

TEAM Sparrows

Links to Wider Curriculum

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| <ul style="list-style-type: none"> ➤ PCSO Bonfire and Halloween Safety Night ➤ Anti-Bullying Week ➤ Safer Internet Day ➤ PCSO Road Safety Visit ➤ Internet Safety Assembly ➤ PCSO Visit Anti-bullying and Hate Crime | <ul style="list-style-type: none"> ➤ Weekly Picture News assembly ➤ Black History Month ➤ School Council Charity Events ➤ World Autism Acceptance Week – Neurodiversity Celebration ➤ World Book Day ➤ Before and After School Clubs ➤ RE Celebration Event across classes |
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British Values

Democracy <i>Consider how citizens can influence decision making through democratic process, encourage respect for and participation in democratic processes</i>	Rule of Law <i>Distinguish right from wrong. Develop a respect and an understanding that it protects what is essential for wellbeing a safety. The role of the police and courts in maintaining the rule of law</i>	Individual Liberty <i>The freedom to choose and hold other faiths and beliefs is protected in law</i>	Mutual Respect <i>The importance of identifying and combatting discrimination</i>	Tolerance of those with Different Faiths and Beliefs <i>Other people having different faiths and beliefs to us (or having none) should be accepted and tolerated, and should not be the cause of discriminatory behaviour</i>
RHSE Living in the Wider World <i>How do I join in?</i> <i>How can I look after my school?</i>	RHSE Living in the Wider World <i>Why do we follow rules?</i> RHSE Health and Wellbeing <i>How do I stay safe at home?</i> RHSE Drugs and Alcohol <i>Who should give us medicine?</i> RHSE Sex and Relationships <i>To explore who can help when families make us feel happy or unsafe</i>	RHSE Living in the Wider World <i>Proud to be me</i> RHSE Health and Wellbeing <i>What am I good at?</i>	RHSE Relationships <i>I share the world with lots of people</i> RHSE Relationships <i>To show respect for other people</i> RHSE Living in the Wider World <i>To work together</i> RHSE Sex and Relationships <i>To understand that we are all different but can still be friends</i>	RHSE Relationships <i>To agree and disagree respectfully</i> RHSE Sex and Relationships <i>To explore different types of family</i>

Visits

English: Visitors – Grandparents with toys	RE: Local Church	Science/History: Chester Zoo
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Powerful Learning

Windmills	Healthy Smoothie Bar/Toy Museum	Summer Production
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Toys and Tales		Our Local Life		Our Zoo	
Reading	History – Living Memory Toys	Reading Breadth: Fairy Stories and Rhymes	Geography – Locality	Reading Breadth: Traditional Tales and Poems	Science – Animals Including Humans	Reading Breadth: Stories and Poems.
Vocabulary						
Discussion	<i>Word Reading Throughout Year 1</i> ⊕ Read words containing taught GPCs ⊕ Read other words of more than one syllable that contain taught GPCs ⊕ Apply phonic knowledge and skills as the route to decode words with increasing accuracy and fluency ⊕ Read all capital letters and the days of the week ⊕ Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes and many alternative sounds for graphemes ⊕ Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught ⊕ Read aloud accurately decodable books that are consistent with their developing phonic knowledge ⊕ Re-read books to build up fluency and confidence ⊕ Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)					
Connect knowledge						
Reference the text						
Skimming						
Scanning						
Comprehension						
	<i>Comprehension Throughout Year 1</i> ⊕ Listen to and discuss poems, stories and non-fiction 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 with increased confidence ⊕ Recite by heart many poems ⊕ Participate in discussion and explain clearly about what is read to them, taking turns and listening to what others say ⊕ Make inferences on the basis of what is being said and done					
	<i>Skills and Strategies - Apply the following reading strategies with increasing independence:</i> ⊕ Use a phonics first approach for decoding unfamiliar words and practicing known graphemes ⊕ Blend known graphemes when reading words ⊕ Segment known graphemes when reading words ⊕ Identify simple text features such as titles and pictures to indicate what a text is about ⊕ Talk about books (when not decoding) make meaning from visual features of the text, e.g. illustrations and captions to help discussions (decoding) ⊕ Develop reading accuracy decodable text ⊕ Self-correction including re-reading words ⊕ Identify and locate pre-taught vocabulary ⊕ Re read sentences for fluency					
Writing	Old Bear	Rapunzel	Hermelin	Where the Wild Things Are	There's a Tiger in the Garden	The Last Wolf
Immerse	Floppy's Phonics Programme of Study - https://www.oxfordowl.co.uk/for-school/floppy-s-phonics					

Purpose

Audience

Language Features

Plan

Draft, revise and edit

Phonics and Spelling

TERM 1	OXFORD LEVEL	SOUNDS BOOK	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Oxford Level 4	Book 19	aeioustp n m	aeioustp n m	aeioudgc k -ck r	aeioudgc k -ck r	Consolidate
Week 2	Oxford Level 4	Book 19	aeiouhbf -fl -ll -le -ss	aeiouhbf -fl -ll -le -ss	aeioujwv -x yz -zz qu	aeioujwv -x yz -zz qu	Consolidate
Week 3	Oxford Level 4	Book 20	ch sh th -ng -nk	ch sh th -ng -nk	ai ee -igh oa	ai ee -igh oa	Consolidate
Week 4	Oxford Level 4	Book 20	-oo oo ar or ur er -er	-oo oo ar or ur er -er	ow oi ear air	ow oi ear air	Consolidate. Children can start reading <i>Flappy's</i> Phonics decodable readers Oxford Level 4 independently from this point.
Week 5	Oxford Level 4	Book 21	/ai/ ai -ay	/ai/ ai -ay	/oi/ oi oy	/oi/ oi oy	Consolidate
Week 6	Oxford Level 4	Book 21	/ee/ ee ea	/ee/ ee ea	/igh/ -igh -le	/igh/ -igh -le	Consolidate

TERM 2	OXFORD LEVEL	SOUNDS BOOK	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Oxford Level 4	Book 22	/oa/ oa ow	/oa/ oa ow	/yoo/ -ue ew	/yoo/ -ue ew	Consolidate
Week 2	Oxford Level 4	Book 22	/oa/ oa -ew	/oa/ oa -ew	/oa/ ow ou	/oa/ ow ou	Consolidate
Week 3	Oxford Level 4	Book 23	/u/ ur ir	/u/ ur ir	/ai/ or aw	/ai/ or aw	Consolidate
Week 4	Oxford Level 4	Book 23	/ee/ ear eer	/ee/ ear eer	/air/ air -are	/air/ air -are	Consolidate
Week 5	Oxford Level 4	Book 24	/i/ i -ce	/i/ i -ce	/e/ e -ea	/e/ e -ea	Consolidate
Week 6	Oxford Level 4	Book 24	/u/ u o	/u/ u o	-ed /d/ /t/	-ed /d/ /t/	Consolidate

TERM 3	OXFORD LEVEL	SOUNDS BOOK	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Oxford Level 5	Book 25	/ai/ ai -ay eigh -ey	/ai/ ai -ay eigh -ey	/ai/ a-e a -ae -ea	/ai/ a-e a -ae -ea	Consolidate
Week 2	Oxford Level 5	Book 25	/ee/ ee -ye -ey	/ee/ ee -ye -ey	/ee/ -le ea e-e	/ee/ -le ea e-e	Consolidate
Week 3	Oxford Level 5	Book 26	/igh/ -igh -yi	/igh/ -igh -yi	/igh/ -le i-e e-e	/igh/ -le i-e e-e	Consolidate
Week 4	Oxford Level 5	Book 26	/oa/ oa ow o	/oa/ oa ow o	/oa/ -oe o-e ough eau	/oa/ -oe o-e ough eau	Consolidate
Week 5	Oxford Level 5	Book 27	/i/ i -ss -se -ce	/i/ i -ss -se -ce	/i/ ci ci cy	/i/ ci ci cy	Consolidate
Week 6	Oxford Level 5	Book 27	/i/ sc -st-	/i/ sc -st-	/e/ e -ea	/e/ e -ea	Consolidate

TERM 4	OXFORD LEVEL	SOUNDS BOOK	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Oxford Level 5	Book 28	/j/ j g- gi g-	/j/ j g- gi g-	/j/ -ge -dge	/j/ -ge -dge	Consolidate
Week 2	Oxford Level 5	Book 28	/ul/ -le -el	/ul/ -le -el	/ul/ -al -il	/ul/ -al -il	Consolidate
Week 3	Oxford Level 5	Book 29	/yoo/ -ue u	/yoo/ -ue u	/yoo/ ew u-e eu	/yoo/ ew u-e eu	Consolidate
Week 4	Oxford Level 5	Book 29	long /oo/ oo u-e -o -ou -ough	long /oo/ oo u-e -o -ou -ough	long /oo/ -ue -ew -ui -u	long /oo/ -ue -ew -ui -u	Consolidate
Week 5	Oxford Level 5	Book 30	/oi/ oi oy	/oi/ oi oy	/oi/ ow ou -ough	/oi/ ow ou -ough	Consolidate
Week 6	Oxford Level 5	Book 30	/oi/ or -our	/oi/ or -our	/oi/ aw au al -ar -uar	/oi/ aw au al -ar -uar	Consolidate

TERM 5	OXFORD LEVEL	SOUNDS BOOK	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Oxford Level 5	Book 31	/u/ ur ir er	/u/ ur ir er	/u/ ear vor	/u/ ear vor	Consolidate
Week 2	Oxford Level 5	Book 31	/u/ u o -ou -our	/u/ u o -ou -our	/ar/ ar a al	/ar/ ar a al	Consolidate
Week 3	Oxford Level 5	Book 32	/zh/ -s -si -ge	/zh/ -s -si -ge	/w/ w wh -u	/w/ w wh -u	Consolidate
Week 4	Oxford Level 5	Book 32	/h/ t -tt	/h/ t -tt	/h/ ph -gh	/h/ ph -gh	Consolidate
Week 5	Oxford Level 5	Book 33	ch /ch/ /sh/ /h/	ch /ch/ /sh/ /h/	-le /igh/ /ee/	-le /igh/ /ee/	Consolidate
Week 6	Oxford Level 5	Book 33	ow /ou/ /oi/	ow /ou/ /oi/	a /a/ /ai/ /va/ /oi/ /ai/ /oi/	a /a/ /ai/ /va/ /oi/ /ai/ /oi/	Consolidate

TERM 6	OXFORD LEVEL	SOUNDS BOOK	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Oxford Level 5	Book 34	/ch/ ch -tch /chul/ -ture	/ch/ ch -tch /chul/ -ture	/sh/ sh ch	/sh/ sh ch	Consolidate
Week 2	Oxford Level 5	Book 34	/sh/ -ti -ci -ssi -sci	/sh/ -ti -ci -ssi -sci	/g/ g gu -gue gh	/g/ g gu -gue gh	Consolidate
Week 3	Oxford Level 5	Book 35	/ee/ ear eer -ere -ier	/ee/ ear eer -ere -ier	/air/ air -are -ear -ere	/air/ air -are -ear -ere	Consolidate
Week 4	Oxford Level 5	Book 35	/n/ n -nn kn gn	/n/ n -nn kn gn	/r/ r -rr wr rh	/r/ r -rr wr rh	Consolidate
Week 5	Oxford Level 5	Book 36	/m/ m mm -mb -mn	/m/ m mm -mb -mn	/k/ c k -ck ch qu -que	/k/ c k -ck ch qu -que	Consolidate
Week 6	Oxford Level 5	Book 36	/oi/ or ore -oor -oor	/oi/ or ore -oor -oor	/oi/ aw au al -augh ough	/oi/ aw au al -augh ough	Consolidate. Children can start reading <i>Flappy's</i> Phonics decodable readers Oxford Level 5 independently from this point.

Writing at the Expected Standard in Year 1

For Working Towards and Greater Depth expectations please see the Padlet - <https://millviewprimary.padlet.org/jessthomson2/rwubeztch2f1079v>

Composition

- ✦ Draw upon what they have read
- ✦ Orally rehearse most sentences before writing them
- ✦ Sequence sentences to form short narratives
- ✦ Read their writing aloud clearly enough

Grammar & Punctuation

- ✦ Join words together to make a coherent sentence
- ✦ Leave spaces between words
- ✦ Join words and clauses using and
- ✦ Can separate words in writing using spaces most of the time
- ✦ Use capital letters for names of people, some places, some days of the week and the personal pronoun I mostly correctly
- ✦ Use some capital letters, full stops, question marks and exclamation marks to demarcate sentences with increasing accuracy mostly correctly
- ✦ Understand and use specific Y1 terminology (letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark)

Handwriting

- ✦ Sit correctly at a table, holding the pencil comfortably and correctly
- ✦ Form lower case letters in the right direction, starting and finishing in the right place
- ✦ Form capital letters and digits 0 – 9 Begin to understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways)

Evaluate & Edit

- ✦ Discuss what has been written with a teacher/other pupils
- ✦ Re-read what they have written to check it makes sense
- ✦ Change some errors with support and some independently

Maths	For full progression of skills see Padlet - https://millviewprimary.padlet.org/laurarobinson5/g7y3mon81njjy6no					
Computing fluently	Numbers to 10 Part-whole within 10 Addition and subtraction within 10 (1) Addition and subtraction within 10 (2) 2D and 3D shapes Numbers to 20	Additions within 20 Subtraction within 20 Numbers to 50 Introducing length and height Introducing weight and volume	Multiplication Division Halves and Quarters Position and Direction Numbers to 100 Time Money			
Solving problems						
Reasoning logically						
Justifying and explaining						
Flexible thinking						
Science	Working Scientifically					
Asking questions	✦ asking simple questions and recognising that they can be answered in different ways					
Making predictions	✦ observing closely, using simple equipment					
	✦ performing simple tests					
Observing closely over time	✦ identifying and classifying					
	✦ using their observations and ideas to suggest answers to questions					
Taking measurements	✦ gathering and recording data to help in answering					
	Everyday Materials	The Human Body	Planting A – 1 week	Seasonal Changes – 1 week	Plants	Caring for the Planet
Seeking patterns	✦ distinguish between an object and the material from which it is made	✦ identify, name, draw and label the basic parts of the human body	✦ identify and describe the basic structure of a variety of common flowering plants	✦ describe weather types and identify seasons	✦ identify and describe the basic structure of a variety of common flowering plants	✦ describe some ways I can care for my planet
Recording data	✦ 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	✦ say which part of the body is associated with each sense	✦	✦ observe changes across the four seasons	✦ identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	✦ describe some helpful and harmful actions for my planet
Interpreting and communicating	✦ compare and group together a variety of everyday materials on the basis of their simple physical properties.			✦ observe and describe weather associated with the seasons and how day length varies		
Evaluating						

	Seasonal Changes – 1 week	Seasonal Changes – 1 week	Animals	Planting B – 1 Week	Planting C – 1 Week	Seasonal Changes – 2 Weeks
	- describe weather types and identify seasons - observe changes across the four seasons	observe and describe weather associated with the seasons and how day length varies	- 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)	identify and describe the basic structure of a variety of common flowering plants	- observing change - identify and describe the basic structure of a variety of common flowering plants	- describe weather types and identify seasons - observe changes across the four seasons
Key Questions	Can I identify and classify materials based on their physical features? Can I carry out a simple test to answer a question about materials? Can I name a variety of everyday materials?	Can I identify the human body parts and say which of the senses each part uses? Can I ask simple questions about the human body?	Can I describe the basic structure of a flowering plant? Can I identify and name common and wild garden plants?	Can I use my observations and gathered recordings of the seasons across the year to identify key changes? Can I perform a simple test with equipment to find out what happens to the length of the day?	Can I describe the basic structure of a flowering plant? Can I identify and name common and wild garden plants? Can I use observations to describe changes?	Can I describe some helpful things I can do for my planet? Can I identify some harmful things people do for our planet?
	Can I use my observations and gathered recordings of the seasons across the year to identify key changes?	Can I describe how seasons are different?	Can I identify and classify animals including fish, amphibians, reptiles, birds and mammals? Can I explain what an omnivore, carnivore and herbivore is, with an example of each?	Can I describe the basic structure of a flowering plant?		Can I use my observations and gathered recordings of the seasons across the year to identify key changes? Can I perform a simple test with equipment to find out weather patterns?
Geography			Our Local Life (An Investigation)	Our Wonderful Weather	Our Zoo (My City and Others)	

Observing patterns Making connections Developing a sense of place, space and scale Conducting fieldwork	⊕ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features ⊕ use and construct basic symbols in a key			
		⊕ use <u>simple fieldwork</u> and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environments ⊕ use and construct basic symbols in a key ⊕ devise a simple map ⊕ use simple compass directions (N,S,E,W) and locational/directional language (e.g. near, far, left, right) to describe location of features and routes ⊕ Ask simple questions about where they live ⊕ Use fieldwork of the local area including: looking at shops in the locality – look at how the local area is used ⊕ Look at materials used in local environment (link to science);	⊕ use <u>simple fieldwork</u> and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environments ⊕ identify seasonal and daily weather patterns in the UK ⊕ use and construct basic symbols in a key	⊕ Understand geographical similarities and differences through studying the human and physical geography of Chester compared to another place in the UK ⊕ use basic geographical vocabulary to refer to: key physical features including: beach, cliff, coast, forest, hill, mountain etc. and human features: city, town, village, factory, shops, port, harbour etc. Locate these on a simple map of the local area ⊕ Ask simple questions about where they live ⊕ use maps to identify UK and its countries
Big Ideas and Key Assessment		Investigation I will answer questions by	Observation I know some weather types	Place, Compare I know what it is like in Chester

Questions		collecting data and sharing it with people I can ask questions about my locality I know some features of my local area	I know ways to record the weather I can research and present my data	I know how Chester compares to other places I know I know some things which make Chester a special place
History	Toys and Tales – Changes in Living Memory			Chester Zoo – Significant People and Places
Making interpretations and raising questions	- Show awareness of the past, showing common words associated with the passing of time - Be able to say how we know about the past and how some artefacts might tell us things about the past;			
Explaining significance	- I can sort some old and new toys; - I know some ways toys have changed over time and some ways they used to be played with; - I can use words about the past – old, new, recent, long ago. - I know what a museum is.			- I can use words from the past to describe old photos; - I can identify some ways the zoo was different when it was first built to now; - I can describe what it might have been like to visit the zoo when it first opened; - I can use words to describe George Mottershead from the sources.
Finding similarities and differences				
Seeing change and continuity	Use words and phrases such as: old, new, long ago, recent, years			
Identifying causes and consequences	Be able to give reasons about how and why things change from the past to now;			
Develop a sense of chronology	- Be able to put events in a chronological order - State how things are similar and how they are different. - Recount changes which have occurred in their own lives			- Use dates where appropriate; - Ask questions about things which have happened in the past - Use the language of ‘comparing’ and look at how things are similar and different in the past to how they are now - Be able to consider what it might have been like to be in the past
Big Ideas and Key Assessment Questions	Similarities and Differences I can ask questions about the past I can make links in my learning I can find things which are similar and different with the past I can use words associated with history How do we know about the past? Why have toys changed over time? What was the world like when my grandparents played with toys?			Similarities and Differences I can ask questions about the past I can make links in my learning I can find things which are similar and different with the past I can use words associated with history How has Chester Zoo changed over time? What did George Mottershead do for zoos and animals? How is Chester zoo different from other zoos?
Computing	Online Safety (1 session at the start of each unit) - Logging in and out and saving work on their own account - Understand the importance of a password • When using the internet to search for images, learning what to do if they come across something online that worries them or makes them feel uncomfortable			
Code				

Connect Communicate Collect	⊕ Recognising when someone has been unkind online ⊕ Learning some top tips for staying safe online ⊕ Understanding how we 'share' information on the internet					
	Using SeeSaw	Programming 1: Algorithms unplugged	Programming 2: Bee-Bot	Creating Media: Digital imagery	Data Handling: Introduction to Data	Skills Showcase: Rocket to the Moon
	⊕ sharing their learning on a safe social platform by recording their voice, writing text or taking picture; ⊕ Children can upload their work safely to a secure online platform; ⊕ Children know some benefits and dangers of sharing information online.	⊕ Learning that decomposition means breaking a problem down into smaller parts ⊕ Using decomposition to solve unplugged challenges ⊕ Developing the skills associated with sequencing in unplugged activities ⊕ Learning that an algorithm is a set of step by step instructions used to carry out a task, in a specific order ⊕ Follow a basic set of instructions ⊕ Assembling instructions into a simple algorithm ⊕ Understanding that computers and devices around us use inputs and outputs, identifying some of these	⊕ Programming a Bee-bot/Virtual Bee-bot to follow a planned route ⊕ Learning to debug instructions when things go wrong ⊕ Developing a how to video to explain how the Bee-bot works. ⊕ Learning to debug an algorithm in an unplugged scenario ⊕ Learning how to explore and tinker with hardware to find out how it works ⊕ Using logical reasoning to predict the behaviour of simple programs	⊕ Using a basic range of tools within graphic editing software ⊕ Taking and editing photographs ⊕ Understanding how to create digital art using an online paint tool ⊕ Searching and downloading images from the internet safely ⊕ Learning how to operate a camera	⊕ Introduction to spreadsheets ⊕ Representing data in tables, charts and pictograms ⊕ Sorting data and creating branching database ⊕ Identifying where digital content can have advantages over paper when storing and manipulating data	⊕ Review and application of these skills ⊕ I can apply my knowledge to a project
Key Assessment Questions	Can I upload my work to SeeSaw? Can I take a picture and share it on SeeSaw with my family? Can I record my voice	Can I break down a problem in to smaller bits? Can I explain what an algorithm is? Can I follow a simple set	Can I programme a BeeBot to follow a route? Can I make corrections when things go wrong? Can I explain my thinking behind my program?	Can I take photos and edit them to change them? Can I download and search for images? Can I operate a camera?	Can I represent data in tables, charts and pictograms? Can I sort data? Can I explain why digital data might be more	Can I apply my skills with more independence? Can I adapt and change my thinking when I run in to problems?

	over an image? Can I explain why I have to be careful when I share information in this way?	of instructions?			useful than paper data?	
DT	Structures – Constructing a Windmill		Food – Fruit and Vegetables	Textiles - Puppets	Mechanisms – Making a Moving Story Book	Mechanisms – Wheels and Axels
Knowledge of tools	✦ Learning the importance of a clear design criteria ✦ Including individual preferences and requirements in a design ✦ Evaluating a product according to the design criteria, testing whether the structure is strong and stable and altering it if it isn't					
Responsible designers and makers	✦ Suggest points for improvements ✦ Reflecting on a finished product, explaining likes and dislikes ✦ Testing a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed					
Show innovation	✦ Making stable structures from card, tape and glue ✦ Following instructions to cut and assemble the supporting structure of a design ✦ Making functioning turbines and axles which are assembled into a main supporting structure ✦ Describing the purpose of structures, including windmills ✦ Learning how to turn 2D nets into 3D structures ✦ Learning that the shape of materials can be changed to improve the strength and stiffness of structures ✦ Understanding that cylinders are a strong type of structure that are often used for windmills and lighthouses ✦ Understanding that windmill turbines use wind to turn and make the machines inside work ✦ Understanding that axles are used in structures and mechanisms to make parts turn in a circle ✦ Developing awareness of different structures for different purposes	✦ Chopping fruit and vegetables safely to make a smoothie ✦ Identifying if a food is a fruit or a vegetable ✦ Learning where and how fruits and vegetables grow ✦ Tasting and evaluating different food combinations ✦ Describing appearance, smell and taste ✦ Suggesting information to be included on packaging ✦ Understanding the difference between fruits and vegetables ✦ Describing and grouping fruits by texture and taste	✦ Using a template to create a design for a puppet ✦ Cutting fabric neatly with scissors ✦ Using joining methods to decorate a puppet ✦ Sequencing steps for construction	✦ Explaining how to adapt mechanisms, using bridges or guides to control the movement ✦ Designing a moving story book for a given audience ✦ Creating clearly labelled drawings which illustrate movement ✦ Following a design to create moving models that use levers and sliders ✦ Adapting mechanisms ✦ Learning that levers and sliders are mechanisms and can make things move ✦ Identifying whether a	✦ Testing mechanisms, identifying what stops wheels from turning, knowing that a wheel needs an axle in order to move ✦ Designing a vehicle that includes wheels, axles and axle holders, which will allow the wheels to move ✦ Using the vocabulary: up, down, left, right, vertical and horizontal to describe movement ✦ Identifying what mechanism makes a toy or vehicle roll forwards ✦ Learning that for a wheel to move it must be attached to an axle	
Work safely						
Knowledge of brief						

				mechanism is a lever or slider and determining what movement the mechanism will make	
Key Assessment Questions	Can I test a finished product, explaining likes and dislikes? Can I describe the purpose of structures? Can I improve the strength of structures? Can I turn a 2D net in to a 3D structure?	Can I test and evaluate different food combinations? Can I describe and classify fruit and vegetables by taste and texture? Can I suggest information that should be on packaging?	Can I follow some design criteria? Can I cut neatly and safely? Can I use joining methods, justifying my choice?	Can I follow a design to create a moving model which uses sliders and levers? Can I identify whether it is a lever or slider and predict what the movement will be?	Can I follow a design to create a moving model which uses wheels and an axle? Can I identify what makes a toy or vehicle roll forwards? Can I suggest improvements to my design and final product?
PE	FMS	Dance	Gymnastics	Athletics	Cricket
skill	Evaluate ⊕ Watch and describe performances. ⊕ Begin to say how they could improve				
agility	Throwing and catching	⊕ Copy and repeat actions.	⊕ Create and perform a movement sequence.	Running:	⊕ To hold a cricket bat correctly.
balance	⊕ Throw underarm and overarm. ⊕ Catch with some degree of accuracy.	⊕ Put a sequence of actions together to create a motif.	⊕ Copy actions and movement sequences with a beginning, middle and end.	⊕ Vary their pace and speed when running.	⊕ To use a cricket bat to strike a ball or beanbag with control.
co-ordination	Striking and Hitting a Ball:	⊕ Vary the speed of their actions.	⊕ Link two actions to make a sequence.	⊕ Run with a basic technique over different distances.	⊕ To apply striking skills to a target game.
health and fitness	⊕ Practise basic striking, sending and receiving.	⊕ Begin to improvise independently to create a simple dance.	⊕ Recognise and copy contrasting actions (small/tall, narrow/wide).	⊕ Show good posture and balance.	⊕ To throw overarm with some control.
co-operative and competitive	Travelling with a ball: ⊕ Travel with a ball in different ways, changing direction. Passing a ball: ⊕ Pass the ball to another player in a game. Using space: ⊕ Begin to use space in a game. Balance/Stability: ⊕ Develop some basic balance and co-ordination skills.		⊕ Travel in different ways, changing direction and speed. ⊕ Hold still shapes and simple balances. ⊕ Begin to move with control and care.	⊕ Sprint in a straight line. Jumping: ⊕ Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same	⊕ To catch with some degree of accuracy. ⊕ Practise basic striking, sending and receiving. ⊕ Apply bat and ball skills to play a small sided game. ⊕ Understand basic game rules.

	Locomotor: ⊕ Move at different speeds. ⊕ Move along different pathways. ⊕ Jump for height. ⊕ Jump for distance. ⊕ Jump in different ways. ⊕ Perform a jumping sequence. ⊕ Change direction. ⊕ Move at different speeds. Object/ball skills: ⊕ Track and receive a ball. ⊕ Bounce a ball with control. ⊕ Throw and catch a ball with a partner. ⊕ Throw overarm with some control				foot or one foot to opposite foot. ⊕ Jump as high and as far as possible. ⊕ Land safely and with control. Throwing: ⊕ Throw underarm and overarm. ⊕ Improve the distance they can throw by using more power.	
Key Assessment Questions	Can you develop some basic balance and co-ordination skills? Can you jump in different ways, including jumping for height, distance and in a sequence? Can you move along different pathways at different speeds? Can you change direction? Can you demonstrate object/ball skills with control?		Can you demonstrate imagination and creativity in movements? Can you compose individual, partner and group dances?	Can you apply skills and techniques learnt to a sequence? Can you travel in different ways? Can you hold a simple balance?	Can you show me how to run, jump and throw using a variety of techniques?	Can you throw overarm and catch with some control? Can you understand basic game rules? Can you practise striking, sending and receiving with some control in a game based situation?
RE	Christianity			Free Choice	Islam	
Religious tolerance	What does it mean to belong?	Why is Christmas celebrated by Christians?	What do we think about how the world was made and how should we look after it?	Who are some Hindu Gods and how are they worshipped?	How and why are Allah and Muhammad important to Muslims?	How do Muslims express new beginnings?

Reflection Self-Understanding Wonder Sense of Community Open-mindedness	I can talk about a practice from a religion.	I can talk about a practice from a religion.	I can retell a religious story using prompts and know that it is from a sacred text and is special to some people.	I can describe the Hindu God Brahma and the three forms he comes in	I can retell a religious story using prompts and know that it is from a sacred text and is special to some people.	I can talk about a practice from a religion.
	I can talk about my own experiences and can link these to the communities to which I belong.	I can retell a religious story using prompts and know that it is from a sacred text and is special to some people.	I have started to share my opinions and say what is important to myself and to others.	I can explain why Shiva is blue	I can recognise some religious symbols and words	I can ask 'who', 'what' and 'when' questions when exploring a religion.
	I can ask questions about me, and who I am, showing awe and wonder.	I can talk about my own experiences and can link these to the communities to which I belong.	I can ask questions about me, and who I am, showing awe and wonder.	I can explain what a shrine is	I can ask questions about me, and who I am, showing awe and wonder.	I can see how I can work together with others even if we have differences.
			I can ask puzzling questions about Creation and God.	I can explain who Ganesh is and why he has an elephant head		I can show respect and empathy.
Key Assessment Questions	- Can I express ways I am special? - Can I talk about what it means to belong? - Can I name some religions in the world? - Can I suggest why some Christian adults might want to be baptised?	- Can I suggest why something is precious? - Can I retell the events of Jesus' birth? - Can I say why the birth of Jesus is good news for Christians?	- Can I talk about things I think are beautiful in the world? - Can I identify what the bible says about how the world was created, and express my own views about this? - How can we look after the 'creation'?	- Can I talk respectfully about faith? - Can I show respect for the views of other people?	- Can I identify who Muhammed was? - Can I name some of the 99 names? - Can I ask questions about my faith and that of others? - Can I explain who Allah is and why he is important to Muslims?	- Can I explain what the holy book of Islam is and why it is special? - Can I show how the Muslim and Christian stories of creation compare? - Can I share how a Muslim baby is welcomed?
Music	Hey You!	Rhythm in the Way We Walk Infant Nativity Play	In the Groove	Round and Round	Your Imagination Key Stage 1 Production	Reflect, Rewind and Replay Key Stage 1 Production

opinions respectfully manage risk know rights and responsibilities of my citizenship	feelings. - I can use simple strategies to improve my mood. Connecting With Others – How can I help myself and others feel happy and safe? - I know that family members help and support one another. - I know that disagreements within families and friendships are normal. - I can identify what makes myself and others special. - I can show respect through appropriate behaviour in different contexts. - I can use simple strategies to manage disagreements.	environment? - I know ways of caring for babies, young children and pets. - I know how rules help to keep everyone safe, happy and treated fairly. - I can explore how I can improve my school environment. - I can share what I like and do not like about my environment. - I can investigate my local environment.	Staying safe: How do I know when something is safe? - I know that rules help to keep me safe. - I know that hot, sharp and chemical items can cause harm and some things should not be eaten or put on the skin. - I can recognise simple body clues that warn me when something is not right. - I can identify how to stay safe near roads. - I can ask a trusted adult for help when I feel unsure or unsafe.
Key Assessment Questions	What does this feeling look like on the inside? How can you tell? - What helps you feel better when you are sad or worried? - What does a healthy day look like for you? - What makes you a good friend? - What can you do if you and a friend disagree? - How do you show respect to the people around you?	- What does it mean to be online? - What are some things you enjoy doing offline? - What should you do if something online doesn't feel right? - How do rules help us at school and in our community? - What could you do to help improve your school environment? - How can you help someone in your local community?	- How do germs spread from person to person? - How does washing your hands help stop the spread of illness? - What would you do if someone near you got hurt? - Why do we have safety rules? - What does your body tell you when something doesn't feel right? - How do you stay safe near a road?
Art Developing ideas Mastering technique - Drawing Mastering technique - Painting	Developing ideas - Start to record simple media explorations in a sketch book Mastering technique - Drawing - Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. - Begin to control the types of marks made with the range of media. - Draw on different surfaces with a range of media. - Develop a range of tone using a pencil and use a variety of drawing techniques Mastering technique - Painting		

Printing Texture, pattern, colour, line and tone Taking inspiration from the greats	- Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads - Explore techniques such as lightening and darkening paint without the use of black or white - Begin to show control over the types of marks made - Paint on different surfaces with a range of media - Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.					
	Mastering technique - Print making					
	- Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge - Experience impressed printing: e.g. printing from objects - Use equipment and media correctly and be able to produce a clean printed image - Explore printing in relief: e.g. String and card - Begin to identify forms of printing: Books, posters pictures, fabrics - Use printmaking to create a repeating pattern					
	Texture, pattern, colour, line and tone					
	- Investigate textures by describing, naming, rubbing, copying. - Produce an expanding range of patterns and textures. - Begin to understand how colours can link to moods and feelings in art.					
	Taking inspiration from the greats					
	- Look at and talk about own work - Explore the work of a range of artists, craft makers and designers. - Express their likes and dislikes					
	Key Assessment Questions	Developing ideas	Mastering technique - Drawing	Mastering technique - Painting	Mastering technique - Print making	Texture, pattern, colour, line and tone
		Does your sketchbook have information you have found out?	Can you draw on different surfaces with a range of media?	What are the primary and secondary colours? Can you paint on different surfaces with a variety of techniques?	Can you create a repeating pattern using printmaking?	Can you show me a range of patterns and texture? How do colours link to mood?
						Taking inspiration from the greats Can you tell me about work by.....? What do you like and dislike?