
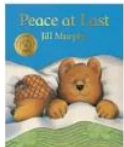
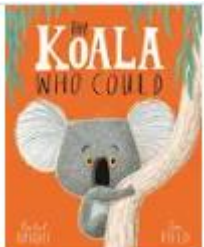

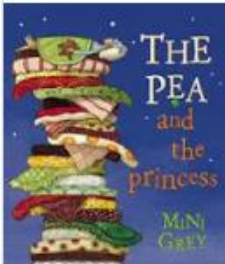

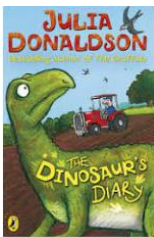


Long Term Planning

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	Firework Poem: ZIM ZAM ZOOM Poetry Out Loud The Rascally cake (PDF) The Gun Powder Plot	Castles (Information Text) The knight Who wouldn't fight Here Be Giants	Where the wild things are. Animals (Fact Texts)	Jack and The Beanstalk (twist) It's NOT Jack and the Bean Stalk Jim and the Bean Stalk. Poems	Who am I by Tim Flach Interview with a shark by Andy seed Sharks National Geographic - Sea Creatures
	Objectives	Drawing Club (books listed above) Outcome: To develop the children's wordbuilding techniques, spellings, use of known sounds to spell words and sentence structure.	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) To start to use suffix -ing	Information text - castles Fact file on info on Castle Outcome: To write a non-fiction fact file, using a given format. The knight Who wouldn't fight - recount of his journey	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.	The Storm Whale Letter in a bottle 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>Spelling, grammar and punctuation 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. 	<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.</p> <p>Instruction writing - revolting Christmas Cake (2 weeks) Outcome: To write a simple set of instructions using imperative verbs.</p> <p>Spelling, grammar and punctuation In this term we look mainly at</p> <ul style="list-style-type: none"> - Conjunctions 'and' - Name the letters of the alphabet in order - Use letters of the alphabet to distinguish between alternative spellings of the same sound taught within SoundsWrite. 	<p>Outcome: To 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>Here Be Giants Outcome: To use descriptive language, to write a short narrative</p> <ul style="list-style-type: none"> - How to Spot a Giant. <p>Spelling, grammar and punctuation In this term we look mainly at</p> <ul style="list-style-type: none"> - Conjunctions 'and' 'but' - Use suffixes - ing, - Spelling some common exception words 	<p>Outcome: To write a Setting description using adjectives.</p> <p>Monster Story: Outcome: To write their own story using their Monster and setting ideas.</p> <p>Animal Information Poster - Non-Fiction Outcome: To write a non-fiction text.</p> <p>Spelling, grammar and punctuation In this term we look mainly at</p> <ul style="list-style-type: none"> - Use plurals - 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 Description of the giant and Alternative story - 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 Outcome: To write a simple poem, using their description.</p> <p>Spelling, grammar and punctuation 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. Outcome: To use all their Year 1 learning, considering conjunctions, spelling and suffixes.</p> <p>Spelling, grammar and punctuation 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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			<ul style="list-style-type: none"> - start to spell some Year 1 Common words - 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	Picture Book  Tuesday David Wiesner	 Peace At Last Jill Murphy	 The Koala Who Could Rachel Bright	 Stuck Oliver Jeffers	 The Princess And The Pea Mini Grey	 Mrs Armitage On Wheels Quentin Blake	 The Dinosaurs Diary Julia Donaldson
Reading	Reading: Word Level To read aloud books containing the initial code. To begin the extended code.	Reading: Word Level Outcome: To begin to recognise and read some graphemes accurately from the SoundsWrite	Reading: Word Level Outcome: To read many Year 1 common exception words. To re-read books to build up their fluency and	Reading: Word Level Outcome: To read words containing phonemes learnt and those which end in -	Reading: Word Level Outcome: To read new words correctly by blending the letter and letter group sounds I have	Reading: Word Level Outcome: To continue to apply phonics knowledge and skills to decode words in reading.	

		<p>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. 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 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 .</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, reacognising 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	<p>Pick a Pet By L Beech and A Chernyshova</p> <p>Speak Up by N Bryan and D Adeola</p> <p>The Proudest Blue By I Muhammad</p> <p>A First Poetry Book BY Pie Corbett and G Morgan</p> <p>Enjoyment for Reading What We'll Build by Oliver Jeffers</p> <p>A Squash and a Squeeze</p> <p>A Hero like You</p>	<p>Enjoyment for Reading</p> <p>Little Glow BY K Sahota and H Woodgate</p> <p>The Night before Christmas</p>	<p>Enjoyment for Reading Journey By A Becker</p> <p>Quest By A Becker</p>	<p>Oi there is a monster in my book</p> <p>Animals EyeWitness</p> <p>Enjoyment for Reading Dragon Stew By S Steveman and L Wildish</p> <p>When Dragons are Dreaming by J Mayhew and L Gardiner</p> <p>Dragon Post by E Yarlett</p>	<p>There's No Dragon in this Story!</p> <p>The Gingerbread Man</p> <p>The Little Red Hen</p> <p>The Frogs Kiss by J Mayhew</p> <p>100 Facts Plant Life By M Kelly</p> <p>Enjoyment for Reading</p> <p>Oops Preston Pig</p> <p>The Gifts That Grow by M Singh Gangotra and M Dias-Hayes</p> <p>A First Poetry Book BY Pie Corbett and G Morgan</p> <p>Ted Hughes Collection of Poems for Children.</p>	<p>Deep Sea Diary</p> <p>The Sea Below My Toes</p> <p>Pirate House Swap</p> <p>The Night Pirates</p> <p>Magic Beach By A Lester</p> <p>Enjoyment for Reading Clark the Shark</p> <p>The Rainbow Fish by M Pfister</p> <p>Mrs Armitage and the Big Wave By Quentin Blake</p> <p>Nelson's Dangerous Dive by E Jackson and L Callwood</p>

Mathematics	Objectives	<p>Number - Number and Place Value To identify and represent numbers to 20. To count to 20, forwards and backwards. To identify one more or less, than any given number to 20. To read and write numbers 1 to 20 in numerals.</p>	<p>Number - Addition and Subtraction Number - Addition and Subtraction (within 10) To read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. To represent and use number bonds and related subtraction facts within 10. To add/subtract numbers to 10, including zero. 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 To recognise and name common 2D shapes. Rectangles (including squares), circles, triangles.</p> <p>To recognise and name common 3D shapes Sphere, cylinder,</p>	<p>Number - Number and Place Value To count forwards and backwards to 50. To identify one more or less, than any given number to 50. To read and write numbers 1 to 50 in numerals. To count in 2s.</p> <p>Number - Addition and Subtraction to 20 (with concrete objects) To represent and use number bonds and related subtraction facts within 20 To add/subtract 1-digit and 2-digit numbers to 20, including zero using concrete resources. 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 To measure and begin to record the following: length and height, using</p>	<p>Number - Number and Place Value To count in 10s</p> <p>Number - Addition and Subtraction to 20 (with pictorial representation) To add/subtract 1-digit and 2-digit numbers to 20, including zero using pictorial representations. 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 To count in multiples of 10. Solve one-step problems involving multiplication, by calculating the answer using concrete resources Multiplication (2s and 10s)</p>	<p>Number - Number and Place Value To count to and across 100 forward and backwards. To identify one more or less, than any given number to 100. To count, read and write numbers to 100 in numerals. To count in 5s.</p> <p>Number - Multiplication and Division To solve one-step problems involving multiplication and division using pictorial representations and concrete resources if needed (2s, 10s, 5s)</p> <p>Number - Fractions 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 - Number and Place Value To count in multiples of 2s, 20s and 5s. To write numbers to twenty in words.</p> <p>Number - Fractions To recognise, find and name a quarter as one of four equal parts of an object, shape, quantity.</p> <p>Measurement To measure and begin to record time (Hours, minutes and seconds) To sequence events in chronological order using sequential language. To recognise and use language relating to dates, including days of the week, weeks, months, years. To tell the time to the hour and half past the hour and draw hands on a</p>
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			<p>cuboids (including cubes), pyramids).</p> <p>To recognise and create repeating patterns with objects and shapes.</p>	<p>non-standard and standard measure.</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 (heavy/light, heavier than, lighter than).</p> <p>To measure and begin to record the following: mass/weight.</p> <p>To compare, describe and solve practical problems 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>Number - Addition and Subtraction (revisit)</p>	<p>clock face to show these times.</p> <p>To recognise and know the value of different denomination of notes and coins.</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</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>Plants</p> <p>Outcomes: To explore where plants come from. To identify and name a variety of common wild and garden plants.</p>	<p>Seasons</p> <p>Outcomes: name the four seasons. To name different types of weather. To describe the weather associated which each season. To describe how day</p>

		<p>wood, plastic, glass, metal, water and rock.</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 describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</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 understand and explain the terms deciduous trees and evergreen trees.</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.</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 changed over time,</p>	<p>length varies between two seasons.</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> <p>Animals Inc. Humans - Sea Creatures</p> <p>Scientific Enquiry: Outcomes: To understand that animals and plants live in a different environments called habitats.</p> <p>Questioning: To ask scientific questions such as: Why does it have a...? Where</p>
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					using photographs, videos or drawings.	does it live? What do they eat? (carnivores, herbivores and omnivores) Identify and classify: To classify some sea creatures into two groups of animals (Mammals and fish) that live in the ocean.
	Vocabulary	Materials Wood Plastic Glass Metal Water Rock Object Properties Hard Soft Stretchy Shiny Dull Rough Smooth Bendy Waterproof Absorbent Opaque	Autumn Winter Seasons 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

		Transparent					
Computing	Objectives	<p>Technology Around Us To recognising technology in school and using it responsibly.</p> <p>To recognise common uses of information technology beyond school.</p> <p>To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>Digital Painting To use and explain that different paint tools do different jobs.</p> <p>To use technology purposefully to create, organise, store, manipulate, and retrieve digital content.</p>	<p>Moving a Robot To create a short algorithm for floor robots, and predict program outcomes to a short squence.</p> <p>To begin to understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise instructions.</p> <p>To start to understand how to create simple problems.</p>	<p>Grouping Data To explore object labels, then using them to sort and group objects by properties.</p>	<p>Digital Writing To use a computer to create and format text, in order to manipulate digital content To use technology for a purpose.</p>	<p>Programming Animations To design and program the movement of a character on screen to tell stories.</p> <p>To use logical reasoning to predict the behaviour of simple programmes.</p>
	Vocabulary	<p>Technology</p> <p>Save</p> <p>Keyboard</p> <p>Online</p> <p>Safety</p>	<p>Create</p> <p>Save</p> <p>Edit</p> <p>Digital</p> <p>Programme</p> <p>Paint(APP)</p> <p>tools</p>	<p>B-bot</p> <p>programming</p> <p>Design</p> <p>Code</p> <p>Sequence</p> <p>Command</p>	<p>Data</p> <p>Group</p> <p>login</p> <p>open</p>	<p>Text</p> <p>Keyboard</p> <p>Mouse</p> <p>Digital</p>	<p>Programming</p> <p>Test</p> <p>Algorithm</p> <p>Design</p>
Art and Design	Objectives	<p>PAINTING/ DRAWING</p> <p>Self-Portraits</p> <p>Outcome: To be able to use different</p>		<p>DRAWING</p> <p>illustration - Local artist Gus Russell/ Jean Haines</p>		<p>PRINTING</p> <p>Landscapes (Garden)</p> <p>Outcome: To be able to create a background. To print</p>	<p>SCULPTING</p> <p>Outcome: To be able to create a sculpture of their</p>

	<p>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.</p> <p><u>Primary and secondary colours - Experimentation</u></p> <p>Outcome: To be able to name the primary and secondary colours. To be able to create the secondary colours.</p>		<p>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.</p>		<p>using premade and self-made shapes and materials. to be able to use layering in an artwork. To talk about how they have used printing to express their imagination.</p>	<p>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 their design and sculpture.</p>
Vocabulary	<p>Portrait Artist Pastel Pablo Picasso Frida Kahlo Oil Pastels Medium Primary colour Secondary colour Andy Warhol Pop art</p>		<p>Layer Lines Painting Joining Texrure Sketch Blake Gus Russell</p>		<p>Landscape Foreground Background Printing Layering Shape Eric Carl</p>	<p>Modelling Sculpting Sculpture Plan/Design Texture Materials Pattern</p>
Objectives		Winter Fruit Slushy		Easter Card		Designing Kites

<p>Design Technology</p>			<p>Cooking and Nutrition To develop their understanding of a healthy snack. To start to show understanding of where fruit comes from.</p> <p>Design: To design a Spring Fruit slushy. To explore and use our sense (science Link) to develop your ideas through testing.</p> <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>Technical Knowledge: To understand the mechanical workings of sliders and leavers.</p> <p>Design: To design a functional Easter card, using sliders and leavers. To develop and communicate my ideas for my card.</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.</p>		<p>Technical Knowledge: To understand the structure of a kite. To explore how to build a structure considering strength and stability.</p> <p>Design: To design a kite to use during our summer open classroom. 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</p>
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					<p>To explore and evaluate a range of existing products using slider and lever mechanisms.</p> <p>To evaluate my Easter card, evaluating the positives and area for improvement.</p>		<p>including tissue paper, paper, card, textiles. Wood and metal (considering weight).</p> <p>Evaluate:</p> <p>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> <p>To evaluate your own kite, considering what worked well and what you could improve (considering design, joining and materials).</p>
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	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 significant location (Our School). Historical Interpretation. To begin to understand how we use sources to find out about the past. To use sources to find out about the history of	Gunpowder Plot - (Events beyond living memory - 17th century & Significant Person) Historical Enquiry To ask questions to gain an understanding of the past and why events occurred. Historical Interpretation. To understand how we use sources to find out about the past. To talk about a significant person actions.		History of Toys - (Changes within living memory) Historical Enquiry To ask and answer their own questions about the past. Historical Interpretation. To use different sources to find out about the history of toys, recalling prior knowledge of sources.		

	<p>our school and make simple deductions.</p> <p>Chronological Understanding To order 3 events within a given timeframe about my school experience.</p> <p>Similarities and differences To identify ways our school has changed over time.</p> <p>Enrichment: <i>Farnham Outreach Victorian Teacher</i></p>	<p>Chronological Understanding/ Organisation and Communication 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. To demonstrate an understanding of why we celebrate the significant event (Bonfire night).</p>		<p>Chronological Understanding To use vocabulary relating to the passing of time. To order three toys from history/ own experience.</p> <p>Organisation and Communication 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. To demonstrate an understanding of why and how some toys have changed over time.</p> <p>Enrichment: <i>Farnham Artefacts Box- Toys</i></p>		
Vocabulary	Victorian Past Change Order	Guy Fawkes The Gunpowder Plot Houses of Parliament Long ago		Timeline Source Artefact Memory		

		Evidence Source Period	Tower of London Catholics Protestants King James I Robert Catesby Thomas Percy		Grandparent's time Living Memory Lifetime Modern Similar		
Geography	Objectives	<p>Local Area - History Link We will explore the geographical area around us, including our school and its street.</p> <p>Geographical Skills and Fieldwork To use aerial images and maps to identify our location within the local area.</p> <p>To use fieldwork and observational skills to study the surrounding area of our school.</p> <p>To begin to use simple locational and directional language (near, far, left, right).</p>		<p>Hike 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.</p> <p>Human and Physical Geography To use basic geographic vocabulary to create an imaginary map. Referring to given physical features, such as forest, hill, mountain and sea. Human features such as, house, village, farm and shop.</p>		<p>Church Crookham, UK and Sri Lanka - Comparative Study</p> <p>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.</p> <p>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.</p> <p>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)</p> <p>Human and Physical Geography To use basic geographic vocabulary to refer to key physical features, including beach,</p>	

						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, Edinbrugh, 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 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.	SING Outcome: To use their voice expressively and creatively. 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.		PLAY Jungle music/ Where the wild things are. 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	CREATE Sounds of the Seasons Outcome: To be able to experiment, create, select and combine sounds. To be able to evaluate and comment on their own and others music. To create basic notation to help

					range of high-quality recorded music. To follow simple notation using animal characters as notation (fly, fly, spider, fly).		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 different objects (over arm, overhead, underarm, chest pass). To receive an object using different parts of my body. (Catching - Hands, Trapping - Feet) To pass a ball and move in an invasion game.	Gymnastics - PERFORM To explore and demonstrate different ways to balance/point balance individually or with a partner. To create a gymnastic routine using balances. To copy simple gymnastic shapes (Pike, tuck, straddle, arch, dish) and apply them in a routine. To use gymnastics equipment to develop gross motor skills.	Striking and Fielding (Cricket) - MOVE To roll a ball. To stop a ball moving towards me using part of my body (Hands if possible). To send a ball overarm and underarm towards target. To catch a ball from myself or a partner/fielder. To correctly hold a cricket bat to hit a stationary ball and attempt to hit a moving ball.	Dance - PERFORM To choreograph and perform different poses and movements using different parts of the body. To copy simple dance moves. To perform movements to represent different stimuli. To combine dance moves to create and perform routine	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. To begin to understand basic tactics of a divided court game. To explore and find space in a divided court game.	Athletics and Target Games - MOVE To throw different objects overarm and underarm to aim for a target or for distance. To practise different jumps. To complete a standing broad jump. To land safely when jumping. To run from one position to another being spatially

		To begin to use marking and basic defence in an invasion game.	To land safely, bending my knees when I land. To copy a roll (Pencil, side, teddy, forwards) and a jump (Pencil, tuck, twist, star, rebound) and apply them in a routine.				aware of our surroundings.
	Vocabulary	Send Receive Pass Throw Underarm Overarm Overhead Attack/Attacking Defend/Defending Marking Space Travel/Travelling Move/Movement	Balance Point-balance Pike, tuck, straddle, arch, dish Tuck jump Pencil jump Star jump Jump with twist Rebound jump Pencil roll Side roll Teddy bear roll Forwards roll Bend Climb Travel/Travelling Routine Equipment Balance Beam	Cricket Bat/Batter Bowl/Bowler Fielding/fielder Hit/Strike Underarm throw Overarm throw Target	Movement Travelling Space Dance Move Routine Perform Feedback	Court Area Racket Send Receive Return Tactics Underarm Overarm	Sprint/Run Target Position Accurate/accuracy Distance Aim Height Broad jump Long jump Relay

<p>PSHE and Safeguarding</p>	<p>Objectives</p>	<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>	<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.</p>	<p>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.</p>	<p>Looking after the environment Outcome: To understand the importance of looking after environments.</p>	<p>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.</p>
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	Vocabulary	<p style="text-align: center;">Kind Caring Respect Share</p> <p style="text-align: center;">Personal space Zones of Regulation - Happy, sad, afraid, angry</p>	<p style="text-align: center;">Safety Crossing Traffic Roads</p>	<p style="text-align: center;">Diverse Difference Celebrate</p>	<p style="text-align: center;">Clean Healthy Hygiene Protect Trusted</p>	<p style="text-align: center;">Environment Care Protect</p>	<p style="text-align: center;">Change Moving on Feelings</p>
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>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</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</p> <p>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</p> <p>Recognise that Jesus' miracles raise puzzling questions</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></p>	<p>Why do Jewish families celebrate the gift of Shabbat?</p> <p><u>Identity</u> Reflect on why rest might important</p> <p>Discuss respectfully that families have different routines and engage in a variety of activities during the week and at the weekend</p> <p>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</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</p> <p>Respond sensitively and imaginatively to questions about caring for our world</p> <p>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</p>

	<p>Notice what might be similar / different in the ways people give</p> <p>God Talk simply about core beliefs and concepts regarding <i>God</i> 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 <i>God</i> is part of worship for Christians</p>	<p>have things in common with each other</p> <p>God 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 (<i>God</i>, angels, Mary, Joseph, Jesus, shepherds, Magi/wise men, angels)</p>	<p>Make links between Jesus' life and what Christians believe about him being human 'like us' and divine 'like <i>God</i>'</p>	<p>Suggest why the Torah might be valued</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 <i>God</i> gave to Moses</p>	<p>their beliefs about the importance of Shabbat into practice in their 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>people show care for our world</p> <p>Identify how beliefs about caring 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	Nativity Angel	Jesus Christians	Torah (scroll) Jewish	Shabbat Creation	Belief Religion

		Sukkot	Wise men/Magi = Magi, (singular Magus),	Divine Salvation Miracle Disciple Parable	Moses Ten Commandments Mitzvot Synagogue Ark Tallit Kippot (<i>kippah - plural</i>) Simchat Torah - (pron. 'Sim-hat')	Work/ rest Shalom Challah Havdalah Kippah	Thanksgiving Festival Tu B'Shevat - (<i>pronounced Tu Bish-Vat</i>) Qur'an Khalifah
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