

Long Term Plan (Feb 23)

Year 1



	Autumn	Spring		Summer
Ramsden Ruminator	Who do you think you are?	Are we nearly there yet?		Can you see the sea from here?
Class Text	This Is the Bear Paddington What You Shouldn't Do in School The Queens Hat	Man in The Moon The Darkest Dark Whatever Next One Giant Leap Beegu	Marvellous Moon Map Mulan The Magic Paintbrush	Fairy tales (The Billy Goats Gruff, Three Little Pigs, The Three Little Wolves and the Big Bad Pig, and others) Lighthouse Keepers Lunch Snail and the Whale Tiddler Dougal Rainbow Fish
English – Reading	<p>Phonics and Decoding To apply phonic knowledge and skills as the route to decode words To blend sounds in unfamiliar words using GPCs that they have been taught To read words containing GPCs taught</p> <p>Common Exception Words To start to read Y1 common exception words</p> <p>Fluency To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words To reread texts to build up fluency and confidence in word reading</p> <p>Understanding and Correcting Inaccuracies To check that a text makes sense to them as they read and self-correct</p> <p>Comparing, Contrasting and Commenting To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently To link what they have read to their own experiences To retell familiar stories in increasing detail To join in discussions about a text</p> <p>Words in Context and Authorial Choice</p>	<p>Phonics and Decoding To apply phonic knowledge and skills as the route to decode words To blend sounds in unfamiliar words using GPCs that they have been taught To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes To read words containing GPCs taught To read words containing –s, -es, -ing, -ed and –est endings To read words with contractions, e.g. I'm, I'll</p> <p>Common Exception Words To read Y1 common exception words with increasing accuracy</p> <p>Fluency To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words To reread texts to build up fluency and confidence in word reading</p> <p>Understanding and Correcting Inaccuracies To check that a text makes sense to them as they read and self-correct</p> <p>Comparing, Contrasting and Commenting To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently To link what they have read to their own experiences To retell familiar stories in increasing detail To join in discussions about a text</p> <p>Words in Context and Authorial Choice</p>	<p>Phonics and Decoding To apply phonic knowledge and skills as the route to decode words To blend sounds in unfamiliar words using GPCs that they have been taught To read words containing GPCs taught</p> <p>Common Exception Words To read Y1 common exception words</p> <p>Fluency To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words To reread texts to build up fluency and confidence in word reading</p> <p>Understanding and Correcting Inaccuracies To check that a text makes sense to them as they read and self-correct</p> <p>Comparing, Contrasting and Commenting To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently To link what they have read to their own experiences To retell familiar stories in increasing detail To join in discussions about a text</p> <p>Words in Context and Authorial Choice</p>	

	<p>To discuss word meaning and link new meanings to those already known</p> <p>Inference and Prediction To begin to make simple inferences To predict what might happen on the basis of what has been read so far.</p> <p>Poetry and Performance To recite simple poems</p>	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently To link what they have read to their own experiences To retell familiar stories in increasing detail To join in discussions about a text To discuss the significance of titles and events</p> <p>Words in Context and Authorial Choice To discuss word meaning and link new meanings to those already known</p> <p>Inference and Prediction To begin to make simple inferences To predict what might happen on the basis of what has been read so far.</p> <p>Poetry and Performance To recite simple poems</p>	<p>To discuss word meaning and link new meanings to those already known</p> <p>Inference and Prediction To begin to make simple inferences To predict what might happen on the basis of what has been read so far.</p> <p>Poetry and Performance To recite simple poems</p>
English – Phonics/ Spelling	<p>Phonics and Spelling Rules To know all letters of the alphabet and the sounds which they most commonly represent. To recognise consonant digraphs which have been taught and the sounds which they represent. To recognise vowel digraphs which have been taught and the sounds which they represent. To recognise words with adjacent consonants. To accurately spell most words containing the 40+ previously taught phonemes and GPCs. To spell some words in a phonically plausible way, even if sometimes incorrect. To apply Y1 spelling rules and guidance</p> <p>Further Spelling Conventions To read words that they have spelt. To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.</p>	<p>Continued development of previous skills and:</p> <p>Phonics and Spelling Rules To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>Common Exception Words To spell most Y1 common exception words correctly. To spell days of the week correctly.</p> <p>Prefixes and Suffixes To use -s and -es to form regular plurals correctly. To successfully add the suffixes –ing, –ed, –er and –est to root words where no change is needed in the spelling of the root words</p> <p>Further Spelling Conventions To spell simple compound words (e.g. dustbin, football).</p>	<p>Continued development of previous skills and:</p> <p>Common Exception Words To spell all Y1 common exception words correctly.</p> <p>Prefixes and Suffixes To use the prefix ‘un-’ accurately.</p>
English – Writing	<p>Letter Formation, Placement and Positioning To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p>	<p>Continued development of previous skills and:</p> <p>Planning, Writing and Editing Reread their writing to check it makes sense and independently start to make changes.</p> <p>Awareness of Audience, Purpose and Structure</p>	<p>Continued development of previous skills and:</p> <p>Planning, Writing and Editing To read their writing aloud clearly enough to be heard by their peers and teachers</p> <p>Awareness of Audience, Purpose and Structure</p>

	<p>To sit correctly at a table, holding a pencil comfortably and correctly. To form digits 0-9.</p> <p>Planning, Writing and Editing To say out loud what they are going to write about To compose a sentence orally before they write it To sequence sentences to form short narratives To discuss what they have written with the teacher or other pupils Begin to use adjectives to describe</p> <p>Awareness of Audience, Purpose and Structure To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices (instructions, stories, commands, questions)</p> <p>Sentence Construction and Tense To use simple sentence structures</p> <p>Punctuation To use finger spaces To use full stops to end sentences To use capital letters To begin to use question marks and exclamation marks</p> <p>Use of Terminology To recognise and use the terms letter, capital letter, word, sentence, punctuation, full stop, question mark, and exclamation mark</p> <p><i>Children will apply these skills by:</i> <i>Writing sentences based on This is the Bear</i> <i>Writing instructions to make marmalade sandwiches for Paddington</i> <i>Writing a story based on The Queens Hat</i> <i>Writing questions and rules based on What you Shouldn't do in School</i> <i>Writing a letter to Santa</i></p>	<p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. To use adjectives to describe</p> <p>Use of Phrases and Clauses Begin to form simple compound sentences</p> <p>Punctuation To use capital letters for names, places, the days of the week, and the personal pronoun I</p> <p>Use of Terminology To recognise and use the terms singular and plural</p> <p><i>Children will apply these skills by:</i> <i>Writing a lost poster for Beegu</i> <i>Writing a biography about an astronaut</i> <i>Writing an advert for a planet inspired by The Man on the Moon</i></p>	<p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>Use of Phrases and Clauses To use the joining word 'and' to link ideas and sentences</p> <p><i>Children will apply these skills by:</i> <i>Writing a 'flipped' fairy tale based on The Three Billy Goats Gruff</i> <i>Writing a newspaper article based on a fairy tale</i> <i>Writing an information leaflet about a sea animal</i> <i>Writing a recount of a visit to the seaside</i> <i>Writing a balanced argument about aquariums</i></p>
<p>English – Speaking and Listening</p>	<p>Listens and responds appropriately to what others are saying (within a group and one-to-one), expressing relevant views on a subject and consistently understanding simple routine and non-routine instructions Asks simple questions to gain understanding. Uses newly learnt vocabulary which relate to recent topics or immediate experiences, listening with concentration to new words and using them in context. Puts forward their opinion with simple explanatory language, e.g. I think...because.</p>		

	<p>Tells and retells a familiar story or recounts an experience using narrative language in simply sequenced sentences and providing some basic detail. Initiates and continues conversations, holding attention with the main topic and employing some non-verbal gestures, e.g. turning towards each person who is speaking. Uses appropriate language to imagine and act out roles and experiences from familiar experiences and situations. Speaks in a fluent, clear manner Takes turns with others in discussions about familiar or immediate experiences, and will join in with imaginative play, changing voice when in character. Calls attention to self appropriately when they wish to speak, and can change their voice for an effect, e.g. raising volume (on all or one word) for emphasis or to keep the listener's attention. Adds simple, relevant comments, opinions or detail after listening to the contribution of others. Uses a more formal tone with adults in school most of the time.</p> <p><i>Children will apply these skills by:</i> <i>Whole class reading; 'Think Aloud' sessions (teacher modelled and pupil turn); class discussions; performing poetry; public speaking during class assemblies; composing sentences orally with/for a teacher before writing; During discussions children are encouraged to respond to peers using different sentence stems (e.g. I agree because, I disagree because) in science, maths and reading particularly; following instructions throughout the day; Opportunities to ask questions about tasks given at the end of input; think about questions we might have about books we are reading before reading; New vocab in all subjects introduced by "I say, you say" and repeating this a few times then exploring the meaning; opportunities to ask for the definitions of new words; Explanations for their ideas expected in reading, maths, science especially but all subjects; Retelling of stories we have read following the drawing of story maps (Beegu, Mulan, fairytales); Beegu role play done using Chatterpix; exploring the story of Mulan through drama; Opportunities to discuss and practice answers in pairs/groups before sharing with the class; Teacher modelling then whole class repeating voice effects in whole class reading sessions; modelling and practicing during one-to-one reading sessions; Opportunities to add own ideas to others comments given during lessons especially in reading, writing and science</i></p>					
English Vocab	Letter capital letter word	singular plural	sentence punctuation	full stop question mark	exclamation mark verbs	adjectives nouns
Maths	<p>Place Value Sort objects Count objects Count objects from a larger group Represent objects Recognise numbers as words Count on from any number 1 more Count backwards within 10 1 less Compare groups by matching Fewer, more, same Less than, greater than, equal to Compare numbers Order objects and numbers The number line Addition and subtraction</p>	<p>Place value Count within 20 Understand 10 Understand 11, 12, 12 Understand 14, 15, 16 Understand 17, 18, 19 Understand 20 1 more and 1 less The number line to 20 Use a number line to 20 Estimate on a number line to 20 Compare numbers to 20 Order numbers to 20 Addition and subtraction in 20 Add by counting on within 20 Add ones using number bonds Find and make number bonds to 20</p>	<p>Multiplication and division Count in 10s Make equal groups Add equal groups Make arrays Make doubles Make equal groups – grouping Make equal groups – sharing Fractions Find a half Find a quarter Position and direction Describe turns Describe position Place value (to 100) counting to 100 partitioning numbers</p>			

	<p>Introduce parts and wholes Part-whole model Write number sentences Fact families – addition facts Number bonds within 10 Systematic number bonds within 10 Number bonds to 10 Addition – add together Addition – add more Addition problems Finding a part Subtraction – find a part Fact families – the eight facts Subtraction – take away/cross out (how many left?) Take away (how many left?) Subtraction on a number line Add or subtract 1 or 2</p> <p>Shape Recognise and name 3-D shapes Sort 3-D shapes Recognise and name 2-D shapes Sort 2-D shapes Patterns with 3-D and 2-D shapes</p>	<p>Doubles Near doubles Subtract ones using number bonds Subtraction – counting back Subtraction – finding the difference Related facts Missing number problems</p> <p>Place value (in 50) Count from 20 to 50 20, 30, 40, and 50 Count by making groups of tens Groups of tens and ones The number line to 50 Estimate on a number line to 50 1 more, 1 less</p> <p>Measurement – length and height Compare lengths and heights Measure length using objects Measure length in centimetres</p> <p>Measurement – weight and volume Heavier and lighter Measure mass Compare mass Full and empty Compare volume Measure capacity Compare capacity</p>	<p>comparing numbers ordering numbers one more, one less</p> <p>Money Recognising coins Recognising notes Counting in coins</p> <p>Time Before and after Dates Time to the hour Time to the half hour Writing time Comparing time</p>						
New Maths Vocab	<p>Number and place value: sort represent multiples partitioning ones tens</p>	<p>Addition and subtraction: addition/add subtraction difference equals facts problems missing number problems 2-digit number Inverse</p>	<p>Multiplication and division: multiplication division array</p>	<p>Fractions: whole half quarter equal parts</p>	<p>Measurement: compare mass volume</p>	<p>Time: chronological order days of the week months of the year month year o'clock half past second</p>	<p>Money: money coins notes pounds £ pence p</p>	<p>Shape: sides corners properties pyramids faces</p>	<p>Position and direction: position direction movement whole turn quarter turn half turn three-quarter turn</p>
Science	Our Body and Senses:	Materials			Plants:				

	<p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Seasonal Changes (Autumn to Winter), Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.</p> <p>Working Scientifically: Experience different types of science enquires, including practical activities Talk about what they have found out and how they found it out Observe closely using simple equipment with help Observe changes over time Record simple data</p>	<p>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.</p> <p>Animals: Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Seasonal Changes (Winter to Spring): Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.</p> <p>Working Scientifically: Raise their own simple questions Experience different types of enquires Carry out simple tests Use simple features to compare objects materials and living things, and decide how to sort and group them Use their observations and ideas to suggest answers to simple questions Record and communicate their findings in a range of ways and begin to use simple scientific language</p>	<p>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.</p> <p>Seasonal Changes (Summer): Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.</p> <p>Working Scientifically: Explore the world around them and raise their own simple questions Begin to recognise different ways they might answer a scientific question Ask questions and use simple secondary sources to find answers Observe changes over time Begin to notice patterns and relationships Talk about what they have found out and how they found it</p>
<p>Science vocab</p>	<p>Our body: sight mouth brain pupil taste smell head sound flavour odour body ear sweet nose skeleton sign touch nostril limb language fingertips nose hair joint vibration skin brain deafness eyelash eye tongue organ</p>	<p>Materials object umbrella reptile absorbent opaque waterproof gills brick plastic weather scale buoyant polyester wind cold- clay predict window frame blooded cotton properties window pane herbivore dull property wood carnivore elastic roof wool omnivore evaluate rubber predator fabric sink Animals: canines</p>	<p>Plants: leaf deciduous farm seed root evergreen tractor plant flower seasons growth tree environment branch seedling soil weed bush young predict daisy supermarket plant stem dandelion fruit adult petal wild vegetable plant observe</p>

		factory float furniture garden glass jumper man-made material mattress metal natural non- absorbent	slate soak soft solid sponge stiff strong submerge suitable tile transparent	fish amphibian reptile mammal bird feather warm- blooded characteristic backbone hatchling amphibian	pet wild shelter veterinary natural similarities differences compare unsuitable climate			
	Seasonal Changes:	autumn winter autumn hibernate	weather protect harvest winter	weather frost sleet temperature	spring compare changes grow	chick summer warm sun protection	temperature heatwave rainfall measuring	record results graph
Art and Design	Kandinsky and Piet Mondrian: Begin to explore the use of line and colour Mix secondary colours and shades Use different types of paint	Designing and making a planetary rover: Experiment with construct Investigate different kinds of art, craft and design Clay alien: Manipulate clay in a variety of ways Explore sculpture with malleable materials Alien puppet: How to thread a needle, cut, glue and trim materials Space pictures: Dry media (pencil, crayons, chalks, pastels) Begin to explore line and shape				Fairy tale collages: Make marks in print with a variety of natural and made objects Carryout different printing techniques Make rubbings Create images from imagination, experience or observation Use a wide variety of media Beach paintings: Create different textures using paint		
DT		Make a planetary rover: State what products they are designing and making Describe what their products are for Use simple design criteria to help develop their ideas Develop and communicate ideas by talking and drawing Select from a range of materials according to their characteristics Follow procedures for safety Measure mark cut and shape materials and components Assemble join and combine materials				Create a fairy-tale pop-up book elements: Work confidently in a range of contexts, such as imaginary and story based Say whether their products are for themselves or others use Say how they will make their products suitable for their intended users Generate ideas by drawing on their own experiences Use knowledge of existing products to help come up with ideas		

		<p>Make simple judgements about their products and ideas against a design criteria</p> <p>Know about the movement of simple mechanisms such as wheels and axles</p> <p>Explore what products are, who they are for, what they are for, how they work, how they are used, where they are used, what they are made from, and what they like and dislike about them</p>	<p>Use finishing techniques, including those from art and design</p> <p>Talk about their ideas and what they are making</p> <p>Know about the movement of simple mechanisms such as levers and sliders</p>
DT Food	<p>Make a marmalade sandwich: How to prepare simple dishes safely and hygienically How to use techniques such as cutting</p>		<p>Healthy eating: Design a healthy lunch for the Lighthouse Keeper: Know that all food comes from plants or animals Know that food has to be farmed, grown elsewhere, or caught Name and sort foods into the five groups in the Eatwell Plate Know that everyone should eat at least five portions of fruit and vegetables every day Fruit ice lollies: How to prepare dishes safely and hygienically, without using a heat source How to use techniques such as cutting, peeling and grating</p>
Computing	<p>Purple Mash Unit 1.1 Be aware of Acceptable Use Agreement for KS1; Tell an adult if they see something on a digital device they don't like. Log on and off a computer or programme safely; save work within a program.</p> <p>Purple Mash Unit 1.9 Understand what is meant by 'technology'. Show an awareness of the range of devices and tools they encounter in everyday life. Record examples of technology outside school.</p> <p>Purple Mash Unit 1.4 Lego Builders Understand how the order in which the steps of a recipe are presented affects the outcome. Can organise instructions for a simple recipe. Know that</p>	<p>Purple Mash Unit 1.5 Maze Explorers (iPad alternative options - Daisy the Dinosaur, A.L.E.X., Beebot, Kodable, Tynker, Hopscotch, Cargobot, Move the Turtle) Use the direction keys in to move a screen turtle forwards, backwards, left and right. Create and debug a set of instructions (algorithm).</p> <p>Purple Mash Unit 1.7 Coding Understand what coding means in computing. Create unambiguous instructions like those required by a computer Add and change backgrounds and sprites/characters. Use code blocks to make the sprites/characters move. Use a When variable.</p> <p>Purple Mash Unit 1.2 Grouping and Sorting Sort items using a range of criteria.</p>	<p>Purple Mash Unit 1.6 – Animated Story (iPad alternative options - Book Creator, Story Creator) Create a simple stop frame animation.</p> <p>Select purposefully and use a variety of tools in a painting package e.g. the straight line, geometric shapes and flood fill tools.</p> <p>Add sound to a story, including voice recording and music.</p> <p>Use digital effects to change the appearance of text, sound and image to suit a purpose e.g. font, alignment and formatting.</p> <p>Use copy and paste</p>

	<p>correcting errors in an algorithm or program is called 'debugging'.</p> <p>Use a painting program to create a digital image</p>	<p>Purple Mash Unit 1.8 Spreadsheets Navigate around a spreadsheet. Explain what rows and columns are. Save and open sheets. Enter data into cells. Open the Image toolbox and find and add clipart. Use the 'move cell' tool so that images can be dragged around the spreadsheet. Use the 'lock' tool to prevent changes to cells. Use a spreadsheet to answer a question.</p> <p>Open a digital image from a file and add effects. (iPad options – Chatterpix, Morpho)</p>	<p>Purple Mash Unit 1.3 Pictograms Understand that data can be represented in picture format. Contribute to a class pictogram. Use a pictogram to record the results of an experiment/enquiry.</p> <p>Share work on a class blog/virtual display board.</p>
History	<p>Toys: Sequence artefacts from different time periods Recognise the difference between past and present Communicate their knowledge through drawing pictures and having discussions</p> <p>Family history: Sequence events in their life</p>	<p>Transport (including Space): Sequence artefacts from different periods of time Match objects to people of different ages Recognise the difference between past and present They know and recount stories about the past Use stories to encourage children to distinguish between fact and fiction Find answers to simple questions using artefacts Communicate their knowledge through making models, drawing pictures and having discussions</p>	<p>Seaside holidays in the past: Sequence artefacts from different time periods Compare adults talking about the past – how reliable are their memories? Communicate their knowledge through drama/role play, writing and using ICT</p> <p>Significant people (Brothers Grimm, Hans Christian Andersen, Grace Darling) Find answers to simple questions about the past from sources of information</p>
Geography	<p>Local area: Investigate their surroundings Make observations about where things are Draw picture maps Recognise that a map is about a place Learn the names of some places Use picture maps and globes Use a simple picture map to move around school</p>	<p>Creating maps: Follow directions (up, down, left, right, forwards, backwards) Recognise that a map is about a place Draw picture maps of imaginary places and from stories Use own symbols on map Use information books and pictures as sources of information Make observations about where things are Use relative vocabulary</p>	<p>Compare our woods to the amazon rainforest; Compare beaches in the UK to China: Respond to teacher led enquires Use relative vocabulary Use information books/pictures as sources of information Make observations about where things are</p>
Music	<p>Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy Sing familiar songs in both low and high voices and talk about the difference in sound. Sing with awareness of other performers, developing confidence and enjoyment of a shared experience – Nativity songs;</p>	<p>Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves). Understand the difference between creating a rhythm pattern and a pitch pattern.</p>	<p>Create musical sound effects and short sequences of sounds in response to stimuli, e.g. the seaside. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves). Explore percussion sounds to enhance storytelling, e.g. regular strong beats played on a drum to replicate menacing</p>

	Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.		footsteps, fast ascending/descending notes to suggest Red Riding Hood skipping Recognise how graphic notation can represent created sounds. Explore and invent own symbols
	Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in. Perform short copycat rhythm patterns accurately, led by the teacher. Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns Identify the pulse and tempo in different pieces of music and respond physically to recorded performances from different periods		
PE	Multi skills – Pupils will be learning the correct technique of different types of throws i.e. under arm and over arm. Different types of kicking i.e. side foot and laces and the correct ways to stop the ball. Carry on their spatial awareness work from last year (reception) Ball Handling skills i.e. catching different types of balls, small large, hard balls and soft balls.	Games and multi skills mixed – Children will be introduced into small group based games such as; Yoshi, matball, Dodgeball and football to learn the different aspects of working as a team and higher level pupils will look to develop their positioning on where to stand to make it difficult for the other team. They will also try to implement the skills they learned from the previous term into these games. Recap and improve the basic skills and look to make improvements Introduction into their body and how it changes through exercise.	Games including athletics Tag rugby – correct ways to hold the rugby ball (hands on ears not on cheeks) the correct ways to tackle in tag rugby and to attack space. Football – correct positions to stand for each position Ball Handling – working on throwing and catching techniques introduction into chest pass. Athletics – working on all the events what are included in our sports day. Learning good posture while sprinting and correct starting positions for sprinting.
RE	Myself and Caring for Others Listen to and think about three moral stories, for example from Christians, Jewish people and Humanists. They think and talk about whether they are saying the same things about how we should behave Learn from songs from religious communities which express the importance of caring and kindness or other age- appropriate values words Express creatively (e.g. In art, poetry or drama) their own ideas about the questions: Who am I? Where do I belong? Who cares for me? Who do I care for? How does it show? Notice and talk about the fact that people come from different religions. How can we tell? How can we live together kindly when we are all so different?	Beliefs and Teachings Retell stories (for example through drama or in pictures), using a range of different stories about Jesus, considering what they mean. These should include stories Jesus told and stories about His miracles. Good examples: The Lost Coin, Jesus and the Ten Lepers. They compare the stories and think about what Christians today learn from the stories Respond to the parables Jesus told, for example, such as the Lost Son, considering and talking about what they mean. They recognise Christianity as the religion from which the stories come Use songs, art, drama, video and children’s Bible retellings of key stories to learn more information about who Jesus was and why he matters so much to Christian people Retell stories about Jesus, such as the miracle story of the healing of a blind person or a part of the Easter stories. They	Symbols in Religious Worship and Practice Learn from visiting sacred places. Recount a visit to a local church and a synagogue using digital photographs. They find out about the symbols and artefacts that they saw there and suggest meanings for them Learn about and remember what happens at a church or a synagogue, including special events such as weddings Discuss reasons why some people go to synagogues or churches often, but other people never go to holy buildings Choose to find out about the symbols of two different communities, looking for similarities between the ways they use common symbols such as light, water

	<p>Ask questions about goodness, and create simple sentences that say what happens when people are cheerful, honest, kind, thankful, fair or generous, and what happens when people are unkind, ungrateful, untruthful, unfair or mean</p>	<p>identify and talk about the values which different characters in the stories showed, and recognise Christianity as the religion from which the stories come Respond to stories about Jesus, talking about thankfulness as a result of miracles Ask and answer 'who', 'where', 'how', 'what' 'why' questions about religious stories Linking to 'Philosophy for Children', pupils think about and respond to 'big questions' in a classroom enquiry</p>	<p>Use a set of photos and a list of religious items they have encountered in Key Stage 1 RE to sort and order, saying which items are connected to a particular religion and which are connected to more than one religion. Good examples from Judaism might include Jewish artefacts - Torah, yad, head covering (Kippah), Hanukiah, Challah bread, mezuzah, a prayer shawl (tallit) and photographs from a local synagogue. Recognise that some people prefer to be spiritual but not go to a holy building – e.g. People who are non-religious, or who sense the spiritual in the open air. Talk about and remember key items from the worship of Christians and Jews and the main things they have learned about what happens in holy buildings, suggesting meanings for the symbols they have noticed.</p>
	<p>Throughout the year as they happen: Celebrations and Festivals Explore and talk about stories and celebrations of, for example, Christmas, Easter, Hanukkah, Pesach, finding out about what the stories told at the festivals mean, e.g. Through hearing stories, talking about 'big days', learning from festive food, enacting celebrations, learning from artefacts or welcoming visitors to talk about their festivals Select examples of religious artefacts from Christianity and Judaism that interest them, and name these, raising lists of questions about them and finding out what they mean and how they are used in festivals and for example in prayer and worship at the synagogue and church Find out about what different religions and worldviews do to celebrate the fruitfulness of the earth (e.g. In Harvest Festivals). They respond to questions about being generous and being thankful Notice and talk about the fact that people come from different religions. How can we tell? How can we live together kindly when we are all so different? Remember the names of the artefacts, religions and stories they have learned Write or retell (e.g. By sequencing) a simple version of the stories they have learned as appropriate to their age group.</p>		
<p>PSHE and Citizenship</p>	<p>Be yourself To recognise what makes them special To recognise the ways in which we are all unique How to recognise and name different feelings How feelings can affect people's bodies and how they behave To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it To identify what they are good at, what they like and dislike To recognise that not everyone feels the same at the same time, or feels the same about the same things</p>	<p>TEAM About the roles different people (e.g. acquaintances, friends, and relatives) play in our lives To identify the people who love and care for them and what they do to help them feel cared for To recognise the ways in which they are the same and different to others About the groups they belong to About how to treat themselves and others with respect; how to be polite and courteous How to listen to other people and play and work cooperatively</p>	<p>Aiming high To recognise what makes them special How to manage when finding things difficult That everyone has different strengths To identify what they are good at, what they like and dislike About some of the strengths and interests someone might need to do different jobs To recognise the ways in which they are the same and different to others How to talk about and share their opinions on things that matter to them</p>

	<p>How to recognise what others might be feeling About ways of sharing feelings; a range of words to describe feelings Different things they could do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good How to talk about and share their opinions on things that matter to them About change and loss (including death); to identify feelings associated with this to recognise what helps people to feel better</p> <p>Diverse Britain About what rules are, why they are needed, and why different rules are needed for different situations About the different groups they belong to About what is kind and unkind behaviour, and how this can affect others About the different roles and responsibilities people have in their community How people and other living things have different needs; about the responsibility of caring for them About things they can do to help look after their environment How to talk about and share their opinions on things that matter to them To recognise the ways they are the same as, and different to, other people To recognise the ways in which they are the same and different to others</p>	<p>About how to recognise when they or someone else feels lonely and what to do About what is kind and unkind behaviour, and how this can affect others How to ask for help if a friendship is making them feel unhappy That bodies and feelings can be hurt by words and actions; that people can say hurtful things online About how people may feel if they experience hurtful behaviour or bullying That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult To identify what they are good at, what they like and dislike That everyone has different strengths</p> <p>Think positive How to recognise and name different feelings How feelings can affect people's bodies and how they behave About things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it About what keeping healthy means; different ways to keep healthy About what is kind and unkind behaviour; and how this can affect others To identify what they are good at, what they like and dislike and/or change their mood when they don't feel good About different feelings humans can experience How to manage when finding things difficult About how to recognise when they or someone else feels lonely and what to do How to talk about and share their opinion on things that matter to them</p>	<p>Different jobs that people they know or people who work in the community do That jobs help people to earn money to pay for things About change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p>Safety first About rules and age restrictions that keep us safe To recognise risk in simple everyday situations and what action to take to minimise harm About the people whose job it is to help keep us safe Basic techniques for resisting pressure to do something they don't want to do, and which may make them unsafe About how to keep safe at home (including around electrical appliances) and fire safety (e.g. playing with matches and lighters) That household products (including medicines) can be harmful if not used correctly How to keep safe in the sun and protect skin from sun damage Ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely About what to do if there is an accident and someone is hurt That sometimes people may behave differently online, including by pretending to be someone they are not How to respond safely to adults they don't know To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private About how to respond if physical contact makes them feel uncomfortable or unsafe About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p>
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Learning Outside the Classroom	<p>Exploring our wood – seasonal changes</p> <p>Exploring the local area</p>	<p>Exploring our wood – seasonal changes</p> <p>National railway museum</p>	<p>Exploring our wood – seasonal changes, fairy tales, plants</p> <p>Cleethorpes or Filey</p>