big emotions when falling out with friends. | | | |
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*Links to Curriculum Themes: Migration, Civil Rights, Conservation, Legacy/Heritage