
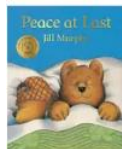
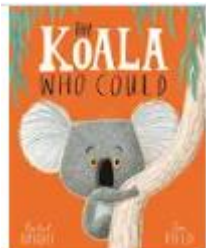

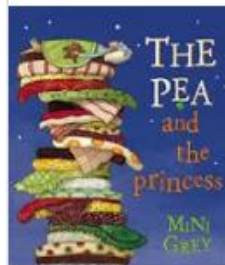

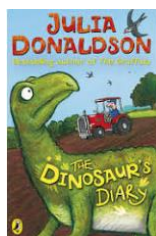


Long Term Planning 2024-25

Year 1

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	It's good to be me	Celebration	Turrets and Tiaras	Roars, paws and claws	How does your garden grow?	I do like to be beside the sea...
English	Text Drivers	The Lion Inside My Shadow is pink Little Cloud Mr Tiger Goes Wild Pumpkin soup (friendship/teamwork) Beegu (belonging) In Every House On Every Street	Crackle Spit November Nights The Rascally cake (PDF) The Gun Powder Plot	The knight Who wouldn't fight Castles (Information Text)	Where the wild things are.	Jack and The Beanstalk (twist) It's NOT Jack and the Bean Stalk Jim and the Bean Stalk. Poems	The Storm Whale Who am I by Tim Flach Interview with a shark by Andy seed Sharks
	Objectives	Text Led Dictation Outcome: To develop the children's wordbuilding techniques, spellings, use of known sounds to spell words and sentence structure. To say out loud what they are going to write about.	(Learning Journey 1 week) Poem - Structure to write their own innovated version. Outcome: To use the structure of a given poem to create their own (doesn't have to rhyme)	(2 week Learning Journey) Information text - castles Fact file on info on Castle Outcome: To write a non-fiction fact file, using a given format. To use question marks.	Where the Wild Things are: Monster Wanted Poster: Outcome: To write a Wanted Poster using adjectives. To use the pre-fix un. Setting description	Instructions - How to grow / take care... (fantasy based) -imaginary seeds and plants. Outcome: To write a set of instructions, using time words to order the text. To use imperative verbs in my sentences.	Letter: The Storm Whale Outcome: To write a letter, considering the reader. To use use noun phrases. To use Year 1 punctuation, including question marks and exclamation marks.

		<p>Start to know that sentences stop in different ways - . ? !</p> <p>To use -s or -es to create a plural.</p> <p>Descriptive writing: Character</p> <p>To discuss what they have written with a teacher.</p> <p>Spelling, grammar and punctuation</p> <p>In this term we look mainly at</p> <ul style="list-style-type: none"> - spell Year R high frequency words accurately - put words together to make sentences - use spaces between words - using capital letters and full stops. - Start to understand the use of question marks and exclamation marks. 	<p>Information sentences to recount the Gun Powder Plot in the form of a short diary entry.</p> <p>Outcome: To write sentences using their known sounds. To start to use the suffix -ed, adding to the root word where no change to the root word. To discuss what they have written with a teacher.</p> <p>To use the pronoun I.</p> <p>Instruction writing - revolting Christmas Cake (2 weeks)</p> <p>Outcome: To sequence and write a simple set of instructions using imperative verbs.</p> <p>Spelling, grammar and punctuation</p> <p>In this term we look mainly at</p> <ul style="list-style-type: none"> - Conjunctions 'and' - Conjunctions 'but' - Use suffixes - ing, - Spelling some common exception words - To use question marks - To start to spell the days of the week. 	<p>The knight Who wouldn't fight - recount of his journey</p> <p>Outcome: To sequence and write a simple recount. To use time words to order events. To use their sound knowledge to support their spellings. To use the suffix -ed, -ing, adding to the root word where no change to the root word.</p> <p>Alternative Story -</p> <p>Outcome: To re-write a story making a change. To start to use some descriptive language.</p> <p>Spelling, grammar and punctuation</p> <p>In this term we look mainly at</p> <ul style="list-style-type: none"> - Conjunctions 'and' - Conjunctions 'but' - Use suffixes - ing, - Spelling some common exception words - To use question marks - To start to spell the days of the week. 	<p>Outcome: To write a Setting description using adjectives.</p> <p>Monster Story:</p> <p>Outcome: To write their own story using their Monster and setting ideas.</p> <p>Animal Information Poster - Non-Fiction</p> <p>Outcome: To write a non-fiction text.</p> <p>Spelling, grammar and punctuation</p> <p>In this term we look mainly at</p> <ul style="list-style-type: none"> - Use plurals -s, -es - Use prefix un - Use suffixes - ing, -er, -est - Use capital letters for places and the days of the week - Meaning of: letter, capital letter, word, singular, plural, sentence, full stop, question mark - 	<p>Jack and The Beanstalk - Character</p> <p>Description of the giant and Alternative story -</p> <p>Outcome: To write a descriptive alternative story (from the Bean stalk). To use the conjunction 'and' independently. (Starting to consider other conjunctions). Using Year 1 learning, including description.</p> <p>Growing Flower/ Plant Poem</p> <p>Outcome: To write a simple poem, using their description.</p> <p>Spelling, grammar and punctuation</p> <p>In this term we look mainly at</p> <ul style="list-style-type: none"> - using simple spelling rules - Use suffixes - ing, -ed, -er, -est where there is no change to the root word 	<p>To use the suffixes taught in year 1.</p> <p>What am I? Information writing about sea creature.</p> <p>Outcome: To use all their Year 1 learning, considering conjunctions, spelling and suffixes.</p> <p>Spelling, grammar and punctuation</p> <p>In this term we look mainly at</p> <ul style="list-style-type: none"> - Use question marks and exclamation marks - Use full stop and capital letters accurately in most of my writing. - Use capital letters for places and the days of the week - Use suffixes - ing, -ed, -er, -est where there is no change to the root word
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			<p>of the same sound taught within SoundsWrite.</p> <ul style="list-style-type: none">- start to spell some Year 1 Common words- Use plurals adding -s to nouns.- start to use suffix -ed, -ing adding to a root word.			<ul style="list-style-type: none">- Use the prefix un- Use capital letters for places and the days of the week- Spell the days of the week- write the correct spelling in simple sentences I hear my teacher say.- Understand and use adjectives in simple noun phrases	<ul style="list-style-type: none">- Meaning of: singular, plural, punctuation, question mark, exclamation mark
Reading Spine	<p>Picture Book</p>  <p>Tuesday David Wiesner</p>	 <p>Peace At Last Jill Murphy</p>	 <p>The Koala Who Could Rachel Bright</p>	 <p>Stuck Oliver Jeffers</p>	 <p>The Princess And The Pea Mini Grey</p>	 <p>Mrs Armitage On Wheels Quentin Blake</p>	 <p>The Dinosaurs Diary Julia Donaldson</p>
Reading	<p>Reading: Word Level To read aloud books containing the initial code. To begin the extended code, using alternative</p>	<p>Reading: Word Level Outcome: To begin to recognise and read some graphemes accurately from the SoundsWrite</p>	<p>Reading: Word Level Outcome: To begin to recognise and read some graphemes accurately from the SoundsWrite</p>	<p>Reading: Word Level Outcome: To read many Year 1 common exception words. To re-read books to build up their fluency and</p>	<p>Reading: Word Level Outcome: To read words containing phonemes learnt and those which end in -</p>	<p>Reading: Word Level Outcome: To read new words correctly by blending the letter and letter group sounds I have</p>	<p>Reading: Word Level Outcome: To continue to apply phonics knowledge and skills to decode words in reading.</p>

		<p>sounds for graphemes that have been taught. To read Year R common exception words. To read words containing -s, -es</p> <p>Reading: Comprehension Outcome: To use our noticing to discuss a picture book. To participate in discussion about what is being read to them, taking turns and listening to others. To join in with predictable phrases. To talk about the front cover of a book before reading. To begin to show an understanding of prediction, through discussion with my teacher.</p>	<p>Extended Code initial units. To read by blending and segmenting sounds in unfamiliar words containing taught sounds. To read words containing -s, -es, and -ing</p> <p>Reading: Comprehension Outcome: To discuss the significance of titles and events of books I have read or heard. To recognise and join in with predictable phrases, Rhymes and poems. To develop a pleasure in reading.</p>	<p>confidence in word reading.</p> <p>Reading: Comprehension Outcome: To draw on what I already know to help understand a character or text. To start to practise making inferences and say how a character might feel, based on what has been said or done, in a story that they have read or been read. To begin to show an understanding of prediction. To enjoy, understand and discuss a range of stories and non-fiction text that they can't read yet.</p>	<p>s, -es, -ing, -ed, -est (as taught). To read aloud accurately books that are consistent with my developing phonic knowledge. To read many Year 1 common exception words and words containing more than one syllable (using sounds I have been taught). To read some words with a contraction.</p> <p>Reading: Comprehension Outcome: To discuss a wide range of stories and poems. To show an understanding of the events of a story and say what might happen next. To enjoy stories and texts that I can read or have been read. To enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and</p>	<p>been taught. To read with a developing confidence and less blending. To read words containing a contraction understand that the apostrophe represents the omitted letter.</p> <p>Reading: Comprehension Outcome: To discussing the significance of events. To enjoy stories and texts that they can read or have been read which link to things they have experienced. To explain the meaning of words that they know and start to talk about the meaning of new words, linking the meaning of new words to those they already know. To say what might happen next based upon what has been read so far. To</p>	<p>To respond speedily with the correct sound to familiar graphemes. To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught, recognising when sentences do not make sense and self-correcting. To read Year 1 common exception words.</p> <p>Reading: Comprehension Outcome: To begin to link what I have been read to my own experiences. To predict what might happen based on what has been read so far. To explain clearly their understanding of what is read to them.</p>
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					comment on their special features (eg recognising repeating patterns/refrains, identify beginning, middle and end).	develop their ability to make inference and say how a character might feel, based on what has been said or done, in a story that they have read or been read.	
	Handwriting	<p>Red Strand To develop strength and dexterity through setting strength targets and gross motor positions.</p> <p>Yellow Strand To developing their knowledge of lower-case letters direction, starting on the line with ascenders and descenders.</p> <p>Green Strand To Develop my three friends hold when picking up my pencil.</p> <p>Blue Strand To develop my speed and flow when writing letters.</p>	<p>Red Strand Outcome: To sit correctly at a table, holding a pencil using the three friends hold comfortably and correctly.</p> <p>Yellow Strand Outcome: To write lower-case letters in the correct direction, starting on the line with clear ascenders and descenders in the air, sand and on a white board. To know which numbers push and pull to help me write numbers 0-9</p> <p>Green Strand Outcome: To show the three friends pencil hold when picking up the pencil.</p>	<p>Red Strand Outcome: To develop my ability to sit correctly at a table</p> <p>Yellow Strand Outcome: To know their capital letters are bounce letters and are able to form many correctly.</p> <p>Green Strand Outcome: To develop my pencil checks during handwriting practice. To apply the correct pressure when writing.</p> <p>Blue Strand Outcome: To snuggle pairs of letters together.</p>	<p>Red Strand Outcome: To sit correctly at a table ready to write.</p> <p>Yellow Strand Outcome: To know which letters belong to which handwriting 'families'. To know that capital letters are bounce letters and can form the majority of capital letters correctly (80%).</p> <p>Green Strand Outcome: To hold a pencil comfortably and correctly while developing my ability to sustain the three friends hold.</p> <p>Blue Strand</p>	<p>Red Strand Outcome: To sit correctly at a table using the slide slop push method.</p> <p>Yellow Strand Outcome: To begin to form most of my letters correctly formed starting and finishing in the right place. To snuggle my letters within words. To evenly space my words.</p> <p>Green Strand Outcome: To hold a pencil comfortably and correctly while developing my ability to write a sentence.</p> <p>Blue Strand</p>	<p>Red Strand Outcome: To sit correctly at a table writing uphill or downhill using the slide slop push method.</p> <p>Yellow Strand Outcome: To write capital letters. To write numbers 0-9. To form most of my letters correctly formed starting and finishing in the right place.</p> <p>Green Strand Outcome: To hold a pencil comfortably and correctly while I write a sentence.</p> <p>Blue Strand</p>

			Blue Strand Outcome: To begin to snuggle pairs of letters together.		Outcome: To begin to snuggle letters together within words.	Outcome: To use correct letter heights.	Outcome: To evenly space and snuggle my letters within words.
	Books: Enjoyment for Reading	Pick a Pet By L Beech and A Chernyshova Speak Up by N Bryan and D Adeola The Proudest Blue By I Muhammad A First Poetry Book BY Pie Corbett and G Morgan What We'll Build by Oliver Jeffers Mr Magnolia Quentin Blake A Hero like You	Little Glow BY K Sahota and H Woodgate The Night before Christmas A First Poetry Book BY Pie Corbett and G Morgan	Journey By A Becker Quest By A Becker Dragon Stew By S Steveman and L Wildish When Dragons are Dreaming by J Mayhew and L Gardiner	Oi there is a monster in my book Animals EyeWitness	There's No Dragon in this Story! The Gingerbread Man The Little Red Hen The Frogs Kiss by J Mayhew 100 Facts Plant Life By M Kelly Oops Preston Pig The Gifts That Grow by M Singh Gangotra and M Dias-Hayes Ted Hughes Collection of Poems for Children.	Deep Sea Diary The Sea Below My Toes Magic Beach By A Lester Clark the Shark Mrs Armitage and the Big Wave By Quentin Blake Nelson's Dangerous Dive by E Jackson and L Callwood
Mathematics	Objectives	Number - Number and Place Value To identify and represent numbers to 20.	Number - Addition and Subtraction Number - Addition and Subtraction (within 10) To read, write and interpret mathematical	Number - Number and Place Value To count forwards and backwards to 50. To identify one more or less, than any given number to 50.	Number - Number and Place Value To count in 10s Number - Addition and Subtraction to	Number - Number and Place Value To count to and across 100 forward and backwards.	Number - Number and Place Value To count in multiples of 2s, 20s and 5s. To write numbers to twenty in words.

		<p>To count to 20, forwards and backwards.</p> <p>To identify one more or less, than any given number to 20.</p> <p>To read and write numbers 1 to 20 in numerals.</p> <p>Geometry - Properties of shapes</p> <p>To recognise and name common 2D shapes, including oblongs, squares, circles, triangles.</p>	<p>statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>To represent and use number bonds and related subtraction facts within 10.</p> <p>To add/subtract numbers to 10, including zero.</p> <p>To solve one-step problems that involve addition to 10 using concrete resources and known number facts, including missing number problems.</p> <p>Geometry - Properties of shapes</p> <p>To recognise and name common 3D shapes Sphere, cylinder, cuboids (including cubes), pyramids).</p> <p>To recognise and name common 3D shapes Sphere, cylinder, cuboids (including cubes), pyramids).</p> <p>To recognise and create repeating patterns with objects and shapes.</p>	<p>To read and write numbers 1 to 50 in numerals.</p> <p>To count in 2s.</p> <p>Number - Addition and Subtraction to 20 (with concrete objects)</p> <p>To represent and use number bonds and related subtraction facts within 20</p> <p>To add/subtract 1-digit and 2-digit numbers to 20, including zero using concrete resources.</p> <p>To solve one-step problems that involve addition/subtraction to 20, using concrete objects and known number facts, including missing number problems.</p> <p>Measurement</p> <p>To compare, describe and solve practical problems for: lengths and heights (long/short, longer/shorter, tall/short).</p> <p>To compare, describe and solve practical problems for: mass/weight</p>	<p>20 (with pictorial representation)</p> <p>To add/subtract 1-digit and 2-digit numbers to 20, including zero using pictorial representations.</p> <p>To solve one-step problems that involve addition/subtraction to 20, using pictorial representations and known number facts, including missing number problems.</p> <p>Number - Multiplication and Division</p> <p>To count in multiples of 10.</p> <p>Solve one-step problems involving multiplication, by calculating the answer using concrete resources</p> <p>Multiplication (2s and 10s)</p> <p>Measurement</p> <p>To recognise and know the value of different denomination of notes and coins</p>	<p>To identify one more or less, than any given number to 100.</p> <p>To count, read and write numbers to 100 in numerals.</p> <p>To count in 5s.</p> <p>Number - Multiplication and Division</p> <p>To solve one-step problems involving multiplication and division using pictorial representations and concrete resources if needed (2s, 10s, 5s)</p> <p>Number - Fractions</p> <p>To recognise, find and name a half as one of two equal parts of an object, shape, quantity.</p> <p>Geometry - Properties of shapes (revisit)</p> <p>Number - Addition and Subtraction (revisit)</p>	<p>Number - Fractions</p> <p>To recognise, find and name a quarter as one of four equal parts of an object, shape, quantity.</p> <p>Measurement</p> <p>To measure and begin to record time (Hours, minutes and seconds) sequential language.</p> <p>To recognise and use language relating to dates, including days of the week, weeks, months, years.</p> <p>To tell the time to the hour and half past the hour and draw hands on a clock face to show these times.</p> <p>To recognise and know the value of different denomination of notes and coins.</p> <p>To compare, describe and solve practical problems</p>
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			<p>Measurement</p> <p>To sequence events in chronological order using</p> <p>To measure and begin to record the following: length and height, using non-standard and standard measure.</p>	<p>(heavy/light, heavier than, lighter than).</p> <p>To measure and begin to record the following: mass/weight.</p> <p>To measure and begin to record time (Hours).</p>			<p>for: capacity and volume. (full/empty, more than, less than, half, half full, quarter)</p> <p>To measure and begin to record the following: capacity and volume.</p> <p>Geometry - Position and Direction</p> <p>To describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p> <p>Number - Addition and Subtraction (revisit)</p>
Science	Objectives	<p>Materials</p> <p>Outcomes: To distinguish between an object and the material from which it is made.</p> <p>To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p>	<p>Seasons</p> <p>Outcomes: To observe and identify signs of autumn.</p> <p>To observe and identify signs of winter.</p> <p>To compare the signs of autumn and winter.</p>	<p>Animals including humans: Survival/ Habitat</p> <p>Outcomes: To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>To identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>		<p>Plants</p> <p>Outcomes: To explore where plants come from. To identify and name a variety of common wild and garden plants.</p> <p>To understand and explain the terms deciduous trees and evergreen trees.</p>	<p>Seasons</p> <p>Outcomes: name the four seasons. To name different types of weather. To describe the weather associated with each season. To describe how day length varies between two seasons.</p>

		<p>To describe the simple physical properties of a variety of everyday materials.</p> <p>To compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Scientific Enquiry:</p> <p>Identify and classify To explore a wide variety of materials in order to compare them. To identify and classify materials through their own criteria for sorting and clasifying the different properties</p> <p>Observe: To use their senses to help them identify and label materials.</p> <p>Gather and record: To use venn diagrams to sort materials into their properties.</p>	<p>To observe and describe the weather associated to a season.</p> <p>To explain how the day length varies in autumn and winter.</p> <p>Scientific Enquiry:</p> <p>Observe, gather and record: To make simple observations about changes across the seasons</p>	<p>To identify, name, draw and label the basic parts of the body and say which part of the body is associated with each sense.</p> <p>Scientific enquiry:</p> <p>Identify and classify: To use a set of criteria to sort animals into the correct groups.</p> <p>Observe/ Using simple equipment: To use appropriate senses, using equipment such as magnifying glasses to make observations.</p> <p>Gathering and recording: To use simple equipment to gather data.</p>	<p>To give examples of deciduous and evergreen trees.</p> <p>To identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Scientific Enquiry: To answer questions about what plants need to survive. To understand that animals and plants live in a different environments called habitats.</p> <p>Identifying and classify: To use observations to classify seeds. To identify their own criteria for sorting.</p> <p>Observing: To observe the changes in growth of flowers that I have planted.</p> <p>Gathering and recording: To record how plants have</p>	<p>Scientific Enquiry:</p> <p>Observe: To make simple observations about changes across the seasons. To make observations about the weather.</p> <p>Gather and record: To collect and record simple data about weather changes outside their classroom, over a week.</p>
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						changed over time, using photographs, videos or drawings.	
	Vocabulary	Materials Wood Plastic Glass Metal Water Rock Object Properties Hard Soft Stretchy Rough Smooth Waterproof Absorbent Opaque Transparent	Autumn Winter Seasons Deciduous Evergreen Changes Observe/Observation Weather Temperature	Carnivore Herbivore Omnivore Senses Sight Touch Taste Smell Hear Fish Amphibians Reptiles Birds mammals Ears. Eyes. Nose. Tongue/Mouth, Head, Shoulders, Knees, Toes, Elbows, Hands, Feet, Fingers		Plants Trees Roots Seed Stem Flower Leaf Petals Deciduous Evergreen Growth Habitat Structure Fruit Trunk Branches Stem Observe Record	Season Spring Summer Day Daytime Weather Temperature
Computing	Objectives	Technology Around Us To recognising technology in school and using it responsibly. To recognise common uses of information technology beyond school. To use technology safely and respectfully,	Digital Painting To use and explain that different paint tools do different jobs. To use technology purposefully to create, organise, store, manipulate, and retrieve digital content.	Moving a Robot To create a short algorithm for floor robots, and predict program outcomes to a short sequence. To begin to understand what algorithms are, how they are implemented as	Grouping Data To explore object labels, then using them to sort and group objects by properties.	Digital Writing To use a computer to create and format text, in order to manipulate digital content To use technology for a purpose.	Programming Animations To design and program the movement of a character on screen to tell stories. To use logical reasoning to predict the behaviour of simple programmes.

		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.		programs on digital devices, and that programs execute by following precise instructions. To start to understand how to create simple problems.			
	Vocabulary	Technology Save Keyboard Online Safety	Create Save Edit Digital Programme Paint(APP) tools	B-bot programming Design Code Sequence Command	Data Group login open	Text Keyboard Mouse Digital	Programming Test Algorithm Design
Art and Design	Objectives	PAINTING/ DRAWING Self-Portraits Picasso/ Freda Kahlo Outcome: To be able to use different resources/mediums to create a self-portrait. To use thick and thin lines when drawing. To be able to identify the important features within a self-portrait. To begin to compare different artists styles.		DRAWING illustration - Local artist Gus Russell/ Jean Haines Outcome: To gain a wide knowledge of art techniques. To be able to ask questions relating to artistic choices. To use line drawing techniques to sketch represent different textures and materials. To be able to compare different artists. To start to use the technique of watercolour.		PRINTING Collaboration (Garden) Andy Warhol and Elizabeth Catlett Outcome: To be able to create a background. To print using natural materials and blotting techniques of the artist. To be able to use layering in an artwork. To talk about how they have used printing to express their imagination.	SCULPTING Outcome: To be able to create a sculpture of their chosen sea creature, manipulating clay to create patterns into the body of the sea creature. To be able to talk about their end product, considering what went well and what changes could be made to improve

		<u>Primary and secondary colours - Experimentation</u> Outcome: To be able to name the primary and secondary colours. To be able to create the secondary colours.					their design and sculpture.
	Vocabulary	Portrait Artist Pastel Pablo Picasso Frida Kahlo Oil Pastels Medium Primary colour Secondary colour Andy Warhol Pop art		Layer Lines Painting Joining Texture Sketch Blake Gus Russell		Landscape Foreground Background Printing Layering Shape Eric Carl	Modelling Sculpting Sculpture Plan/Design Texture Materials Pattern
Design Technology	Objectives		Winter Fruit Slushy Cooking and Nutrition To develop their understanding of a healthy snack. To start to show understanding of where fruit comes from. Design: To design a Spring Fruit slushy. To explore and use our sense (science Link) to develop your ideas through testing.		Easter Card Technical Knowledge: To understand the mechanical workings of sliders and leavers. Design: To design a functional Easter card, using sliders and leavers. To develop and communicate my ideas for my card.		Designing Kites Technical Knowledge: To understand the structure of a kite. To explore how to build a structure considering strength and stability. Design: To design a kite to use during our summer open classroom.

			<p>Make: To select from a range of tools suitable for an activity, with adult supervision. To select from a range of ingredients, communicating your reasons for your choices.</p> <p>Evaluate: To explore and evaluate products available. To evaluate my Winter Fruit Slushy, considering which tastes you enjoyed and would change.</p>		<p>Make: To explain and give reasoning for my choices on resources, design and materials. To select from a range of tools suitable for an activity, including scissors and rulers. To develop their cutting and finishing skills to complete their card.</p> <p>Evaluate: To explore and use basic mechanisms in my products. To explore and evaluate a range of existing products using slider and lever mechanisms. To evaluate my Easter card, evaluating the positives and area for improvement.</p>		<p>To develop their ideas through exploring materials and testing (mock-ups). To communicate your ideas through discussions with the class, sharing your designs.</p> <p>Make: To select from a range of tools, with teacher guidance. To develop their shaping and joining skills, considering the use of glue and string (using knots). To select from a range of materials including tissue paper, paper, card, textiles. Wood and metal (considering weight).</p> <p>Evaluate: To explore a range of kite designs to help you design your kite (what do you like about them? What do you not like? Why? How do they work)</p>
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							To evaluate your own kite, considering what worked well and what you could improve (considering design, joining and materials).
	Vocabulary		Healthy Design Product Ingredients Evaluate Winter Fruit: Apples, Clementines, Grapefruit, Kiwis, Kumquats, Lemons, Oranges, Pears.		Design Plan Create Materials Mechanisms Slider Lever Structure Resources Evaluate Explore Assess Tools Joining Folding		Structure Design Technique Shaping Joining Evaluate Knots Textiles Metal Bolsa Wood Nylon Plastic film String Fabric Control Line (Tether) Bridle
History	Objectives	Our School - Victorian to Now - (Significant places in my locality) Historical Enquiry To ask and answer given/ prompted questions about a	Gunpowder Plot - (Events beyond living memory - 17 th century & Significant Person) Historical Enquiry To ask questions to gain an understanding of the		History of Toys - (Changes within living memory) Historical Enquiry To ask and answer their own questions about the past.		

		<p>significant location (Our School).</p> <p>Historical Interpretation.</p> <p>To begin to understand how we use sources to find out about the past. To use sources to find out about the history of our school and make simple deductions.</p> <p>Chronological Understanding</p> <p>To order 3 events within a given timeframe about my school experience.</p> <p>Similarities and differences</p> <p>To identify ways our school has changed over time.</p> <p>Enrichment: <i>Farnham Outreach</i> <i>Victorian Teacher</i></p>	<p>past and why events occurred.</p> <p>Historical Interpretation.</p> <p>To understand how we use sources to find out about the past. To talk about a significant person actions.</p> <p>Chronological Understanding/ Organisation and Communication</p> <p>To order, retell and sequence the events of a significant event (the Gunpowder Plot). To begin to use historical vocabulary.</p> <p>Cause and consequence.</p> <p>To demonstrate an understanding of why we celebrate the significant event (Bonfire night).</p>		<p>Historical Interpretation.</p> <p>To use different sources to find out about the history of toys, recalling prior knowledge of sources.</p> <p>Chronological Understanding</p> <p>To use vocabulary relating to the passing of time. To order three toys from history/ own experience.</p> <p>Organisation and Communication</p> <p>To share my findings in an open classroom. To show an understanding of significant features that may not be seen today (change and continuity).</p> <p>Similarities and Differences/ Cause and consequence.</p> <p>To demonstrate an understanding of why and how some</p>		
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					toys have changed over time. Enrichment: <i>Farnham Artefacts Box- Toys</i>		
	Vocabulary	Victorian Past Change Order Evidence Source Period	Guy Fawkes The Gunpowder Plot Houses of Parliament Long ago Tower of London Catholics Protestants King James I Robert Catesby Thomas Percy		Timeline Source Artefact Memory Grandparent's time Living Memory Lifetime Modern Similar		
Geography	Objectives	<u>Local Area - History Link</u> We will explore the geographical area around us, including our school and its street. Geographical Skills and Fieldwork To use aerial images and maps to identify our location within the local area. To use fieldwork and observational skills to study the surrounding area of our school.		<u>Hike</u> Geographical Skills and Fieldwork To create a fictional map. To use objects to create a key for their map. To use simple locational and directional language. Human and Physical Geography To use basic geographic vocabulary to create an imaginary map. Referring to given physical features, such as forest, hill, mountain		<u>Church Crookham, UK and Sri Lanka - Comparative Study</u> Geographical skills and Fieldwork: To identify map symbols, such as beach, sea, ocean. To conduct simple field work, such as a questionnaire. To know simple compass directions, North, South, East, West. Locational Knowledge To locate the UK, its 4 countries and their capital cities. To name and locate another countries on the world map. To know what makes a country an island and find its surrounding seas. To name two of the world's continents and oceans.	

		To begin to use simple locational and directional language (near, far, left, right).		and sea. Human features such as, house, village, farm and shop.		Place Knowledge To compare a small area of the UK (Church Crookham) to a small area of Sri Lanka and explore some of the similarities and differences between the countries (weather, features) Human and Physical Geography To use basic geographic vocabulary to refer to key physical features, including beach, cliff, coast, sea and ocean. Human features, including, port and harbour. To identify the key differences in seasonal weather patterns between Church Crookham and Sri Lanka	
	Vocabulary	Map Street Local Aerial Fieldwork Local Area		Physical features Human Features Map Key Forest, hill, sea, mountain House, village, farm, shop		England, Northern Ireland, Scotland, Wales London, Belfast, Edinburgh, Cardiff Physical Geography: Cliff, beach, sea, ocean Human Geography: harbour, port Fleet Honolulu Coast Island Symbol Landmarks World Map Continents Europe North America	
Music	Objectives	LISTEN & UNDERSTAND Outcome: To be able to express an opinion	SING Outcome: To use their voice expressively and creatively.		PLAY Jungle music/ Where the wild things are.		CREATE Sounds of the Seasons Outcome: To be able to experiment,

		about the effect of a piece of music. To compare and contrast two pieces of music based upon their composition and effect. To be able to copy beats and create own beats.	To consider the speed and rhythm of instrumental music. To be able to distinguish higher and lower vocal tones. To understand the importance of vocal warm ups.		Outcome: To use percussion instruments expressively and creatively. To listen to and replicate a rhythm with an instrument. To listen with concentration and understanding to a range of high-quality recorded music. To follow simple notation using animal characters as notation (fly, fly, spider, fly).		create, select and combine sounds. To be able to evaluate and comment on their own and others music. To create basic notation to help remember created piece. To consider how Vivaldi changes his music for each season.
	Vocabulary	Pulse Beat Song Music Melody	Perform Pitch Rhythm Speed/tempo Vocals Vocal tone Vocal warm up		Instrument names Improvise Composing Combine Recorded Notation		Compose Combine Composer Evaluate Create Vivaldi Notation
Physical Education	Objectives	Ball skills and Invasion Games - PARTICIPATE To send an object a variety of different ways using different parts of my body To practise different types of throws with	Gymnastics - PERFORM To explore and demonstrate different ways to balance/point balance individually or with a partner. To create a gymnastic routine using balances.	Striking and Fielding (Cricket) - MOVE To roll a ball. To stop a ball moving towards me using part of my body (Hands if possible).	Dance - PERFORM To choreograph and perform different poses and movements using different parts of the body. To copy simple dance moves.	Divided Court Games - PARTICIPATE To understand the rules of a game and work as part of a team. To use a bat/racket/paddle to send an object.	Athletics and Target Games - MOVE To throw different objects overarm and underarm to aim for a target or for distance. To practise different jumps.

		<p>different objects (over arm, overhead, underarm, chest pass).</p> <p>To receive an object using different parts of my body. (Catching - Hands, Trapping - Feet)</p> <p>To pass a ball and move in an invasion game.</p> <p>To begin to use marking and basic defence in an invasion game.</p>	<p>To copy simple gymnastic shapes (Pike, tuck, straddle, arch, dish) and apply them in a routine.</p> <p>To use gymnastics equipment to develop gross motor skills.</p> <p>To land safely, bending my knees when I land.</p> <p>To copy a roll (Pencil, side, teddy, forwards) and a jump (Pencil, tuck, twist, star, rebound) and apply them in a routine.</p>	<p>To send a ball overarm and underarm towards target.</p> <p>To catch a ball from myself or a partner/fielder.</p> <p>To correctly hold a cricket bat to hit a stationary ball and attempt to hit a moving ball.</p>	<p>To perform movements to represent different stimuli.</p> <p>To combine dance moves to create and perform routine</p>	<p>To begin to understand basic tactics of a divided court game.</p> <p>To explore and find space in a divided court game.</p>	<p>To complete a standing broad jump.</p> <p>To land safely when jumping.</p> <p>To run from one position to another being spatially aware of our surroundings.</p>
	Vocabulary	<p>Send</p> <p>Receive</p> <p>Pass</p> <p>Throw</p> <p>Underarm</p> <p>Overarm</p> <p>Overhead</p> <p>Attack/Attacking</p> <p>Defend/Defending</p> <p>Marking</p> <p>Space</p> <p>Travel/Travelling</p> <p>Move/Movement</p>	<p>Balance</p> <p>Point-balance</p> <p>Pike, tuck, straddle,</p> <p>arch, dish</p> <p>Tuck jump</p> <p>Pencil jump</p> <p>Star jump</p> <p>Jump with twist</p> <p>Rebound jump</p> <p>Pencil roll</p> <p>Side roll</p> <p>Teddy bear roll</p> <p>Forwards roll</p> <p>Bend</p> <p>Climb</p> <p>Travel/Travelling</p> <p>Routine</p> <p>Equipment</p>	<p>Cricket</p> <p>Bat/Batter</p> <p>Bowl/Bowler</p> <p>Fielding/fielder</p> <p>Hit/Strike</p> <p>Underarm throw</p> <p>Overarm throw</p> <p>Target</p>	<p>Movement</p> <p>Travelling</p> <p>Space</p> <p>Dance Move</p> <p>Routine</p> <p>Perform</p> <p>Feedback</p>	<p>Court</p> <p>Area</p> <p>Racket</p> <p>Send</p> <p>Receive</p> <p>Return</p> <p>Tactics</p> <p>Underarm</p> <p>Overarm</p>	<p>Sprint/Run</p> <p>Target</p> <p>Position</p> <p>Accurate/accuracy</p> <p>Distance</p> <p>Aim</p> <p>Height</p> <p>Broad jump</p> <p>Long jump</p> <p>Relay</p>

			Balance Beam				
PSHE and Safeguarding	Objectives	<p>School values Outcomes: social skills. Understanding the need to be kind and respect others. To know who to ask for help and treat others with kindness following our school values. To start to recognise good in others and say why someone is special. To start to recognise my own emotions and express them appropriately.</p> <p>Safeguarding Outcome: To know my body is my own. To know who to talk to if I am worried in and outside of school, if I feel unhappy, unwell, unsafe or worried. To understand and respect others.</p> <p>Internet safety Outcome: to be able to understand how to keep themselves and others safe on the internet.</p>	<p>Looking after the others Outcome: To show empathy for others e.g. checking on someone who is hurt, noticing when someone is upset. To say what I am good at and take and give a compliment. To say I am sorry and make amends with support.</p> <p>Road Safety Outcome: To show an understanding of how important it is to stay safe near roads and listen to our adults. To understand how to stop, look and listen before crossing a road. To understand the importance of good behaviour near roads. To understand the different types of traffic that can be on a road.</p>	Diversity Outcome: To begin to understand that people come from different backgrounds and have different needs. To understand difference is positive. To show a caring attitude to family, friends and others. To develop positive relationships with others.	Staying healthy Outcome: To begin to maintain my personal hygiene with support. To be able to make simple choices to improve my health and well-being. To start to understand the effects of germs and how they are spread.	Looking after the environment Outcome: To understand the importance of looking after environments.	Transition Outcome: To use my social skills and understanding to consider my needs and to be kind and respect others. To start to understand that friends and adults will change as I move on through school.



	Vocabulary	<div>Kind</div> <div>Caring</div> <div>Respect</div> <div>Share</div> <div>Personal space</div>	<div>Safety</div> <div>Crossing</div> <div>Traffic</div> <div>Roads</div>	<div>Diverse</div> <div>Difference</div> <div>Celebrate</div>	<div>Clean</div> <div>Healthy</div> <div>Hygiene</div> <div>Protect</div> <div>Trusted</div>	<div>Environment</div> <div>Care</div> <div>Protect</div>	<div>Change</div> <div>Moving on</div> <div>Feelings</div>

		Zones of Regulation - Happy, sad, afraid, angry					
Religious Education	Objectives	<p>Why do Christians call God 'creator'?</p> <p><u>Identity</u> Respond to the world around them in a way that shows awe, sensitivity, gratitude and/or responsibility</p> <p>Talk about their own emotions and link to how others might be feeling e.g. in response to the natural world, in gratitude etc.</p> <p><u>Community</u> Give examples of how Christians & other people put their beliefs into practice, such as celebrating and donating food at Harvest, caring for the world, and thanking God.</p> <p>Notice what might be similar / different in the ways people give</p> <p><u>God</u></p>	<p>What is the 'Nativity', and why is it important to Christians?</p> <p><u>Identity</u> suggest how we might be like those who are in our family/those around us give a simple reason for a view that they have respond sensitively and imaginatively to questions about their own and others' ideas, experiences and feelings show care for the special objects (e.g. Nativity sets / paintings) of others</p> <p><u>Community</u> talk about how our school community is like a family and that we all have things in common with each other</p> <p><u>God</u></p>	<p>What do Christians learn from stories of Jesus?</p> <p><u>Identity</u> Talk about making friends, and other things that make us human Identify with some parts of Jesus' life</p> <p><u>Community</u> Suggest how Christians might try to be like Jesus in the way they treat others</p> <p><u>God</u> Retell events from Jesus' life Recognise that Jesus' miracles raise puzzling questions Make links between Jesus' life and what Christians believe about him being human 'like us' and divine 'like God'</p>	<p>What is the Torah, and why is it important to Jewish families?</p> <p><u>Identity</u> explain what it means to treat something with respect identify important rules in their own lives – and say why they are important</p> <p><u>Community</u> Identify some things that the Jewish community might learn from the Torah about how to live good lives, such as caring for / respecting other people</p> <p><u>God</u> Suggest why the Torah might be valued</p>	<p>Why do Jewish families celebrate the gift of Shabbat?</p> <p><u>Identity</u> Reflect on why rest might important Discuss respectfully that families have different routines and engage in a variety of activities during the week and at the weekend Think of different reasons to get together for a family meal and why this might be important</p> <p><u>Community</u> Talk about how Jewish families put their beliefs about the importance of Shabbat into practice in their</p>	<p>Why should we look after the world?</p> <p><u>Identity</u> Give simple reasons for why our world is important to them, or how they are grateful for it Respond sensitively and imaginatively to questions about caring for our world Respond to questions about e.g. 'right'/'wrong', 'good'/'bad' in relation to how we should behave towards the world that we share</p> <p><u>Community</u> Talk about how different communities of people show care for our world Identify how beliefs about caring</p>

		<p>Talk simply about core beliefs and concepts regarding God as a creator, and how this is seen in the Bible</p> <p>Use the vocabulary 'create / Creator / creation and/or thankful / grateful / worship' when they talk.</p> <p>Identify how the creation account and Jesus' miracles demonstrate some things that Christians believe.</p> <p>Talk about how saying thank you to God is part of worship for Christians</p>	<p>Say that (for Christians) Jesus is God's Son</p> <p>Suggest what different symbols mean e.g. in Nativity paintings, figures etc.</p> <p>Say who the different figures are in the Nativity story (God, angels, Mary, Joseph, Jesus, shepherds, Magi/wise men, angels)</p>		<p>Talk about how people who are Jewish show respect for the Torah, using examples from pictures, videos or stories</p> <p>Identify possible meanings for the commandments (rules) that God gave to Moses</p>	<p>homes and/or synagogue</p> <p>Talk about what might be important to the different Jewish families they encounter through the resources</p> <p>God Investigate source materials e.g. photographs, stories, artefacts to help answer questions</p> <p>Talk about the different elements of Shabbat and why they might be important for Jewish families</p> <p>Use the vocabulary creation, work/rest, meal, Shabbat</p>	<p>for our world are turned into actions for different groups of people</p> <p>Give a reason why our world is important to them, recognising that others may have different reasons</p> <p>God Identify similarities in what Christians, Jews and Muslims believe about caring for our world</p> <p>Retell religious, spiritual and moral stories</p> <p>Talk about how both religious and non-religious people share the belief that we should all care for the environment</p>
	Vocabulary	Worship Harvest Sukkot	Nativity Angel Wise men /Magi = Magi, (singular Magus),	Jesus Christians Divine Salvation Miracle Disciple Parable	Torah (scroll) Jewish Moses Ten Commandments Mitzvot Synagogue Ark	Shabbat Creation Work/ rest Shalom Challah Havdalah Kippah	Belief Religion Thanksgiving Festival Tu B'Shevat - (pronounced Tu Bish-Vat)



					Tallit Kippot (<i>kippah - plural</i>) Simchat Torah - (pron. 'Sim-hat')		Qur'an Khalifah
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