



Term1	Term 2	Term 3	Term 4	Term 5	Term 6
Maths	Maths	Maths	Maths	Maths	Maths
English	English	English	English	English	English
Key Text: <i>THE TIGER WHO CAME TO TEA</i> By Judith Kerr	Key Text: <i>PERCY THE PARK KEEPER</i> By: Nick Butterworth –	Key Text: <i>MAN ON THE MOON</i> By: Simon Bartram	Key Text: <i>MAMA PANYA’S PANCAKE</i> <i>HANDA’S SURPRISE</i>	Key Text: <i>The Dragon Machine</i> By: Helen Ward	Key Text: <i>GIRAFFE, PELLY AND ME</i> By: Roald Dahl
Science	Science	Science	Science	Science	Science
Humans <i>How can we grow up healthy?</i>	Seasonal Change <i>How does the weather change across the year?</i>	Everyday Materials <i>How are different materials the same and different?</i>	Forces <i>How can we make something go faster or slower?</i>	Plant Diversity <i>How are different plants the same and different?</i>	Electricity <i>How do electrical appliances work?</i>
RE	RE	RE	RE	RE	RE
Understanding Christianity: CREATION 1.2 – <i>Who made the world?</i>	Understanding Christianity: INCARNATION 1.3 – <i>Why does Christmas matter to Christians?</i>	Discovery RE: JUDAISM Y1 Summer 2 – <i>Does celebrating Chanukah make Jewish children feel close to God?</i>	Discovery RE: SALVATION/EASTER Y2 Spring 2 – <i>How important is it for Christians that Jesus came back to life after his crucifixion?</i>	Discovery RE: KINGDOM OF GOD Y1 Spring 1 – <i>Was it always easy for Jesus to show friendship?</i>	Discovery RE: JUDAISM Y1 Summer 1 – <i>Is Shabbat important to Jewish children?</i>
History – KS1	History – KS1	Geography – KS1	Geography – KS1		
Transport through time <i>How has transport changed?</i> <i>Why is transport different now to in the past?</i>	Christopher Columbus, Matthew Henson <i>How can one person make a difference?</i>	Hot and cold countries Creating Maps and Compass Directions <i>Would you rather live in a hot place or cold place?</i>	Study of a Non-European Country <i>Would you rather like in a Kenya or the UK?</i> Linked to work in English on Handa’s Surprise		
		Art			Art
		Drawing <i>How can I tell a story through drawing?</i>			3D Sculpture and Clay <i>How can I make a house out of clay?</i>
	DT			DT	
	Food – Cooking and nutrition: Fruit and vegetables <i>Where do fruit and vegetables come from?</i>			Mechanisms: Wheels and axles Wheeled Vehicles <i>How far will it go?</i>	
Computing		Computing		Computing	Computing
E-safety <i>How do we keep ourselves safe on-line?</i>		Digital Literacy (Word Processing) <i>What is technology used for?</i>		Programming (Beebots; code.org Course I) <i>What happens if I press this?</i>	Creativity/Graphics (Digital Painting; Photography) <i>Can you paint a picture without paint?</i>
Music	Music	Music	Music	Music	Music
Singing Together	Singing Together	Pulse and Rhythm	Exploring Sounds	Instrument Sounds and Symbols	Water Music
French	French	French	French	French	French
<i>Qui suis-je?</i>	<i>Qu’est-ce que tu aimes manger au Café?</i>	<i>Qui est dans ta famille?</i>	<i>Qu’est ce que tu aimes faire?</i>	<i>Tu aimes les animaux?</i>	<i>Es-tu malade?</i>
PE	PE	PE	PE	PE	PE
Ball Skills: Hands 1 Ball Skills: Hands 1 (Basketball/Netball)	Jumping Football	Ball Skills: Feet Ball Skills: Feet	Ball Skills: Hands 2 Ball Skills: Hands 2	Gymnastics Swimming and Athletics	Swimming and Dance Gymnastics
PSHE	PSHE	PSHE	PSHE	PSHE	PSHE
Communities	Safe relationships inc. aspects of Respecting self and others	Economic wellbeing -Money -Aspirations, work and career	Families and close positive relationships	Healthy lifestyles inc.drugs, alcohol and tobacco	Ourselves. Growing and Changing (RSE)



MATHS	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1/2	<p>Number: Place Value Y1 Numbers to 20 Y2 Numbers to 100 x3</p> <ul style="list-style-type: none"> Count and forwards and backwards to 10 Count forwards and backwards to 20 Sort, count and represent objects Numbers 11-20 Tens and ones One more, one less One-to-one correspondence Compare groups < > = Compare numbers Order objects Order numbers Ordinal numbers The numberline Count forwards and backwards to 100 Represent numbers to 100 Tens and ones – part-whole model Tens and ones using addition Use a place values chart 	<p>Number Addition and Subtraction Y1Numbers within 20 recognising money Inc. Y2 Numbers within 100 Inc. money x 3</p> <ul style="list-style-type: none"> How many left? Counting back Subtraction – not crossing 10 Subtraction crossing 10 Subtraction – finding the difference Compare statements Compare number sentences Subtract 1-digit from 2-digits Subtract with 2-digits Find change – money Find the difference – money Compare number sentences Compare money 2-step problems - money 	<p>Number Division x 2</p> <ul style="list-style-type: none"> Make equal groups – sharing Make equal groups – grouping Make equal groups – sharing Make equal groups – grouping Divide by 2 Odd and even numbers Divide by 5 Divide by 10 	<p>Geometry Y1 shape and consolidation Y2 Properties of shape x 3</p> <ul style="list-style-type: none"> Recognise and name 3D shapes Recognise and name 2D shapes Sort 3D shapes Sort 2D shapes Patterns with 3D and 2D shapes Recognise 2D and 3D shapes Count sides on 2D shapes Count vertices on 2D shapes Draw 2D shapes Lines of symmetry Sort 2D shapes Sort 3D shapes Count faces on 3D shapes Count edges on 3D shapes Count vertices on 3D shapes Make patterns with 2D shapes Make patterns with 3D shapes 	<p>Geometry: position and direction <i>link to Beebots and programming</i></p> <ul style="list-style-type: none"> Describe turns Describe position Describing turns Describing movement Describing movement and turns Making patterns with shapes 	<p>Measurement Y1 weight and volume Y2 mass, capacity and temperature x3</p> <ul style="list-style-type: none"> Introduce weight and mass Measure mass Compare mass Introduce capacity and volume Measure capacity Compare capacity Compare mass Measure mass (g) Measure mass (kg) Compare capacity Millilitres Litres Temperature
	<p>Number Addition and Subtraction Y1Numbers within 20 recognising money Inc. Y2 Numbers within 100 Inc. money x 3</p> <ul style="list-style-type: none"> Recognising coins Recognising notes Part-whole model Addition symbol Addition -adding together Finding a part Subtraction – breaking apart Fact families – addition facts Number bonds to 10 Compare number bonds Find and make number bonds Related facts Addition – adding more Add by counting on Add by making 10 Count money – notes and coins Select money Fact families – addition and subtraction bonds to 20 Check calculations Bonds to 100 (tens) Bonds to 100 (tens and ones) Make the same amount – money Add and subtract 1s 10 more and less Add and subtract 10s Add a 2-digit and 1-digit – crossing 10 Add two 2-digit numbers – not crossing 10 Add two 2-digit numbers – crossing 10 Add three 2-digit numbers Find the total – money 	<p>Number Y1 Place Value to 50 + Multiplication Y2 Multiplication x 3</p> <ul style="list-style-type: none"> Count in 2s Count in 5s Count in 10s Counting in coins Numbers to 50 Tens and ones Represent numbers to 50 One more, one less Compare objects within 50 Compare numbers within 50 Order numbers within 50 Make equal groups Add equal groups Make arrays Make doubles Count in 2s, 5s and 10s Count in 3s Count money – pence Count money – pounds Recognise equal groups Make equal groups Add equal groups The multiplication symbol Multiplication from pictures Use arrays 2 times-table 5 times-table 10 times-table 	<p>Y1 Number PV to 100 x 2 Y2 Statistics x 2 <i>Link to ICT creating pictograms</i></p> <ul style="list-style-type: none"> Counting to 100 Partitioning numbers Comparing numbers Ordering numbers One more, one less Make tally charts Draw pictograms (1-1) Interpret pictograms (1-1) Draw pictograms (2, 5 and 10) Interpret pictograms (2, 5 and 10) Block diagrams 	<p>Number Fraction x 3</p> <ul style="list-style-type: none"> Find a half Find a quarter Recognise a half Find a half Recognise a quarter Find a quarter Make equal parts Recognise a third Find a third Unit fractions Non-unit fractions Equivalence of ½ and 2/4 Find three quarters Count in fractions 	<p>Measurement Time x 2</p> <ul style="list-style-type: none"> Before and after Dates Time to the hour Time to the half hour Writing time Comparing time Hours and days O'clock and half past Quarter past and quarter to Telling time to 5 minutes Find durations of time Compare durations of time 	<p>Investigations x 3</p> <p>Problem solving and efficient methods x2</p>



ENGLISH	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Writing</p> <p>GENRES</p>	<p><i>Key Text:</i> THE TIGER WHO CAME TO TEA By Judith Kerr Including options for independent writing</p> <p>NARRATIVE NON-CHRONOLOGICAL REPORTS</p> <p><i>Key Text:</i> DIARY OF A KILLER CAT BY ANN FINE At least 1 session a week for free writing</p> <p>NARRATIVE NON-CHRONOLOGICAL REPORTS</p>	<p><i>Key Text:</i> PERCY THE PARK KEEPER By: Nick Butterworth – Additional Texts for Immersion – other stories from the series Including options for independent writing</p> <p>NARRATIVE PLAYSCRIPTS INSTRUCTIONS</p> <p><i>Key Text:</i> TRACTION MAN IS HERE By Mini Grey At least 1 session a week for free writing</p> <p>NARRATIVE PLAYSCRIPTS INSTRUCTIONS</p>	<p><i>Key Text:</i> MAN ON THE MOON Including options for independent writing</p> <p>NARRATIVE EXPLANATIONS</p> <p><i>Key Text:</i> MR PENGUIN AND THE LOST TREASURE by Alex T Smith At least 1 session a week for free writing</p> <p>NARRATIVE EXPLANATIONS</p>	<p><i>Key Text:</i> MAMA PANYA’S PANCAKE Additional Texts for immersion- Handa’s Surprise, We’re Going on a Lion Hunt Including 1 session per week free write</p> <p>NARRATIVE RECOUNT – LETTERS/DIARIES</p> <p><i>Key Text:</i> MR MAJEIKA By Humphry Carpenter At least 1 session a week for free writing</p> <p>NARRATIVE RECOUNTS – LETTERS/DIARIES</p>	<p><i>Key Text:</i> THE DRAGON MACHINE BY HELEN WARD Including 1 session per week free write</p> <p>Poetry: Simple Rhyme</p> <p>NARRATIVE POETRY</p> <p><i>Key Text:</i> THE HODGEHEG By Dick King Smith At least 1 session a week for free writing</p> <p>Poetry: Quatrain Poems</p> <p>NARRATIVE POETRY</p>	<p><i>Key Text:</i> GIRAFFE, PELLY AND ME By Roald Dahl Including options for independent writing</p> <p>CONSOLIDATION AND REVIEW – RE-VISITING A RANGE OF DIFFERENT GENRES FROM THE YEAR</p> <p><i>Key Text:</i> OLIVER AND THE SEAWIG By Philip Reeve At least 1 session a week for free writing</p> <p>CONSOLIDATION AND REVIEW – RE-VISITING A RANGE OF DIFFERENT GENRES FROM THE YEAR</p>
<p>Reading KS1</p>	<p>Decoding</p> <ul style="list-style-type: none"> Applying phonics knowledge and understanding, as appropriate for age and stage <p>Fluency</p> <ul style="list-style-type: none"> Increasing sight vocabulary, as appropriate for age and stage <p>Prosody</p> <ul style="list-style-type: none"> Applying SPAG knowledge and understanding, as appropriate for age and stage Applying comprehension skills, as appropriate for age and stage <p>Comprehension</p> <ul style="list-style-type: none"> I can join in with others talking about stories, poems and non-fiction I have heard or read. I can talk about things that happen in a simple story in order. I can talk about what I think about characters and events in stories. 		<p>Decoding</p> <ul style="list-style-type: none"> Applying phonics knowledge and understanding, as appropriate for age and stage <p>Fluency</p> <ul style="list-style-type: none"> Increasing sight vocabulary, as appropriate for age and stage <p>Prosody</p> <ul style="list-style-type: none"> Applying SPAG knowledge and understanding, as appropriate for age and stage Applying comprehension skills, as appropriate for age and stage <p>Comprehension</p> <ul style="list-style-type: none"> I can talk about what I think is inside a book. I can suggest what words mean from clues in the text. I can check that my reading makes sense. I can link the title with events in a book. I can predict what might happen next in a story and say why. 		<p>Decoding</p> <ul style="list-style-type: none"> Applying phonics knowledge and understanding, as appropriate for age and stage <p>Fluency</p> <ul style="list-style-type: none"> Increasing sight vocabulary, as appropriate for age and stage <p>Prosody</p> <ul style="list-style-type: none"> Applying SPAG knowledge and understanding, as appropriate for age and stage Applying comprehension skills, as appropriate for age and stage <p>Comprehension</p> <ul style="list-style-type: none"> I can talk about things that happen in a simple story in order. I can spot similarities and differences between my own experiences and those of characters in stories. I can answer ‘how’ and ‘why’ questions about what I have read. I can usually make simple inferences about what is being said and done in a story. 	
<p>Additional subjects + writing options</p>	<p>Science: Humans History: Toys through time</p>	<p>Science – Seasons History: Famous people</p>	<p>Geography: Hot and Cold Countries Creating Maps and Compass Directions</p>	<p>Geography: Study a non-European country</p>	<p>Science: Plants Art: Weaving</p>	<p>Science: Electricity DT: wheeled vehicles</p>



	<p>Understanding Christianity: CREATION 1.2 – Who made the world?</p> <p>Non Chronological Report writing, Explanation text</p>	<p>Understanding Christianity: INCARNATION 1.3 – Why does Christmas matter to Christians?</p> <p>Non-Chronological Report, Report writing</p>	<p>Discovery RE: JUDAISM Y1 Summer 2 – Does celebrating Chanukah make Jewish children feel close to God?</p> <p>Non Chronological Report writing, Instructions</p>	<p>Discovery RE: SALVATION/EASTER Y2 Spring 2 – How important is it for Christians that Jesus came back to life after his crucifixion?</p> <p>Non Chronological Report writing, Explanation text</p>	<p>Discovery RE: KINGDOM OF GOD Y1 Spring 1 – Was it always easy for Jesus to show friendship?</p> <p>Report writing, Explanation text,</p>	<p>Discovery RE: JUDAISM Y1 Summer 1 – Is Shabbat important to Jewish children?</p> <p>Report writing, Explanation text, Information text, Instructions</p>
Links to subjects and revisiting topics	<p>History: Transport through time Art +DT: Look at the patterns on the clothing in the illustrations. Can you design some more patterns using different Art materials? Paint a picture of the tiger's stripes and other animal patterns Draw two pictures of the inside of the fridge? one before the tiger ate all the food and one after! Create masks for each character to help you perform the story to an audience. Geography Pin images of each animal in their respective countries.</p>	<p>History Famous People Geography - Draw a map of the park Art + DT Use collage to create art work showing a tree through the seasons in the park</p>	<p>Geography Hot and cold countries Creating Maps and Compass Directions Art +DT Design a superhero costume for Superworm to wear. Science Find out about worms and make an information sheet</p>	<p>Geography Hot and cold countries Creating Maps and Compass Directions Art + DT make a model of a penguin In the film version of the story, the boy and penguin come across an octopus. Could the children design their own sea creature? Geography make a map of the journey Science make a boat that floats</p>	<p>Art + DT – Wheeled Vehicles Geography make a map of the journey</p>	<p>Art Printing Use fabric designs from Kenya and then print Geography Identify Africa on a globe/ map Find out some facts about African animals</p>
<p>PAG All PAG should be related to the text you are using and used to improve writing not just as standalone lessons.</p>	<p>Y1</p> <ul style="list-style-type: none"> I can use finger spaces between words when I am writing a few sentences by myself. I can usually use capital letters and full stops to show my sentences. I can use and in my writing. <p>Y2</p> <ul style="list-style-type: none"> I can usually use when, if, but, because, and and or in my writing. I can usually add in words to describe people and things. I can spot and use nouns. 	<p>Y1</p> <ul style="list-style-type: none"> I can use finger spaces between words when I am writing a few sentences by myself. I can usually use capital letters and full stops to show my sentences. I can use <i>and</i> in my writing. I can use capital letters for people's names, places, the days of the week and I. <p>Y2</p> <ul style="list-style-type: none"> I can use .?! and ' in my writing. I can write statements, questions, exclamations and commands. I can use commas in a list. I can identify verb tenses I can write in the present or past tense as I need to. I can use progressives' verbs to show actions that are going on. 	<p>Y1</p> <ul style="list-style-type: none"> I can use finger spaces between words when I am writing a few sentences by myself. I can usually use capital letters and full stops to show my sentences. I can use <i>and</i> in my writing. I can use capital letters for people's names, places, the days of the week and I. I can sometimes use? and! I can use time connectives in my writing. <p>Y2</p> <ul style="list-style-type: none"> I can use when, if, but, because, and, or and but in my writing. I can add in words to describe people and things. I can write statements, questions, exclamations and commands. I can use . ? ! and ' in my writing. I can use apostrophes to show where letters are missing in a contraction. 	<p>Y1</p> <ul style="list-style-type: none"> I can use finger spaces between words when I am writing a few sentences by myself. I can usually use capital letters and full stops to show my sentences. I can use <i>and</i> in my writing. I can use capital letters for people's names, places, the days of the week and I. I can sometimes use? and! I can spot and use verbs. I can spot and use adjectives <p>Y2</p> <ul style="list-style-type: none"> I can write in the present or past tense as I need to. I can use progressive verbs to show actions that are going on. I can use , in a list. I can spot and use prepositions. I can use <i>a</i> and <i>an</i> correctly. 	<p>Y1</p> <ul style="list-style-type: none"> FILLING ANY REMAINING GAPS IN KNOWLEDGE AND UNDERSTANDING I can use finger spaces between words when I am writing a few sentences by myself. I can usually use capital letters and full stops to show my sentences. I can use <i>and</i> in my writing. I can use capital letters for people's names, places, the days of the week and I. I can sometimes use? and! I can spot and use verbs. I can spot and use adjectives. I can use time connectives in my writing. <p>Y2</p> <ul style="list-style-type: none"> FILLING ANY REMAINING GAPS IN KNOWLEDGE AND UNDERSTANDING I can use when, if, but, because, and, or and but in my writing. I can add in words to describe people and things. I can write statements, questions, exclamations and commands. 	<p>Y1</p> <ul style="list-style-type: none"> EMBEDDING LEARNING OF ALL EXPECTATIONS – USING AND APPLYING I can use finger spaces between words when I am writing a few sentences by myself. I can usually use capital letters and full stops to show my sentences. I can use and in my writing. I can use capital letters for people's names, places, the days of the week and I. I can sometimes use? and! I can spot and use verbs. I can spot and use adjectives. I can use time connectives in my writing. <p>Y2</p> <ul style="list-style-type: none"> EMBEDDING LEARNING OF ALL EXPECTATIONS – USING AND APPLYING I can use when, if, but, because, and, or and but in my writing. I can add in words to describe people and things. I can write statements, questions, exclamations and commands.



			<ul style="list-style-type: none"> I can use apostrophes to show that something belongs to someone. I can spot and use adverbs. 		<ul style="list-style-type: none"> I can use . ? ! and ' in my writing. I can identify verb tenses. I can write in the present or past tense as I need to. I can use progressive verbs to show actions that are going on. I can use , in a list. I can use apostrophes to show where letters are missing in a contraction. I can use apostrophes to show that something belongs to someone. I can spot and use nouns. I can spot and use adverbs. I can spot and use prepositions. I can use a and an correctly. 	<ul style="list-style-type: none"> I can use . ? ! and ' in my writing. I can identify verb tenses. I can write in the present or past tense as I need to. I can use progressive verbs to show actions that are going on. I can use , in a list. I can use apostrophes to show contractions and possession. I can spot and use nouns. I can spot and use adverbs. I can spot and use prepositions. I can use a and an correctly.
<p>Phonics and Spelling Phonics – Little Wandle Spelling – Read Write Inc</p>	<p>Y1</p> <ul style="list-style-type: none"> Review Phase 3 GPCs – ai, ee, igh, oa, oo, ar, or, ur, oo, ow, oi, ear, air, er, /z/, s, -es Words with 2 or moew digraphs Phase 4 – CVCC, CCVC, CCVCC, CCCVC Phase 4 with long vowels Phase 5 – ay, ou, oy, ea <p>Y2</p> <p><i>Phase 6 Letters and sounds</i> <i>Approx. age: 6–7 Year 2</i> <i>In Phase 6 children will read with increasing fluency. They will have learned most of the common letter-sound correspondences and can read familiar words automatically without needing to sound out and blend. Children will work on spelling, including prefixes and suffixes, doubling and dropping letters, and so on. These will be covered via RWI scheme</i></p> <ul style="list-style-type: none"> Complete assessment to move to Read write inc and find start point for learning. If children are unready to move on they will revisit Phase 5 RWI Unit 1 or spelt a before l and ll, Unit 2 soft c. Special focus tricky words, Unit 3 adding suffix y Unit 4 adding suffix y 	<p>Y1</p> <ul style="list-style-type: none"> ir, ie, ue, u o, l, a, e a-e, i-e, o-e, u-e e-e, ew, ie, aw Grow the code: /igh/, /ai/, /oa/, /ee/, /oo/ <p>Y2</p> <ul style="list-style-type: none"> Special focus Homophones Unit 5 adding suffix ly Unit 6 The n sound spelt kn and gn, Special focus tricky words Unit 7 The igh sound spelt y Unit 8 adding the suffix ing 	<p>Y1</p> <ul style="list-style-type: none"> /ee/, /e/, /w/, /oa/ /igh/, /oa/, /j/, /f/ /l/, /s/, /v/ /u/, /z/, /s/, /ee/ Grow the code: /oo/, /ee/, /s/, /z/, /oa/ <p>Y2</p> <ul style="list-style-type: none"> Special focus homophones Unit 9 adding suffix ing Unit 10 The j sound Special focus contractions and apostrophes Unit 11 The o sound spelt a after w and qu Unit 12 adding the suffix ed 	<p>Y1</p> <ul style="list-style-type: none"> /ur/, /oo/, /air/, /or/ /ch/, /ar/ /or/, /o/, /air/ Schwa in longer words /ur/, /r/, /s/ /c/, /sh/, /z/, /s/ Schwa at ends of words <p>Y2</p> <ul style="list-style-type: none"> Special focus The u sound spelt o and the or sound spelt ar after w Unit 13 and 14 adding the suffix ed Special focus Possessive apostrophes <p>Book 2b</p> <ul style="list-style-type: none"> Unit 1 r spelt wr Unit 3 and 4 Adding suffixes –er or –est 	<p>Y1</p> <ul style="list-style-type: none"> Revision ay, a-e. ea, e ie, i-e, o, o-e ue, ew, u-e, aw ea, ir, ou, oy i, a, ow, u ph, wh, ie, g <p>Y2</p> <ul style="list-style-type: none"> Special focus Homophones Unit 5 ee sound spelt ey Uni 6 adding suffixes –ness Special focus words ending in il and words where s makes the zh sound Unit 7 adding the suffix –ness Unit 8 words ending in el 	<p>Y1</p> <ul style="list-style-type: none"> /ai/, /n/, /m/, /ear/ /zh/, /j/, /i/, /j/ /sh/ /or/ <p>Y2</p> <ul style="list-style-type: none"> Unit 9 words ending in –el Unit 10 words ending in –al Unit 11 Adding the suffix –ful Unit 12 adding thee suffix –less Unit 13 Adding the suffix –ment Unit 14 adding the ending in –tion Adding the suffix –es



Science	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
	Humans <i>How can we grow up healthy?</i>	Seasonal Change <i>How does the weather change across the year?</i>	Everyday Materials <i>How are different materials the same and different?</i>	Forces <i>How can we make something go faster or slower?</i>	Plant Diversity <i>How are different plants the same and different?</i>	Electricity <i>How do electrical appliances work?</i>
	<ul style="list-style-type: none"> find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	<ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. 	<ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties. 	<ul style="list-style-type: none"> observe, describe and compare movements they make and movements of objects in terms of speed or direction describe how to make a familiar object start moving by pushing or pulling recognise dangers to themselves in moving objects describe how to use pushes and pulls to make familiar objects speed up, slow down, or change direction or shape recognise that pushes and pulls are forces plan a comparison and decide whether it was fair make measurements of length using standard units and present these in a chart 	<ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees. 	<ul style="list-style-type: none"> identify common appliances which use electricity describe the dangers associated with mains electricity construct and make drawings of simple working circuits and explain why some circuits work and others do not
NEED TO KNOW						
<ul style="list-style-type: none"> Offspring is a person's children or an animal's young. Reproduction is the process where new animals, humans or plants are made. Growth is the process of getting bigger. Breathing is what we do to get oxygen into our bodies. Hygiene is keeping clean to prevent illnesses and the spread of disease. Germs are very small things that can cause diseases. We cannot see them with our eyes. A disease is an illness which affects people, animals or plants. The basic needs of animals for survival are: food to eat; water to drink; air to breathe; and shelter. To grow into healthy adults, animals need: good hygiene; exercise; and the right amount and types of food. Offspring grow up into adults. 	<ul style="list-style-type: none"> Seasons are periods of similar weather. We have 4 seasons – Spring, Summer, Autumn and Winter. Winter takes place in December, January and February. Winter is the coldest time of year and some animals hibernate. Spring takes place in March, April and May. It starts to get warmer in Spring. Flowers begin to grow and some baby animals are born. Summer takes place in June, July and August. Summer is the hottest time of year, and flowers and trees are in full bloom. Autumn takes place in September, October and November. In Autumn the leaves change colour and start to fall. It is Harvest time in the Autumn. 	<ul style="list-style-type: none"> An object is an item. A material is what an object is made of. A property is what a material is like. I can identify the materials – plastic, wood, metal, glass, brick, rock, fabric, paper and cardboard. Plastic can be bendy or rigid, it is translucent and waterproof. Wood is hard, strong and opaque. Metal is reflective and smooth. Fabric is soft, flexible and absorbent. Brick is hard, rigid and rough. Stone is hard, rigid and strong. Glass is hard, transparent and waterproof. Paper is flexible and translucent. Cardboard is non-reflective and opaque. 	<ul style="list-style-type: none"> Pushes and pulls are forces. Forces can start an object moving or stop it. Forces can make moving objects go faster or slower. Accelerate is to make something go faster. Decelerate is to make something go slower. A force can change the direction of a moving object. A force can change the shape of an object. Moving objects can be dangerous. 	<ul style="list-style-type: none"> A leaf is flat, thin and usually green. The flower is the part of a plant that is often brightly coloured. A petal is the thin, brightly coloured or white part of the flower. A fruit is a fleshy part of a plant that contains seeds or a stone. Roots are the part of the plant that grows under the ground. The trunk is the large main stem of a tree. A branch is the part of a tree that grows out from the branch. The stem is the upright main stalk of a plant. Bark is the outer covering of a tree trunk. Roots absorb water from the soil. The stem keeps a plant upright. Flowers make seeds so new plants can grow. 	<ul style="list-style-type: none"> Some appliances need electricity to work. Electricity can come from the mains, and these appliances need to be plugged in at a socket. Some appliances are powered by batteries. Batteries contain a certain amount of electricity and have to be replaced when they run out. Switches are used to turn appliances on and off. Mains electricity is very dangerous. You need to be careful plugging in and turning on appliances. You should never mix water with electricity. You should never play around pylons or sub-stations. Electricity travels round circuits. A circuit needs to be complete with no breaks for the electricity to flow. 	



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
RE	Understanding Christianity: CREATION 1.2 – Who made the world?	Understanding Christianity: INCARNATION 1.3 – Why does Christmas matter to Christians?	Discovery RE: JUDAISM Y1 Summer 2 – Does celebrating Chanukah make Jewish children feel close to God?	Discovery RE: SALVATION/EASTER Y2 Spring 2 – How important is it for Christians that Jesus came back to life after his crucifixion?	Discovery RE: KINGDOM OF GOD Y1 Spring 1 – Was it always easy for Jesus to show friendship?	Discovery RE: JUDAISM Y1 Summer 1 – Is Shabbat important to Jewish children?
	<ul style="list-style-type: none"> Pupils know that Christians believe that God created the universe. That the earth and everything in it are important to God. Pupils can identify the sequence of the creation story and know the importance Christians attach to a day of rest. Pupils know that Christians believe that God has a unique relationship with human beings as their creator and sustainer. They know that Christians believe they should give thanks to God for his creation and that Harvest Festival is a time to do this. Pupils know that Christians believe they should care for the world because it belongs to God. They can give an example. 	<ul style="list-style-type: none"> Pupils know that Christians celebrate Jesus' birth; Advent for Christians is a time for getting ready for Jesus' coming. Pupils know that Christians believe that Jesus is God. They know the birth narrative i.e. The Angel appeared to Mary, Mary and Joseph travelled to Bethlehem where Jesus was born as a baby and he was placed in a manger. Angels appeared to the shepherds. The wise men brought gifts. The Bible points out that his birth showed that he was extraordinary (e.g. he is worshipped as a king in Matthew) and that he came to bring good news (e.g. to the poor in Luke) Pupils use the term incarnation. They can talk about examples of how this theme has been explored in art and music (including hymns) by Christians. 	<ul style="list-style-type: none"> I can talk about how cards help to mark celebrations. I can recognise some of the symbols used at Chanukah and start to explain them. I can talk about how a Jewish child might feel about taking part in a Chanukah activity and if this affects how s\he feels about God. 	<ul style="list-style-type: none"> I can say what I believe happens to you when you die and tell you how I remember people close to me. I can recall what Christians believe happened on Easter Sunday. I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion. 	<ul style="list-style-type: none"> I can talk about my friends and why I like them. I can remember a story about Jesus showing friendship and talk about it. I can say how Jesus tried to be a good friend. 	<ul style="list-style-type: none"> I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal. I can use the right names for things that are special to Jewish people during Shabbat and explain why. I can start to make a connection between being Jewish and decisions about behaviour.
	NEED TO KNOW					
	<ul style="list-style-type: none"> Where creation fits into the BIG FRIEZE. The word God is a name. Christians believe God is the Creator of the universe. Christians believe God made our wonderful world and so we should look after it. The Earth and everything in it are important to God. God has a unique relationship with human 	<ul style="list-style-type: none"> Where incarnation fits into the BIG FRIEZE. Christians believe God came to Earth in human form as Jesus. Christians believe Jesus came to show that all people are precious and special to God. Christians believe that Jesus is God and that he was born as a baby in Bethlehem. 	<ul style="list-style-type: none"> What a celebration is. Talk about how cards help to mark celebrations. Talk about a game Jewish people play at Chanukah. Know the types of food eaten at Chanukah. Recognise some of the symbols used at Chanukah. Start to explain the symbols. How a Jewish child might feel about taking part in a Chanukah activity and if this 	<ul style="list-style-type: none"> Palm Sunday Maundy Thursday Easter Sunday Easter Monday Christians remember Jesus' last week at Easter. Jesus' name means 'He saves'. Christians believe Jesus came to show God's love. Christians try to show love to others. 	<ul style="list-style-type: none"> Where Kingdom of God fits into the BIG FRIEZE. Jesus was a friend to everyone. Jesus was a friend to unlikely people such as Zacchaeus. The Story of Zacchaeus (Luke 19:1-9) The Story of Jesus stilling the storm (Luke 8: 22-25) The Story of Mary, Martha and Lazarus (Luke 10: 38-41) 	<ul style="list-style-type: none"> Jewish people follows Judaism religion. Same God Friday night are important to Jewish people Saturdays are the day of rest for Jewish people The name for this time is Shabbat Shabbat involves a special family meal on Friday night



History		
KS1 - Term 1	Learning Objectives linked to Outcomes	History Outcomes KS1
<p>Transport though time <i>How has transport changed?</i> <i>Why is transport different now to in the past?</i></p> <ul style="list-style-type: none"> Use common words and phrases related to the passing of time. Identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical terms. Ask and answer questions. Understand some of the ways in which we find out about the past. Identify some of the different ways in which the past is represented. Changes within living memory – used to reveal aspects of change in national life. <p>Vocabulary Old, older, oldest, the past, Cross curriculum Links Geography I can identify my location on a map Art I can draw transport from observation Keevil Characteristics Many of the tasks related to history involve finding out with others therefore, <u>teamwork</u> and good <u>communication</u> are key. The children will also have to be <u>diligent</u> when recording their findings to write clearly.</p>		
Term 2		
<p>Christopher Columbus, Matthew Henson, Felicity Aston <i>This could be changed a more modern event that had a significant impact</i> <i>How can one person make a difference?</i></p> <ul style="list-style-type: none"> Explain what explorers do Name equipment or transport an explorer would need. Name important explorers (e.g. Christopher Columbus, Matthew Henson). Identify where they travelled and write a sentence about the achievements of one explorer. Recall information about past and presentation exploration. Understand events in relation to the present day and compare how exploration has changed over time. Describe how an explorer is significant and how they impacted events or people's ideas. <p>Vocabulary explorer, expedition, discovery Cross curriculum Links Geography I can explain what a capital city is I can locate my home and London on a map. Keevil Characteristics Many of the tasks related to history involve finding out with others therefore, <u>teamwork</u> and good <u>communication</u> are key. The children will also have to be <u>diligent</u> when recording their findings to write clearly.</p>	<p>Society <i>If this topic or continues what we see in the classroom should show:</i> <i>The impact these changes had on society</i> <i>How did it make life different?</i> <i>Looking at their own immediate circumstances (me and my family)</i> <i>Looking at society under their own circumstances making comparisons</i></p> <p>NEED TO KNOW</p> <ul style="list-style-type: none"> How to place object in age order How to explain my reasons How to ask questions about the past How to make simple comparisons <p>Conflict War, Enemy, Military <i>The children will explore the work of Florence Nightingale and identify the reason her work was needed was due to conflict – change happens because of events taking place</i> <i>Looking at a single persons experience with an exposure to the idea of conflict</i></p> <p>NEED TO KNOW</p> <ul style="list-style-type: none"> How to I can identify major events To understand what the people did to become famous How to explain the impact the famous person had 	<ol style="list-style-type: none"> Changes within living memory - used, where appropriate, to reveal changes in national life. Events from beyond living memory that are significant nationally or globally. Lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Significant historical events, people and places in their own locality. Sequence events, pictures or objects in chronological order Describe memories of key events in lives Find out about people and events in other times Confidently describe similarities and differences between artefacts Develop empathy and understanding of historical events and people Compare pictures or photographs of people or events in the past Identify different ways to represent the past Use a source to ask questions (why, what, who, how, where) and find answers Sequence a collection of artefacts Use time lines Discuss the effectiveness of sources






Geography			
KS1 - Term 3	Learning Objectives linked to Outcomes		Geography Outcomes KS1
Hot and cold countries Creating Maps and Compass Directions Would you rather live in a hot place or cold?			
<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – where appropriate – maps. identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key <p>Vocabulary GENERAL SKILLS AND FIELDWORK – Geography, Atlas, globe, 4 point compass - North, South, East, West EXTENSION - scale LOCATIONAL KNOWLEDGE - Southern Ocean, Arctic Ocean, North Pole, South Pole, Equator EXTENSION - Other seas PLACE KNOWLEDGE - Temperature, Weather patterns EXTENSION – culture, society HUMAN AND PHYSICAL GEOGRAPHY - EXTENSION - Natural and human environments</p> <p>Cross curriculum Links</p> <p>Keevil Characteristics Children <i>learn</i> to appreciate and respect the values of other people from both their own and different communities around the world. They develop their <i>communication</i> through demonstrating good listening and speaking skills. Children show <i>team work</i> when allowing everyone’s ideas and opinions to be acknowledged through working as part of a team. Children develop their <i>resilience</i> through learning new geographical skills and learning about stress and hardship other communities face from natural disasters. They develop their <i>problem solving</i> skills through investigating big questions to do with the Earth they live in. Finally the children have the opportunity to further their <i>diligence</i> by producing work and displaying their findings to the best of their ability.</p>	1,2 6	<ul style="list-style-type: none"> I can name the seasons and say how they are different 	<ol style="list-style-type: none"> Vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical. Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage; Use simple compass directions and locational and directional to describe the location of features and routes on a map Devise a simple map; and use and construct basic symbols in a key;
	1,2,3 4,5,6,7,8,10	<ul style="list-style-type: none"> I can use a map to locate hot and cold countries I can explain my ideas I can identify some features I may find there 	
	7,9	<ul style="list-style-type: none"> I can use simple compass directions 	



Geography		
KS1 - Term 4	Learning Objectives linked to Outcomes	Geography Outcomes KS1
<p>Study of a Non-European Country Creating Maps and Compass Directions <i>Would you rather live in Kenya or the UK?</i> linked to work in English on Handa's Surprise</p>		
<ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key <p>Vocabulary GENERAL SKILLS AND FIELDWORK – Geography, Atlas, globe, point compass - North, South, East, West EXTENSION - scale LOCATIONAL KNOWLEDGE - Continent, Country, London, , Africa, Equator, Kenya, Nairobi EXTENSION - Other seas, Other countries in Africa PLACE KNOWLEDGE - Temperature, Weather patterns EXTENSION – culture, society HUMAN AND PHYSICAL GEOGRAPHY - Forest, hill, farm, house, building, Mountain, river EXTENSION - Natural and human environments</p> <p>Cross curriculum Links Art Sketching maps with a key; Kenyan inspired art work English Explanation texts</p> <p>Keevil Characteristics Children <i>learn</i> to appreciate and respect the values of other people from both their own and different communities around the world. They develop their <i>communication</i> through demonstrating good listening and speaking skills. Children show <i>team work</i> when allowing everyone's ideas and opinions to be acknowledged through working as part of a team. Children develop their <i>resilience</i> through learning new geographical skills and learning about stress and hardship other communities face from natural disasters. They develop their <i>problem solving</i> skills through investigating big questions to do with the Earth they live in. Finally the children have the opportunity to further their <i>diligence</i> by producing work and displaying their findings to the best of their ability.</p>	<ul style="list-style-type: none"> I can use my own prior knowledge and ideas about other countries I can develop a list of questions about Kenya I can view photos of Kenya to determine if the photos match their own ideas about it I can search for geographic clues within photos to learn more about the subjects shown I can examine the shape of a selected non-European country I can analyse the influence that shape may have on the human activities within the country I can map my own prior knowledge and ideas about Kenya I can develop a list of questions about Kenya I can map my own prior knowledge and ideas about Kenya I can develop a list of questions about Kenya 	<ol style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Compare the UK with a contrasting country in the world. Compare a local city/town with a contrasting city/town in a different country. Vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage; use simple compass directions and locational and directional to describe the location of features and routes on a map devise a simple map; and use and construct basic symbols in a key;



Art		
KS1 - Term 3	Learning Objectives linked to Outcomes	Art Outcomes KS1
<p style="text-align: center;">Drawing</p> <p style="text-align: center;"><i>How can I tell a story through drawing?</i></p> <p><i>Using storybook illustration as a stimulus, children develop their mark-making to explore a wider range of tools and experiment with creating texture to add detail to drawings.</i></p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Vocabulary:</p> <p>Cross curriculum Links: Geography: study of Kenya English : study of Handa’s Surprise</p> <p>Keevil Characteristics Encourage children to work together as a <u>team</u>, as well as value their ability to work alone. Demonstrate that every child has the power to create and make, to manipulate, <u>learning and resilience</u>. To contribute to the world, for the enjoyment of their own self and for others. <u>Communication</u> - Children start to understand how ideas are developed through processes. Children build up <u>resilience</u> to getting things wrong and trying again, <u>learning</u>. Children practise and share their learning and skills with others, receive and offer feedback to improve <u>communication</u>.</p>	<ul style="list-style-type: none"> 	<p>GENERATING IDEAS</p> <ul style="list-style-type: none"> Explore their own ideas using a range of media. Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. <p>SKETCH BOOKS</p> <ul style="list-style-type: none"> Use sketchbooks to explore ideas. Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. <p>DRAWING</p> <ul style="list-style-type: none"> That a continuous line drawing is a drawing with one unbroken line. Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend. How to: Hold and use drawing tools in different ways to create different lines and marks. Create marks by responding to different stimulus such as music. Overlap shapes to create new ones. Use mark making to replicate texture. Look carefully to make an observational drawing. Complete a continuous line drawing <p>LINE</p> <ul style="list-style-type: none"> Drawing tools can be used in a variety of ways to create different lines. Lines can represent movement in drawings. Lines can be used to fill shapes, to make outlines and to add detail or pattern. <p>PATTERN</p> <ul style="list-style-type: none"> Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Patterns can be used to add detail to an artwork. <p>TEXTURE</p> <ul style="list-style-type: none"> That texture means ‘what something feels like’. Different marks can be used to represent the textures of objects. Different drawing tools make different marks. Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. <p>KNOWLEDGE OF ARTISTS</p> <ul style="list-style-type: none"> Understand how artists choose materials based on their properties in order to achieve certain effects. Talk about art they have seen using some appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art. Create and critique both figurative and abstract art, recognising some of the techniques used. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials

Art		
KS1 - Term 6	Learning Objectives linked to Outcomes	Art Outcomes KS1
<p style="text-align: center;">Sculpture and 3D – Clay Houses <i>How can I make a house out of clay?</i></p> <p><i>Exploring the way clay can be shaped and joined, children learn a range of essential skills for working with this medium. They learn about the sculpture of Rachel Whiteread and create their own clay house tile in response.</i></p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Vocabulary</p> <p>Cross curriculum Links:</p> <p>Keevil Characteristics Encourage children to work together as a <u>team</u>, as well as value their ability to work alone. Demonstrate that every child has the power to create and make, to manipulate, <u>learning and resilience</u>. To contribute to the world, for the enjoyment of their own self and for others. <u>Communication</u> - Children start to understand how ideas are developed through processes. Children build up <u>resilience</u> to getting things wrong and trying again, <u>learning</u>. Children practise and share their learning and skills with others, receive and offer feedback to improve <u>communication</u>.</p>	<p>Kapow Unit - https://www.kapowprimary.com/</p> <p>Rachel Whiteread</p>   	<p>MAKING SKILLS</p> <ul style="list-style-type: none"> Develop increasing control when using a wide range of tools to draw and create sculptures. Explore and analyse a wider variety of ways to join and fix materials in place. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work. <p>SCULPTURE AND 3D</p> <ul style="list-style-type: none"> Smooth and flatten clay. Roll clay into a cylinder or ball. Make different surface marks in clay. Make a clay pinch pot. Mix clay slip using clay and water. Join two clay pieces using slip. Make a relief clay sculpture. Use hands in different ways as a tool to manipulate clay. Use clay tools to score clay. <p>FORM</p> <ul style="list-style-type: none"> That three dimensional art is called sculpture. That 'composition' means how things are arranged on the page. Pieces of clay can be joined using the 'scratch and slip' technique. A clay surface can be decorated by pressing into it or by joining pieces on. <p>KNOWLEDGE OF ARTISTS</p> <ul style="list-style-type: none"> Understand how artists choose materials based on their properties in order to achieve certain effects. Talk about art they have seen using some appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art. Create and critique both figurative and abstract art, recognising some of the techniques used. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials <p>MEANINGS</p> <ul style="list-style-type: none"> Some artists are influenced by things happening around them. Some artists create art to make people aware of good and bad things happening in the world around them <p>INTERPRETATION</p> <ul style="list-style-type: none"> Sometimes artists concentrate on how they are making something rather than what they make Artists living in different places at different times can be inspired by similar ideas or stories. Art can be figurative or abstract. <p>MATERIALS AND PROCESSES</p> <ul style="list-style-type: none"> Artists can use everyday materials that have been thrown away to make art. Artists choose materials that suit what they want to make. Illustrators use drawn lines to show how characters feel. Artists try out different combinations of collage materials to create the effect they want. Artists can use the same material (felt) to make 2D or 3D artworks. Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'.



Design and Technology		
KS1 - Term 5	Learning Objectives linked to Outcomes	DT Outcomes – KS1
<p>Wheeled Vehicles <i>How far will it go?</i></p> <p><i>Learn about the key parts of a wheeled vehicle, to develop an understanding of how wheels, axles and axle holders work. Design and make a moving vehicle.</i></p> <p>Design</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. <p>Make</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. <p>Evaluate</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. <p>Technical Knowledge Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Vocabulary: Axle, Axle holder, Chassis, Fix, Mechanic, Mechanism, Wheel</p> <p>Cross curriculum Links Science. Forces English : writing instructions, labelling designs</p> <p>Keevil Characteristics To achieve good learning, the children, need to communicate well both listening and speaking. Working in groups is and sharing resources is imperative within DT lessons. Therefore, teamwork and communications skills will be key. Children will also need to be diligent and have good problem solving skills when creating and making work.</p>	<p>Kapow Unit - https://www.kapowprimary.com/</p>	<p>SKILLS - DESIGN</p> <ul style="list-style-type: none"> Designing a vehicle that includes wheels, axles and axle holders, that when combined, will allow the wheels to move. Creating clearly labelled drawings that illustrate movement. <p>SKILLS - MAKE Adapting mechanisms, when:</p> <ul style="list-style-type: none"> they do not work as they should. to fit their vehicle design. to improve how they work after testing their vehicle. <p>SKILLS - EVALUATE</p> <ul style="list-style-type: none"> Testing wheel and axle mechanisms, identifying what stops the wheels from turning, and recognising that a wheel needs an axle in order to move. <p>TECHNICAL KNOWLEDGE</p> <ul style="list-style-type: none"> To know that wheels need to be round to rotate and move. To understand that for a wheel to move it must be attached to a rotating axle. To know that an axle moves within an axle holder which is fixed to the vehicle or toy. To know that the frame of a vehicle (chassis) needs to be balanced. <p>ADDITIONAL KNOWLEDGE</p> <ul style="list-style-type: none"> To know some real-life items that use wheels such as wheelbarrows, hamster wheels and vehicles.



Design and Technology		
KS1 - Term 2	Learning Objectives linked to Outcomes	DT Outcomes – KS1
<p>Cooking and Nutrition – Fruit and Vegetables Where do fruit and vegetables come from? <i>Learn to distinguish between fruit and vegetables and where they grow. Design a fruit and vegetable smoothie and accompanying packaging.</i></p> <p>Design</p> <ul style="list-style-type: none"> Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. <p>Make</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. <p>Evaluate</p> <ul style="list-style-type: none"> Evaluate their ideas and products against design criteria. <p>Technical Knowledge Understand where food comes from.</p> <p>Vocabulary: Blender • Carton • Fruit • Healthy • Ingredients • Peel • Peeler • Recipe • Slice • Smoothie • Stencil • Template • Vegetable</p> <p>Cross curriculum Links Science. Healthy eating/diet and nutrition English : writing instructions/recipes, labelling designs</p> <p>Keevil Characteristics To achieve good learning, the children, need to communicate well both listening and speaking. Working in groups is and sharing resources is imperative within DT lessons. Therefore, teamwork and communications skills will be key. Children will also need to be diligent and have good problem solving skills when creating and making work.</p>	<p>Kapow Unit - https://www.kapowprimary.com/</p>	<p>SKILLS - DESIGN</p> <ul style="list-style-type: none"> Designing smoothie carton packaging by-hand or on ICT software. <p>SKILLS - MAKE</p> <ul style="list-style-type: none"> Chopping fruit and vegetables safely to make a smoothie. Identifying if a food is a fruit or a vegetable. Learning where and how fruits and vegetables grow Slicing food safely using the bridge or claw grip. <p>SKILLS - EVALUATE</p> <ul style="list-style-type: none"> Tasting and evaluating different food combinations. Describing appearance, smell and taste. Suggesting information to be included on packaging. Describing the taste, texture and smell of fruit and vegetables. Taste testing food combinations and final products. Describing the information that should be included on a label. Evaluating which grip was most effective. <p>KNOWLEDGE - TECHNICAL</p> <ul style="list-style-type: none"> Understanding the difference between fruits and vegetables. To understand that some foods typically known as vegetables are actually fruits (e.g. cucumber). To know that a blender is a machine which mixes ingredients together into a smooth liquid. To know that a fruit has seeds and a vegetable does not. To know that fruits grow on trees or vines. To know that vegetables can grow either above or below ground. To know that vegetables can come from different parts of the plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber). <p>KNOWLEDGE - ADDITIONAL</p> <ul style="list-style-type: none"> To know that 'diet' means the food and drink that a person or animal usually eats. To understand what makes a balanced diet. To know where to find the nutritional information on packaging. To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar. To understand that I should eat a range of different foods from each food group, and roughly how much of each food group. To know that nutrients are substances in food that all living things need to make energy, grow and develop. To know that 'ingredients' means the items in a mixture or recipe. To know that I should only have a maximum of five teaspoons of sugar a day to stay healthy. To know that many food and drinks we do not expect to contain sugar do; we call these 'hidden sugars'.



Computing		
KS1 - Term 5	Learning Objectives linked to Outcomes	Computing Outcomes KS1
<p>Programming (code.org Course I) <i>What happens if I press this?</i></p> <ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs <p>Vocabulary Program, debug, directions, forward, left, right, forward, stop, turn, instructions, algorithm</p> <p>digital footprint: permanent, private information, trail. Command, loop, algorithm, movements, Control, Execute</p> <p>Cross curriculum Links Maths – position and direction</p> <p>Keevil Characteristics Good learning in this area requires resilience when learning new skills and diligence when applying the learning.</p>	<p>Code.org/ Junior Scratch</p> <ol style="list-style-type: none"> I can run my program <ol style="list-style-type: none"> I can use a start block in a program I can use more than one block by joining them together" I can change the value I can find blocks which have numbers I can say what happens when I change a value" I can add blocks to each of my sprites I can delete a sprite can show that a project can include more than one sprite" I can choose appropriate artwork for my project I can create an algorithm for each sprite I can decide how each sprite will move" I can add programming blocks based on my algorithm I can test the programs I have created I can use sprites which match my design" 	<ol style="list-style-type: none"> Use logical reasoning to predict the behaviour of simple programs To create and debug simple programs Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise unambiguous instructions.



Computing		
KS1 - Term 1	Learning Objectives linked to Outcomes	Computing Outcomes KS1
<p style="text-align: center;">E-safety <i>How do I keep myself safe on-line?</i></p> <ul style="list-style-type: none"> use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. <p>Vocabulary e-safety, internet, safety online, contacts, concerns, personal information, websites</p> <p>Cross curriculum Links PSHE Digital Safety</p> <p>Keevil Characteristics Good learning in this area requires resilience when learning new skills and diligence when applying the learning.</p>	<ul style="list-style-type: none"> <i>I can ask an adult when I want to use the Internet.</i> <i>I can tell an adult when something worrying or unexpected happens while I am using the Internet.</i> <i>I can be kind to my friends.</i> <i>I can talk about the amount of time I spend using a computer / tablet / game device.</i> <i>I am careful with technology devices.</i> <ul style="list-style-type: none"> I can keep my password private. I can tell you what personal information is. I can tell an adult when I see something unexpected or worrying online. I can talk about why it's important to be kind and polite. I can recognise an age appropriate website. I can agree and follow sensible e-Safety rules. <ul style="list-style-type: none"> I can explain why I need to keep my password and personal information private. I can describe the things that happen online that I must tell an adult about. I can talk about why I should go online for a short amount of time. I can talk about why it is important to be kind and polite online and in real life. I know that not everyone is who they say they are on the Internet. 	<ol style="list-style-type: none"> Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Children are able to navigate age-appropriate websites Children know what to do if they find something inappropriate online Children understand that the internet can be used to communicate with other people Children know that not everything on the internet is true Children practise e-safety when communicating online Children use the Internet to undertake independent purposeful research, gathering appropriate text and image and attempt to distinguish between fact and fiction



Computing		
KS1 - Term 3	Learning Objectives linked to Outcomes	Computing Outcomes KS1
<p>Digital Literacy (Word Processing) <i>What is technology used for?</i></p> <ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school <p>Vocabulary Text, mouse, left click, drag Space bar, edit, keyboard, monitor Image Text Insert Copy Paste</p> <p>Cross curriculum Links The skills developed can be used for recording in all subjects, making labels, writing simple letters etc.</p> <p>Keevil Characteristics Good learning in this area requires resilience when learning new skills and diligence when applying the learning.</p>	<ul style="list-style-type: none"> • I can name the main parts of a computer • I can switch on and log into a computer • I can use a mouse to click and drag" • I can click and drag to make objects on a screen • I can use a mouse to create a picture • I can use a mouse to open a program" • I can save my work to a file • I can tell you that writing on a computer is called typing I can type my name on a computer" • I can delete letters I can open my work from a file • I can use the arrow keys to move the cursor" • I can discuss how we benefit from these rules • I can give examples of some of these rules • I can identify rules to keep us safe and healthy when we are using technology in and beyond the home" • I can identify and find keys on a keyboard I can open a word processor I can recognise keys on a keyboard" • I can enter text into a computer • I can use backspace to remove text • I can use letter, number, and space keys" • I can explain what the keys that I have learnt about already do • I can identify the toolbar and use bold, italic, and underline • I can type capital letters" • I can change the font • I can select a word by double-clicking • I can select all of the text by clicking and dragging" • I can decide if my changes have improved my writing • I can say what tool I used to change the text • I can use 'undo' to remove changes" • I can compare using a computer with using a pencil and paper • I can say which method I like best • I can write a message on a computer and on paper 	<ol style="list-style-type: none"> 1. Recognise common uses for information technology beyond school. 2. Identify how can computers help you learn 3. To identify computer icons 4. Use technology purposefully to create, organise and store, manipulate and retrieve digital content. 5. Word Processing <ul style="list-style-type: none"> • Email/ Letter etiquette • Formatting • Titles and Headings 6. Writing reports <ul style="list-style-type: none"> • Titles and headings • Headers and footers 7. Presenting information <ul style="list-style-type: none"> • PowerPoint slides • Presentations on topics etc 8. Spreadsheets <ul style="list-style-type: none"> • Used to make pirate maps • Creating graphs and charts



	Singing Together	Singing Together	Pulse and Rhythm	Exploring Sounds	Instrument Sounds and Symbols	Water Music
Music	<ul style="list-style-type: none"> KS1 will develop singing skills through a variety of age appropriate songs. They will begin learning songs for the Nativity as well as songs that relate to their class topics. <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<ul style="list-style-type: none"> Children will sing a range of songs which have been specifically chosen to fulfil elements of the music curriculum. They will continue to practice their Nativity songs ready for a performance to an audience. <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<ul style="list-style-type: none"> This unit develops children's ability to recognise the difference between pulse and rhythm and to perform with a sense of pulse. Pupils will have an opportunity to use Chrome Music Lab to create their own rhythms on a laptop <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> This unit develops children's ability to identify different sounds and to change and use sounds expressively in response to a stimulus. <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> Children will develop their ability to recognise different ways sounds are made ad changed Name classroom instruments Develop skills in playing percussion instruments <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> Uses the stimulus of water as a basis for singing, composing, performing, improvising, listening and appraising a wide variety of water inspired music. Pupils will explore melodic shape, identifying steps and leaps and will compose their own 'wandering river' tune. There will be a focus on dynamics, timbre, pitch and melody. <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.
Keevil Characteristics	<p>Children need to work together as a team to produce and perform a variety of musical works. This requires good communication skills, as well as using music as a different means through which to share, express and communicate with others. Children show resilience to keep going even when it is tricky and diligence to produce a quality performance. They learn a variety of musical skills and techniques, and problem-solve how to use these to best effect when composing and performing.</p>					



PE	<p>Ball Skills: Hands 1</p> <ul style="list-style-type: none"> Bouncing with control Dribbling Rolling Aiming Stopping Receiving Developing accuracy Control Scoring Developing power and speed when sending a ball <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending 	<p>Jumping 1</p> <ul style="list-style-type: none"> Jump Hop Leap Skip Technique Landing Distance Speed Effects on our body Rules of games Tactics <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending 	<p>Ball Skills: Feet 1</p> <ul style="list-style-type: none"> Moving a ball using feet Finding space Developing control Dribbling skills Kicking Passing Rules of games Tactics <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending 	<p>Ball Skills: Hands 2</p> <ul style="list-style-type: none"> Bouncing Passing Throwing - underarm Dribbling Rolling Catching/Receiving Developing accuracy Scoring points <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending 	<p>Gymnastics</p> <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 	<p>Swimming</p> <p>Dance: The Zoo</p> <ul style="list-style-type: none"> NATIONAL CURRICULUM <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. Moving with control Rhythm Moving with music Expression Speed Flow Beat Creating motifs <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> perform dances using simple movement patterns.
	<p>Ball Skills: Hands 1 (Basketball/Netball)</p> <ul style="list-style-type: none"> Dribbling skills Keeping possession Passing – chest pass Receiving Positioning for attack and defence Team work Tactics to score points Rules of games <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending 	<p>Football</p> <ul style="list-style-type: none"> Dribbling skills Keeping control Passing Receiving Positioning for attack and defence Creating space Maintaining possession Movement Tactics to score goals Rules of games <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending 	<p>Ball Skills: Feet</p> <ul style="list-style-type: none"> Dribbling skills Keeping possession Passing Receiving Positioning for attack and defence Team work Tactics to score points Rules of games <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending 	<p>Ball Skills: Hands 2</p> <ul style="list-style-type: none"> Underarm throwing Overarm throwing Catching/receiving Applying skills within a game Tactics Scoring points Competing against an opponent <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending 	<p>Swimming Athletics</p> <ul style="list-style-type: none"> NATIONAL CURRICULUM <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. Sprinting Accelerating Race starts Relays Team work Throwing for distance Throwing for accuracy Standing long jump <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending 	<p>Gymnastics</p> <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
	<p>Keevil Characteristics</p>	<p>Resilience: I can keep trying even when something is tricky. I will keep going until I get it right. Team-work: I can show respect to others and take account of their needs.</p>				



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Communities	Safe relationships inc. aspects of Respecting self and others <i>(previously Digital Literacy)</i>	Economic wellbeing -Money -Aspirations, work and career <i>(previously Money, money, money)</i>	Families and close positive relationships <i>(previously Relationships – Family)</i>	Healthy lifestyles inc. drugs, alcohol and tobacco <i>(previously Keeping Healthy)</i>	Ourselves. Growing and Changing (RSE) <i>(previously Growing Up (RSE))</i>
PSHE	<ul style="list-style-type: none"> to identify and respect the differences and similarities between people <p>L4. about the different groups they belong to L5. about the different roles and responsibilities people have in their community L6. to recognise the ways they are the same as, and different to, other people</p>	<p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R14. that sometimes people may behave differently online, including by pretending to be someone they are not R15. how to respond safely to adults they don't know R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R23. to recognise the ways in which they are the same and different to others R24. how to listen to other people and play and work cooperatively R25. how to talk about and share their opinions on things that matter to them</p>	<p>L10. what money is; forms that money comes in; that money comes from different sources L11. that people make different choices about how to save and spend money L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want L13. that money needs to be looked after; different ways of doing this L14. that everyone has different strengths L15. that jobs help people to earn money to pay for things L16. different jobs that people they know or people who work in the community do L17. about some of the strengths and interests someone might need to do different jobs</p>	<p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p>	<ul style="list-style-type: none"> To recognise what they like and dislike, how to make real informed choices that improve their physical health, to recognise that choices have good and not so good consequences. RESILIENCE <p>H1. about what keeping healthy means; different ways to keep healthy H2. about foods that support good health and the risks of eating too much sugar H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday H4. about why sleep is important and different ways to rest and relax H5. simple hygiene routines that can stop germs from spreading H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H8. how to keep safe in the sun and protect skin from sun damage H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV H10. about the people who help us to stay physically healthy H37. about things that people can put into their body or on their skin; how these can affect how people feel</p>	<p>H21. to recognise what makes them special H22. to recognise the ways in which we are all unique H23. to identify what they are good at, what they like and dislike H24. how to manage when finding things difficult H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) H26. about growing and changing from young to old and how people's needs change H27. about preparing to move to a new class/year group</p>
Keevil Characteristics	Teamwork: I can show care and respect to others thoughts and feelings.	Teamwork: I can show care and respect to others thoughts and feelings.	Teamwork: I can show care and respect to others thoughts and feelings.	Teamwork: I can show care and respect to others thoughts and feelings.	Teamwork: I can show care and respect to others thoughts and feelings.	Teamwork: I can show care and respect to others thoughts and feelings.
	How we develop our core values known as Keevil Characteristics is interwoven through our PSHE curriculum. Specific opportunities to do this are highlighted in green above. One way in which we teach Fundamental British Values is through our PSHE curriculum. This learning is highlighted in red .					

