

Year 1 overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	<p>Lists, labels and captions Counting creatures Animalphabet</p> <p>Character Description Lost and Found by Oliver Jeffers The Snail and the Whale by Julia Donaldson Knuffle Bunny by Mo Willems</p> <p>Rhyming and pattern The Puffin Book of Nursery Rhymes</p>	<p>Recount Our Class Trip</p> <p>Retelling a familiar story Can't You Sleep Little Bear Beegu by Alexis Deacon</p> <p>Letter Christmas - Dear Santa Writing letters to father christmas</p>	<p>Different Stories by the same Author (Emily Gravett)</p> <p>Postcards and Letters Meerkat Mail</p> <p>Information texts The continents of the world</p>	<p>Stories with a repeated pattern Brown bear, brown bear Oi, Frog, Oi, Dog series</p> <p>Spring Poems I am the Seed that Grew the Tree</p> <p>Instructions How to make a healthy smoothie</p>	<p>Traditional Tales The Stinky Cheese Man and Other Fairly Stupid Fairy Tales</p> <p>Information Texts Trees or plants</p> <p>Poems on Nature I am the Seed that Grew the Tree</p>	<p>Class Reader: Handa's Surprising Day</p> <p>Stories from other Cultures Handa's Surprising Day Jamil's Clever Cat</p> <p>Poetry Ice Lolly by Pie Corbett</p>

Writing	<ul style="list-style-type: none"> To say outloud what they are going to write about. To compose a sentence orally before writing it. To use simple sentence structures. To use finger spaces. To use full stops to end sentences. 	<ul style="list-style-type: none"> To sequence sentences to form short narratives. To discuss what they have written with the teacher or other pupils. To use adjectives to describe. To use capital letters for names, places, days of the week and the personal pronoun 'I' To use the conjunction 'and' to link ideas and sentences. 	<ul style="list-style-type: none"> To reread their writing to check that it makes sense and to independently begin to make changes. To read their writing aloud clearly enough to be heard by their peers and the teacher. To begin to form simple and compound sentences. To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. To start to engage readers by using adjectives to describe. To begin to use question marks and exclamation marks.
Reading	<p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear to their own experiences <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read, and correcting inaccurate reading 	<p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> checking that the text makes sense to them as they read, and correcting inaccurate reading discussing the significance of the title and events explain clearly their understanding of what is read to them 	<p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others say

	Term 1	Term 2	Term 3
Maths	<p>Number: Place Value (within 10)</p> <ul style="list-style-type: none"> Sort objects Count objects Count objects from a larger group Represent objects Recognise numbers as words Count on from any number 1 more Count backwards within 10 1 less Compare groups by matching Fewer, more, same Less than, greater than, equal to Compare numbers Order objects and numbers The number line <p>Number: Addition and Subtraction (within 10)</p> <ul style="list-style-type: none"> Introduce parts and wholes Part-whole model Write number sentences Fact families-addition facts Numbers bonds within 10 Systematic number bonds within 10 Number bonds to 10 Addition-add together Addition-add more Addition problems Find a part Subtraction - find a part Fact families - the eight facts Subtraction - take away/cross out (How many left?) Take away (How many left?) Subtraction on a number line Add or subtract 1 or 2 <p>Geometry: Shape</p> <ul style="list-style-type: none"> Recognise and name 3-D shapes Sort 3-D shapes Recognise and name 2-D shapes Sort 2-D shapes Patterns with 3-D and 2-D shapes 	<p>Number: Place Value (within 20)</p> <ul style="list-style-type: none"> Count within 20 Understand 10 Understand 11, 12 and 13 Understand 14, 15 and 16 Understand 17, 18 and 19 Understand 20 1 more and 1 less The number line to 20 Use a number line to 20 Compare numbers to 20 Order numbers to 20 <p>Number: Addition and Subtraction (within 20)</p> <ul style="list-style-type: none"> Add by counting on Add ones using number bonds Find and make number bonds to 20 Doubles Near doubles Subtract ones using number bonds Subtraction - counting back Subtraction - finding the difference Related facts Missing number problems <p>Number: Place Value (within 50)</p> <ul style="list-style-type: none"> Count from 20 to 50 20, 30, 40 and 50 Count by making groups of tens Groups of tens and ones Partition into tens and ones The number line to 50 Estimate on a number line to 50 1 more, 1 less <p>Measurement: Length and Height</p> <ul style="list-style-type: none"> Compare lengths and heights Measure length using objects Measure length in centimetres <p>Measurement: Mass and Volume</p> <ul style="list-style-type: none"> Heavier and lighter Measure mass Compare mass Full and empty Compare volume Measure capacity Compare capacity 	<p>Multiplication and Division</p> <ul style="list-style-type: none"> Count in 2s Count in 10s Count in 5s Recognise equal groups Add equal groups Make arrays Make doubles Make equal groups-grouping Make equal groups-Sharing <p>Fractions</p> <ul style="list-style-type: none"> Recognise a half of an object or a shape Find a half of an object or a shape Recognise a half of a quantity Find a half of a quantity Recognise a quarter of an object or a shape Find a quarter of an object or a shape Recognise a quarter of a quantity Find a quarter of a quantity <p>Number: Place Value (within 100)</p> <ul style="list-style-type: none"> Count from 50 to 100 Tens to 100 Partition into tens and ones The number line to 100 1 more, 1 less Compare numbers with the same number of tens Compare any two numbers <p>Measurement: Money</p> <p>Measurement: Time</p> <ul style="list-style-type: none"> Unitising Recognise coins Recognise notes Count in coins <ul style="list-style-type: none"> Before and after Days of the week Months of the year Hours, minutes, seconds Tell the time to the hour Tell the time to the half hour

	Science	History	Geography	R.E.	Computing	PSHE	P.E.	Music	Art and Design/Design Technology	Spanish
Term 1	<p>Animals including humans</p> <p>Key Learning:</p> <ul style="list-style-type: none"> Identify, name and draw the basic parts of the human body including the major organs. Describe the basic functions of the major organs. Understand which parts of the body are associated with which senses. Identify the 5 senses and when/how we use them <p>Key Vocabulary: sight, hearing, touch, taste, smell, head, eye, nose, teeth, ear, mouth, shoulder, arm, elbow, hand, fingers, thumb, knee, leg, toes, foot, brain, lungs, heart</p> <p>Working Scientifically:</p> <ul style="list-style-type: none"> Explore the world and ask related questions. Make close observations. Make decisions when sorting and grouping Draw and label simple diagrams Use simple scientific language Use senses to carry out simple practical enquiries and draw simple conclusions 		<p>Our Local Area My local area</p> <p>Content: -Where is Binfield? What is in Binfield? -Can I find my school on a map? -How do the children in my class travel to school? -Can I make a map of my classroom/playground? -Can I plan a route from one part of school to another?</p> <p>Key skills -Looking at atlases and globes to find the U.K. -reading a simple map with a key -drawing a simple map with a key -understanding an aerial photograph -completing a traffic survey</p> <p>Key vocabulary Binfield, Bracknell, Berkshire, London, England, U.K., map, aerial photograph, key, symbol, city, town, village, shop, house, office, farm, forest</p>	<p>What does it mean to belong to a faith community?</p> <p>Big Question: How do some religions demonstrate that everyone is special?</p> <p>-There are six main world religions. -They have some similarities but also some big and importance differences -The importance of symbols. -What does it mean to belong to a faith community?</p> <p>Key Vocabulary: Christian, Christianity, Jewish, Judaism, Hindu, Hinduism, Sikh, Sikhism, Muslim, Islam, Buddhist, Buddhism, symbol, religion, belonging, faith</p>	<p>Programming A – moving a robot Sequencing instructions, using and creating algorithms</p> <p>E-Safety Self Image and Identity</p> <p>Programming A - Moving a robot (Purple Mash Unit 1.5)</p> <ul style="list-style-type: none"> To explain what a given command will do To act out a given word To combine forwards and backwards commands to make a sequence To combine four direction commands to make sequences To plan a simple program To find more than one solution to a problem <p>Self Image and Identity</p> <ul style="list-style-type: none"> to recognise that there may be people online who could make someone feel sad, embarrassed or upset. In the above situations, to give examples of when and how to speak to a trusted adult and know how they can help. 	<p>Right/wrong Secrets What is the difference between fair and unfair? Right and wrong? A secret and a surprise?</p> <p>What is fair and unfair, right and wrong, kind and unkind? Difference between secrets and nice surprises, secrets that make you feel uncomfortable.</p>	<p>Gymnastics Gymnastics Skills</p> <ul style="list-style-type: none"> Copy and recognise contrasting actions (small/tall, narrow/wide) Hold still shapes and simple balances Link two actions together to make a sequence involving simple balances and stretches. Travel in different ways involving changes of speed and direction. When travelling, move around, under, over and through different objects <p>Shapes Kneeling balances, standing balances, pike, tuck, star, straight and straddle shapes</p> <p>Travelling Bunny hop, skip, tiptoe walk, jump, hop, gallop</p> <p>Roll Pencil Roll</p> <p>Football</p> <ul style="list-style-type: none"> Introduction to football skills and games Basic passing & control Moving into a space when in possession of the ball Use rolling, hitting, running, jumping, catching and kicking skills in combination. Using KS1 PE Key Words <p>Tag Rugby</p> <ul style="list-style-type: none"> Introduction to Tag Rugby skills and games Basic passing & control Moving into a space when in possession of the ball Use rolling, hitting, running, jumping, catching and kicking skills in combination. Using KS1 PE Key Words 	<p>Music basics, Listening and responding.</p> <ul style="list-style-type: none"> Introduction to beat, rhythm as well as dynamics. Learn to read some notation, ta ,tete sh. Learning and listening to music from different eras of music and composers throughout history. 	<p>Art & Design Drawing Studying the work of sketch artist Jason Gathorne-Hardy</p> <ul style="list-style-type: none"> Develop a range of tone using a pencil and begin to use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/dark lines. Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. Identify and draw shapes and patterns. Represent things observed, remembered or imagined. 	<p>Language Angels: Los Animales E</p> <p>Unit Objective: To remember and recall from memory 10 common animals in Spanish with the correct article/determiner.</p> <p>Skills we will develop: We will work on improving our memory skills so that we remember the animals in Spanish after the lesson. Remembering to look out for cognates such as león (lion) using pictures to help. Learning how to build a short simple sentence in Spanish using 1st person conjugated verb soy (I am), an indefinite article/determiner (un or una) and a noun (in this unit an animal). Learning that the pronoun yo (I) is often omitted in Spanish. You can tell who is doing the action by the verb in Spanish.</p> <p>Phonics & pronunciation we will see: Recommended phonics focus: CH J LL Ñ RR</p> <ul style="list-style-type: none"> J sound in oveja, pájaro & conejo LL sound in caballo Stress Placement. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like co-ne-jo. Accents.

Term 2	<p>Seasonal changes Autumn and Winter</p> <p>Key Learning:</p> <ul style="list-style-type: none"> Name and order the seasons Observe changes across the four seasons Observe and describe weather associated. Observe and describe how the day length varies between seasons. Make comparisons between the seasons <p>Key Vocabulary: seasons, autumn, winter, spring, summer, weather, daylight, hours, shorter, shortest, longer, longest, temperature, wind direction and strength, months of the year, wind, rain, cold, frost, snow, sleet, colder, hibernation</p> <p>Working Scientifically:</p> <ul style="list-style-type: none"> Explore the world and ask own questions Make close observations Observe changes over time Use simple equipment Gather and record data to help answer questions Explore patterns and relationships in findings Use simple scientific language. 	<p>The history of toys</p> <p>How and why have toys changed over time?</p> <p>Key topics</p> <ul style="list-style-type: none"> how and why the materials that toys are made from have changed inventions of toys in the 20th Century i.e. slinky, barbie, game boy, lego developing an awareness of how victorian toys differed between rich and poor children exploring how toys have changed since their parents and grandparents were children <p>Key skills</p> <ul style="list-style-type: none"> similarities and differences chronological order working with historical sources <p>Key vocabulary</p> <p>19th Century, 20th Century, 21st Century, Victorian, timeline, old, new, modern, similar, different, change, past, present, describe, explain, then, now, before, after</p>		<p>How and why do we celebrate sacred times?</p> <p>Big Question: Why are religious celebrations important to some people but not to others?</p> <p>-What is Hanukkah and why is it special to Jewish people? -What is the Christmas story and why is it important to Christians?</p> <p>Key Vocabulary: Christmas, nativity, Angel Gabriel, Mary, Joseph, Wise Men, Kings, inn, stable, manger Shepherds, Nazareth, Census, Bethlehem</p> <p>Hanukkah, Ten Commandments, Maccabees, temple, lamp, oil, Hanukkah, dreidel, latkes</p>	<p>Computing Systems and Networks – Technology around us</p> <p>Basic computer skills and online safety</p> <p>E-Safety</p> <p>Online Relationships</p> <p>Computing Systems and Networks - Technology around us (Purple Mash Unit 1.1)</p> <ul style="list-style-type: none"> To identify Technology To identify a computer and its main parts To use a mouse in different ways To use a keyboard to type To use a keyboard to edit text To create rules for using technology responsibly <p>Online Relationships</p> <ul style="list-style-type: none"> To give examples of when it is necessary to ask permission to do something online and explain why this is important. To use the internet with adult support to communicate with known people To explain why it is important to be considerate and kind to people online and to respect their choices. To explain why things one person finds funny or sad online may not always be seen in the same way by others. 	<p>Playing together</p> <p>Playing and working cooperatively, negotiating and listening</p> <p>Playing and working cooperatively, negotiation, listening to others. What kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable? Following rules.</p>	<p>Dance</p> <ul style="list-style-type: none"> Copy and repeat individual actions and sequences of actions Move confidently and safely in own space Vary speed of actions Vary direction of movement safely. Explore movement ideas and respond imaginatively to a range of stimuli (music, video, images) Begin to improvise independently to create simple movement phrases. <p>Tag Rugby</p> <ul style="list-style-type: none"> Introduction to Tag Rugby skills and games Basic passing & control Moving into a space when in possession of the ball Use rolling, hitting, running, jumping, catching and kicking skills in combination. Using KS1 PE Key Words <p>Netball</p> <ul style="list-style-type: none"> Introduction to Netball skills and games Basic passing & control Finding good space when working as a team to receive the ball Use rolling, hitting, running, jumping, catching and kicking skills in combination. Using KS1 PE Key Words 	<p>Composing rhythms, performance</p> <ul style="list-style-type: none"> Continuation of learning about beat, rhythm and notation. Starting to perform short rhythms on unpitched instruments. Learning songs, singing with a variety of pitch. 	<p>Design Technology Textiles</p> <p>Design and make a Christmas Stocking</p> <p>Design:</p> <ul style="list-style-type: none"> Research similar existing products Explain what I want to do Use pictures and words to plan, begin to use models Design a product for myself following design criteria <p>Make:</p> <ul style="list-style-type: none"> Explain what I'm making and why Measure, mark out, cut and shape, with support Choose suitable materials and explain choices Try to use finishing techniques to make product look good Work in a safe and hygienic manner <p>Evaluate:</p> <p>Talk about my work, linking it to what I was asked to do *talk about existing products, and say what is and isn't good</p> <ul style="list-style-type: none"> Talk about things that other people have made 	
Term 3	<p>Animals including humans</p> <p>Key Learning:</p> <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. 		<p>Our World</p> <p>The seven continents of the world</p> <p>Content:</p> <ul style="list-style-type: none"> What is a continent? How is it different to a country or an island? 	<p>What makes some places sacred?</p> <p>Big Question: Does everyone believe the same things about God?</p>	<p>Digital Painting</p> <p>Using tools to create digital pictures</p> <p>E-Safety</p> <p>Online Bullying Online Reputation</p>	<p>Who am I?</p> <p>Self-identity, celebrating similarities and differences</p>	<p>Yoga</p> <ul style="list-style-type: none"> Stretch their body up smoothly Move between poses while keeping balanced Arch their back up, and dip their back 	<p>Listening and responding-Learning the recorder.</p> <p>Listen and appreciate different genres of music</p>	<p>Art & Design Collage</p> <p>Studying the work of artist Jeannie Baker and creating our own mixed media</p>	<p>Language Angels: I can: PUEDO E</p> <p>Unit Objective: To say 'I can...' plus a range of activities in Spanish</p> <p>Skills we will develop:</p>

	<ul style="list-style-type: none"> • Categorise animals as amphibians, fish, mammals, reptiles or birds • Describe and compare the observable features of common animals from different groups. • Identify and name a variety of common animals that are carnivores, herbivores, omnivores • Describe characteristics of birds, amphibians, mammals, fish and reptiles <p>Key Vocabulary: carnivore, herbivore, omnivore, plants, meat, fish, amphibians, reptiles, birds, mammals, live, breathe, water, air, lungs, gills, scales, skin, fur, hair, beak, wings</p> <p>Working Scientifically:</p> <ul style="list-style-type: none"> • Explore the world and ask own questions • Identify and classify living things. • Make comparisons • Make decisions when sorting and grouping • Use simple scientific language. 		<p>-What are the seven continents of the world? -What are some of the identifying features of each of the continents? -Can I find and locate each of the continents on a world map or globe?</p> <p>Key skills</p> <ul style="list-style-type: none"> -locating continents on a world map -Understanding the difference between a continent and a country <p>Key vocabulary Africa, Asia, Europe, South America, North America, Antarctica, continent, country, land mass, island, atlas, globe,</p>	<p>-The significance of a church for Christian people. Name and identify significant parts and objects in a church. -The significance of a synagogue for Jewish people. Name and identify significant parts and objects in a Synagogue.</p> <p>Key Vocabulary: Pray, worship, ceremony, church, font, holy communion, bible, cross, alter</p> <p>Synagogue, ark, Torah, Bimah, Ten Commandments, Siddur, Eternal Light</p>	<p>Digital Painting (Purple Mash Unit 2.6)</p> <ul style="list-style-type: none"> • To describe what different freehand tools do • To use the shape tool and the line tool • To make careful choices when painting a digital picture • To explain why I choose tools • To use a computer on my own to paint a picture <p>Online Bullying</p> <ul style="list-style-type: none"> • To describe how to behave online in ways that do not upset others and can give examples <p>Online Reputation</p> <ul style="list-style-type: none"> • To recognise that information can stay online and could be copied. • To describe what information should not be put online without asking a trusted adult first. 	<p>What am I good at? What makes me, me? Self-identity. Celebrating differences and similarities.</p>	<p>down, smoothly</p> <ul style="list-style-type: none"> • Repeat the yoga sequence with minimal support • Use a full range of movements • Adapt yoga poses to their own needs • Transition smoothly between yoga poses • Balance on one leg • Create a short sequence of yoga poses • Demonstrate a yoga pose to the class • Breathe smoothly while in poses. <p>Netball</p> <ul style="list-style-type: none"> -Introduction to Netball skills and games - Basic passing & control -Finding good space when working as a team to receive the ball - Use rolling, hitting, running, jumping, catching and kicking skills in combination. -Using KS1 PE Key Words <p>Hockey</p> <p>Introduction to Hockey skills and games</p> <ul style="list-style-type: none"> - Basic grip, control and pass - Moving in to space when in possession of the ball - Use rolling, hitting, running, jumping, catching and kicking skills in combination. -Using KS1 PE Key Words 	<p>-Begin to learn (alternate weeks)/recorder writing and -Practising reading and beginning to compose longer pieces of rhythm on untuned percussion. -Introduction to pitch.</p>	<p>collages</p> <ul style="list-style-type: none"> -Cut, glue and trim material to create images from a variety of media e.g. fabric, crepe paper, magazines. -Explore techniques in collage such as tearing and overlapping. -Use scissors or snips to cut a range of materials to the desired size. -Make textured collages from a variety of media by folding, crumpling and tearing materials. -Develop skills using scissors to cut paper to desired size. -Demonstrate consideration when placing individual pieces to make a collage. 	<p>Learning to remember new vocabulary by using an image, sound or mime. Remembering more and knowing more by using a greater variety of high frequency verbs with the puedo. Being able to create longer sentences. Learning to expand, looking up other verbs in their infinitive form not covered in the lesson using the English to Spanish section of a dictionary.</p> <p>Phonics & pronunciation we will see: Recommended phonics focus: CH J Ñ LL RR</p> <ul style="list-style-type: none"> • CH sound in escuchar • Silent letters. 'H' is always a silent letter in Spanish (unless the word is of foreign origin). Hablar is pronounced ablar. • Stress Placement
Term 4	<p>Seasonal changes Spring and Summer</p> <p>Key Learning:</p> <ul style="list-style-type: none"> • Name and order the seasons • Observe changes across the four seasons • Observe and describe weather associated. • Observe and describe how the day length varies between seasons. • Make comparisons between the seasons <p>Key Vocabulary: seasons, autumn, winter, spring, summer, weather,</p>	<p>Kings and Queens</p> <p>Can you name some significant Kings and Queens of England? (from William the Conqueror to Elizabeth II)</p> <p>Key topics</p> <ul style="list-style-type: none"> -names and chronological order of some significant monarchs -key facts about monarchs studied -comparison between Elizabeth I and Queen Victoria 		<p>What does Easter mean to Christians?</p> <p>Big Question: Why do symbols and stories play important roles in religions?</p> <ul style="list-style-type: none"> -New testament bible stories -how stories can be important for teaching -the Easter story -the importance of Jesus to Christians -How Christians celebrate Easter/ Easter traditions 	<p>Digital writing Typing, creating and manipulating text</p> <p>E-Safety Managing Information Online</p> <p>Data and Information and Grouping Data (Purple Mash Unit 1.2)</p> <ul style="list-style-type: none"> • To label objects • To identify that objects can be counted • To describe objects in different ways • To count objects with the same properties 	<p>Making healthy choices A healthy balanced diet, physical activity, sleep, healthy friendships</p> <p>Healthy balanced diet, physical activity, sleep, healthy friendships and dental health. Online safety.</p>	<p>Health & Fitness</p> <ul style="list-style-type: none"> • Talk about how they feel after exercise and why it is important to warm up before they begin • Complete activities independently, remembering how to perform each skill and record their score • Identify which activity they need to improve • Tell a partner what they are doing well in their performance and identify an area for improvement • Identify improvements shown on their 	<p>Listening, responding and performing: Learning the recorder</p> <p>Introduction of dynamics to compositions as well as adding pitches. - Listening to music and begin to identify sounds/instrument.</p>	<p>Design Technology Food Tech Design and make a healthy smoothie</p> <ul style="list-style-type: none"> -Practise stirring, mixing, pouring, blending. -Use the basic principles of a healthy and varied diet to prepare dishes. -Understand where food comes from. 	

	<p>daylight, hours, shorter, shortest, longer, longest, temperature, wind direction and strength, months of the year, blossom, flowers, bees, insects, butterflies, chicks, lambs</p> <p>Working Scientifically:</p> <ul style="list-style-type: none"> • Explore the world and ask own questions • Make close observations • Observe changes over time • Use simple equipment • Gather and record data to help answer questions • Explore patterns and relationships in findings • Use simple scientific language. 	<p>Key skills</p> <ul style="list-style-type: none"> -significance -chronological order -compare and contrast -working with historical sources <p>Key vocabulary</p> <p>Monarch, king, queen, rule, reign, heir, parliament, Richard III, Henry VIII, Elizabeth I, Queen Victoria, Elizabeth II, Battle of Bosworth, War of the Roses, Tudor, Elizabethan, Victorian</p>		<p>Key Vocabulary: Palm Sunday, Easter, Christian, Jesus, resurrection, disciples, symbolise, betray, crucified, sins, tomb, eternal, heaven</p>	<ul style="list-style-type: none"> • To compare groups of objects <p>To answer questions about groups of objects</p> <p>Managing Information Online</p> <ul style="list-style-type: none"> • To give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching. • To understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke. • To know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened. 		<p>scorecard.</p> <p>Hockey</p> <p>Introduction to Hockey skills and games</p> <ul style="list-style-type: none"> - Basic grip, control and pass - Moving in to space when in possession of the ball - Use rolling, hitting, running, jumping, catching and kicking skills in combination. -Using KS1 PE Key Words <p>Basketball</p> <ul style="list-style-type: none"> - Introduction to Basketball skills - Basic grip, control and pass - Moving in to space when in possession of the ball - Use rolling, hitting, running, jumping, catching and kicking skills in combination. -Using KS1 PE Key Words 	<p>- Learning new musical terms and how they change depending on mood of the music.</p> <p>-Continue learning recorder</p>	<p>-Wash hands & clean surfaces</p> <p>-Cut, peel and grate safely, with support</p>	
Term 5	<p>Plants</p> <p>Key Learning:</p> <ul style="list-style-type: none"> • 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. • Describe features of plants and seeds • Make comparisons between different plants and seeds <p>Key Vocabulary:</p> <p>deciduous, evergreen, wild plants, garden plants, weed, roots, stem, leaves, flowers, petals, fruit, seed, blossom, vegetable, branches</p> <p>Working Scientifically:</p> <ul style="list-style-type: none"> • Explore the world and ask related questions. • Make close observations. • Observe changes over time. • Make comparisons • Make decisions when sorting and grouping 	<p>Significant individuals</p> <p>How has nursing changed since the time of Florence Nightingale and Mary Secole?</p> <p>Key topics</p> <ul style="list-style-type: none"> - the periods in which Florence Nightingale, Edith Cavell and Mary Secole lived -the influence they had on nursing and hospitals -the similarities and differences between their lives -how nursing is different today <p>Key skills</p> <ul style="list-style-type: none"> -significance -chronological order -compare and contrast -working with historical sources <p>Key vocabulary</p> <p>Florence Nightingale, Edith Cavell, Mary Secole, soldier, injured, hospital, Crimean War, World War I, problem, solution, change, remember, compare</p>		<p>Who is Jewish and what do Jewish people believe?</p> <p>Who is Jewish and what do they believe?</p> <p>Big Question:</p> <p>Why do symbols and stories play important roles in religions? Why do some people follow religious leaders and teachings?</p> <p>-what is Shabbat and how is it celebrated</p> <p>-understanding what Jewish children do during Rosh Hashanah and Yom Kippur and why it is important</p> <p>-The significance of a synagogue for Jewish people. Name and identify significant parts and objects in a Synagogue.</p> <p>Key Vocabulary:</p> <p>Shabbat, commandment, Jewish, Judaism, Sabbath, Challah, blessings, candles, Kiddush, Synagogue, Rosh Hashanah, Yom Kippur,</p>	<p>Data and Information and Grouping Data</p> <p>Labelling, counting and grouping objects digitally</p> <p>E-Safety</p> <p>Health, Wellbeing and Lifestyle</p> <p>Copyright and Ownership</p> <p>Digital Writing (Purple Mash Unit 1.6)</p> <ul style="list-style-type: none"> • To use a computer to write • To add and remove text on a computer • To identify that the look of text can be changed on a computer • To make careful choices when changing text • To explain why I used the tools that I chose • To compare writing on a computer with writing on paper <p>Health, Wellbeing & Lifestyle</p>	<p>Water, road and home safety</p> <p>Road safety, what to do in a fire, staying safe near water, sun safety</p> <p>Road safety recap, staying safe near water, what to do in a fire. Sun safety. Special people who work in our community.</p>	<p>Athletics</p> <p><u>RUNNING</u></p> <ul style="list-style-type: none"> • Vary their pace and speed when running. • Run with a basic technique over different distances. • Show good posture and balance. • Jog in a straight line. • Change direction when jogging. • Sprint in a straight line. • Change direction when sprinting. • Maintain control as they change direction when jogging or sprinting. <p><u>JUMPING</u></p> <ul style="list-style-type: none"> • Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. • Perform a short jumping sequence. • Jump as high as possible. • Jump as far as possible. • Land safely and with control. • Demonstrate balance when executing jumps <p>THROWING</p>	<p>Pitch and tempo-superhero theme</p> <p>-To perform and compose short sections of music</p> <p>- To revise terminology</p> <p>-Practising musical listening, identifying features using some musical terminology.</p>	<p>Art & Design Printmaking</p> <p>Studying the work of artist Bridget Riley and creating own repeating printed patterns</p> <p>-Create simple pictures by printing from objects: leaves, coins, bubble wrap, bricks.</p> <p>-Make rubbings of natural and manmade things.</p> <p>-Develop simple patterns by printing using objects.</p> <p>-Identify forms of printing: books, posters, pictures, fabrics.</p> <p>-Use printmaking to create a repeating pattern.</p> <p>-Develop skills in impressed printing: e.g. printing from objects.</p> <p>-Explore printing simple pictures with a range of</p>	<p>Language Angels: Ice-cream Unit: LOS HELADOS E</p> <p>Unit Objective: To say what ice-cream flavour I would like in Spanish.</p> <p>Skills we will develop:</p> <p>Working on improving memory, recall and retention skills using images to help. Learning to always look for cognates first (such as vainilla for vanilla, chocolate for chocolate and caramelo for caramel) and associating word and phrases to images to help. Building on this language to learn the phrases necessary to order an icecream in Spanish. Useful phrases such as 'I would like', 'please' and 'thank you'.</p> <p>Phonics & pronunciation we will see:</p> <p>Recommended phonics focus: CH J Ñ LL RR</p> <ul style="list-style-type: none"> • CH sound in chocolate, pistachio &

	<ul style="list-style-type: none"> • Draw and label simple diagrams • Use simple scientific language to communicate findings. 			<p>Synagogue, Shofar, Challah, Torah.</p> <ul style="list-style-type: none"> • explain rules to keep myself safe when using technology both in and beyond the home. <p>Copyright and Ownership</p> <ul style="list-style-type: none"> • To explain why the work I create belongs to me. • To save my work under a suitable title or name so that others know it belongs to me. • To understand that work created by others does not belong to me even if I save a copy. 		<ul style="list-style-type: none"> • Demonstrate over arm throwing technique • Demonstrate underarm throwing technique • Recognise underarm and overarm throwing techniques • Throw a ball towards a target with increasing accuracy. • Improve the distance they can throw by using more power. <p>Cricket</p> <ul style="list-style-type: none"> - Introduction to Cricket skills & games - Basic grip and strike - Watching and striking the ball with varying power - Use rolling, hitting, running, jumping, catching and kicking skills in combination. -Using KS1 PE Key Words 		<p>hard and soft materials e.g. cork, pen barrels, sponge.</p> <ul style="list-style-type: none"> - Use equipment and media correctly and be able to produce a clean printed image. -Take simple prints i.e. mono printing. -Explore printing in relief: e.g. string and card. 	<ul style="list-style-type: none"> • cucurucho • LL sound in vainilla • RR sound in tarrina • Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in fa-vor. For words that end in a vowel or 'n' and 's', it is normally the second to last syllable like bo-las and gra-cias. • Accents
Term 6	<p>Everyday Materials</p> <p>Key Learning:</p> <ul style="list-style-type: none"> • Distinguish between an object and the material of 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 everyday materials. • Compare and group together a variety of everyday materials based on their simple physical properties. • Group materials and objects in a variety of ways <p>Key Vocabulary:</p> <p>wood, plastic, glass, metal, water, and rock, object, material, hard, soft, stretchy, brittle, shiny, dull, rough, smooth, bendy, waterproof, not waterproof, absorbent, not absorbent, transparent, opaque</p> <p>Working Scientifically:</p> <ul style="list-style-type: none"> • Explore the world and ask related questions. • Consider how scientific enquiry can be used to answer questions. 			<p>Programming B – Introduction to animation Developing understanding of algorithms</p> <p>E-Safety Privacy and Security</p> <p>Programming B - Introduction to animation (Purple Mash Unit 1.7)</p> <ul style="list-style-type: none"> • To choose a command for a given purpose • To show that a series of commands can be joined together • To identify the effect of changing a value • To explain that each sprite has its own instructions • To design the parts of a project • To use my algorithm to create a program <p>Privacy and Security</p> <ul style="list-style-type: none"> • To explain how passwords are used to protect information, accounts and devices. 	<p>Changes Changes at home and at school, transition to the next year</p> <p>Changes happening to my family: e.g. moving house, new siblings, loss of a pet, share your opinions.</p>	<p>Athletics</p> <p><u>RUNNING</u></p> <ul style="list-style-type: none"> • Vary their pace and speed when running. • Run with a basic technique over different distances. • Show good posture and balance. • Jog in a straight line. • Change direction when jogging. • Sprint in a straight line. • Change direction when sprinting. • Maintain control as they change direction when jogging or sprinting. <p><u>JUMPING</u></p> <ul style="list-style-type: none"> • Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. • Perform a short jumping sequence. • Jump as high as possible. • Jump as far as possible. • Land safely and with control. • Demonstrate balance when executing jumps <p><u>THROWING</u></p> <ul style="list-style-type: none"> • Demonstrate over arm throwing 	<p>Design Technology Construction Make kites</p> <p>Design:</p> <ul style="list-style-type: none"> -Research similar existing products -Have own ideas -Explain what my product is for, and how it will work <p>Make:</p> <ul style="list-style-type: none"> -Consider what I need to do next -Select tools/equipment to cut, shape, join, finish and explain choices -Choose suitable materials and explain choices Try to use finishing techniques to make product look good -Work in a safe and hygienic manner <p>Evaluate:</p> <ul style="list-style-type: none"> -Talk about existing products considering: use, materials, how they work, audience, where they might be used -Begin to talk about <p>Having fun with improvisation. Vocal and body sounds. -Learn some songs, singing together in time with variety of pitches. - Continue playing recorder. -Begin to add pitches to compositions.</p>		

	<ul style="list-style-type: none"> • Make close observations. • Observe changes over time. • Use simple equipment • Gather and record data to help answer questions • Use simple scientific language to communicate findings. 				<ul style="list-style-type: none"> • To recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names). • To explain why it is important to always ask a trusted adult before sharing any personal information online. 		<p>technique</p> <ul style="list-style-type: none"> • Demonstrate underarm throwing technique • Recognise underarm and overarm throwing techniques • Throw a ball towards a target with increasing accuracy. • Improve the distance they can throw by using more power. <p>Tennis</p> <ul style="list-style-type: none"> - Introduction to Tennis skills & games - Basic grip and strike - Watching and striking the ball with varying power - Use rolling, hitting, running, jumping, catching and kicking skills in combination. -Using KS1 PE Key Words <p>Cricket</p> <ul style="list-style-type: none"> - Introduction to Golf skills & games - Basic grip and strike - Watching and striking the ball with varying power - Use rolling, hitting, running, jumping, catching and kicking skills in combination. -Using KS1 PE Key Words 		<p>what could make product better</p>	
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