



# Stokeinteighhead Primary School

## YEAR B: Year R and 1 Long Term Overview

Subject	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
English	<p>1<sup>st</sup> Week- My Classroom/Baseline</p> <p><b>Non-fiction – How do you feel?</b> Patrick George</p> <p><b>Poetry- Question poems and nursery rhymes-: What I like?</b> (Poetry)</p> <p><b>Fiction - Stories with a familiar setting</b> There's a Tiger in the Garden – Lizzy Stewart</p>	<p>1<sup>st</sup> week focus -Bon Fire night/Diwali</p> <p><b>Fiction - Stories about feelings</b> Augustus and his Smile – Catherine Raynor</p> <p><b>Non- fiction- Information text sign and labels</b> Creature Features- Natasha Durley</p> <p><b>Poetry – Snow in the Garden - Shirley Hughes</b></p>	<p>1<sup>st</sup> week focus new year promises</p> <p><b>Fiction &amp; Patterns and Rhyme</b> Aliens loves underpants – Claire Freedman</p> <p><b>Poetry- Pattern and Rhyme</b> Zim Zam Zoom</p> <p><b>Non- fiction – signs, labels and lists.</b> <b>The Three little pigs</b> (Materials)</p>	<p>1<sup>st</sup> week focus shoves Tuesday</p> <p><b>Fiction- Fantasy</b> Man on the moon (Advert) &amp; Baboon on the Moon - letters</p> <p><b>Poetry- Nonsense poems</b> Tongue Twisters</p>	<p><b>Fiction – Fairy tales</b> Little Red Riding Hood</p> <p><b>Non-fiction –Wild Gardens –</b> Cynthia Cliffs</p>	<p><b>Non fiction – Instructions</b> Seed to sunflower-</p> <p><b>Fiction – Disgusting sandwich – Gareth Edward (instructions)</b></p> <p><b>Non Fiction – Letter</b> Letter to Green Peace</p>
EYFS - Literacy	<p>Can I talk about the story and rhymes I have heard? → Can I give my opinion about a story? → Can I name key features in a book? → Can I make predictions about my story? → Can I recall/ re-enact familiar story? → Can I talk about the vocabulary used within a story and think it's meaning and why it has been used? → Can I make up my own story using typical story language?</p> <p>Can I give meaning to my marks? → Can I make clockwise and anticlockwise marks? → Can I form recognisable letters? → Can I form lowercase and upper-case letters? Can I write simple words using the correct orientation? → Can I say, hold, write simple sentences?</p> <p>Can I mimic different sounds? → Can I match letters to sounds? → Can I identify rhyming words? → Can I blend sounds to form a word? Can I identify diagraphs/trigraphs in words? → Can I read a range of non-decode able words? → Can I read simple captions/sentences?</p>					
Cross-Curricular English	<p>PHSE – feelings D&amp;T – food Maths- Data collection Science – garden wildlife/plants</p>	<p>PHSE – feelings RE – Hinduism Science – animal features Science – Weather Art – Weather sketches</p>	<p>D&amp;T – Designing pants Science – investigating materials DT- Designing rockets/ houses</p>	<p>D&amp;T – cooking PHSE – empathy Art - Calligrams</p>	<p>Geography – Mapping/ navigation Science –plants</p>	<p>PHSE – Respecting others opinions D&amp;T – food Science – garden wildlife/plants Global Values- our planet</p>
Maths White Rose	<p><b>Number:</b> Place Value (within 10) <b>Number:</b> Addition and Subtraction (within 10) <b>Geometry:</b> Shape <b>Number:</b> Place Value (within 20) <b>Consolidation</b></p>		<p><b>Number:</b> Addition and Subtraction (within 20) <b>Number:</b> Place Value (within 50, including multiples of 2, 5 and 10) <b>Measurement:</b> Length and Height <b>Measurement:</b> Weight and Volume <b>Consolidation</b></p>		<p><b>Number:</b> Multiplication and Division (including multiples of 2, 5 and 10) <b>Number:</b> Fractions <b>Geometry:</b> Position and Direction <b>Number:</b> Place Value (within 100) <b>Measurement:</b> Money <b>Measurement:</b> Time <b>Consolidation</b></p>	
EYFS – White Rose	<p>Just like me → It's me 1, 2, 3! → Light and Dark</p> <p>Match and sort (creating own criteria) Comparing amount Representing, comparing and composition of numbers up to 5 One more and one less Comparing size, mass and capacity</p>	<p>Alive in 5! → Growing 6,7,8 → Building 9 and 10</p> <p>Introducing 0 Comparing numbers to 5 Composition of 4 and 5 Comparing mass and capacity Introducing 6,7 and 8</p>	<p>To 20 and beyond → First Now Then → find my pattern On the Move</p> <p>Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning- match, rotate, manipulate Adding more, taking away</p>			

	Exploring patterns Triangles and circles Positional language Squares and 4 sided shapes Time	Making pairs Combining two groups Length and height Time Introducing 9 and 10 Comparing numbers to 10 Number bonds of 10 3-d shapes Patterns	Spatial reasoning – composing and decomposing Doubling Sharing groups Odds and evens Spatial reason – visualise and build Patterns and relationships Spatial reasoning- mapping		
<b>Cross-Curricular Maths</b>	PHSE – all about me measuring Art – shape pictures D&T – constructing English- number rhymes	PHSE – all about me measuring English- number rhymes D&T – constructing - fruit kababs Art – tessellation pictures	English- number rhymes D&T – constructing Art – printing Geography – maps ICT – programmable toys (bee bots)		
<b>Science R &amp; Y1- OBJECTIVES</b>	<p><b>Animals, including humans: Why are humans not like tigers?</b></p> <ul style="list-style-type: none"> <li>• Can they name the parts of the human body that they can see?</li> <li>• Can they draw &amp; label basic parts of the human body?</li> <li>• Can they identify the main parts of the human body and link them to their senses?</li> <li>• <b>Can they name the parts of an animal's body?</b></li> <li>• <b>Can they point out some of the differences between different animals?</b></li> <li>• Can they describe how an animal is suited to its environment?</li> </ul>	<p><b>Seasons: How do the seasons impact on what we do?</b></p> <ul style="list-style-type: none"> <li>• <b>Can they observe changes across the four seasons?</b></li> <li>• <b>Can they name the four seasons in order?</b></li> <li>• <b>Can they observe and describe weather associated with the seasons?</b></li> <li>• Can they observe and describe how day length varies?</li> <li>• Can they observe features in the environment and explain that these are related to a specific season?</li> <li>• Can they observe and talk about changes in the weather?</li> <li>• <b>Can they talk about weather variation in different parts of the world?</b></li> </ul>	<p><b>Uses of everyday materials: What would aliens think of life on planet Earth?</b></p> <ul style="list-style-type: none"> <li>• Can they distinguish between an object and the material from which it is made?</li> <li>• <b>Can they describe materials using their senses?</b></li> <li>• <b>Can they describe materials using their senses, using specific scientific words?</b></li> <li>• Can they explain what material objects are made from?</li> <li>• Can they explain why a material might be useful for a specific job?</li> <li>• <b>Can they name some different everyday materials? e.g. wood, plastic, metal, water and rock</b></li> <li>• Can they sort materials into groups by a given criteria?</li> <li>• <b>Can they explain how solid shapes can be changed by squashing, bending, twisting and stretching?</b></li> </ul>	<p><b>Living things and their habitats: What animals would we find in our local area?</b></p> <ul style="list-style-type: none"> <li>• <b>Can they point out some of the differences between different animals?</b></li> <li>• <b>Can they sort photographs of living things and non-living things?</b></li> <li>• Can they identify and name a variety of common animals? (birds, fish, amphibians, reptiles, mammals, invertebrates)</li> <li>• Can they describe how an animal is suited to its environment?</li> <li>• Can they classify animals by what they eat? (carnivore, herbivore, omnivore)</li> <li>• Can they describe how an animal is suited to its environment?</li> <li>• Can they identify and name a variety of common animals that are carnivores, herbivores and omnivores?</li> </ul>	<p><b>Plants: How can we grow our own plants?</b></p> <ul style="list-style-type: none"> <li>• <b>Can they name the petals, stem, leaf, bulb, flower, seed, stem and root of a plant?</b></li> <li>• Can they identify and name a range of common plants and trees?</li> <li>• Can they recognise deciduous and evergreen trees?</li> <li>• <b>Can they name the trunk, branches and root of a tree?</b></li> <li>• <b>Can they describe the parts of a plant (roots, stem, leaves, flowers)?</b></li> </ul>
<p><b>EYFS</b>          Making observation using my senses.    ➔    Identifying similarities and differences.    ➔    Noticing changes and patterns.    ➔    Recording through drawings and pictures.</p>					
<b>Working Scientifically/Investigations (Objectives run throughout topics)</b>					
<p style="text-align: center;"><b>Observing Closely</b></p> <ul style="list-style-type: none"> <li>• Can they talk about what they?</li> <li>• Can they use simple equipment to help them make observations?</li> </ul>		<p style="text-align: center;"><b>Performing Tests</b></p> <ul style="list-style-type: none"> <li>• Can they perform a simple test?</li> <li>• Can they tell other people about what they have done?</li> </ul>		<p style="text-align: center;"><b>Identifying and Classifying</b></p> <ul style="list-style-type: none"> <li>• Can they identify and classify things they observe?</li> <li>• Can they think of some questions to ask?</li> <li>• Can they answer some scientific questions?</li> <li>• Can they give a simple reason for their answers?</li> <li>• Can they explain what they have found out?</li> </ul>	
			<p style="text-align: center;"><b>Recording Findings</b></p> <ul style="list-style-type: none"> <li>• Can they show their work using pictures, labels and captions?</li> <li>• Can they record their findings using standard units?</li> <li>• Can they put some information in a chart or table?</li> </ul>		

History	<p align="center"><b>Changes within living memory</b> <b>What would my childhood have been like in the past?</b> <b>Autumn A</b></p> <ul style="list-style-type: none"> <li>To find out which toys were played with in the past.</li> <li>To discuss different children's crazes over time.</li> <li><b>To investigate and identify how homes have changed over time.</b></li> <li><b>To compare how schools have changed over time.</b></li> <li><b>To compare what children wore at different times.</b></li> <li>To find out about children's entertainment and how it has changed over time.</li> </ul>	<p align="center"><b>Significant people in history</b> <b>Who was the man on the moon? (Neil Armstrong)</b> <b>Spring A</b></p> <ul style="list-style-type: none"> <li>Know about a famous person from outside the UK and explain why they are famous.</li> <li><b>Name a famous person from the past and explain why they are famous.</b></li> <li><b>Know that there some very brave people around before they were born.</b></li> <li>Know about the dangers that some people met during their lives.</li> <li>Know that in their lifetime and outside their lifetime many people have done special things that helps the world to be a better place.</li> <li>Know that many people have been responsible for making our world a safer place.</li> </ul>	<p align="center"><b>Events beyond living memory</b> <b>What were seaside holidays like in the past?</b> <b>Summer B</b></p> <ul style="list-style-type: none"> <li><b>To identify features of a seaside holiday.</b></li> <li>To use photographs to find clues as to what seaside holidays were like in the past.</li> <li>To find out when and how seaside holidays became popular.</li> <li>To find out what seaside holidays were like 100 years ago.</li> <li>To be able to order seaside holidays in chronological order.</li> <li><b>To be able to identify similarities and differences between seaside holidays now and in the past.</b></li> </ul>
<b>Black History Month – Curriculum Focus Week</b>		<b>Local History:</b> What was our village like in the past?	
Historical knowledge and skills (Y1)	<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>Can they use words and phrases like: 'before I was born', 'when I was younger'?</li> <li><b>Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?</b></li> <li>Can they use the words 'past' and 'present' correctly?</li> <li>Can they use a range of appropriate words and phrases to describe the past?</li> <li>Can they sequence a set of events in chronological order and give reasons for their order?</li> </ul> <p><b>Knowledge and Interpretation</b></p> <ul style="list-style-type: none"> <li><b>Can they recount some interesting facts from an historical event?</b></li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li><b>Can they find out something about the past by talking to an older person?</b></li> <li>Can they answer questions by using a specific source, such as an information book?</li> </ul>	<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>Can they use words and phrases like: 'before I was born', 'when I was younger'?</li> <li><b>Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?</b></li> <li>Can they use the words 'past' and 'present' correctly?</li> <li>Can they use a range of appropriate words and phrases to describe the past?</li> <li>Can they sequence a set of events in chronological order and give reasons for their order?</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>Can they find out something about the past by talking to an older person?</li> <li>Can they answer questions by using a specific source, such as an information book?</li> <li>Can they research the life of a famous non-Briton from the past using different resources to help them?</li> </ul>	<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li><b>Can they use words and phrases like: 'before I was born', 'when I was younger'?</b></li> <li><b>Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?</b></li> <li>Can they use the words 'past' and 'present' correctly?</li> <li>Can they use a range of appropriate words and phrases to describe the past?</li> <li>Can they sequence a set of events in chronological order and give reasons for their order?</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li><b>Can they find out something about the past by talking to an older person?</b></li> <li><b>Can they answer questions by using a specific source, such as an information book?</b></li> </ul>
Geography	<p align="center"><b>Place &amp; Location Knowledge</b> <b>Why do we use symbols on a map? (Link to local geography question)</b> <b>Autumn B</b></p> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. 'near' and 'far'; 'left' and 'right') to describe the location of features and routes on a map</li> <li>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</li> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>	<p align="center"><b>Human &amp; Physical (Local)</b> <b>Can the man on the moon see the UK from space?</b> <b>Spring B</b></p> <ul style="list-style-type: none"> <li>Know their address, including their postcode</li> <li>Know how to read a simple street map</li> <li>Know the names of at least six cities in the United Kingdom</li> <li>Know about what happens at an airport</li> <li>Know about what happens at a train station</li> <li>Know the names of famous buildings in London</li> <li>Know that London is the capital of the United Kingdom</li> <li><b>Know the differences between a village, town and city</b></li> </ul>	<p align="center"><b>Weather &amp; Seasons</b> <b>Why can't penguins live near the Equator?</b> <b>Summer A</b></p> <ul style="list-style-type: none"> <li>Know where the equator is and point to it on a globe</li> <li><b>Know where the North and South Poles are and point to them on a globe</b></li> <li><b>Recognise some of the more familiar weather symbols</b></li> <li><b>Know which animals live close to the equator, North Pole and South Pole.</b></li> <li>Know how animals living in the North and South poles keep warm</li> <li><b>Know which clothes they would wear on hot or cold days</b></li> <li>Know why people tend to like hot places for their holidays</li> </ul>
Geographical knowledge and skills (Y1)	<p><b>Geographical Enquiry</b></p> <ul style="list-style-type: none"> <li>Can they answer some questions using different resources, such as books, the internet and atlases?</li> </ul>	<p><b>Geographical Enquiry</b></p> <ul style="list-style-type: none"> <li><b>Can they say what they like about their locality?</b></li> <li><b>Can they sort things they like and don't like?</b></li> </ul>	<p><b>Geographical Enquiry</b></p> <ul style="list-style-type: none"> <li>Can they say what they like about their locality?</li> <li>Can they sort things they like and don't like?</li> </ul>

	<ul style="list-style-type: none"> <li>• Can they think of a few relevant questions to ask about a locality?</li> <li>• <b>Can they answer questions about the weather?</b></li> <li>• Can they keep a weather chart?</li> </ul> <p><b>Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Can they explain the main features of a hot and cold place?</li> <li>• <b>Can they describe a locality using words and pictures?</b></li> <li>• <b>Can they explain how the weather changes with each season?</b></li> </ul> <p><b>Human Geography</b></p> <ul style="list-style-type: none"> <li>• Can they begin to explain why they would wear different clothes at different times of the year?</li> <li>• Can they tell something about the people who live in hot and cold places?</li> <li>• Can they explain what they might wear if they lived in a very hot or a very cold place?</li> </ul> <p><b>Geographical Knowledge</b></p> <ul style="list-style-type: none"> <li>• Can they point out where the equator, north pole and south pole are on a globe or atlas?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they answer some questions using different resources, such as books, the internet and atlases?</li> <li>• Can they think of a few relevant questions to ask about a locality?</li> <li>• Can they answer questions about the weather?</li> <li>• Can they keep a weather chart?</li> </ul> <p><b>Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Can they tell someone their address?</li> <li>• Can they describe a locality using words and pictures?</li> <li>• Can they explain how the weather changes with each season?</li> <li>• Can they name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'?</li> </ul> <p><b>Geographical Knowledge</b></p> <ul style="list-style-type: none"> <li>• Can they identify the four countries making up the United Kingdom?</li> <li>• Can they name some of the main towns and cities in the United Kingdom?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they answer some questions using different resources, such as books, the internet and atlases?</li> <li>• Can they think of a few relevant questions to ask about a locality?</li> <li>• <b>Can they devise a simple map;</b> and use and construct basic symbols in a key?</li> </ul> <p><b>Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Can they tell someone their address?</li> <li>• Can they describe a locality using words and pictures?</li> <li>• Can they name key physical features associated with a town or village, e.g. 'woodland', 'river', 'field', 'hill'?</li> <li>• Can they use aerial photographs and plan perspectives to recognise landmarks and basic physical features?</li> </ul> <p><b>Human Geography</b></p> <ul style="list-style-type: none"> <li>• <b>Can they name key human features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'?</b></li> <li>• Can they use aerial photographs and plan perspectives to recognise landmarks and basic human features?</li> </ul> <p><b>Geographical Knowledge</b></p> <ul style="list-style-type: none"> <li>• Can they use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>	
	<b>Local Geography:</b> What is our village like in different seasons?			
Art	<p><b>PAINTING/COLOUR/ MARK MAKING/3D - CLAY</b> <b>Yayoi Kusama</b> (linked to science – Seasons) <b>Autumn B</b></p>	<p><b>TEXTILES</b> <b>Fabric Faces</b> (linked to PSHE) <b>Autumn A</b></p>	<p><b>COLLAGE/PAINTING</b> <b>Peter Thorpe</b> (Linked to Science – Materials/Space) <b>Spring A</b></p>	<p><b>DRAWING/PRINTING/ 3D SCULPTURE</b> <b>Various Artists</b> (Bird theme – linked to science) <b>Summer A</b></p>
	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Can they create moods in their drawings?</li> <li>• <b>Can they draw using pencil and crayons?</b></li> <li>• Can they draw lines of different shapes and thickness, using 2 different grades of pencil?</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Can they create moods in their paintings?</li> <li>• <b>Can they choose to use thick and thin brushes as appropriate?</b></li> <li>• <b>Can they paint a picture of something they can see?</b></li> <li>• Can they name the primary and secondary colours?</li> </ul> <p><b>3D</b></p> <ul style="list-style-type: none"> <li>• Can they add texture by using tools?</li> <li>• <b>Can they make different kinds of shapes?</b></li> <li>• <b>Can they cut, roll and coil materials such as clay, dough or plasticine?</b></li> </ul>	<p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>• <b>Can they sort threads and fabrics?</b></li> <li>• Can they group fabrics and threads by colour and texture?</li> <li>• <b>Can they weave with fabric and thread?</b></li> </ul>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Can they create moods in their paintings?</li> <li>• <b>Can they choose to use thick and thin brushes as appropriate?</b></li> <li>• <b>Can they paint a picture of something they can see?</b></li> <li>• Can they name the primary and secondary colours?</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Can they create moods in their paintings?</li> <li>• Can they choose to use thick and thin brushes as appropriate?</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Can they create moods in their drawings?</li> <li>• <b>Can they draw using pencil and crayons?</b></li> <li>• Can they draw lines of different shapes and thickness, using 2 different grades of pencil?</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>• <b>Can they print with sponges, vegetables and fruit?</b></li> <li>• Can they print onto paper and textile?</li> <li>• Can they design their own printing block?</li> <li>• <b>Can they create a repeating pattern?</b></li> </ul> <p><b>3D</b></p> <ul style="list-style-type: none"> <li>• Can they add texture by using tools?</li> <li>• Can they make different kinds of shapes?</li> <li>• <b>Can they cut, roll and coil materials such as clay, dough or plasticine?</b></li> </ul>
<b>(Objectives run throughout all art units of learning)</b>				

	<b>Knowledge</b> • Can they describe what they can see and like in the work of another artist/craft maker/designer? • Can they ask sensible questions about a piece of art?								
DT	<b>TEXTILES</b> <b>Fabric Faces</b> (linked to PSHE)	<b>MECHANISMS</b> Wacky Windmills (Linked to Science – Seasons and Weather) <b>Autumn B</b>		<b>MATERIALS</b> Space Rockets (linked to Science) <b>Spring B</b>			<b>NUTRITION/COOKING</b> Seaside Snacks/ Teddy Bear's Picnic (linked to History) <b>Summer B</b>		
	<b>Textiles</b> • Can they sort threads and fabrics? • Can they group fabrics and threads by colour and texture? • Can they weave with fabric and thread?	<b>Mechanisms</b> • Can they make a product which moves? • Can they cut materials using scissors? • Can they describe the materials using different words? • Can they say why they have chosen moving parts?		<b>Use of Materials</b> • Can they make a structure/model using different materials? • Is their work tidy? • Can they make their model stronger if it needs to be?			<b>Cooking &amp; Nutrition</b> • Can they cut food safely? • Can they describe the texture of foods? • Do they wash their hands and make sure that surfaces are clean? • Can they think of interesting ways of decorating food they have made, eg, cakes?		
	<b>DT Objectives Covered Throughout All Units of Learning</b>								
	<b>Developing, planning and communicating ideas</b> • Can they think of some ideas of their own? • Can they explain what they want to do? • Can they use pictures and words to plan?			<b>Working with tools, equipment, materials and components to make quality products</b> • Can they explain what they are making? • Can they explain which tools are they using?			<b>Evaluating processes and products</b> • Can they describe how something works? • Can they talk about their own work and things that other people have done?		
<b>Computing (Purple Mash)</b>	<b>Online Safety &amp; Exploring Purple Mash</b> <b>Unit 1.1</b> (4 weeks) -To login safely. -To know how to find saved work and teacher comments. -To know how to search Purple Mash -To become familiar with the types of resources and icons -To start to add pictures and text to work. -To explore the Tools section of Purple Mash To explore the Games section on Purple Mash. -To understand the importance of logging out.	<b>Grouping &amp; Sorting</b> <b>Unit 1.2</b> (2 weeks) -To sort items using a range of criteria. -To sort items on the computer using the 'Grouping' activities.	<b>Pictograms</b> <b>Unit 1.3</b> (3 weeks) -To understand that data can be represented in picture format -To contribute to a class pictogram -To use a pictogram to record the results of an experiment.	<b>Lego Builders</b> <b>Unit 1.4</b> (3 weeks) -To emphasise the importance of following instructions. -To follow and create simple instructions on the computer. -To consider how the order of instructions affects the result.	<b>Maze Explorers</b> <b>Unit 1.5</b> (3 weeks) -To understand the functionality of the basic direction keys. -To be able to use the direction keys to complete the challenges. -To understand how to create and debug a set of instructions (algorithm). -To use the additional direction keys as part of their algorithm. -To understand how to change and extend the algorithm list. -To create a longer algorithm for an activity.	<b>Animated Story Books</b> <b>Unit 1.6</b> (5 weeks) -To be introduced to e-books and to 2Create a Story. -To continue a previously saved story. -To add animation to a story. -To add sound to a story. -To work on a more complex story including adding backgrounds and copying and pasting pages.	<b>Coding</b> <b>Unit 1.7</b> (6 weeks) -To understand what coding means. -To create unambiguous instructions. -To build one- and two-step instructions using the printable code cards. -To use the 2Code program to create a simple program. -To use Design Mode to add and change backgrounds and characters. -To use the Properties table to change the look of the objects. -To design a scene for a program. -To use code blocks to make the characters move. -To explore the When Key and When Swiped	<b>Spreadsheets</b> <b>Unit 1.8</b> (3 weeks) -Introduction to spreadsheets. Adding images to a spreadsheet and using the image toolbox. -Using the 'speak' and 'count' tools in 2Calculate to count items.	<b>Technology Outside School</b> <b>1.9</b> (2 weeks) -To walk around the local community and find examples of where technology is used. -To record examples of technology outside school.

							<p>commands (on tablets if available).</p> <ul style="list-style-type: none"> <li>-To use the Stop button.</li> <li>-To explore a method to code interactivity between objects.</li> <li>-To use Collision Detection to make objects perform actions.</li> <li>-To use the sound property.</li> </ul>	
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**E-Safety  
(Purple Mash)**

**E-Safety  
(Google Legends)**

PSHE (Jigsaw)	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<p><b>PSHE Knowledge EYFS/Y1</b></p>	<ul style="list-style-type: none"> <li>• Understand their own rights and responsibilities with their classroom</li> <li>• Understand that their choices have consequences</li> <li>• Understand that their views are important</li> <li>• Understand the rights and responsibilities of a member of a class</li> </ul>	<ul style="list-style-type: none"> <li>• Know what bullying means</li> <li>• Know who to tell if they or someone else is being bullied or is feeling unhappy</li> <li>• Know that people are unique and that it is OK to be different</li> <li>• Know skills to make friendships</li> <li>• Know that people have differences and similarities</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to set simple goals</li> <li>• Know how to achieve a goal</li> <li>• Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them</li> <li>• Know when a goal has been achieved</li> <li>• Know how to work well with a partner</li> <li>• Know that tackling a challenge can stretch their learning</li> </ul>	<ul style="list-style-type: none"> <li>• Know the difference between being healthy and unhealthy</li> <li>• Know some ways to keep healthy</li> <li>• Know how to make healthy lifestyle choices</li> <li>• Know that all household products, including medicines, can be harmful if not used properly</li> <li>• Know that medicines can help them if they feel poorly</li> <li>• Know how to keep safe when crossing the road</li> <li>• Know how to keep themselves clean and healthy</li> <li>• Know that germs cause disease/illness</li> <li>• Know about people who can keep them safe</li> </ul>	<ul style="list-style-type: none"> <li>• Know that everyone's family is different</li> <li>• Know that families are founded on belonging, love and care</li> <li>• Know that physical contact can be used as a greeting</li> <li>• Know how to make a friend</li> <li>• Know who to ask for help in the school community</li> <li>• Know that there are lots of different types of families</li> <li>• Know the characteristics of healthy and safe friends</li> <li>• Know about the different people in the school community and how they help</li> </ul>	<ul style="list-style-type: none"> <li>• Know the names of male and female private body parts</li> <li>• Know that there are correct names for private body parts and nicknames, and when to use them</li> <li>• Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these</li> <li>• Know who to ask for help if they are worried or frightened</li> <li>• Know that animals including humans have a life cycle</li> <li>• Know that changes happen when we grow up</li> <li>• Know that people grow up at different rates and that is normal</li> <li>• Know that learning brings about change</li> </ul>
<p><b>PSHE Skills EYFS/Y1</b></p>	<ul style="list-style-type: none"> <li>• Understand that they are safe in their class</li> <li>• Identifying helpful behaviours to make the class a safe place</li> <li>• Understand that they have choices</li> </ul>	<ul style="list-style-type: none"> <li>• Identify what is bullying and what isn't</li> <li>• Understand how being bullied might feel</li> <li>• Recognise ways in which they are the same as their friends and ways they are different</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise things that they do well</li> <li>• Explain how they learn best</li> <li>• Recognise their own feelings when faced with a challenge/obstacle</li> </ul>	<ul style="list-style-type: none"> <li>• Keep themselves safe</li> <li>• Recognise how being healthy helps them to feel happy</li> <li>• Recognise ways to look after themselves if they feel poorly</li> </ul>	<ul style="list-style-type: none"> <li>• Can express how it feels to be part of a family and to care for family members</li> <li>• Can say what being a good friend means</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and accept that change is a natural part of getting older</li> <li>• Can suggest ways to manage change, e.g. moving to a new class</li> <li>• Can identify some things that have changed and</li> </ul>

	<ul style="list-style-type: none"> <li>Understanding that they are special</li> <li>Identify what it's like to feel proud of an achievement</li> <li>Recognise feelings associated with positive and negative consequences</li> </ul>	<ul style="list-style-type: none"> <li>Know ways to help a person who is being bullied</li> <li>Identify emotions associated with making a new friend</li> <li>Verbalise some of the attributes that make them unique and special</li> </ul>	<ul style="list-style-type: none"> <li><b>Recognise how they feel when they overcome a challenge/obstacle</b></li> <li>Celebrate an achievement with a friend</li> <li>Can store feelings of success so that they can be used in the future</li> </ul>	<ul style="list-style-type: none"> <li><b>Recognise when they feel frightened and know how to ask for help</b></li> <li>Feel good about themselves when they make healthy choices</li> <li>Realise that they are special</li> </ul>	<ul style="list-style-type: none"> <li><b>Can identify forms of physical contact they prefer</b></li> <li><b>Can say no when they receive a touch they don't like</b></li> <li>Can show skills of friendship</li> <li>Can praise themselves and others</li> <li>Can recognise some of their personal qualities</li> <li>Can say why they appreciate a special relationship</li> </ul>	<ul style="list-style-type: none"> <li><b>some things that have stayed the same since being a baby (including the body)</b></li> <li>Can express why they enjoy learning</li> </ul>
R.E.	<b>F1 Why is the word 'God' so important? (God)</b>	<b>F2 Why is Christmas special for Christians? (Incarnation)</b>	<b>F4 Being special: where do we belong?</b>	<b>F3 Why is Easter special for Christians? (Salvation)</b>	<b>F5 Which places are special? Why?</b>	<b>F6 Which stories are special? Why?</b>
	<p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Retell stories, talking about what they say about the world, God, human beings</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Say how and when Christians like to thank their Creator</li> </ul> <p><b>Make Connections:</b></p> <ul style="list-style-type: none"> <li>Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</li> <li><b>Think about the wonders of the natural world, expressing ideas and feelings</b></li> <li><b>Talk about what people do to mess up the world and what they do to look after it.</b></li> </ul>	<p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus</li> </ul> <p><b>Retell religious stories</b></p> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li><b>Recall simply what happens at a traditional Christian festival (Christmas)</b></li> </ul> <p><b>Make Connections:</b></p> <ul style="list-style-type: none"> <li>Talk about people who are special to them</li> <li><b>Say what makes their family and friends special to them</b></li> <li>Make connections with personal experiences.</li> </ul>	<p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Retell religious stories</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Recall simply what happens at a traditional Christian infant baptism and dedication</li> <li>Recall simply what happens when a baby is welcomed into a religion other than Christianity.</li> </ul> <p><b>Make Connections:</b></p> <ul style="list-style-type: none"> <li><b>Make connections with personal experiences</b></li> <li><b>Share and record occasions when things have happened in their lives that made them feel special</b></li> </ul>	<p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li><b>Recognise and retell stories connected with celebration of Easter</b></li> <li>Say why Easter is a special time for Christians</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc.</li> <li>Talk about some ways Christians remember these stories at Easter</li> </ul> <p><b>Make Connections:</b></p> <ul style="list-style-type: none"> <li><b>Talk about ideas of new life in nature</b></li> <li><b>Make connections with signs of new life in nature</b></li> </ul>	<p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li><b>Recognise that some religious people have places which have special meaning for them</b></li> <li>Talk about the things that are special and valued in a place of worship</li> </ul> <p><b>Make Connections:</b></p> <ul style="list-style-type: none"> <li>Talk about somewhere that is special to themselves, saying why</li> <li>Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church</li> <li><b>Express a personal response to the natural world.</b></li> </ul>	<p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Talk about some religious stories</li> <li>Recognise some religious words, e.g. about God</li> <li><b>Identify a sacred text e.g. Bible, Torah</b></li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc.</li> </ul> <p><b>Make Connections:</b></p> <ul style="list-style-type: none"> <li><b>Identify some of their own feelings in the stories they hear</b></li> </ul>
Music	Feelings	Christmas Production/Singing	How did the man on the moon feel?	Music Project	Cold Penguins, Hot Parrots	Summer Production
	<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>Can they use their voice to speak/sing/chant?</li> <li>Do they join in with singing?</li> <li>Can they use instruments to perform?</li> <li>Do they look at their audience when they are performing?</li> <li>Can they clap short rhythmic patterns?</li> <li>Can they copy sounds?</li> </ul>		<p><b>Composing</b></p> <ul style="list-style-type: none"> <li>Can they make different sounds with their voice?</li> <li>Can they make different sounds with instruments?</li> <li>Can they identify changes in sounds?</li> <li>Can they change the sound?</li> <li>Can they repeat (short rhythmic and melodic) patterns?</li> <li>Can they make a sequence of sounds?</li> <li>Can they show sounds by using pictures?</li> </ul>		<p><b>Appraising</b></p> <ul style="list-style-type: none"> <li>Can they respond to different moods in music?</li> <li>Can they say how a piece of music makes them feel?</li> <li>Can they say whether they like or dislike a piece of music?</li> <li>Can they choose sounds to represent different things?</li> <li>Can they recognise repeated patterns?</li> <li>Can they follow instructions about when to play or sing?</li> </ul>	

P.E./Games	YR	<b>Playground Games</b>	<b>Ball Skills</b>	<b>Gymnastics</b>	<b>Invasion Games</b>	<b>Athletics</b>	<b>Dance</b>
		<b>SLO Carousels</b>	<b>SLO Carousels</b>	<b>SLO Carousels</b>	<b>SLO Carousels</b>	<b>SLO Carousels</b>	<b>SLO Carousels</b>
		<ul style="list-style-type: none"> <li>Practise a range of traditional playground games.</li> <li>Find own ways to play with equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of equipment to develop co-ordination and control of balls through dribbling and handling skills.</li> </ul>	<ul style="list-style-type: none"> <li>Focus on how we move our bodies including stability, flight and travel.</li> <li>Evaluate and improve our movements and movement patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Develop teamwork and tactical skills for attacking and defending through a range of different sports.</li> </ul>	<ul style="list-style-type: none"> <li>Develop our running, throwing and catching skills through specific athletic activities.</li> </ul>	<ul style="list-style-type: none"> <li>Create own dance moves based on a theme and working collaboratively to choreograph and improve a routine of movements.</li> </ul>
	Stability, Locomotion and Object control (SLO)						
	Y1	<b>Playground Games</b>	<b>Sending and Receiving</b>	<b>Gymnastics</b>	<b>Game Sense</b>	<b>Swimming</b>	<b>Dance</b>
	<b>Stability</b>	<b>Movement Patterns</b>	<b>Co-ordination/Ball skills</b>	<b>Locomotion</b>	<b>Athletics</b>	<b>Striking and Fielding</b>	
	<ul style="list-style-type: none"> <li>Practise a range of traditional playground games.</li> <li>Find own ways to play with equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Practise throwing and catching, kicking and trapping, or using hockey sticks to compare sending and receiving in a range of different sports.</li> </ul>	<ul style="list-style-type: none"> <li>Focus on how we move our bodies including stability, flight and travel.</li> <li>Evaluate and improve our movements and movement patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate how we use our brain in games.</li> <li>Learn how to follow the rules of a game.</li> <li>Consider the strategies we can use to help us improve our skills and game play.</li> </ul>	*	<ul style="list-style-type: none"> <li>Create own dance moves based on a theme and working collaboratively to choreograph and improve a routine of movements.</li> </ul>	
	<ul style="list-style-type: none"> <li>Develop the stability needed to move with control and dynamic balance.</li> <li>Develop the stability needed to sit upright in a chair.</li> <li>Develop the stability needed to freeze like a statue.</li> </ul>	<ul style="list-style-type: none"> <li>Consider how we can link different movements in a range of different contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Develop visual tracking and hand, foot, eye co-ordination.</li> <li>Control how our bodies move.</li> <li>Use a range of equipment to develop co-ordination and control of balls through dribbling and handling skills.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate ways we can move our body, from running, skipping, to galloping – practise the fundamental movement skills.</li> </ul>	<ul style="list-style-type: none"> <li>Develop our running, throwing and catching skills through specific athletic activities.</li> </ul>	<ul style="list-style-type: none"> <li>Develop our visual tracking and striking skills in preparation for future sports such as cricket.</li> </ul>	
P.E./Games	<p><b><u>Acquiring and developing skills</u></b></p> <ul style="list-style-type: none"> <li>Can they copy actions?</li> <li>Can they repeat actions and skills?</li> <li>Can they move with control and care?</li> </ul> <p><b><u>Evaluating and improving</u></b></p> <ul style="list-style-type: none"> <li>Can they talk about what they have done?</li> <li>Can they describe what other people did?</li> </ul> <p><b><u>Health and fitness</u></b></p> <ul style="list-style-type: none"> <li>Can they describe how their body feels before, during and after an activity?</li> </ul>						