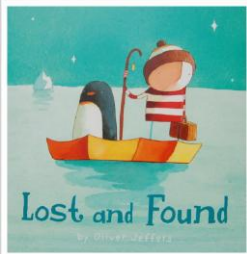
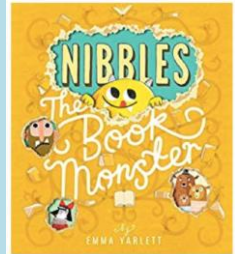
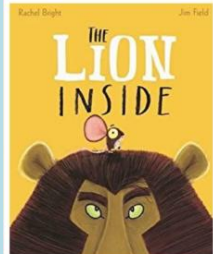
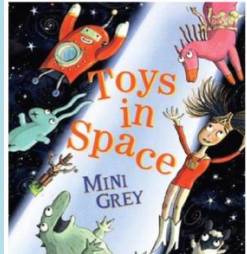
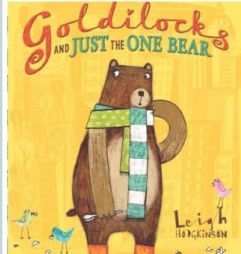


Frodsham CE Primary School Long Term Plan 2025/26 Year 1

Love each other as God loves us.

	Autumn		Spring		Summer	
Christian Values	Love	Respect	Kindness	Community	Faith	Resilience
Spiritual Development	Me: I can be creative. I can be curious. I can be honest. I can be still. I can be thankful. I know I am unique.					
	Others: I can celebrate others achievements. I can be fair. I can be kind. I can forgive others. I can be generous. I can show respect. I can work as part of a team. I know how to make things right when I have hurt others.					
	World: I can be thankful for the gift of creation. I can find wonder in all things. I can see beauty in the world. I understand what is unfair.					
	God: I know I am loved by God for who I am. I know I am one of God’s children. I can celebrate with God. I can talk to God in prayer.					
RE	Love each other as God loves us (Year A) What commandment did Jesus give about love? I can explain what the school vision ‘Love as God loves us’ means. Spiritual Development: I know I am loved by God for who I am. I know I am one of God’s children. Letters of Creation (Year B) How can we help to make the world a better place? I can talk about ways in which to make the world a better place. I can take positive action to make the world a better place. I can talk about ways in which to make the world fairer. I can take positive action to make the world fairer. Spiritual Development: I can see beauty in the world around me. Creation What does the creation story teach people?		Islam What do Muslims believe about Allah and Muhammad (PBUH)? I can talk about who Muslims say Allah and Muhammad (pbuh) are. I can explain that the Qur’an is the holy book of Islam and say how it should be treated. I can show an understanding of at least two Muslim artefacts and explain how they are used. Spiritual Development: I can show respect. Easter What do you think is the most important part of the Easter story? I can recall key teachings Christians believes about God. I can describe key important things Christians believe about Jesus referring to the Easter story. Spiritual Development: I can forgive others. I know how to make things right when I have		Islam How do Muslims express new beginnings in their lives? What is a Muslim marriage ceremony like? I can describe at least three things that might happen at a Muslim baby’s naming ceremony. I can describe at least three things that might happen at a Muslim wedding. Spiritual Development: I can show respect. Jesus What did Jesus teach people about God’s love? Why did Jesus tell stories? I can explain why Jesus was good news for Christians. I can recall key teachings Christians believe about God found in the ‘lost’ parables, the parable of the good Samaritan & other parables studied. I can describe key important things Christians believe about Jesus.	
A visit will be made to Frodsham Methodist Church						
Amazing People link – Queen Anna Nzinga / St Francis / David Attenborough						
British Values – Tolerance of different faiths and beliefs / mutual respect						

	How do people with different and similar worldviews believe the world began and how should we look after it? I can explain how Christians view the creation of the world and try to take care of it. I can explain how a Humanist understands human beings, where they came from and how they can help make the world a better place. I can retell two stories the world is made. I can explain how different groups of people believe the world was made. I can describe how religious and non-religious people say we should care for the world. Spiritual Development: I can be thankful for the gift of creation. I can see beauty in the world around me. I can celebrate with God. Baptism Why is baptism special? How do people welcome babies? What does it mean to belong? I can explore what it means to Christians to belong to a church? I can compare how various religious and non-religious people welcome babies. Spiritual Development: I know I am unique. Incarnation How do Christians welcome Jesus? Why is Christmas celebrated by Christians? How will Christians celebrate Christmas in the local church? I can identify key aspects of the Christmas story and explain why Jesus was good news for Christians.	hurt others.	Spiritual Development: I know I am loved by God for who I am. I know I am one of God's children. Free Choice Enquiry (Year A) How is light used in religious festivals, rites of passage and worship? I can talk about how and why light is used within different religions, beliefs and services. Spiritual Development: I can be curious. Free Choice Enquiry (Year B) What are some books, stories and places special? I can talk about what makes something special. I can describe what things are special to me and why. I can begin to appreciate that everyone has special things which are different from my own. Spiritual Development: I can find wonder in all things.
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	I can describe key important things Christians believe about Jesus. Spiritual Development: I can be thankful.					
English (Pathways to Write)  Amazing People link – James Baldwin / Jan Morris / Lisa McGee / Maya Angelou	 Lost and Found Fiction – adventure stories Spoken language: Listen and respond Ask relevant questions Build vocabulary Participate in discussions, presentations, performances, role play, improvisations and debates Reading comprehension: Retell stories and consider their particular characteristics Discuss words meanings, lining new meanings to those already known	 Nibbles the Book Monster Recount - diary Spoken language: Listen and respond Ask relevant questions Build vocabulary Participate in discussions, presentations, performances, role play, improvisations and debates Reading comprehension: Become familiar with key stories, fairy stories and traditional tales Retell stories and consider their particular characteristics	 The Lion Inside Fiction - journey Spoken language: Build vocabulary Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debates Reading comprehension: Link what is read or heard to own experiences Retell stories and consider their particular characteristics	 The Curious Case of the Missing Mammoth Fiction – adventure stories Spoken language: Ask relevant questions Build vocabulary Articulate and justify answer Use spoken language: speculating, hypothesising, imagining and exploring ideas Reading comprehension: Retell stories and consider their particular characteristics Learn to appreciate rhymes and poems	 Toys in Space Fiction – Fantasy Story Spoken language: Build vocabulary Articulate and justify answers Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debates Reading comprehension: Learn to appreciate rhymes and poems Recite some rhymes and poems by heart Discuss word	 Goldilocks and just the one bear Fiction - Traditional Story Spoken language: Listen and respond Ask relevant questions Build vocabulary Participate in discussions, presentations, performances, role play, improvisations and debates Reading comprehension: Become familiar with key stories, fairy tales and traditional tales Retell stories and consider their particular characteristics

	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 has been read to them Writing Composition: 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 Writing outcome: To write an adventure story based on the structure of 'Lost and Found' with a new animal	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 has been read to them Writing Composition: 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 Writing outcome: To write a diary entry in the first person (Nibbles) based on Nibbles' adventures in the story Greater depth writing outcome: To add a new adventure based on a	Discuss word meanings, linking new meanings to those already known Draw on what they already know 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 has been read to them Explain clearly understanding of what is read to them Writing composition: Say out loud what is going to be written 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 has been written with the teacher or other pupils Read writing aloud clearly enough to be heard by peers and the teacher Spell words containing phonemes already taught Discuss what has been written with the teacher or other pupils	Recite some rhymes and poems by heart Draw on what they already know Check that the text makes sense Make inferences on the basis on what is being said and done Predict what might happen on the basis of what has been read so far Writing composition: Say out loud what is going to be written 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 has been written with the teacher or other pupils Read writing aloud clearly enough to be heard by peers and the teacher Spell words containing phonemes already taught Spell common exception words	meanings, linking new meanings to those already known 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 has been read to them Explain clearly understanding of what is read to them Writing composition: Say out loud what is going to be written about Sequence sentences to form short narratives Re-read what they have written and check that it makes sense Discuss what has been written with the teacher or other pupils Read writing aloud clearly enough to be heard by peers and the teacher Spell words containing phonemes already taught	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 has been read to them Writing composition: Re-read what they have written and check that it makes sense Discuss what has been written with the teacher or other pupils Read writing aloud clearly enough to be heard by peers and the teacher Spell words containing phonemes already taught Spell common exception words Writing outcome: To write a new version of the story with a new character or new setting Greater depth writing outcome: To write a new version of the story
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	Greater depth writing outcome: To write an adventure story based on the structure of 'Lost and Found' with two new characters and details about the setting Gateway keys: Break down speech into words Link sounds to letters Make phonetically plausible attempts at words Write some irregular common words Mastery keys: Combine words to make sentences Leave spaces between words Begin to use capital letters and full stops Use capital letters for names of people and the personal pronoun 'I' Feature keys: Use some story language Include and describe a new animal character Include and describe the setting (new setting for greater	previous text i.e. Lost and Found, Naughty bus, The Gingerbread Man Gateway keys: Make phonetically plausible attempts at words (ELG 10) Compose a sentence orally before writing it Combine words to make sentences Use capital letters for names of people and the personal pronoun 'I' Leave spaces between words Begin to use capital letters and full stops Mastery keys: Join words using and Punctuate sentences using a capital letter and a full stop Use capital letters for names of people Sequence sentences to form short narratives (link ideas or event by pronoun) Opportunity to apply word skills: Spell words containing phonemes already taught Use plural noun	Read writing aloud clearly enough to be heard by peers and the teacher Spell words containing phonemes already taught Spell common exception words Writing outcome: To write a story about a small animal (mouse) who befriends a large animal in the African savannah Greater depth writing outcome: To write a story about a small animal who befriends a large animal in the African savannah, including two new animals (small animal and large animal) Gateway keys: Compose a sentence orally before writing it Join words using and Use plural noun suffixes -s and -es Punctuate sentences using a capital letter and a full stop Use capital letters for names of people	Writing outcome: To write a story based on the structure of 'The Curious Case of the Missing Mammoth' with a change of character Greater depth writing outcome: To write a story based on the structure of 'The Curious Case of the Missing Mammoth' with a change of character and setting Gateway keys: Punctuate sentences using a capital letters and a full stop, some question marks and exclamation marks Use 'and' between words and some clauses Some accurate use of the prefix un- Some accurate use of suffixes (where no change is needed to the root of the word) e.g. -ed, -ing, -er, -est Leave spaces between words Mastery keys: Join words and	Spell common exception words Writing outcome: To write a fantasy story about some toys who are taken onto a spaceship ensuring that the characters from the original story are changed. Greater depth writing outcome: To write a fantasy story about some toys who are taken onto a spaceship ensuring that the characters and settings from the original story are changed. Gateway keys: Join words and clauses using and Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Add suffixes to verbs where no change is needed to the root e.g. -ed, -er, -ing, -est Mastery keys: Join words and clauses using and Punctuate sentences	with a new character and a new setting Gateway keys: Join words and clauses using and Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Add suffixes to verbs where no change is needed to the root e.g. -ed, -er, -ing, -est Change the meaning of verbs and adjectives by adding the prefix un- Mastery keys: Join words and clauses using and Use simple description Sequence sentences to form short narratives (link ideas or events by pronouns) Use a capital letter for places and days of the week Punctuate sentences using a capital letters, full stop, question mark or exclamation mark Feature keys:
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	depth) Write simple sentences in sequence Include a beginning, middle and end Spiritual Development: I can be creative. I can see beauty in the world.	suffixes –s and -es Feature keys: Some simple description 1st person (based on own experiences) Begin to link events using and Events in order Past tense Spiritual Development: I can be creative. I can be curious. I can forgive others.	Leave spaces between words Mastery keys: Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks Join words and clauses using and Some accurate use of the prefix un- Some accurate use of suffixes (where no change is needed to the root of the word) e.g. ed, -ing, -er, -est Feature keys: Use some story language Include and describe new characters Include and describe the setting Write simple sentences in sequence (link ideas with pronouns) Include a beginning, middle and end Spiritual Development: I can be creative. I can celebrate others achievements. I can be kind.	clauses using and Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Add suffixes to verbs where no change is needed to the root e.g. -ed, -ing, -er, -est Feature keys: Use some story language Include and describe a character Include and describe the setting (new setting for greater depth) Write simple sentences in sequence Include a beginning, middle and end Spiritual Development: I can be creative. I can be curious. I can be thankful for the gift of creation.	using a capital letter and a full stop, question mark or exclamation mark Add suffixes to verbs where no change is needed to the root e.g. -ed, -er, -ing, -est Change the meaning of verbs and adjectives by adding the prefix un- Feature keys: Use some story language Include and describe characters Include and describe the setting Write simple sentences in sequence Include a beginning, middle and end Spiritual Development: I can be creative. I can be curious. I can see beauty in the world.	Story language Simple description for character and setting Sequence of events Include a beginning, middle and end Past tense Spiritual Development: I can be creative. I can be curious. I can find wonder in all things.
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			I can work as part of a team.			
Maths (First4Maths) Amazing People link – Katherine Johnson	Throughout the year, the children will progress through the following blocks: 1. Number and Place Value to 10 2. Addition and Subtraction to 10 3. Number and Place Value to 20 4. Addition and Subtraction to 20 5. Geometry: Shape 6. Fractions 7. Geometry: Position and Direction 8. Measures: Time 9. Number and Place Value beyond 20 10. Multiplication and Division 11. Money 12. Measures: Length, Mass, Capacity See our Curriculum Progression for Maths for more detail about the sequence of learning. Spiritual Development: I can be creative. I can be curious. I can be fair. I can work as part of a team. I can find wonder in all things. I understand what is unfair.					
Science Amazing People link – Chris Packham / David Attenborough / Jane Goodall / Stephen Hawkins	ANIMALS INCLUDING HUMANS Children can... Identify the human body parts and say which of the senses each part uses? Ask simple questions about the human body	SEASONAL CHANGES – Over the year Children can... Identify the seasons and the associated weather Use observations and gather recordings of the seasons across the year to identify key changes	EVERYDAY MATERIALS Children can... Identify and name a variety of everyday materials (wood, plastic, glass, metal, water and rock) Distinguish between an object and the material it is made	SEASONAL CHANGES – Over the year Children can... Identify the seasons and the associated weather Use observations and gather recordings of the seasons across the year to identify key changes	PLANTS Children can... Identify and describe the basic structure of a variety of common flowering plants Identify and name a variety of common garden plants Identify and name common trees	SRE Children can... Know that we can be friends with people who are different to us Understand that babies need care and support Know that older children can do more

	Children can... Identify, label and classify animals including fish, amphibians, reptiles, birds and mammals Describe and compare the structure of a variety of common animals including fish, amphibians, reptiles, birds and mammals, including pets Explain what an omnivore, carnivore and herbivore is, with an example of each Spiritual Development: I can be curious. I know I am unique. I can be thankful for the gift of creation. I can find wonder in all things. I can see beauty in the world. I know I am one of God’s children.	Perform a simple test with equipment to find out what happens to the length of the day over the year Measure and compare temperatures in each season Recognise features of day and night including temperature Spiritual Development: I can be curious. I can be thankful for the gift of creation. I can find wonder in all things. I can see beauty in the world.	from Describe the simple physical properties of a variety of everyday materials Describe the simple physical properties of a variety of everyday materials by testing different objects Investigate which material would be best to make different objects Compare and group together a variety of everyday materials on the basis of their simple physical properties Spiritual Development: I can be curious. I can find wonder in all things.	Perform a simple test with equipment to find out what happens to the length of the day over the year Measure and compare temperatures in each season Recognise features of day and night including temperature Spiritual Development: I can be curious. I can be thankful for the gift of creation. I can find wonder in all things. I can see beauty in the world.	including deciduous and evergreen Observe changes that have happened to seeds / beans planted in week 1 Describe the changes as a plant grows from a seed Spiritual Development: I can be curious. I can be thankful for the gift of creation. I can find wonder in all things. I can see beauty in the world.	by themselves Know there are different types of families know which people we can ask for help Spiritual Development: I can be curious. I know I am unique. I know I am one of God’s children.
PSHE (PSHE Association + KAPOW) Amazing People link – Jamal Edwards	Relationships Families and friendships Roles of different people; families; feeling cared for Safe relationships Recognising privacy; staying safe; seeking permission	Living in the Wider World Belonging to a community What rules are; caring for others’ needs; looking after the environment Media literacy and digital resilience Using the internet and digital devices; communicating online		Health and Well-being Physical health and mental wellbeing Keeping healthy; food and exercise; hygiene routines; sun safety Growing and changing Recognising what makes them unique and special; feelings; managing when things go		

	Respecting ourselves and others How behaviour affects others; being polite and respectful No Outsiders Ten Little Pirates – Learning to play with boys and girls Going to the Volcano – Learning how to join in Spiritual Development: I can be honest. I can be thankful. I know I am unique. I can celebrate others achievements. I can be fair. I can show respect. I can work as part of a team. I know how to make things right when I have hurt others. I know I am one of God's children.	Money and work Strengths and interests; jobs in the community No Outsiders Want to play trucks – Learning to find ways to play together Elmer – Being proud to be me Spiritual Development: I can be honest. I can be thankful. I know I am unique. I can celebrate others achievements. I can be fair. I can show respect. I can work as part of a team. I know how to make things right when I have hurt others. I know I am one of God's children.	wrong Keeping safe How rules and age restrictions help us; keeping safe online No Outsiders My World Your World – Learning to share the world with lots of people Errol's Garden – Learning to work together Spiritual Development: I can be honest. I can be thankful. I know I am unique. I can celebrate others achievements. I can be fair. I can show respect. I can work as part of a team. I know how to make things right when I have hurt others. I know I am one of God's children.
Art and Design (KAPOW) Amazing People link – Faith Ringgold / Jean-Michel Basquiat / Barbara Hepworth	Drawing – Make your mark Pupils know: That a continuous line drawing is a drawing with one unbroken line. Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend. How to: Hold and use drawing tools in different ways to create different lines and marks. Create marks by responding to different stimulus such as music. Overlap shapes to create new ones. Use mark making to replicate texture. Look carefully to make an observational drawing. Complete a continuous line drawing	Painting and mixed media – colour splash Pupils know how to: Combine primary coloured materials to make secondary colours. Mix secondary colours in paint. Choose suitable sized paint brushes. Clean a paintbrush to change colours. Print with objects, applying a suitable layer of paint to the printing surface. Overlap paint to mix new colours. Use blowing to create a paint effect. Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour. Spiritual Development: I can be creative. I can be curious.	Sculpture and 3D – Paper play Pupils know how to: Roll and fold paper. Cut shapes from paper and card. Cut and glue paper to make 3D structures. Decide the best way to glue something. Create a variety of shapes in paper, eg spiral, zig-zag. Make larger structures using newspaper rolls. Spiritual Development: I can be creative. I can be curious. I can be still. I know I am unique. I can celebrate others achievements. I can show respect. I can work as part of a team.

	Spiritual Development: I can be creative. I can be curious. I can be still. I know I am unique. I can celebrate others achievements. I can show respect. I can work as part of a team. I can find wonder in all things. I can see beauty in the world.		I can be still. I know I am unique. I can celebrate others achievements. I can show respect. I can work as part of a team. I can find wonder in all things. I can see beauty in the world.		I can find wonder in all things. I can see beauty in the world.	
Computing (Rising Stars: Switched On) Amazing People link – Alan Turning	We are treasure hunters Using programmable toys Understand that a programmable toy can be controlled by inputting a sequence of instructions. Develop and record sequences of instructions as an algorithm. Program the toy to follow their algorithm. Debug their programs. Predict how their programs will work. Outcome: A sequence of instructions that will move a programmable toy along a given route Spiritual Development:	We are TV chefs Filming the steps of a recipe Break down a process into simple, clear steps, as in an algorithm. Use different features of a video camera. Use a video camera to capture moving images. Develop collaboration skills. Discuss their work and think about how it could be improved. Outcome: A short video showing how to make a simple meal or snack Spiritual Development: I can be creative. I can be curious.	We are painters Illustrating an eBook Use the web safely to find ideas for an illustration. Select and use appropriate painting tools to create and change images on the computer. Understand how this use of ICT differs from using paint and paper. Create an illustration for a particular purpose. Know how to save, retrieve and change their work. Reflect on their work and act on feedback received. Outcomes: A piece of electronic artwork to illustrate a traditional tale, collated into an	We are collectors Finding images using the web Find and use pictures on the web. Know what to do if they encounter pictures that cause concern. Group images on the basis of a binary (yes/no) question. Organise images into more than two groups according to clear rules. Sort (order) images according to some criteria. Ask and answer binary (yes/no) questions about their images. Outcomes: A number of presentation slides, each with different collections of	We are storytellers Producing a talking book Use sound recording equipment to record sounds. Develop skills in saving and storing sounds on the computer. Develop collaboration skills as they work together in a group. Understand how a talking book differs from a paper-based book. Talk about and reflect on their use of ICT. Share recordings with an audience. Outcome: A talking book Spiritual Development:	We are celebrating Creating a card digitally Develop basic keyboard skills, through typing and formatting text. Develop basic mouse skills. Use the web to find and select images develop skills in storing and retrieving files. Develop skills in combining text and images. Discuss their work and think about whether it could be improved. Outcomes: A greetings card created digitally, which combines an image with text

	I can be curious. I can celebrate others achievements. I can show respect. I can work as part of a team. I can find wonder in all things.	I can celebrate others achievements. I can show respect. I can work as part of a team. I can find wonder in all things.	eBook Spiritual Development: I can be creative. I can be curious. I can celebrate others achievements. I can show respect. I can work as part of a team. I can find wonder in all things.	animals, organised according to rules Spiritual Development: I can be creative. I can be curious. I can celebrate others achievements. I can show respect. I can work as part of a team. I can find wonder in all things.	I can be creative. I can be curious. I can celebrate others achievements. I can show respect. I can work as part of a team. I can find wonder in all things.	Spiritual Development: I can be creative. I can be curious. I can celebrate others achievements. I can show respect. I can work as part of a team. I can find wonder in all things.
Design Technology (Projects on a Page) Amazing People Link - Beulah Louise Henry / Thomas Edison	Food Focus - Preparing fruit & vegetables Product - Fruit kebab Technical knowledge and understanding Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eat-well plate. Know and use technical and sensory vocabulary relevant to the project. Designing Design appealing products for a particular user based on simple design criteria. Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. Communicate these ideas through talk and drawings. Making Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.	Mechanisms Focus – Sliders & Levers Product – Group storybook Technical knowledge and understanding Explore and use sliders and levers. Understand that different mechanisms produce different types of movement. Know and use technical vocabulary relevant to the project. Designing Generate ideas based on simple design criteria and their own experiences, explaining what they could make. Develop, model and communicate their ideas through drawings and mock-ups with card and paper. Making Plan by suggesting what to do next. Select and use tools, explaining their choices, to cut, shape and join paper and card. Use simple finishing techniques suitable for the	Structures Focus – Freestanding structures Product – African Animals Technical knowledge and understanding Know how to make freestanding structures stronger, stiffer and more stable. Know and use technical vocabulary relevant to the project. Designing Generate ideas based on simple design criteria and their own experiences, explaining what they could make. Develop, model and communicate their ideas through talking, mock-ups and drawings. Making Plan by suggesting what to do next. Select and use tools, skills and techniques, explaining their choices. Select new and reclaimed materials and construction kits to build their structures. Use simple finishing techniques suitable for the			

	Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. Evaluating Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. Evaluate ideas and finished products against design criteria, including intended user and purpose. Spiritual Development: I can be creative. I can be curious. I can be thankful. I know I am unique. I can be fair. I can be generous. I can be thankful for the gift of creation. I can find wonder in all things. I understand what is unfair.	product they are creating. Evaluating Explore a range of existing books and everyday products that use simple sliders and levers. Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria. Spiritual Development: I can be creative. I can be curious. I can find wonder in all things.	structure they are creating. Evaluating Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria. Spiritual Development: I can be creative. I can be curious. I can be fair. I can work as part of a team. I can find wonder in all things. I understand what is unfair.
Geography (FCE long term plan) Amazing People Link – David Livingstone / Amy Johnson	Use simple fieldwork and observational skills to study the geography of school and its grounds and the key human and physical features of its surrounding environment. 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. Use aerial photographs and plan perspectives to recognise landmarks and basic and human features; devise a simple map; and use and construct basic symbols in a key. Identify seasonal and daily weather patterns in the United Kingdom.		Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 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 Identify seasonal and daily weather patterns in the United Kingdom. Spiritual Development: I can be curious. I can be thankful. I can show respect. I can be thankful for the gift of creation.

	Spiritual Development: I can be curious. I can be thankful. I can show respect. I can be thankful for the gift of creation. I can find wonder in all things. I can see beauty in the world.		I can find wonder in all things. I can see beauty in the world.
History (FCE long term plan) Amazing People link – Nelson Mandela		Significant historical events, people and places in Frodsham. Changes within living memory. To know about the lives of significant individuals in the past who have contributed to national and international achievements. To make comparisons between aspects of life in different periods. Spiritual Development: I can be curious. I can be thankful. I can show respect. I can find wonder in all things.	
Music (Kapow) Amazing People link – Benjamin Zephaniah / John Lennon	Keeping the pulse (My Favourite Things) Children can... • Clap the rhythm of their name in time to the pulse. • Sway or tap in time to the pulse. • Sing a rhythm in time with the pulse. • Copy rhythms based on word patterns using an instrument. • Keep the pulse while playing a rhythm on an instrument. • Follow instructions during a performance. Spiritual Development: I can be creative. I can be curious. I can be still.	Pitch (Superheroes) Children can... • Identify high and low notes. • Perform high and low notes. • Create and perform a two-note and three-note pattern. • Identify and perform changes in tempo. • Contribute musical ideas and cooperate within a group. • Prepare and perform a musical piece. • Demonstrate a musical understanding of tempo and pitch. • Participate in discussions about pitch and tempo. • Offer feedback to groups on their performance.	Musical symbols (Under the Sea) Children can... • Move to reflect a character. • Create sounds to reflect a character • Move at a speed that reflects the tempo of the audio. • Respond to dynamic changes without prompting. • Demonstrate a sound pattern correctly to a pulse. • Sing and play high and low sounds. • Read symbols representing high and low sounds correctly. Demonstrate an awareness of pitch, rhythm and dynamics within a performance and recognise the symbols representing these.

	I can be thankful. I can celebrate others achievements. I can be fair. I can show respect. I can work as part of a team. I can find wonder in all things.		Follow instructions during a performance. Spiritual Development: I can be creative. I can be curious. I can be still. I can be thankful. I can celebrate others achievements. I can be fair. I can show respect. I can work as part of a team. I can find wonder in all things.		Spiritual Development: I can be creative. I can be curious. I can be still. I can be thankful. I can celebrate others achievements. I can be fair. I can show respect. I can work as part of a team. I can find wonder in all things.	
PE (Complete PE) Amazing People link – Andy Murray / Cathy Freeman / Jessica Ennis Hill / Mo Farah	Health and Wellbeing The focus of the learning is to introduce agility, balance and co-ordination. Pupils will understand what agility means and explore ways of being more 'agile', 'balanced' and 'coordinated' when moving. Pupils will understand why we need to be agile, balanced and coordinated when playing sport. Running The focus of learning is to explore running, they will apply this to an competitive game,	Jumping The focus of learning is to introduce jumping and skipping in different directions, at different speeds and different levels and how this affects our bodies. Pupils will begin to understand the different reasons when, where and why we jump in different ways and apply this to a competition. The focus of learning is for pupils to begin to develop their understanding of how to jump efficiently. Pupils will learn how we jump applying the	Team building The focus of the learning is to introduce teamwork to become an effective team. Pupils will understand why it is important to include everyone when working as a team and how it feels to be left out. Pupils will start to learn and understand what makes an effective team and to trust each other. Pupils will start to develop their communication skills, enabling them to create simple strategies to complete	Gymnastics -body parts The focus of the learning is to apply 'champion gymnastics' to explore movements and balances using the 'big' and 'small' parts of our bodies on the floor and on apparatus. Pupils will explore the different theme words, ('big' and 'small' with 'narrow,' 'wide' or 'curled,) creating combinations and sequences on different apparatus and explore how we can make them more creative. Hands The focus of learning	Feet The focus of learning is to learn the different ways of using our feet to move with a ball. Pupils will develop their understanding of the meaning of the word, 'control,' and why it is important to keep the ball close to them. Pupils will develop using the inside and outside of their feet to dribble the ball. Games for understanding The focus of the learning is to	Rackets, bats and balls The focus of the learning is for pupils to explore using a racket and a ball together. Pupils will explore moving the ball using the racket, beginning an understanding of how and why we keep the ball close and controlled. Pupils will continue to develop an understanding of why moving a ball into a space is so important to evade defenders. The focus of the learning is for pupils to explore hitting (pushing) a ball using

	beginning to understand the basic principles of attack and defence. Pupils will explore running using different body parts and different techniques and begin to understand how to run efficiently The focus of learning is for pupils to develop their running technique applying it into a game. Pupils will develop their understanding of where we need to run and why and at what speed for a racing context. The focus of learning is to apply pupils understanding and application of running over a longer duration and as part of a team Spiritual Development: I can be still. I can be thankful. I can celebrate others achievements.	most effective technique using our head, arms and feet. Gymnastics – narrow, wide, curled The focus of learning is to apply 'champion gymnastics' to explore movements and balances in a wide, narrow and curled way on the floor and on apparatus. Pupils will explore different ways of transitioning between each shape and linking them together using apparatus. Spiritual Development: I can be creative. I can be still. I can be thankful. I can celebrate others achievements. I can be fair. I can show respect. I can work as part of a team.	a challenge and solve a problem. Dance – Heroes The focus of the learning is for pupils to create a range of controlled movements that represent a superhero character, showing a narrative of rescuing / saving, someone/something, a villain and real life heroes. Pupils will learn how to control and co-ordinate their bodies to perform a sequence of movements, including a balance (freeze position). Spiritual Development: I can be creative. I can be still. I can be thankful. I can celebrate others achievements. I can be fair. I can show respect. I can work as part of a team.	is to develop bouncing (dribbling) and stopping the ball. Pupils will understand why we need to keep the ball away from the defender and keep possession. Pupils will explore different ways of sending (passing) and receiving the ball with their partner. Pupils will learn and understand why we need to be accurate when sending the ball. Pupils will learn why and how we aim when sending a ball. Pupils will learn why we need to send a ball using different force and speeds. Spiritual Development: I can be creative. I can be still. I can be thankful. I can celebrate others achievements. I can be fair. I can show respect. I can work as part of a team.	understand the basic principles of attack and defence. Pupils will learn what 'attacking' and 'defending' means and where / why we attack and defend during a game. Pupils will understand why we need to prevent the attackers from scoring. Spiritual Development: I can be creative. I can be still. I can be thankful. I can celebrate others achievements. I can be fair. I can show respect. I can work as part of a team.	a racket accurately. Pupils will begin to understand why we need to aim at a target when hitting (pushing) the ball in a variety of games. Sports day – Athletics The focus of the learning of for pupils to understand the correct technique for; sprint, egg and spoon, sack race, bouncy hopper and relay races. Pupils will learn how to staying in their own lane, correct use of arms, legs and eyes and setting pace. Spiritual Development: I can be creative. I can be still. I can be thankful. I can celebrate others achievements. I can be fair. I can show respect. I can work as part of a team.
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	I can be fair. I can show respect. I can work as part of a team.					
Outdoor Learning Amazing People link – Chris Packham / David Attenborough	Forest School:- Team Building Games Exploring the school grounds Observing creation Treasure hunts Seasonal changes Actively looking after our community Spiritual Development: I can be creative. I can be curious. I can be still. I can be thankful. I can celebrate others achievements. I can be fair. I can show respect. I can work as part of a team. I can be thankful for the gift of creation. I can find wonder in all things. I can see beauty in the world. I can celebrate with God.	Forest School:- Shelters Special journeys in the Bible Outdoor measures and shapes Seasonal changes Materials Spiritual Development: I can be creative. I can be curious. I can be still. I can be thankful. I can celebrate others achievements. I can be fair. I can show respect. I can work as part of a team. I can be thankful for the gift of creation. I can find wonder in all things. I can see beauty in the world. I can celebrate with God.	Forest School:- Fires for cooking Position and Direction Plants Spiritual Development: I can be creative. I can be curious. I can be still. I can be thankful. I can celebrate others achievements. I can be fair. I can show respect. I can work as part of a team. I can be thankful for the gift of creation. I can find wonder in all things. I can see beauty in the world. I can celebrate with God.			
Enrichment	Visitors e.g. Ornithologist Penguin Day Visit to Chester Cathedral for Nativity and Christmas Workshop School Nativity Play Spiritual Development: I can be creative. I can be curious. I can be still.	Visitors e.g. Imran (Islam) Prayer Spaces / Harmony Week Spiritual Development: I can be creative. I can be curious. I can be still. I can be thankful. I know I am unique. I can celebrate others achievements.	Visit to Bickley Hall Farm Visit to Frodsham Methodist Church Spiritual Development: I can be creative. I can be curious. I can be still. I can be thankful. I know I am unique. I can celebrate others achievements.			

	I can be thankful. I know I am unique. I can celebrate others achievements. I can be fair. I can show respect. I can work as part of a team. I can be thankful for the gift of creation. I can find wonder in all things. I can see beauty in the world. I can celebrate with God.	I can be fair. I can show respect. I can work as part of a team. I can be thankful for the gift of creation. I can find wonder in all things. I can see beauty in the world. I can celebrate with God.	I can be fair. I can show respect. I can work as part of a team. I can be thankful for the gift of creation. I can find wonder in all things. I can see beauty in the world. I can celebrate with God.
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