

Key Stage 1 Long Term Planning: Year 1

	Autumn 1 8 weeks 2 nd September-25 th October	Autumn 2 7 weeks 5 th November-20 th December	Spring 1 6 weeks 6 th January-14 th February	Spring 2 6 weeks 24 th February-3 rd April	Summer 1 5 weeks 20 th April-22 nd May	Summer 2 7 weeks 1 st June-17 th July
School/World Events	Training Day (2.9.19) Black History Month (1.10.19-31.10.19) Harvest Festival (7.10.19) Cross-phase reading (24.10.19) British Summer Time Ends (27.10.19)	Training Day (5.11.18) Bonfire Night (5.11.19) Remembrance Day (11.11.19) St. Andrew's Day (30.11.19) Cross-phase reading (19.12.19) Christmas Party (17.12.19) Crafts and performances	New Year Chinese New Year (25.1.20- Year of the Rat) Burn's Night (25.1.20) Valentine's Day Cross-phase reading (13.2.20)	Shrove Tuesday (25.2.20) St. David's Day (1.3.20) World Book Day (5.3.20) Holi (9/10.3.20) St. Patrick's Day (17.3.20) World Poetry Day (21.3.20) Mother's Day (22.3.20) Cross-phase reading (26.3.20) British Summer Time begins (29.3.20) St. George's Day (23.4.20)	May Day (8.5.20) Northumberland Day (21.5.20) Cross-phase reading (14.5.20)	National Phonics Screening Check (8.6.19) Sports Day (10.6.20) Father's Day (21.6.20) Transition Day (8.7.20) Cross-phase reading (9.7.20) Reports to Parents (10.7.20)
Topic	This Is Me! (Explorer)	This Is Me! (Explorer)	Out of this World! (Scientist)	Stomp in the Swamp! (Paleontologist)	Knights and Dragons! (Historian)	Land Ahoy! (Globe Trotter)
Big Question	How am I unique?	What makes a house a home?	What is beyond our world?	Would a dinosaur make a good pet?	Would I have been safe living in a castle?	What can we find beyond the horizon?
Enrichment	Local Area	Beamish <i>Pockerley Old Hall: Traditional Christmas</i> (19.11.19)	Centre for Life <i>Destination Space</i> (11.2.20)		Alnwick Castle	Beach Visit
Parent Link	Welcome to KSI Parent Meeting (10.9.19) Parents' Evenings (1/3.10.19)	Christmas Performances	Y1 Parent Assembly (21.1.20)	Parents' Evenings (25/27.2.20)	Y1 Phonics Meeting	Sports Day (10.6.20) Celebration Market (26.6.20) Annual Reports (10.7.20)
Testing	Phonics Assessment	Phonics Assessment White Rose Maths Brave Writing	Grammar and Punctuation Reading	Phonics Assessment White Rose Maths Brave Writing	Grammar and Punctuation Reading	Phonics Check White Rose Maths Brave Writing Reading
Forest School Links	Seasonal changes	Seasonal changes	Seasonal changes	Seasonal changes	Seasonal changes	Seasonal changes
<p>Purpose of English:</p> <p>English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.</p> <p>English Aims:</p> <p>The overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. Our English aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • read easily, fluently and with good understanding • develop the habit of reading widely and often, for both pleasure and information • acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • appreciate our rich and varied literary heritage • write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences • use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas • are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate <p>Spoken Language</p> <p>Spoken language is important in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and should build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.</p> <p>Reading</p> <p>The teaching of reading focuses on developing pupils' competence in both word reading and comprehension. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds. It is essential that, by the end of Y6, all pupils are able to read fluently, and with confidence, in any subject.</p> <p>Writing</p> <p>The teaching of writing must develop pupils' competence in transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). In addition, pupils should be taught how to plan, revise and evaluate their writing. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.</p>						
Newsham Reading Spine	<ul style="list-style-type: none"> • We Are Family • Peace at Last • Knuffle Bunny • Can't You Sleep Little Bear • Funnybones • Jolly Postman • The Elephant in the Bag • Homes 	<ul style="list-style-type: none"> • The Gunpowder Plot (Famous People/Great Events) • Leaf Man • Elmer • Cat in the Hat • Owl and the Pussy Cat • The Snowman • The Christmas Postman 	<ul style="list-style-type: none"> • Professor Astro Cat's Solar System • Have You Seen My Monster • My Shadow • Bedtime for Monsters • Lost and Found • Dogger • Happiness (poem) • Winnie the Witch 	<ul style="list-style-type: none"> • The Rainbow Bird • If you see a kitten • The Song of Mr. Toad • The Tale of Peter Rabbit • How to Hide a Lion 	<ul style="list-style-type: none"> • The Three Billy Goats Gruff • The Gingerbread Man • Rumpelstiltskin • Jack and the Beanstalk • Little Red Riding Hood • Rumpelstiltskin • The Selfish Giant • Each Peach Pear Plum • Stone Soup • Fairytale News 	<ul style="list-style-type: none"> • Why Do We Need Bees? • Avocado Baby • The Tiger Who Came to Tea • Cops and Robbers • Hairy McCleary <p>Art Link</p> <ul style="list-style-type: none"> • The Rainbow Fish • Commotion in the Ocean

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">English Text, Overall Aims and Writing Outcomes</p>	<p>The Everywhere Bear</p> <ul style="list-style-type: none"> Listen with enjoyment and respond to the book, through retelling and re-enacting the story Think and talk confidently about their response to the book, the story and illustrations, and their meanings Explore and interpret stories through creative activity including play, art, drama and drawing Engage children with a story with which they will empathise Get to know the story really well and be able to revisit it in a variety of ways Sequence and explore story structure through storytelling and storymapping Shared journal Speech and thought bubbles Story mapping <p>Peace at Last Writing Opportunities</p> <ul style="list-style-type: none"> Listen with enjoyment and respond to the book, through retelling and re-enacting the story Think and talk confidently about their response to the book, the story and illustrations, and their meanings Explore and interpret stories through creative activity including play, art, drama and drawing Engage children with a story with which they will empathise Get to know the story really well and be able to revisit it in a variety of ways Sequence and explore story structure through storytelling and storymapping <ul style="list-style-type: none"> Narrative (talk for writing) Advice notes Speech and thought bubbles Story mapping 	<p>Bonfire Night /The Gunpowder Plot</p> <ul style="list-style-type: none"> Onomatopoeia- words as drawings Descriptive poetry Recount Captions 	<p>Beegu</p> <ul style="list-style-type: none"> Explore a high quality picture book which allows children to put themselves inside the story and empathise with characters and their issues and dilemmas Engage with illustrations throughout a picture book to explore and recognise the added layers of meaning these can give to our interpretation of a text Explore themes and issues, and develop and sustain ideas through discussion, enabling children to make connections with their own lives Develop creative responses to the text through drama, poetry, storytelling and artwork Write in role in order to explore and develop empathy for characters Writing in role Instructional writing Letter writing Guide to Earth <p>Whatever Next</p> <ul style="list-style-type: none"> Write lists Retell the story Letter writing 	<p>The Puffin Book of Fantastic First Poems</p> <ul style="list-style-type: none"> Make choices in selecting poems for anthologies; Explore, interpret and respond to poetry; Explore rhythm, rhyme and pattern in a range of poems; Respond to and play with language in poetry; Use poetry as a stimulus for art; Perform in response to poetry; Compose and perform own poetry. <ul style="list-style-type: none"> Notes Vocabulary and phrase collections Poems inspired by the collection Descriptive writing Labels <p>How to Catch a Dinosaur Writing Opportunities</p> <ul style="list-style-type: none"> Instruction writing 	<p>Fairytales Jack and the Beanstalk</p> <ul style="list-style-type: none"> Annotating images Storyboards Character descriptions Retell a known story Playscript Castle visit recount Innovate a known tale 	<p>The Secret of Black Rock</p> <ul style="list-style-type: none"> Engage and inspire children to engage with literature. Develop creative responses to the text through drama, storytelling and artwork. Develop empathy and explore wider themes through a narrative text. Deepen knowledge of the world through enquiry and cross-curricular research stimulated by a narrative text. Enrich vocabulary and understanding of the impact of language on readers and audience. Write with confidence for real purposes and audiences Annotations to explore thinking around illustrations Story maps Sketchbooks Storyboards Own picture book Explanations linked to science. Role on the Wall Information Writing in a range of forms Personal Narrative Thought Bubbles Questions and suggestions Diary entry in role Stream of Consciousness Poetry Persuasive argument Letters and notes Recipes and Instructions <p>Class three all at sea? How to be a pirate?</p> <p>Writing Opportunities</p> <ul style="list-style-type: none"> Postcards from St Lucia
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">English Speaking and Listening</p>	<ul style="list-style-type: none"> Listen with enjoyment and respond to the book, through retelling and re-enacting the story Think and talk confidently about their response to the book, the story and illustrations, and their meanings Explore and interpret stories through creative activity including play, art, drama and drawing Engage children with a story with which they will empathise Know the story really well and be able to revisit it in a variety of ways Sequence and explore story structure through storytelling and storymapping 	<ul style="list-style-type: none"> Use relevant strategies to build their vocabulary Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments 	<ul style="list-style-type: none"> listen and respond appropriately to adults and peers ask relevant questions to extend knowledge and understanding consider and evaluate viewpoints, attending to and building on the contributions of others participate in discussions, performances, role-play, improvisations and debate about what has been read use spoken language to develop understanding through imagining and exploring ideas 	<ul style="list-style-type: none"> Listen and respond appropriately to adults and peers; Speak audibly and fluently with an increasing command of Standard English Ask relevant questions to extend knowledge and understanding; Consider and evaluate viewpoints, attending to and building on the contributions of others; Participate in discussions, performances, role play, improvisations and debate about what has been read; Use spoken language to develop understanding through imagining and exploring ideas. 	<ul style="list-style-type: none"> Tell stories and describe incidents from their own experience in a clear, audible voice Retell Stories, ordering events using story language Interpret a text by reading aloud with some variety in pace and emphasis Listen with sustained concentration, building new stores of words in different contexts Take turns to speak, listen to others' suggestions and talk about what they are going to do Explore familiar themes and characters through improvisation and role-play Act out their own and well-known stories, using voices for characters 	<ul style="list-style-type: none"> Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Participate in discussions and role play Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">English Reading</p>	<ul style="list-style-type: none"> Read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words. Demonstrate understanding when talking with others about what they have read. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Knows that information can be retrieved from books and computers. 	<ul style="list-style-type: none"> Read words with contractions and understand that the apostrophe represents the omitted letter(s) Add prefixes and suffixes using the spelling rule for adding –s or –es as the plural marker for nouns and the third person Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings 	<ul style="list-style-type: none"> Listen to and discuss a story at a level beyond that at which they can read independently Link what they read or hear read to their own experiences becoming very familiar with key stories Retell stories and considering their particular characteristics Recognise and join in with predictable phrases Discuss word meanings, linking new meanings to those already known Draw on what they already know or on background information and vocabulary provided by the teacher Check that the text makes sense to them as they read and correcting inaccurate reading Discuss the significance of the title and events Make inferences on the basis of what is being said and done Predict 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 	<ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding; Listen to, discuss and express views about a wide range of poems at a level beyond that at which they can read independently; Link what they read or hear read to their own experiences; Recognise and join in with predictable phrases in poems and to recite some by heart; Recognise simple recurring literary language in poetry; Discuss and clarify word meanings, linked to those already known; Discuss favourite words and phrases; Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear; Make inferences on the basis of what is said and done; Respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes 	<ul style="list-style-type: none"> Recognise and use alternative ways of pronouncing the graphemes already taught Identify the constituent parts of two-syllable and three-syllable words to support the application of phonic knowledge and skills Recognise automatically an increasing number of familiar high frequency words Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable Read more challenging texts which can be decoded using their acquired phonic knowledge and skills, along with automatic recognition of high frequency words Read phonically decodable two-syllable and three-syllable words Identify the main events and characters in stories, and find specific information in simple texts Use syntax and context when reading for meaning Make predictions showing an understanding of ideas, events and characters Recognise the main elements that shape different texts 	<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 for all 40+ phonemes, including alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read other words of more than one syllable that contain taught GPCs 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 Discuss the significance of the title and events Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far

English Writing	<ul style="list-style-type: none"> Use phonic knowledge to write words in ways which match their spoken sounds. Write some irregular common words. Write simple sentences which can be read by themselves and others. Spell some words correctly and make phonetically plausible attempts at others. Leave spaces between words Join words and joining clauses using and Begin to punctuate sentences using a capital letter and a full stop 	<ul style="list-style-type: none"> Appropriate use of the past and present tense Use expanded noun phrases Begin to use fronted adverbials of time Spell days of the week Write sentences by: <ul style="list-style-type: none"> 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 Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<ul style="list-style-type: none"> Say out loud what they are going to write about Compose a sentence orally before writing it Sequence sentences to form short narratives Re-read 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 Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally Sequence sentences to form short narratives Write for different purposes including about fictional personal experiences, poetry, non-fiction and real events Reread and evaluate writing to check it makes sense and make simple revisions Read writing aloud with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> Develop positive attitudes and stamina for writing by writing poetry; Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing phrases and sentences orally; Write for different purposes including poetry; Reread and evaluate writing to check it makes sense and make simple revisions; Read writing aloud with appropriate intonation to make the meaning clear; Use new and familiar punctuation correctly; Use sentences in different forms; Expand noun phrases to describe and specify. Use coordinating conjunctions to link two main ideas Use subordinating conjunctions Use present tense consistently Use adverbials such as first, next, after, finally Begin to introduce the commas to separate items in a list 	<ul style="list-style-type: none"> Independently choose what to write about, plan and follow it through Use key features of narrative in their own writing Find and use new and interesting words and phrases, including story language Write short chronological narratives 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 Use the prefix un- Use -ing, -ed, -er and -est where no change is needed in the spelling of root words 	<ul style="list-style-type: none"> Appropriate use of the past and present tense Use expanded noun phrases Write sentences by: <ul style="list-style-type: none"> 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 Write short chronological narratives 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 Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
English Phonics	<p>Revisit and Review Phase 2</p> <p>Teach, Practise and Apply Phase 3</p> <p>English Writing Transcription:</p> <ul style="list-style-type: none"> Name the letters of the alphabet in order Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<p>Revisit and Review Phase 2 & 3</p> <p>Teach, Practise and Apply Phase 4</p> <p>English Writing Transcription:</p> <ul style="list-style-type: none"> Spell the days of the week Write sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. <p>Teach, Practise and Apply Phase 4</p> <p><i>Beginning and End Consonant Clusters:</i> st, br, sp, gr, fl, cr cl, bl, tr, sl, dr, fr sw, pl, pr, gl, str, thr sc, sm, sn, scr, squ, spr, spl, shr ld, lf, lk, lm, lp, lt sk, sm, sp, st ft, mp, nd, nk, nt, pt nch, tch, mb</p>	<p>Revisit and Review Phase 2, 3 and 4</p> <p>Complete Phase 4</p> <p>Teach, Practise and Apply Phase 5</p> <p>English Writing Transcription:</p> <ul style="list-style-type: none"> Name the letters of the alphabet in order Use letter names to distinguish between alternative spellings of the same sound Spell the days of the week <p>Write sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>Revisit and Review Phase 2, 3 and 4</p> <p>Teach, Practise and Apply Phase 5</p> <p>Links with Poetry Unit</p> <p>Developing Phonological Awareness</p> <ul style="list-style-type: none"> Discriminating environmental sounds; Onomatopoeia; Exploring voice sounds; Exploring instrumental sounds; Keeping and following a rhythm Identifying rhyming words; Onset and rime; Syllabification <p>Exploring Vocabulary and Language Structure</p> <ul style="list-style-type: none"> Generate vocabulary experientially; Drawing to describe and think; Explore onomatopoeia; Identify rhyming words; Joining in with predictable patterned phrases 	<p>Revisit and Review Phase 2, 3, 4 & 5</p> <p>Teach, Practise and Apply All phonemes.</p>	<p>Revisit and Review Phase 2, 3, 4 & 5</p> <p>Teach, Practise and Apply All phonemes.</p>
Transcription: Handwriting	<p>U1: Practising long-legged giraffe letters</p> <p>U2: Writing words with ll</p> <p>U3: Introducing capitals for long-legged giraffe letters</p> <p>U4: Practising one-armed robot letters</p> <p>U5: Practising long-legged giraffe letters and one-armed robot letters</p>	<p>U6: Introducing capitals for one-armed robot letters</p> <p>U7: Practising curly caterpillar letters</p> <p>U8: Writing words with double ff</p> <p>U9: Writing words with double ss</p> <p>U10: Writing words with double ss</p> <p>**U16: Practising numbers 0-9</p> <p>Revision of units 1-10</p>	<p>U11: Practising long-legged giraffe letters, one-armed robot letters and curly caterpillar letters</p> <p>U12: Practising zig-zag monster letters</p> <p>U13: Writing words with double zz</p> <p>U14: Mixing all the letter families</p> <p>U15: Practising all the capital letters</p> <p>U16: Practising numbers 0-9</p>	<p>U17: Writing words with ck and qu</p> <p>U18: Practising long vowel phonemes ai igh oo</p> <p>U19: Practising vowels with adjacent consonants: ee ao oo</p> <p>Revision of units 11-19</p> <p>U20: End-of-term-check</p> <p>U21: Numbers 10-20- spacing</p>	<p>U22: Practising ch unjoined</p> <p>U23: Introducing diagonal join to ascender ch</p> <p>U24: Practising ai unjoined</p> <p>U25: Introducing diagonal join, no ascender ai</p> <p>Revise U23 and U25 (ch and ai joined)</p>	<p>U26: Practising wh unjoined</p> <p>U27: Introducing horizontal join to ascender wh</p> <p>U28: Practising ow unjoined</p> <p>U29: Introducing horizontal join, no ascender ow</p> <p>Revise joins- units: 23, 25, 27 and 29</p> <p>U30: Assessment</p>

Purpose of Mathematics

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Mathematics Aims:

Ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. Whilst most half terms are organised into distinct domains, pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.

Mathematics

<p>Week 1-4 Number: Place Value (within 10) Through visualisation & use of manipulatives</p> <ul style="list-style-type: none"> • Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 10 in numerals and words. • Given a number, identify one more or 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 <p>Incorporating Measurement: Time</p> <ul style="list-style-type: none"> • Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. • Recognise and use language relating to dates, including days of the week, weeks, months and years <p>Week 5-7 Number: Addition and Subtraction (within 10)</p> <ul style="list-style-type: none"> • Represent and use number bonds and related subtraction facts within 10. • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • Add and subtract one digit numbers to 10, including zero. • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems. <p>Week 8 Geometry: Shape</p> <ul style="list-style-type: none"> • Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles). • Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres). 	<p>Week 1 Geometry: Shape</p> <ul style="list-style-type: none"> • Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles). • Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.) <p>Week 2-3 Number: Place Value (within 20)</p> <ul style="list-style-type: none"> • Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number. • Count, read and write numbers to 20 in numerals and words. • Given a number, identify one more or 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. <p>Week 4-5 Number: Addition and Subtraction (Numbers 10-20)</p> <ul style="list-style-type: none"> • Represent and use number bonds and related subtraction facts within 20. • 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>Week 6-7</p> <ul style="list-style-type: none"> • Consolidation & Assessment 	<p>Week 1 Measurement: Money</p> <ul style="list-style-type: none"> • Recognise and know the value of different denominations of coins and notes. <p>Week 2-4 Number Addition & Subtraction</p> <ul style="list-style-type: none"> • Represent and use number bonds and related subtraction facts within 20. • 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>Week 5-6 Number: Place Value (within 50) [Multiples of 2, 5 and 10 to be included]</p> <ul style="list-style-type: none"> • Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. • Count, read and write numbers to 50 in numerals. • Given a number, identify one more or 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. • Count in multiples of twos, fives and tens. 	<p>Week 1 Number: Place Value (within 50) [Multiples of 2, 5 and 10 to be included]</p> <ul style="list-style-type: none"> • Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. • Count, read and write numbers to 50 in numerals. • Given a number, identify one more or 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. • Count in multiples of twos, fives and tens. <p>Week 2-3 Measurement: Length and Height</p> <ul style="list-style-type: none"> • Measure and begin to record lengths and heights. • Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) <p>Week 4-5 Measurement: Mass</p> <ul style="list-style-type: none"> • Measure and begin to record mass/weight, capacity and volume. • Compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] • Measure and begin to record mass/weight, capacity and volume. 	<p>Week 1-3 Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included)</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>Week 4-5 Number: Fractions</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. • Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half). • Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] <p>Week 6 Geometry: Position and Direction</p> <ul style="list-style-type: none"> • Describe position, direction and movement, including whole, half, quarter and three quarter turns 	<p>Week 1-2 Number: Place Value (Within 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. • Count, read and write numbers to 100 in numerals. • 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, most, least <p>Week 3-4 Measurement: Time</p> <ul style="list-style-type: none"> • Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. • Recognise and use language relating to dates, including days of the week, weeks, months and years. • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. • Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] • Measure and begin to record time (hours, minutes, seconds) <p>Week 5-6 Number: Addition and Subtraction (within 20)</p> <ul style="list-style-type: none"> • Represent and use number bonds and related subtraction facts within 20. • 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>Week 7</p> <ul style="list-style-type: none"> • Consolidation & Assessment
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Purpose of Science:

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Science Aims:**Ensure that all pupils:**

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

Science

Animals, including Humans

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (PSHE link)

Explaining Science

- Remember simple facts about science with help
- Use relevant words when I talk or write
- Use pictures or actions to help describe

Seasonal Changes Summer and Autumn

- Observe changes across the four seasons
- Observe and describe weather associated with the seasons and how day length varies.
- Discuss events, traditions and activities associated with each season.

Explaining Science

- Remember simple facts about science with help
- Use relevant words when I talk or write
- Use pictures or actions to help describe

Data, Tables & Graphs

- Use a simple table by recording in pictures & words

Add to block charts & pictograms

Vocabulary

head, neck, arm, elbow, hand, leg, knee, foot, face, ear, nose, eye, hair, mouth, teeth, sight, hear, smell, touch, taste

Season, sun, sky, autumn, winter, spring, summer, year, month, week, day, weather (various), temperature, weather, rainfall, day length, sun, shadow

Everyday Materials

- Distinguish between an object and the material from which it is made
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- Describe the simple physical properties of a variety of everyday materials
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Explaining Science

- Remember simple facts about science with help
- Use relevant words when I talk or write
- Use pictures or actions to help describe

Classification

- Group familiar things by size, shape, colour, etc.

Sort using instructions or pictures

Seasonal Changes Autumn and Winter

- Observe changes across the four seasons
- Observe and describe weather associated with the seasons and how day length varies.

Discuss events, traditions and activities associated with each season.

Vocabulary

Solid, bending, squashing, twisting, stretching, similarity, difference, property, hard/soft, shiny/dull, bendy/not bendy, stretchy/stiff, transparent/opaque, rough/smooth, waterproof/not waterproof, absorbent/not absorbent, metal, plastic, glass, brick, paper, fabric, foil, elastic, wood

Season, sun, sky, autumn, winter, spring, summer, year, month, week, day, weather (various), temperature, weather, rainfall, day length, sun, shadow

Space

- Understand that we live on a planet that spins around the sun
- Know that the sun is a star
- Know that Earth has one moon, which orbits the it
- Know that Earth belongs in the Solar System
- Name the 8 planets in the Solar System

The key characteristics of the planets

Light and dark

(linked to the sun, moon and Earth)

- Observe the apparent movement of the sun during the day
- Observe light coming from a light source. Observe light being blocked by an object to create a shadow.
- Investigate how to make a place lighter and darker.
- Know light and dark safety.

Explaining Science

- Remember simple facts about science with help
- Use relevant words when I talk or write
- Use pictures or actions to help describe

Data, Tables & Graphs

- Use a simple table by recording in pictures & words
- Add to block charts & pictograms

Maths Link: Statistics- Data Handling**Vocabulary**

Light, dark, lighter, darker, light source (various), light ray, shadow, day length

Animals, including Humans

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

Explaining Science

- Remember simple facts about science with help
- Use relevant words when I talk or write
- Use pictures or actions to help describe

Classification

- Sort using instructions or pictures

Group familiar living things

Seasonal Changes Winter and Spring

- Observe changes across the four seasons
- Observe and describe weather associated with the seasons and how day length varies.

Discuss events, traditions and activities associated with each season.

Vocabulary

Animals, Invertebrate (worm, spider, insect (various), woodlouse, centipede), fish, amphibian, reptile, bird, mammal, carnivore, herbivore, omnivore, head, neck, arm, elbow, hand, leg, knee, foot, face, ear, nose, eye, hair, mouth, teeth, sight, hear, smell, touch, taste

Animals to cover:

Fish: salmon, minnow, cod, haddock, perch, trout, sole, sardine, plaice, mackerel, tuna, anchovy, angelfish, eel, flounder, goldfish, monkfish, pufferfish

Amphibians: frog, salamander, newt, toad

Reptile: alligators, crocodiles, snakes (adder, viper, rattlesnake, cobra, boa constrictor), lizards (sand lizard, iguana, gecko, bearded dragon), sea turtles (leatherback sea turtle, loggerhead sea turtle), tortoises

Bird: woodpecker, sparrow, blackbird, pigeon, dove, starling, tit (blue and coal), owl (barn, snowy), chaffinch, robin, finches, thrush, goose, wren, gull, falcon, eagle, hawk, swan, swallow, raven, heron, tern, swallow, puffin, penguin, oystercatcher, kittiwake, magpie, jay, parrot, hummingbird, crane, toucan, cuckoos, stork, kingfisher, rhea, ostrich, duck, flamingo, peacock

Mammal: bat, deer, reindeer, mouse, dormouse, squirrel, hedgehog, rat, shrew, fox, badger, bear, weasel, otter, beaver, wolf, raccoon, hare, stoat, vole, lemur, chipmunk, koala, sloth, human, meerkat, whale, dolphin, sea lion, seal, platypus, porcupine, elephant, anteater, zebra, giraffe, baboon, gorilla, chimpanzee, rhinoceros, hippopotamus, jaguar, cheetah, lynx, bobcat, lion, leopard, tiger

Plants

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- Identify and describe the basic structure of a variety of common flowering plants, including trees.

Explaining Science

- Remember simple facts about science with help
- Use relevant words when I talk or write
- Use pictures or actions to help describe

Classification

- Group familiar object/living things

Use senses to identify features/properties

Seasonal Changes Spring and Summer

- Observe changes across the four seasons
- Observe and describe weather associated with the seasons and how day length varies.

Discuss events, traditions and activities associated with each season.

Vocabulary

Plant, roots, stem, trunk, branches, leaves, flower (petals), fruit, bulb, seed, evergreen, deciduous, vegetables, (variety of common plant names, e.g. geranium, dandelion, oak, bean)

Trees: alder, ash, beech, birch, cedar, willow, hawthorn, holly, horse chestnut, oak, pine, sycamore

Flowers: bluebell, buttercup, daisy, dandelion, sunflower, tulip, pansy, foxglove, ivy, nettle, forget-me-not, poppy, thistle, lavender, lily, clover, bramble, rhododendron, viola, rose, geranium

Purpose of History:

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

History Aims:

Ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
 - know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
 - gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
 - understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
 - understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

History

Homes in the Past

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

- Learn that people live in different sorts of homes
- Talk about homes using appropriate vocabulary
- Recognise common external features of domestic dwellings and record their observations appropriately
- Identify the key features of a home built a long time ago
- Identify the differences between two homes built at different times (Pockerley Old Hall (Beamish) is a Georgian property representing the life of a tenant farmer in 1820s)
- Recognise different rooms and household objects from a long time ago
- Describe the characteristics of household objects from a long time ago
- Learn how to answer questions about household objects used in the past
- Make inferences about aspects of home life in the past
- Apply their knowledge and understanding of home life in the past and communicate, through role-play, what they have learnt about home life
- Consider the changing roles of women by comparing home life now and in the past

Chronological Understanding

- Sequence artefacts
- Sequence photos from different periods of time

Knowledge and Interpretation

- Find out about people and events in other times
- Confidently describe similarities and differences between household objects from the past and their modern day equivalent
- Develop empathy and understanding for the life of a woman in the past (hot seating)

Historical Enquiry

- Use a source- why, what, who, how, where to ask questions and find answers (link to visit to Beamish)
- Discuss the effectiveness of sources

Bonfire Night

UK Celebrations and Traditions

- Learn a brief history of the events of the Gunpowder Plot of 1605
- Learn about key parts of the celebration- bonfires, fireworks (e.g. Catherine wheel, rockets, Roman candles, sparklers), food (e.g. treacle toffee, toffee apples, parkin, soup), 'Penny for the Guy'
- How to stay safe on Bonfire Night
- How bonfire nights have changed since 1950s/60s (e.g. community bonfire, increased safety)

Neil Armstrong

The lives of significant individuals in the past who have contributed to national and international achievements.

Moon Landing

Events beyond living memory that are significant nationally or globally or events commemorated through festivals or anniversaries

Knowledge and Interpretation

- Find out about people and events in other times
- Through drama, develop empathy and understanding of the significant achievements made by Helen Sharman and Neil Armstrong

Historical Enquiry

- Identify different ways to represent the past (photographs, newspaper articles, interview, TV and film clips)

Dinosaurs

Chronological Understanding

- Sequence events, including those taught so far, chronologically

Knowledge and Interpretation

- Begin to describe similarities and differences in artefacts (fossils)

Historical Enquiry

Sort artefacts 'then' and 'now', comparing fossils to bones

Castles

Significant historical events, people and places in their own locality.

Chronological Understanding

- Sequence events, including those taught so far, chronologically
- Sequence the progression of castle development in chronological order (wooden motte and bailey > stone walls and keep > residential palaces with less emphasis on defence)

Knowledge and Interpretation

- Know what a castle is and understand its purpose
- Describe what a castle looks like
- Know that there are different parts of a castle and where they are found
- Begin to explain the function of different parts of a castle
- List the people who would have lived and worked in a castle beyond a king or queen
- Know the name of at least one local castle and talk about some of its history
- Discuss what it might have been like to live/work in a castle; linking to different roles and responsibilities

Historical Enquiry

- List three different ways to find out about the past (e.g. books, the internet, asking an adult).

Grace Darling

The lives of significant individuals in the past who have contributed to national and international achievements

Knowledge and Interpretation

- Find out about local people and locally significant events in other times
- Through drama, develop empathy and understanding of the heroism shown by Grace Darling
- Explore how her local community still celebrate and remember her act of bravery

Historical Enquiry

- Identify different ways to represent the past (paintings, drawings, letters, notes, newspapers)

Purpose of Geography:

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Geography Aims:**Ensure that all pupils:**

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Geography

Homes**What is my home like?**

- Learn how to devise a simple map of their home

What Sorts of Homes do people live in today?

- learn that we each have a home
- learn that people live in different sorts of homes
- talk about homes using appropriate vocabulary

What is my home like?

- learn that the insides of our homes can look very different but usually share many of the same features
- learn the purposes of different rooms in the home

What might you find inside a home?

- learn about different household objects and where we would usually find these in a home
- learn about the purpose of common household objects
- talk about household objects, furniture and appliances using appropriate, and extended, vocabulary

Where do I live?

- Learn that we have a personal address
- Learn the name of the county and country they live in
- Begin to understand the concept of town, county, country
- Be able to point to Northumberland on a map of the UK

Where is the school? How do I get to school?

- Learn their sense of place in relation to home and school
- Use aerial photographs and plans to recognise landmarks and basic human and physical features
- Consider how they travel to school
- Describe a route

What can we see in the streets around our school?

- Recognise some of the physical and human features in their locality
- Understand some of the ways in which the features are used
- Express views on the features

What jobs do people do in Newsham?

- Identify some of the uses of land and buildings in their locality
- Understand that these uses are linked to the work people do

Gather information

- Use basic observational skills
- Carry out a small survey of the local area/school
- Draw simple features
- Ask and respond to basic geographical questions
- Ask a familiar person prepared questions
- Use a pro-forma to collect data e.g. tally survey

Sketching

- Create plans and raw simple features in their familiar environment
- Add labels onto a sketch map, map or photograph of features

Audio/Visual

- Recognise a photo or a video as a record of what has been seen or heard
- Use a camera in the field to help to record what is seen

Using maps

- Use a simple picture map to move around the school
- Use relative vocabulary such as bigger, smaller, like, dislike
- Use directional language such as near and far, up and down, left and right, forwards and backwards

Making maps

- Draw basic maps, including appropriate symbols and pictures to represent places or features

Vocabulary

local area, village, town, city, county, country, continent, locate, fieldwork, route, job, work, compass, map, detached, semi-detached, terraced, flats, apartments, cottage, caravan

Locational Knowledge

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- Use maps and globes to locate the UK.
- Be able to identify the four countries and label the capital cities.
- Explain the purpose of a capital city and form opinions on how this affects population size.
- Use simple compass directions (North, South, East and West) to describe the location of features on a map.

Geographical Skills and Fieldwork**Related to space**

- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

Using maps

- Use relative vocabulary such as bigger, smaller, like, dislike
- Use directional language such as near and far, up and down, left and right, forwards and backwards

Map knowledge

- Use world maps to identify the UK in its position in the world.
- Use maps to locate the four countries and capital cities of UK and its surrounding seas

Making maps

- Use photographs and maps to identify features

Land Ahoy!**Place Knowledge**

- Learn the name of the county and country they live in
- Begin to understand the concept of town, county, country
- Be able to point to Northumberland on a map of the UK
- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- Begin to use maps and a globe to identify the continents and oceans and understand that both a map and a globe show the same thing.
- Begin to locate the continents on a paper map.
- Use maps and globes to locate the UK.
- Draw and label pictures to show how places are different.
- Study pictures/videos of two differing localities, one in the UK and one in a contrasting country, and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different?
- Study pictures of the localities in the past and in the present and ask 'How has it changed?'
- Express own views about a place, people and environment. Give detailed reasons to support own likes, dislikes and preferences.

Human and Physical Geography

- use basic geographical vocabulary to refer to:
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- Be able to verbalise and write about similarities and differences between the features of two localities.

Geographical Skills and Fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Purpose of Art and Design:

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Art and Design Aims:

Ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. They should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

Art and Design	<p>Drawing The Anatomy of a Pencil <i>Use a range of materials creatively to design and make products.</i> <i>Use drawing to develop their ideas.</i></p> <p>Develop a wide range of art and design techniques in using line, shape, form and space.</p> <ul style="list-style-type: none"> • Explore drawing lines using different movements and positions, e.g. vertical and horizontal pencils movements • <i>Lines and marks</i> Learn that drawing and mark making comes from the fingertip, wrist, elbow, shoulder and whole body • Learn to draw spirals • Name, match and draw lines/marks from observations. • Invent new lines. • Draw on different surfaces with a range of media. Use differently textured and sized media. • Develop hand eye co-ordination: continuous drawing • Use lines to represent a shape or outline • Use lines of different thickness • Learn how to draw a simple object from observation • Record ideas and experiences in a sketchbook <p>Art to discuss (use of line: straight, zigzag, curved, wavy, thick, thin):</p> <ul style="list-style-type: none"> • Rembrandt van Rijn, <i>Saskia in a Straw Hat</i>, 1633 (Kupferstichkabinett, Berlin) • Pierre Bonnard, <i>The Luncheon (Le Déjeuner)</i>, 1923 (National Gallery of Ireland, Dublin) • Joan Miró, <i>Painting (Peinture)</i>, 1925 (National Galleries of Scotland, Edinburgh) <p>Appreciating art: outline personal likes and dislikes regarding a piece of art</p>		<p>Painting Colour Chaos <i>Use a range of materials creatively to design and make products</i> <i>Use painting to develop and share their ideas, experiences and imagination</i></p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <ul style="list-style-type: none"> • Name primary colours and collate colours into groups of similar shades • Mix a range of secondary and tertiary colours. • Mix shades. • Mix tints • Decide if colours are warm or cool • Describe the work of a range of abstract artists • Create a colour field painting using self-mixed colours, in the style of Mondrain • Create a painting using self-mixed tints, in the style of Rothko • Create a drip painting using self-created shades, in the style of Klee • Create a painting using warm and cool colours, in the style of Pollock • Create a circles painting, in the style of Kandinsky, using self-mixed colours <p>Artists</p> <ol style="list-style-type: none"> 1. Piet Mondrain 2. Mark Rothko 3. Paul Klee 4. Jackson Pollock 5. Robert Delaunay 6. Wassily Kandinsky <p>Art to discuss (use of colour to create atmosphere or feeling):</p> <ul style="list-style-type: none"> • Pieter Bruegel, <i>The Hunters in the Snow</i>, 1565 (Kunsthistorisches Museum, Vienna) • David Hockney, <i>A Bigger Splash</i>, 1967 (Tate Modern, London) • Henri Rousseau, <i>Surprised! A Tiger in a Tropical Storm</i>, 1891 (National Gallery, London) • Vincent van Gough, <i>Sunflowers</i>, 1888 (National Gallery, London) <p>Appreciating art: outline personal likes and dislikes regarding a piece of art</p>	<p>Sculpture Junk Modelling and Clay Dinosaur Eyes <i>Use sculpture to develop and share their ideas, experiences and imagination in the context of creating a sculpture of an alien.</i> <i>Use a range of materials creatively to design and make products.</i></p> <ul style="list-style-type: none"> • Experiment with plasticine, clay and dough • Use clay as a medium to develop and share ideas • Use clay to create a realistic or imagined form • Create using their imagination • Create three-dimensional shapes using malleable materials • Join junk materials together to create an alien based on a design • Roll, cut and coil clay • Use clay tools to develop texture and form for effect <p>Art to discuss texture:</p> <ul style="list-style-type: none"> • The King's Gold Belt Buckle (early 7th century from Sutton Hoo burial, now British Museum, London) • Albrecht Dürer, <i>Young Hare</i>, 1502 (Albertina, Vienna) • Johannes Vermeer, <i>The Music Lesson</i>, 1662-65 (The Royal Collection, London) <p>The Language of Art</p> <ul style="list-style-type: none"> • Develop oracy by asking questions about lines and colours • Describe or identify details that catch their attention • Comment on the artists style • Consider what the artist may be trying to communicate to us • Comment on the relationship between 'characters' in an image <p>Art to discuss (children in art work):</p> <ul style="list-style-type: none"> • William Hogarth, <i>The Graham Children</i>, 1742 (National Gallery, London) • Pieter Bruegel, <i>Children's Games</i>, 1560 (Kunsthistorisches Museum, Vienna) • John Singer Sargent, <i>Carnation, Lily, Lily, Rose</i>, 1885-6 (Tate Britain, London) • Gabriel Metsu, <i>The Sick Child</i>, 1660 (Rijksmuseum, Amsterdam) <p>Appreciating art: outline personal likes and dislikes regarding a piece of art</p>		<p>Textile and Collage Fabricate <i>Use a range of materials creatively to design and make products</i> <i>Use materials creatively to decorate a product.</i> To learn about the work of a range of artists and craftmakers, making links to their own work</p> <ul style="list-style-type: none"> • Use materials creatively to make a product • Use scissors to create a paper loom • Weave strips of paper and fabric into the loom • Alternate weaving over and under the loom • Explain that artists use weaving as an artistic technique • Identify one thing from another artist's work that they could use in their own design • Choose materials carefully and explain their choices • Add materials and colours that will enhance their design • Explain that artists (inc. Klimt) add decorations to their work to make it more interesting • Use wax resist with some accuracy • Explain the batik process • Use a paintbrush to apply dye to change the colour of fabric <ol style="list-style-type: none"> 1. Paper Weaving 2. Adding Decoration 3. Paper Bag Weaving 4. Designing a Batik 5. Creating a Batik 6. Dyeing a Batik <p>Art to discuss:</p> <ul style="list-style-type: none"> • Hubert Le Suer, <i>King Charles the First</i>, 1633 (Trafalgar Square, London) • Hamo Thornycroft, <i>Oliver Cromwell</i>, 1899 (Palace of Westminster, London) • E.H. Bailey, <i>Lord Horatio Nelson</i>, 1840-43 (Trafalgar Square, London) • Henry Moore, <i>Family Group</i>, 1944 (Fitzwilliam Museum, Cambridge) • Edgar Degas, <i>Little Dancer Aged Fourteen</i>, 1880-81 (Tate, Liverpool) • Barbara Hepworth, <i>Infant</i>, 1929 (Tate, St. Ives) • Antony Gormley, <i>Angel of the North</i>, 1998 (Gateshead) <ul style="list-style-type: none"> • Appreciating art: outline personal likes and dislikes regarding a piece of art <p>Craft Create a range of crafts to sell at the <i>Beach Party Enterprise Market</i></p> <ul style="list-style-type: none"> • Hawaiian Leis • Ocean mobile • Paint a rock: Northumberland Rocks
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Purpose of Design and Technology

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Design and Technology Aims:

Ensure that all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts.

Design and Technology

**Textiles:
Sewing Fabric Faces/Fireworks**

Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups
- Discuss their ideas as they develop and say what their design has to do to achieve the design criteria

Make

- Select from and use a range of tools and equipment to perform practical tasks (cutting, joining and finishing)
- Select from and use textiles according to their characteristics
- Use a template to shape a piece of fabric
- Create a fabric face that reflects their own face/firework
- Stitch two pieces of fabric together using a running stitch and add features using appropriate materials and joining techniques

Evaluate

- Evaluate their ideas and products against design criteria
- Evaluate their products saying what they like and what they could improve

criteria, tools, template, annotated, evaluate, design, sew, cross-stitch, join, staple, glue, explore, textiles, lace, cut, attach, felt, corduroy, hessian

**Moving Mechanisms:
Moving Pictures**

Design

- Explore an existing product and evaluate how well it works
- Draw a simple design and add annotations to show how different components move
- Begin to understand what design criteria is used for

Make

- Incorporate the main features of design criteria into their product
- Make a picture which uses a slider, wheel and level mechanism to make it move

Evaluate

- Evaluate how well an existing product works,
- Evaluate their product against the design criteria

Technical knowledge

- Explore and use mechanisms (levers, sliders and wheels) in their products.

moving, lever, slider, pivot, split pin, wheel, evaluate, mechanism, assemble, design, cut, hole, rotary, sketch, annotate, equipment, push, pull, design criteria

**Cooking:
Dips and Dippers**

Use the basic principles of a healthy and varied diet to prepare dishes

Understand where food comes from

Design

- Design appealing dips and dippers for a Beach Party based on design criteria
- Explore and evaluate existing products, discussing who they might appeal to and why

Make

- Select from and use a range of equipment to chop, slice, dice and grate.
- Use kitchen equipment safely
- Select from and use a wide range of ingredients, according to their characteristics
- Prepare a range of dips and dippers

Evaluate

- explore and evaluate a range of existing dips and dippers
- evaluate their ideas and products against design criteria

Technical knowledge

- Explain ideas about how to eat a healthy and varied diet
- Explain the food groups and know they have to eat a balance of foods to have a healthy and varied diet
- Give specific names, such as protein, to the different groups they eat.

ingredients, dips, evaluate, senses, dipper, taste, smell, equipment, dairy, protein, carbohydrate, diet, appearance, method, design, balanced diet, sensory, texture, starchy

Purpose of Computing:

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Computing Aims:

Ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology

Computing Science and Information Technology	<p>Computer Skills</p> <p><i>use technology purposefully to create, organise, store, manipulate and retrieve digital content</i></p> <ul style="list-style-type: none"> • Click and drag with a mouse or trackpad • Switch on and shutdown a computer independently • Launch an application by double clicking it • Manipulate an application window by moving and resizing it • Save work in a designated folder independently <p>Monitor, folder, open, display, mouse, minimise, application, launch, keyboard, move, restore, headphones, switch, save, screen, window, exit, size, system unit</p>	<p>Painting</p> <p><i>use technology purposefully to create, organise, store, manipulate and retrieve digital content</i></p> <p><i>recognise common uses of information technology beyond school</i></p> <ul style="list-style-type: none"> • Understand that there are different types of software and that they are used for different purposes • Paint with different colours • Paint with different brushes • Create shapes • Save their paintings in their individual folder • Fill an area with a colour • Undo and redo • Add text • Format text • Resize text and images <p>Know that there is a digital art industry and recognise digital art in the world around them</p> <p>Paint, colour, brush, tools, bucket, text, shape, screen, mouse, type, computer, undo, redo, draw, save, open</p>	<p>Word Processing</p> <p><i>use technology purposefully to create, organise, store, manipulate and retrieve digital content</i></p> <ul style="list-style-type: none"> • Type with two hands • Use shift, space, and enter correctly • Use undo and redo • Make text bold, italic or underline • Save work in their folder • Edit text using backspace, delete and the arrow keys • Format the font • Select single words • Have some knowledge of the location of letters and symbols on the keyboard • Select text in different ways <p>Keyboard, backspace, shift, type, folder, enter, symbols, save, return, space bar, arrow keys, delete, undo, redo, select, key, bold, italics, underline, format</p>	<p>Programming Toys</p> <p><i>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</i></p> <p><i>create and debug simple programs</i></p> <ul style="list-style-type: none"> • Create step-by-step instructions using pictures • Write and follow detailed step-by-step instructions • Direct a Bee-Bot to a toy • Program a Bee-Bot, one instruction at a time, using the arrow buttons; and by using multi-step instructions • Say what an algorithm is • Say why it is important to be precise when writing an algorithm • Debug by checking their work for mistakes- evaluate and improve • See how a product changes when they change the instructions <p>Maths Link: Fraction and Position and Direction</p> <p>Algorithm, code, left, right, forward, backward, pause, clear go, program, bee-bot, turn, sequence, quarter, half</p>	<p>Algorithms</p> <p><i>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</i></p> <p><i>create and debug simple programs</i></p> <p>Using the Busy Things App: Path Peril:</p> <ul style="list-style-type: none"> • Use the arrow keys to create an algorithm • Use the backspace key to undo an action when debugging an algorithm <p>Using the Busy Things App: Busy Bundle Code</p> <ul style="list-style-type: none"> • Create and debug simple algorithms <p>Maths Link: Fraction and Position and Direction</p> <p>Algorithm, code, left, right, forward, backward, pause, clear go, program, turn, sequence, quarter, half</p>	<p>Using and Applying</p> <ul style="list-style-type: none"> • Turn on a computer and open an application • Type letters and symbols, including use of the shift key • Format Text in different ways (bold, italic, underline) • Draw different shapes using paint software • Use a brush in a paint application and change the size and colour • Click, double-click and drag objects • Save and open files • Make shapes (in paint software) the size they desire • Position shapes correctly • Select and compare different brush types • Move, resize, minimise and restore windows • Select text and change the size, type and colour • Use undo and redo effectively • Edit text using arrow keys and delete or backspace buttons • Create a particular image using shapes or brush tools <p>Choose the best brush style for a purpose</p> <p>Revise vocabulary from Autumn 1- Summer 1</p> <p>Email, send, attachment</p>
	Digital Literacy and E-Safety	<p>E-Safety</p> <p>Going Places Safely www.digital-literacy.org.uk</p> <p>Learn that they can go to exciting places online, but they need to follow certain rules to remain safe</p>	<p>E-Safety</p> <p>Safer Internet Day (Nationally Organised)</p>	<p>E-Safety</p> <p>A-B-C Searching www.digital-literacy.org.uk</p> <ul style="list-style-type: none"> • Search for pictures online by clicking on the letters of the alphabet <p>Learn that directory sites with alphabetical listings offer one way to find things on the internet</p>	<p>E-Safety</p> <p>Keep It Private www.digital-literacy.org.uk</p> <p>Learn that many websites ask for information that is private and discuss how to responsibly handle such requests</p>	<p>E-Safety</p> <p>My Creative Work www.digital-literacy.org.uk</p> <ul style="list-style-type: none"> • Introduce the concept of having ownership over creative work <p>Practice putting their name and date on something they produce</p>

Purpose of Music:

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Music Aims

Ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Music

Hey You!

Listen and Appraise

- Begin to recognise styles, find the pulse, recognize instruments, listen, discuss other dimensions of music.

Musical Activities

- **Games** - begin to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics.
- **Singing** - start to sing, learn about singing and vocal health. Begin to learn about working in a group/band/ensemble.
- **Playing** - start to play a classroom instrument in a group/band/ensemble.
- **Improvisation** - begin to explore and create your own responses, melodies and rhythms.
- **Composition** - begin to create your own responses, melodies and rhythms and record them in some way.

Performance

- Begin to work together in a group/band/ensemble and perform to each other and an audience.
- Discuss/respect/improve your work together.

How pulse, rhythm and pitch work together. When we rap, we use pulse and rhythm but add pitch and we have a song.

Old School Hip Hop:

- Hey You! by Joanna Mangona
- Me, Myself And I by De La Soul
- Fresh Prince Of Bel-Air by Will Smith
- Rapper's Delight by The Sugarhill Gang
- U Can't Touch This by MC Hammer
- It's Like That by Run DMC

Differentiated Instrumental Progression

Melody Note Values:
Semi-quavers, quavers and crotchets

Christmas Performance and song rehearsal

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Dinosaur Soundscape linked to literacy/poetry

- **Playing** - start to play a classroom instrument in a group/band/ensemble.
- **Improvisation** - begin to explore and create your own responses, melodies and rhythms.
- **Composition** - begin to create your own responses, melodies and rhythms and record them in some way.

Performance

- Begin to work together in a group/band/ensemble and perform to each other and an audience.
- Discuss/respect/improve your work together.

Jack and the Beanstalk Musical Activities

- **Games** - begin to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics.
- **Singing** - start to sing, learn about singing and vocal health. Begin to learn about working in a group/band/ensemble.

Purpose of PE:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

PE Aims:**Ensure that all pupils:**

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

Physical Education

Multiskills

Master basic movements and develop balance, agility and co-ordination

Basic Movements, Spatial Awareness, movement with a ball, sending skills: rolling, throwing underarm, catching and controlling

Acquiring & Developing:

- moving fluently, changing direction & speed easily & avoiding collisions & developing spatial awareness

Selecting & Applying:

- using different movements, speeds & pathways
- recognising space in games & using it to their advantage

Knowledge & Understanding:

- describing changes to their bodies when they exercise

Evaluating & Improving:

watching others, describing what they see & copying

space, safe stopping, awareness, pathways, dodging, control, direction, rolling, balance, tracking, aiming, pace, underarm, aiming, sending, receiving, bouncing, scanning, striking, kicking

Dance: Gun Powder Plot

Master basic movements and develop balance, agility and co-ordination

Perform dances using simple movement patterns

Body:

- Hands and arms, bending, travelling, reaching

Action:

- Stirring, kneading, flickering fingers and hands

Space:

- Straight pathways, contrasting levels, proximity (around) partner, using all the space available

Dynamics:

- Steady, sustained, controlled

Relationships:

Working alone, in pairs and in groups. Working in unison.

body, hands, bending, travelling, growling, action, stirring, kneading, space, straight, pathways, levels, proximity, dynamics, steady, sustained, controlled, alone, pair

Dance: Starry Skies

Perform dances using simple movement patterns

- Make a shape hold it and move about in that shape;
- Make a high and low level shape;
- Dance in their personal space and in the wider space;
- Dance with an object to communicate an idea;
- Pretend to dance with an object to communicate an idea;
- Move to the rhythm of the music;
- Move an object to the rhythm of the music;
- Mirror movements;
- Choose movements to add together to make a dance;
- Talk about how music and dancing makes them feel;
- Say what they like about their own and other's movements;
- Use movement to communicate feelings;
- Perform basic actions like: turning, rolling, jumping, travelling, making a shape and holding it;
- Work on their own and with a partner or a group;
- Perform a canon;
- Move in unison;
- Change between fast and slow movements;
- Change between high and low movements;
- Change between light and heavy movements;
- Create a pathway;
- Improvise an idea;
- Move in response to stimuli;
- Remember simple movement patterns.

Constellation, sparkler, Catherine wheel, astronaut, fountain, rocket, firecracker, diagonal, streamer, unison, mirror, asteroid, gravity, weightlessness, canon, Ancient Greeks, dawn, pathway, match, explode

Team Games (Invasion-Attacking and Defending)

Participate in team games, developing simple tactics for attacking and defending

- Know and show different ways of using a ball.
 - Understand how to use apparatus for its intended purpose.
 - Move safely and actively about space
 - Identify useful spaces for passing and receiving a ball;
 - Begin to use space well to pass and receive a ball;
 - Defend a goal or space;
 - Mark a player by staying close to them;
 - Indicate their intentions to their teammates;
 - Attempt to intercept a ball between other players;
 - Evade defenders by quickly changing direction.
- Identify strengths and areas in which they could improve.

attack, defend, goal, score, space, mark, dodge, pass, skills, points, team, player, game, invade, attacker, defender, warm up, cool down, play, aim, exercise, fitness, healthy

Gymnastics: Animals

Master basic movements including developing balance, agility and co-ordination

- Take responsibility for setting out more complicated gymnastic apparatus;
 - Follow more complicated instructions;
 - Lead their group in setting out and putting away apparatus;
 - Suggest ways to warm up and cool down before and after exercise;
 - Jump onto equipment;
 - Suggest how they could improve their movements;
 - Move at varying speeds;
 - Move at high, low and medium levels;
 - Make contrasting movements;
 - Do a teddy bear roll;
 - Remember and perform a movement sequence in reverse;
- Move with flow.

curl, relax, shape, roll, travel, stretch, sequence, direction, speed, control, balance, climb, jump, still, movement, land, action, tense, body, idea

Athletics (Running and Jumping)

Master basic movements including developing balance, agility and co-ordination

- Run at different speeds, recognising the difference between walking, jogging and sprinting; selecting the appropriate speed for an activity;
- Move along a wide range of different pathways at different
- speeds and begin to think of their own pathways;
- Use correct technique for jumping for height and distance, improving their own performance;
- Jump from a standing position with accuracy and control;
- Land safely with control and correct technique;
- Create and improve a sequence of jumps, acting on feedback.

running, jumping, throwing, walking, sprinting, jogging, skipping, hop, take off, landing, speed, relay, race, obstacles, overarm, underarm, sports day, competition team, athletics

Purpose of Religious Education:

RE provokes challenging questions about the ultimate meaning and purpose of life; beliefs about God, the self and the nature of reality; issues of right and wrong; and what it means to be human. Religions and worldviews must be explored from the perspectives of those who subscribe to them as well as from those who do not. To acquire a complete picture it is not enough to merely know about different religions and worldviews; it is also important to understand what can be learned from such religions and worldviews.

Religious Education Aims:

Ensure that all pupils:

- know about and understand a range of religions and worldviews, so that they can:
 - describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
 - identify, investigate and respond to questions posed and responses offered by some of the sources of wisdom found in religions and worldviews;
 - appreciate and appraise the nature, significance and impact of different ways of expressing meaning.
- express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:
 - explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
 - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
 - appreciate and appraise different dimensions of a religion or worldview.
- acquire and deploy the skills needed to engage seriously with religions and worldviews, so that they can:
 - find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
 - enquire into what enables different individuals and communities to live together respectfully for the well-being of all;
 - articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Religious Education

**Christianity:
God
(Unit 1)**

- Know that Christians think of God as a loving parent, friend and the Creator;
- Know some stories about God;
- Know about the importance of worship, Harvest and Thanksgiving
- Know some ways in which Christians engage in worship and celebrate Harvest, Christmas and Thanksgiving explain the significance of some of the stories covered.
- Retell the Christmas Story

**Christianity:
Jesus
(Unit 2)**

- Learn that Jesus is special to Christians
- Learn about some of the events of Jesus' life
- Learn about some of Jesus' friends and the stories told about him
- Know something about the life of Jesus as revealed through the Bible
- Understand that Jesus can be seen in many different but complementary ways
- Appreciate that, for Christians, the life and teaching of Jesus lies at the heart of their faith
- Understand that a lot of Christian worship centres on Jesus
- Know that his resurrection is what makes Jesus most special for Christians

Jesus, Bible, Testament, Gospels, worship, Holy Week, resurrection, stories told by and about Jesus,

**Hinduism:
Festivals and Celebrations
(Unit 1)**

- Learn about aspects of Diwali
- Learn about aspects of Holi
- Know about events taking place during Diwali and Holi
- Know that Diwali is the Hindu festival of light and Holi is an important Spring festival; and know that both occasions emphasise the importance of family.
- Understand that Diwali celebrates the victory of good over evil and Holi addresses matters to do with purity and fertility

**Hinduism:
Lifestyles
(Unit 2)**

- Learn about aspects of Hindu lifestyle and what makes Hindu lifestyle distinctive
- Know that Hindu lifestyle has some familiar as well as distinctive characteristics
- Know that Hindu lifestyle is affected by the content of scripture
- Know that the rules contained in scripture help make Hindu lifestyle distinctive
- Understand why the family and the wider community are of great importance to Hindus

**Hinduism:
Stories
(Unit 3)**

- Learn about the importance of Hindu scripture, especially the Ramayana
- Examine how Hindus care for and use scripture
- Examine Sanskrit, the sacred language of Hinduism
- Discuss Hindu beliefs about God, immortality, karma, samsara and moksha and explain that such beliefs derive from scripture
- Identify some of the faces/manifestations of God in the Ramayana. Examine what they are responsible for and how one can be recognised from another
- Identify the different signs and symbols associated with the different faces/manifestations of God
Learn about how and why some of the stories are important to Hindus

scripture, mandir, worship, artefacts, the home, festival, celebration, special clothing

PSHE	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> Learn to write, and spell accurately, their full name To learn about what they like and dislike, what it means to make a choice and how choices can improve how they feel and look Learn about some of the things that keep our bodies healthy Learn about growing from young to old Learn the correct names for parts of the main parts of the body and about the similarities and differences between girls and boys (Sci link) Learn about basic personal hygiene routines Learn about the spread of infections Learn about what goes onto and into our bodies (both good and harmful) Learn about what makes them unique and how to set simple goals Learn about different kinds of feelings we may have and about the different ways we can manage feelings Learn about people who take care of them and about the family networks they belong to History Link: Chronology of family tree Learn about family traditions, celebrations and their importance Learn about change and loss, e.g. starting school, a new baby sibling, moving to a new class and about the feelings associated with change or loss <p>Rule of Law</p> <ul style="list-style-type: none"> Learn what we class as right and wrong in our society Learn my rules and laws are important Learn about what a community is Learn about the different role that we find in our local community Learn about rules we have for keeping safe Learn about different ways of keeping physically and emotionally safe 	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> Learn how to stay safe on Bonfire Night <p>Relationships</p> <ul style="list-style-type: none"> Learn about a wide range of feelings (English link to GFoL) <p>Individual Liberty</p> <ul style="list-style-type: none"> Develop an awareness of my own needs, views and feelings Be sensitive to and respect the feeling of others 	<p>Relationships</p> <ul style="list-style-type: none"> Learn about special people in their lives (RE link to Jesus) Learn about different types of behaviour Learn about what fair and unfair means Learn about what kind and unkind means Learn about right and wrong Learn how people's bodies and feelings can be hurt 	<p>Living in the Wider World</p> <ul style="list-style-type: none"> Learn about the needs of people and other living things Learn about groups and communities that they belong to Learn about what improves and harms their local, natural and built environments <p>Mutual Respect, Tolerance and Diversity</p> <ul style="list-style-type: none"> Know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds, etc. Know that people have things in common but everyone is unique 		<p>Living in the Wider World</p> <ul style="list-style-type: none"> Learn about where money comes from and what it is used for Learn about the role of money in their lives <p>Relationships</p> <ul style="list-style-type: none"> Learn about the difference between a surprise and a secret Learn about listening to others and playing cooperatively Learn about appropriate and inappropriate touch