

Year 1 – Long Term Planning - Schemes of Work September 2022

Subject	Autumn	Spring	Summer
English	<p><u>English Objectives covered across all topics throughout the year:</u></p> <p>Reading – Word Reading</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • re-read these books to build up their fluency and confidence in word reading. <p>Reading Comprehension</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them. <p>Writing – Transcription</p> <p>Spell:</p>		

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week Name the letters of the alphabet:
- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound Add prefixes and suffixes:
- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Writing – Transcription: Handwriting

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.

Writing – Composition

Write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing – Vocabulary, Grammar and Punctuation

Develop their understanding of the concepts set out in English Appendix 2 by:

- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’
- learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing.

Familiar Settings (Five Minutes Peace, Knuffle Bunny)

- Relate stories to own experiences
- Use capital letters for people's names
- Sequencing stories
- Identify problem events in a story
- Recall and identify key events and settings from a story
- Predict what might happen in a story
- Write beginning, middle and end of a story
- Use simple sentence punctuation and finger spaces

Commands (What you shouldn't do before school, You shouldn't put an elephant on a bus)

- Compose and write questions using a capital letter and a question mark
- Compose and write a statement using the correct punctuation
- Compose and write a command using the correct punctuation
- Compose and write a command using an exclamation mark
- Identify the difference between a request and a question
- Write a request using the correct punctuation

Humorous Poems (Oi Frog! Oi Dog! Animal Upsets)

- Share thoughts and form an opinion
- Justify an opinion
- Identify rhyming words
- Write rhyming words
- Use a capital letter and full stop
- Learn to read and edit writing if necessary
- Read writing using appropriate intonation
- Understand what a verb is
- Identify past and present tense verbs

Traditional Tales and Fables (The Sword in the Stone, Dragon Dinosaur, This is the House that Jack Built, Chicken Licken)

- Predict the end of the story
- Write an alternative ending
- Sequence and retell a traditional story
- Give reasons for opinions
- Perform in front of an audience
- Work as a team
- Compose a question using a capital letter and question mark
- Compose answers for questions
- Write a statement/exclamation with correct punctuation

Instructions and Explanations (Don't Let the Pigeon Stay Up Late!, Don't Let the Pigeon Drive the Bus!)

- Writing commands using correct punctuation
- Extending sentences using 'because' to justify ideas
- Prepare instructions orally
- Write correctly punctuated extended sentences

Repeating Patterns (We're Going on a Bear Hunt, We're Going on a Lion Hunt, Handa's Hen, Bringing the Rain to Kapiti)

- Use sequencing words to form short narratives
- Use descriptive words or phrases
- Read and write statements
- Read and write question sentences
- Use speech bubbles to show what characters are saying
- Identify and use descriptive vocabulary
- Write captions for pictures

Stories on a Theme (Superheroes – All Sorts)

- Write captions to describe superheroes
- Write full descriptions of a superhero
- Add the suffix '-ing' to describe actions of superheroes
- Learn exceptions for '-ing'
- Remember and use the '-ed' rule
- Write sentences in past tense
- Use both '-ing' and '-ed' to root words
- Write comparative sentences using opposites
- Begin to understand how dialogue is formed and recorded
- Record dialogue using speech bubbles
- Write ideas in a comic book style

Letters and Postcards (Dear Greenpeace)

- Know why letters are used
- Identify the purpose of a letter
- Identify and use a range of punctuation marks
- Edit writing, adding in missing punctuation marks
- Use correct punctuation to write extended sentences
- Format and write a letter

Modern Fiction (Max the Brave, Max and Bird)

- Predict the ending of an unfamiliar story
- Record ideas using pictures, notes and sentences
- Use descriptive words to describe a monster
- Use descriptive vocabulary to describe a place, writing descriptive phrases
- Compose a plot for a story

Anthologies (The Puffin Book of Fantastic First Poems)

- Identify pairs of rhyming words

	<ul style="list-style-type: none"> • Read and group sentences of the same tense • Use the suffix ‘-ing’ and ‘-ed’ to change the tense of verbs • Prepare and perform a poem <p>Labels, Lists & Signs (Not a stick, Billy’s Bucket)</p> <ul style="list-style-type: none"> • Know that labels give extra information • Add labels to pictures • Write list • Use senses to generate descriptive vocabulary • Write a descriptive label • Orally prepare a descriptive phrase • Edit own writing <p>Repeating Patterns (Mrs Armitage on Wheels, Harvey Slumfenburger’s Christmas Present)</p> <ul style="list-style-type: none"> • Use story maps to retell a story • Sequence events in a story • Use role play to discuss potential events in a story • Write correctly punctuated sentences • Use ‘and’ to join words in a sentence • Know that ‘and’ can join together two independent clauses 	<ul style="list-style-type: none"> • Adapt a familiar story • Plan and write a story <p>Poems on a Theme (Sensational! Poems Inspired by the Senses)</p> <ul style="list-style-type: none"> • Compose sentences to describe sensory experiences • Read writing aloud in a group • Use correct punctuation to write a statement • Identify adjectives and what they are used for • Use adjectives to describe a sense • Know the opposites of words • Know the prefix ‘un-’ and what it means • Perform a verse of poetry to an audience <p>Information Texts (The Moon, The Nocturnal Animals)</p> <ul style="list-style-type: none"> • Write a vertical list • Identify question and exclamation sentences • Orally concert notes into factual sentences • Write own information books about animals 	<ul style="list-style-type: none"> • Compose rhyming couplets with the correct punctuation • Suggest suitable verbs for writing descriptive sentences • Use commas to separate adjectives • Draft a poem about the dark • Listen to feedback and edit writing • Share thoughts and feelings about a poem
Maths	<p>Let’s identify numbers</p> <ul style="list-style-type: none"> • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least • read and write numbers from 1 to 20 in numerals and words • Identify numbers to 20 	<p>Let’s read, write and use numbers</p> <ul style="list-style-type: none"> • given a number, identify one more and one less • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least • read and write numbers from 1 to 20 in numerals and words 	<p>Let’s use numbers to 100</p> <ul style="list-style-type: none"> • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • given a number, identify one more and one less • identify and represent numbers using objects and pictorial representations including the number line, and use the

	<ul style="list-style-type: none"> • Let's represent numbers identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least • read and write numbers from 1 to 20 in numerals and words • Identify numbers to 20 <p>Let's add objects</p> <ul style="list-style-type: none"> • read and write numbers from 1 to 20 in numerals and words • read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs • Number bonds from 10 to 20, including noticing the effect of adding or subtracting zero <p>Let's subtract objects</p> <ul style="list-style-type: none"> • read and write numbers from 1 to 20 in numerals and words • read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs • Number bonds from 10 to 20, including noticing the effect of adding or subtracting zero <p>Let's identify 2D Shapes</p> <ul style="list-style-type: none"> • recognise and name common 2-D and 3-D shapes • Draw lines and shapes using a straight edge <p>Let's compare length, height and mass</p> <ul style="list-style-type: none"> • compare, describe and solve practical problems for: <ul style="list-style-type: none"> - lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half) - mass/weight (e.g. heavy/light, heavier than, lighter than) 	<p>Let's count in twos, fives and tens</p> <ul style="list-style-type: none"> • count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens • Count forwards and backwards in tens from any given number <p>Let's learn number bonds</p> <ul style="list-style-type: none"> • read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 <p>Let's make shapes</p> <ul style="list-style-type: none"> • recognise and name common 2-D and 3-D shapes • Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces <p>Order and arrange combinations of mathematical objects in patterns and sequences</p> <p>What is half?</p> <ul style="list-style-type: none"> • recognise, find and name a half as one of two equal parts of an object, shape or quantity • recognise, find and name a quarter as one of four equal parts of an object • Grouping when dividing <p>Let's tell the time</p> <ul style="list-style-type: none"> • sequence events in chronological order using language (e.g. before, after, next, first, today) • recognise and use language relating to dates, including days of the week, weeks, months and years 	<p>language of: equal to, more than, less than (fewer), most, least</p> <p>Let's use number facts</p> <ul style="list-style-type: none"> • read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = _ - 9$ • Use the inverse relationship between addition and subtraction to solve missing number problems <p>Let's halve and quarter</p> <ul style="list-style-type: none"> • recognise, find and name a half as one of two equal parts of an object, shape or quantity • recognise, find and name a quarter as one of four equal parts of an object, shape or quantity <p>Let's find the total by grouping</p> <ul style="list-style-type: none"> • count in multiples of twos, fives and tens • solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher <p>Let's share objects equally</p> <ul style="list-style-type: none"> • count in multiples of twos, fives and tens • solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher <p>Which direction?</p>
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	<p>Let's find one more and one less</p> <ul style="list-style-type: none"> given a number, identify one more and one less identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least read and write numbers from 1 to 20 in numerals and words <p>Let's add and subtract objects</p> <ul style="list-style-type: none"> read and write numbers from 1 to 20 in numerals and words read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs Show that addition of any numbers can be done in any order (commutative) and subtraction of one number from another cannot <p>Can you recognise these coins?_</p> <ul style="list-style-type: none"> recognise and know the value of different denominations of coins Recognise and use symbols for pounds (£) and pence (p) <p>Let's find the value of coins</p> <ul style="list-style-type: none"> recognise and know the value of different denominations of coins Recognise and use symbols for pounds (£) and pence (p) <p>Let's identify 3D shapes</p> <ul style="list-style-type: none"> recognise and name common 2-D and 3-D shapes Identify 2-D shapes on the surface of 3D shapes <p>Let's use time language</p>	<ul style="list-style-type: none"> tell the time to the hour and half past the hour and draw hands on a clock face to show these times <p>Let's use a number line</p> <ul style="list-style-type: none"> read and write numbers from 1 to 20 in numerals and words identify and represent numbers using objects and pictorial representations including the number line given a number, identify one more and one less count read and write numbers to 100 in numerals <p>Let's count in multiples</p> <ul style="list-style-type: none"> identify and represent numbers using objects and pictorial representations including the number line count in multiples of twos, fives and tens solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher <p>Let's solve missing number problems</p> <ul style="list-style-type: none"> read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs add and subtract one-digit and two-digit numbers to 20, including zero solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ <p>Let's make totals using coins (part 1)</p>	<ul style="list-style-type: none"> describe position, direction and movement, including whole, half, quarter and three quarter turns in both directions and connect turning clockwise with movement on a clock face <p>Let's get confident with numbers</p> <ul style="list-style-type: none"> count read and write numbers to 100 in numerals; count in multiples of twos, fives and tens count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number identify and represent numbers using objects and pictorial representations including the number line <p>Let's identify and use shapes</p> <ul style="list-style-type: none"> recognise and name common 2-D and 3-D shapes Identify and describe the properties of 2-D shapes, including the number of sides and line of symmetry in a vertical line Order and arrange combinations of mathematical objects in patterns and sequences <p>Let's tell the time to half past the hour</p> <ul style="list-style-type: none"> compare, describe and solve practical problems for: <ul style="list-style-type: none"> time (e.g. quicker, slower, earlier, later) sequence events in chronological order using language tell the time to the hour and half past the hour and draw hands on a clock face to show these times measure and begin to record the following - time (hours, minutes, seconds) Tell and write the time to five minutes, including quarter past/to the hour and
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	<ul style="list-style-type: none"> • sequence events in chronological order using language (e.g. before, after, next, first, today) • recognise and use language relating to dates, including days of the week, weeks, months and years 	<ul style="list-style-type: none"> • recognise and know the value of different denominations of coins • count in multiples of twos, fives and tens • Recognise and use symbols for pounds (£) and pence (p) <p>Let's make totals using coins (part 2)</p> <ul style="list-style-type: none"> • recognise and know the value of different denominations of coins and notes • count in multiples of twos, fives and tens • Recognise and use symbols for pounds (£) and pence (p) <p>Let's compare mass and capacity</p> <ul style="list-style-type: none"> • compare, describe and solve practical problems for: <ul style="list-style-type: none"> - mass/weight (e.g. heavy/light, heavier than, lighter than) - capacity and volume (e.g. full/empty, more than, less than, half, half full, quarter) • measure and begin to record the following <ul style="list-style-type: none"> - lengths and heights - mass/weight - capacity and volume 	<p>draw the hands on a clock face to show these times</p> <p>Let's measure time</p> <ul style="list-style-type: none"> • compare, describe and solve practical problems for: <ul style="list-style-type: none"> - time (e.g. quicker, slower, earlier, later) • measure and begin to record the following <ul style="list-style-type: none"> - time (hours, minutes, seconds) • sequence events in chronological order using language • recognise and use language relating to dates, including days of the week, weeks, months and years • Know the number of minutes in an hour and hours in a day <p>Let's use money</p> <ul style="list-style-type: none"> • recognise and know the value of different denominations of coins and notes • Combine amounts of money to make particular value including different combinations of coins that equal the same amount of money <p>Let's measure</p> <ul style="list-style-type: none"> • compare, describe and solve practical problems for: <ul style="list-style-type: none"> - lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half) - mass/weight (e.g. heavy/light, heavier than, lighter than) - capacity and volume (e.g. full/empty, more than, less than, half, half full, quarter) • measure and begin to record the following <ul style="list-style-type: none"> - lengths and heights - mass/weight - capacity and volume
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Science	Block A Animals including Humans Amazing me <ul style="list-style-type: none"> • How we have changed • Body patterns • Playground sounds • Sorting using senses • All our senses • Balancing lunch boxes Seasonal changes Wild Weather <ul style="list-style-type: none"> • What do we know about weather? • Wondering about weather • Shadow surprises • Weather stations: Rainfall • Weather stations: Wind direction • Weather stations: Temperature 	Block B Animals including Humans People and their Pets <ul style="list-style-type: none"> • Go exploring • Where do woodlice live? • Puppy has made a mess • Design an imaginary pet • My pet is happy • Bring pets to school day Seasonal changes Weather Art <ul style="list-style-type: none"> • Four seasons • Windsock wonder • Spinners and spirals • Looking at light • Creating sundials • Shadow theatre 	Block A Everyday Materials Brilliant Builders <ul style="list-style-type: none"> • We're going on a material hunt • Materials pairs and properties • Sticking together • Odd one out • Three little pigs: brilliant builders? • Three little pigs: alternative materials Plants Growing Things <ul style="list-style-type: none"> • What's growing outside? • Spuds • Beans in bags • Grow some cress • Bean update • Cress sandwiches 	Block B Everyday Materials Brilliant Builders <ul style="list-style-type: none"> • Fixing a torn umbrella: Part 1 • Fixing a torn umbrella: Part 2 • Are bricks absorbent? • Mopping up • Waterproofing materials • Printing Plants Art and Nature <ul style="list-style-type: none"> • Where does it come from? • Helicopters • What lives in the garden? • What's inside a flower? • Looking closely • What's inside a tree? 	Block A Animals including Humans Wild and Wonderful Creatures <ul style="list-style-type: none"> • Different kinds of animals • We are wonderful creatures too • Habitats in a bottle • Facts and flaps • Micro-Safaris • Tour guides and visitors Living things and their Habitats Food chains <ul style="list-style-type: none"> • Exploring food chains • Creating food chains • Dead or alive! • Food chain dioramas • Classroom aquariums • Creating food chains 	Block B Everyday Materials Exploring changes <ul style="list-style-type: none"> • Ice watching • Frozen! • Puddle patrol part 1 • Puddle patrol part 2 • Wonderful wax! • Changing materials Living things and their Habitats Habitats and Homes <ul style="list-style-type: none"> • Playground allotment • Micro-habitats • Farming • Designing a bug hotel • Make a bug hotel • Harvest the spoils
Geography	Our School and Local Area <ul style="list-style-type: none"> • Where is our school? • Where do I live? • Our classroom – bird's eye view 		Around the World <ul style="list-style-type: none"> • Exploring the features and characteristics of each continent • France • China 		Our Country <ul style="list-style-type: none"> • Exploring the features and characteristics of the UK • Capital cities of the UK and surrounding seas 	

	<ul style="list-style-type: none"> Observing my school – fieldwork and the 4-point compass Investigating OS and digital maps of our area and map symbols <p>Where do I Live?</p> <ul style="list-style-type: none"> Our local area Houses and homes Jobs in our area and in school Collecting and presenting data in pictograms 	<ul style="list-style-type: none"> Australia Africa North America South America Antarctica 	<ul style="list-style-type: none"> Comparing the UK to Brazil Hot and cold places - the Equator, the Poles and the UK <p>Animals Around the World</p> <ul style="list-style-type: none"> Coasts, oceans and seas Animals living in hot or cold environments Seasonal changes National animals
History	<p>Travel and Transport</p> <ul style="list-style-type: none"> How has transport changed? Early travel History of cars George Stephenson – trains History of flight Comparing transport – past/present/future 	<p>Castles</p> <ul style="list-style-type: none"> The first castles Norman castles Medieval castle structure People living in a castle Tower of London 	<p>Kings and Queens</p> <ul style="list-style-type: none"> The Role of a Monarch Significant British Monarchs Family Trees The Secrets of Richard III A Medieval Banquet Comparing Elizabeth I and Queen Victoria
RS	<p>Our Wonderful World</p> <ul style="list-style-type: none"> What makes our world special? Jewish, Christian and Islamic <p>Creation stories</p> <ul style="list-style-type: none"> Hindu creation stories The creation of the Sky and Heaven Religious accounts of how animals and people were created <p>Celebrations:</p> <ul style="list-style-type: none"> Diwali Remembrance Eid Xmas 	<p>What Jesus Taught Us:</p> <ul style="list-style-type: none"> The life of Jesus The parable of the Lost Son The parable of the Good Samaritan The sermon on the Mount What can we learn from the teachings of Jesus? To summarise what Jesus taught people <p>Easter Beginnings:</p> <ul style="list-style-type: none"> The Easter Story How Christians prepare for Easter How Christians celebrate Easter Easter traditions 	<p>Friendship</p> <ul style="list-style-type: none"> Who are my friends? How can I be a good friend? The Wind and the Moon (Buddhist story) The Deer and the Crow (Hindu story) David and Jonathan (Christian story) Special friends <p>Places of Worship</p> <ul style="list-style-type: none"> What is a place of worship? A Jewish Synagogue A Hindu Mandir A Christian Church Why are they important? A new place of worship
Art	<p>Shape and Collage</p>	<p>3D Form and Clay</p> <ul style="list-style-type: none"> Making clay birds in nests 	<p>Exploring Art from other Cultures – Australia</p>

	<ul style="list-style-type: none"> • Collage with shape- cutting and tearing experiments • Creating imaginative, abstract collages (Matisse) • Creating forms using simple shapes (houses, trees etc.) <p>Experimenting with Colour - Abstract Forms</p> <ul style="list-style-type: none"> • Paintings with primary colours • Colour mixing and creating secondary colours • making an imaginative painting <p>Art inspired by our Topics</p> <ul style="list-style-type: none"> • Transportation <p>3D Form and Clay</p> <ul style="list-style-type: none"> • Making clay dogs – Charlie the wellbeing dog 	<p>Art inspired by our Topics</p> <ul style="list-style-type: none"> • Knights and Castles • Nocturnal animals - owls <p>Line and Space - Buildings</p> <ul style="list-style-type: none"> • Looking at space inside, and outside – drawing ‘near to’ and ‘far away’ objects • Looking for shapes inside shapes • Drawing buildings from observation and from pictures 	<ul style="list-style-type: none"> • Looking at Australian Art • Painting Aboriginal pictures • Making a boomerang <p>Africa</p> <ul style="list-style-type: none"> • Looking at African art • Painting African sunrise silhouette pictures • African printmaking <p>3D Form</p> <ul style="list-style-type: none"> • Making 3D African masks <p>Art inspired by our Topics</p> <ul style="list-style-type: none"> • Indigenous people • Kings and Queens
<p>Computing</p>	<p><i>‘We are Collectors’</i></p> <ul style="list-style-type: none"> • Finding Images on the web <p>Computing PoS focus:</p> <ul style="list-style-type: none"> • Computer networks <p>Software/hardware used:</p> <ul style="list-style-type: none"> • Web browser • PowerPoint/ActiveInspire <p><i>‘We are Celebrating’</i></p> <ul style="list-style-type: none"> • Creating a card electronically <p>Computing PoS focus:</p> <ul style="list-style-type: none"> • Productivity <p>Software/hardware used:</p> <ul style="list-style-type: none"> • PowerPoint • Paint/Tux Paint 	<p><i>‘We are Painters’</i></p> <ul style="list-style-type: none"> • Illustrating an ebook <p>Computing PoS focus:</p> <ul style="list-style-type: none"> • Creativity <p>Software/hardware used:</p> <ul style="list-style-type: none"> • Tux paint/paint • Word/ ActiveInspire <p><i>‘We are Treasure Hunters’</i></p> <ul style="list-style-type: none"> • Using programmable toys <p>Computing PoS focus:</p> <ul style="list-style-type: none"> • Programming <p>Software/hardware used:</p> <ul style="list-style-type: none"> • Programmable toys 	<p><i>‘We are TV Chefs’</i></p> <ul style="list-style-type: none"> • Filming the steps of a recipe <p>Computing PoS focus:</p> <ul style="list-style-type: none"> • Computational thinking <p>Software/hardware used:</p> <ul style="list-style-type: none"> • iPads video camera • iMovie <p><i>‘We are storytellers’</i></p> <ul style="list-style-type: none"> • Producing a talking book <p>Computing PoS focus:</p> <ul style="list-style-type: none"> • Communication/collaboration <p>Software/hardware used:</p> <ul style="list-style-type: none"> • PowerPoint/ActiveInspire • Mp3 recorders (EasiSpeak etc)

Drama	<p>We're Going on a Bear Hunt</p> <ul style="list-style-type: none"> • 1 – Retelling the story • 2 – Acting out the story • 3 – Freeze Frames • 4 – Soundscapes • 5 – Characters • 6 – Group work <p>Performance (Christmas Play)</p> <ul style="list-style-type: none"> • 1 – Performance Prep • 2 – Performance Prep • 3 - Performance Prep • 4 - Performance Prep • 5 - Performance Prep • 6 - Performance Prep 	<p>Who Sank the Boat? (Pamela Allen)</p> <ul style="list-style-type: none"> • 1 – Retelling the story • 2 – Acting out the story • 3 – Freeze Frames • 4 – Soundscapes • 5 – Characters • 6 – Group work <p>And the Train Goes By (William Bee)</p> <ul style="list-style-type: none"> • 1 – Retelling the story • 2 – Freeze Frames • 3 – Soundscapes • 4 – Characters • 5 – Group work 	<p>The Magic Paintbrush (Julia Donaldson version)</p> <ul style="list-style-type: none"> • 1 – Retelling the story • 2 – Acting out the story • 3 – Freeze Frames • 4 – Soundscapes • 5 – Characters • 6 – Group work <p>Sir Charlie Stinky Socks (Kristina Stephenson)</p> <ul style="list-style-type: none"> • 1 – Retelling the story • 2 – Freeze Frames • 3 – Soundscapes • 4 – Characters • 5 – Group work
Music	<p>Group Performance</p> <ul style="list-style-type: none"> • Rhythm and Pulse • Ocarina Lessons • Christmas Play (Singing) • Harvest Assembly (Group Performance) 	<p>Solo Performance & Theory</p> <ul style="list-style-type: none"> • Listening Skills – Tempo • Musical Terminology • Singing Chants and Rhymes • Solo Performance • Ocarina Lessons • Instruments of the Orchestra 	<p>Theory & Composition</p> <ul style="list-style-type: none"> • Treble Clef • Crotchet Beats • Percussion Composition • Ocarina Lessons
PE	<p>Actions</p> <ul style="list-style-type: none"> • Awareness of variety of actions <p>Space</p> <ul style="list-style-type: none"> • Discovering space and using it <p>Ball skills</p> <ul style="list-style-type: none"> • Catching • Throwing • Striking • Passing <p>Games lesson: Football</p> <ul style="list-style-type: none"> • Passing • Kicking • Control 	<p>Different body parts</p> <ul style="list-style-type: none"> • Awareness of different parts and their potential activities – including stillness and stretching <p>Ball skills continued</p> <p>Gymnastics module</p> <ul style="list-style-type: none"> • actions and still shapes • move following directions • create simple sequences • using different body parts • apparatus safety • to recognise how their body feels when still and when exercising 	<p>Athletic skills</p> <ul style="list-style-type: none"> • Running technique • Mini hurdles • Two foot jumps • Skipping <p>Swimming Lessons</p> <p>Games Lesson: Cricket skills</p> <ul style="list-style-type: none"> • batting • bowling • fielding • wicket keeping

	<ul style="list-style-type: none"> • Team play • Development of rules 	Swimming Lessons Games lesson: Rugby <ul style="list-style-type: none"> • passing • kicking • evasive play 	<ul style="list-style-type: none"> • etiquette
RSHE	Topic 1 – Healthy and Happy Friendships <ul style="list-style-type: none"> • Forming friendships • What makes a good friend • Impact of kind and unkind behaviours • How being kind and unkind can impact people’s feelings • Working together • Being kind to everyone Topic 2 – Similarities and Differences <ul style="list-style-type: none"> • Recognise similarities and differences • Celebrate unique strengths • Importance of respecting others’ differences • How people may have different reactions and feelings towards the same thing 	Topic 3 – Caring and Responsibility <ul style="list-style-type: none"> • Special people in our lives • Why people in our lives are special • How special people care for us and keep us safe • Identify feelings and sensations of anxiety and worry • Identify who can help us when we are worried • How we can use rules set by our special people to keep ourselves and others safe Topic 4 – Families and Committed Relationships <ul style="list-style-type: none"> • What is family and why is it important? • Importance of positive family relationships • Similarities and differences between families • Why families are special 	Topic 5 – Healthy Bodies, Healthy Minds <ul style="list-style-type: none"> • What our bodies can do for us • How to keep our bodies healthy • Correct names for genitalia • Investigating ways in which we can keep our bodies healthy Topic 6 – Coping with Change <ul style="list-style-type: none"> • How animals grow from babies to adults, like humans do • Concept of growing up • How children are becoming more independent in caring for themselves in many ways • How children will grow and change in the future • Consider what they may like to do when they are older