Year 1 overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
English	Lists, labels and captions Counting creatures Animalphabet Character Description Lost and Found by Oliver Jeffers The Snail and the Whale by Julia Donaldson Knuffle Bunny by Mo Willems Rhyming and pattern The Puffin Book of Nursery Rhymes	Recount Our Class Trip Retelling a familiar story Can't You Sleep Little Bear Beegu by Alexis Deacon Letter Christmas - Dear Santa Writing letters to father christmas	Different Stories by the same Author (Emily Gravett) Postcards and Letters Meerkat Mail Information texts The continents of the world	Stories with a repeated pattern Brown bear, brown bear Oi, Frog, Oi, Dog series Spring Poems I am the Seed that Grew the Tree Instructions How to make a healthy smoothie	Traditional Tales The Stinky Cheese Man and Other Fairly Stupid Fairy Tales Information Texts Trees or plants Poems on Nature I am the Seed that Grew the Tree	Class Reader: Handa's Surprising Day Stories from other Cultures Handa's Surprising Day Jamil's Clever Cat Poetry Ice Lolly by Pie Corbett	
Writing	 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. 		 pupils. To use adjectives to descri To use capital letters for na the personal pronoun 'l' 	written with the teacher or other	 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	 develop pleasure in reading, motivation to read, vocabulary and understanding by: 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 understand both the books they can already read accurately and fluently and those they listen to by: 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 		traditional tales, retelling the characteristics • recognising and joining in v understand both the books they ca fluently and those they listen to by • checking that the text make correcting inaccurate readi • discussing the significance	h key stories, fairy stories and hem and considering their particular with predictable phrases an already read accurately and the sense to them as they read, and ng	 develop pleasure in reading, motivation to read, vocabulary and understanding by: learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known understand both the books they can already read accurately and fluently and those they listen to by: 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	
Maths	Number: Place Value (within 10) • 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	Number: Place Value (within 20) • 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	Multiplication and D • Count in 2s • Count in 10s • Count in 5s • Recognise equal groups • Add equal groups • Make arrays • Make doubles
	 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 	 The number line to 20 Use a number line to 20 Compare numbers to 20 Order numbers to 20 Number: Addition and Subtraction (within 20) Add by counting on Add ones using number bonds 	 Make equal groups-g Make equal groups-S Fractions Recognise a half Find a half of an of Recognise a half Find a half of a quality
	 Number: Addition and Subtraction (within 10) 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 	 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 Number: Place Value (within 50) Count from 20 to 50 20, 30, 40 and 50 Count by making groups of tens Groups of tens and ones 	 Find a quarter of Find a quarter of Recognise a quarter of Find a quarter of Number: Place Value (within 100) Count from 50 to Tens to 100 Partition into tens The number line for 1 more, 1 less Compare number Compare any two
	 Subtraction - take away/cross out)How many left?) Take away (How many left?) Subtraction on a number line Add or subtract 1 or 2 Geometry: Shape 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 	 Partition into tens and ones Partition into tens and ones The number line to 50 Estimate on a number line to 50 1 more, 1 less Measurement: Length and Height Compare lengths and heights Measure length using objects Measure length in centimetres Measurement: Mass and Volume Heavier and lighter Measure mass Compare mass Full and empty Compare volume Measure capacity Compare capacity 	Measurement: Money Measurement: Time Unitising Recognise coins Recognise notes Count in coins Before and after Days of the week Months of the yea Hours, minutes, s Tell the time to th Tell the time to th

Term 3

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	Science	History	Geography	R.E.	Computing	PSHE	P.E.	Music	Art and Design/Design Technology	Spanish
Term 1	 Animals including humans Key Learning: 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 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 Working Scientifically: 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 		Dur Local Area My local area Content: -Where is 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? Key skills -Looking at atlases and globes to find the U.K. -reading a simple map with a key -understanding an aerial photograph -completing a traffic survey Key vocabulary Binfield, Bracknell, Berkshire, London, England, U.K., map, aerial photograph, key, symbol, city, town, village, shop, house, office, farm, forest	What does it mean to belong to a faith community? Big Question: How do some religions demonstrate that everyone is special? -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? Key Vocabulary: Christian, Christianity, Jewish, Judaism, Hindu, Hinduism, Sikh, Sikhism, Muslim, Islam, Buddhist, Buddhism, symbol, religion, belonging, faith	 Programming A – moving a robot Sequencing instructions, using and creating algorithms E-Safety Self Image and Identity Programming A - Moving a robot (Purple Mash Unit 1.5) 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 Self Image and Identity 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. 	Right/wrong Secrets What is the difference between fair and unfair? Right and wrong? A secret and a surprise? What is fair and unfair, right and wrong, kind and unkind? Difference between secrets and nice surprises, secrets that make you feel uncomfortable.	Gymnastics Gymnastics Skills • 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 Shapes Kneeling balances, pike, tuck, star, straight and straddle shapes Travelling Bunny hop, skip, tiptoe walk, jump, hop, gallop Roll Pencil Roll • 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 • 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	Music basics, Listening and responding. -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. -	Art & Design Drawing Studying the work of sketch artist Jason Gathorne-Hardy -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.	Language Angels: Los Animales E Unit Objective: To remember and recall from memory 10 common animals in Spanish with the correct article/determiner. 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. Phonics & pronunciation we will see: Recommended phonics focus: CH J LL Ñ RR • 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 sylable like co-ne-jo. Accents.

Term 2	Seasonal changes Autumn and Winter Key Learning: • 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 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 Working Scientifically: • 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.	The history of toys How and why have toys changed over time? Key topics -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 Key skills -similarities and differences -chronological order -working with historical sources Key vocabulary 19th Century, 20th Century, 21st Century, Victorian, timeline, old, new, modern, similar, different, change, past, present, describe, explain, then, now, before, after		How and why do we celebrate sacred times? Big Question: Why are religious celebrations important to some people but not to others? -What is Hanukkah and why is it special to Jewish people? -What is the Christmas story and why is it important to Christians? Key Vocabulary: Christmas, nativity, Angel Gabriel, Mary, Joseph, Wise Men, Kings, inn, stable, manger Shepherds, Nazareth, Census, Bethlehem Hanukkah, Ten Commandments, Maccabees, temple, Iamp, oil, Hanukkiah, dreidel, latkes	Computing Systems and Networks – Technology around us Basic computer skills and online safety E-Safety Online Relationships Computing Systems and Networks - Technology around us (Purple Mash Unit 1.1) • 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 type • To use a keyboard to type • To use a keyboard to to type • To use a keyboard to edit text • To create rules for using technology responsibly Online Relationships • 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.	Playing together Playing and working cooperatively, negotiating and listening Playing and working cooperatively, negotiation, listening to others. What kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable? Following rules.	Dance - 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. Tag Rugby -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 Netball - 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	Composing rhythms, performance -Continuation of learning about beat, rhythm and notation. -Starting to perform short rhythms on unpitched instruments. -Learning songs, singing with a variety of pitch.	Design Technology Textiles Design and make a Christmas Stocking Design: -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 Make: -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 Evaluate: 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 -Talk about things that other people have made	Language Angels: I
Term 3	 humans Key Learning: Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. 		Our World The seven continents of the world Content: -What is a continent? How is it different to a country or an island?	Big Question: Does everyone believe the same things about God?	Using tools to create digital pictures E-Safety Online Bullying Online Reputation	Who am I? Self-identity, celebrating similarities and differences	Yoga • Stretch their body up smoothly • Move between poses while keeping balanced • Arch their back up, and dip their back	Listening and responding- Learning the recorder. Listen and appreciate different genres of music	Collage Studying the work of artist Jeannie Baker and creating our own mixed media	Can: PUEDO E Unit Objective: To say 'I can' plus a range of activities in Spanish Skills we will develop:

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Term 5hospitals -the similarities and differences between their lives -their miles and during Reades, favores, petals, fruit, seed, blosson, vegetable, -theronological order -cromological order -cromol				and teachings?		to do in a fire,	-			
Term 5 Key Vocabulary: deciduous, evergreen, wite plants, weed, plants, weed, plants, weed, plants, weed, blossom, vegetable, branches -the similarities and differences between their lives how is it celebrated -understanding what Jewish children do during Rosh Hashanan and Yow Rippur and Virige Mash unit 1.6) the winilarities and understanding what Jewish children do during Rosh Hashanan and Yow Rippur and their lives how is it celebrated -understanding what Jewish children do during Rosh Hashanan and Yow Rippur and colary the winilarities and understanding what Jewish children do during Rosh Hashanan and Yow Rippur and colary the winilarities and understanding what Jewish children do their lives the winilarities and understanding what Jewish children do to add and remove text on a computer the winilarities and understanding what Jewish children do to add and remove text on a computer the winilarities and understanding what Jewish children do to add and remove text on a computer the winilarities and understanding what Jewish statis celebrated -to day how is it celebrated uning Rosh Hashanan and Yow Rippur and to day the winilarities and understanding what Jewish statis miters the winilarities and understanding what Jewish Statis celebrated to ories					Digital Writing	staving safe near		compose snort		
Term 5 Key Vocabulary: deciduous, evergreen, plans, weed, roots, stem, leaves, flowers, petals, fruit, seed, blossom, vegetable, branches Image control of the plans		and seeds			(Purple Mash Unit 1.6)			sections of music		chocolate for chocolate
Term 5 Additional grading with plants, garden plants, weed, roots, stem, leaves, flowers, petals, fruit, seed, blossom, vegetable, branches the in lives -how nursing is different to day					',	water, sun safety				and caramelo for
decladous, everygreen, wild plants, weed, roots, stem, leaves, flowers, petals, fruit, seed, branchesand work imagesJewish children do during Rosh Hashanah and Yom Kippur and why it is important -throsiopical order -compare and contrast working Scientifically: • Explore the word and ask related questions. • Make comparisons • Make decisions when sorting and groupingdewish different todayJewish children do during Rosh Hashanah and Yom Kippur and why it is important -throsiopical order -compare and contrast • Working Scientifically: • Explore the word and sorting and groupingdewish different to adddewish ask related questions. • Make decisions when sorting and groupingdewish different to daydewish ask related questions. • Make decisions when sorting and groupingJewish different to daydo write ask related questions. • Make decisions when sorting and groupingdifferent to make comparisons • Make decisions when sorting and groupingdifferent to daydifferent ask careful commandment, Jewish, Judaism, Sabbath, Challah, blessings, candies, Kiddush, Synagogue, Rosh Hashanah, Yon Kippurdifferent to write to write to make careful commandment, Jewish, Judaism, Sabbath, Chanlah, blessings, candies, Kiddush, Synagogue, Rosh Hashanah, Yon KippurJewish different to write to write to write to help suiting to main ade traings. to work in our commandment, Jewish, Judaism, Sabbath, Challah, blessings, candies, Kiddush, Synagogue, Rosh Hashanah, Yon Kippurdiverter to write to write to write to write to help suite to hospie.diverter to write to write to write to w	Term 5				To use a computer					caramel) and
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stem, leaves, flowers, petals, fruit, seed, blossom, vegetable, branchesKey skills - significance -chronological order -chronological order <td></td> <td></td> <td>τοααγ</td> <td></td> <td></td> <td></td> <td>Perform different</td> <td>.</td> <td></td> <td>to help. Building on this</td>			τοααγ				Perform different	.		to help. Building on this
Petals, fruit, seed, branchesKey skills -significance -chronological order -compare and contrast -working Scientifically: • Explore the word ask related questions. • Make close time. • Make decisions when sorting and grouping-The significance of a synagogue for Jewish people. Name and identify significant parts and objects in a SynagogueThe significance of a synagogue for Jewish people. Name and identify significant parts and objects in a SynagogueThe significance of a synagogue for Jewish people. Name and identify significant parts and objects in a SynagogueThe significance of a synagogue for Jewish people. Name and identify significant parts and objects in a SynagogueThe significance of a synagogueThe significance of a synagogue for Jewish people. Name and identify significant parts and objects in a SynagogueThe significance of a synagogue for Jewish people. Name and identify significant parts and objects in a SynagogueThe significance of a synagogue for Jewish people. Name and identify significant parts and objects in a SynagogueThe significance of a synagogueThe significance of a synagogue for Jewish people. Name and identify significant parts and objects in a SynagogueThe significance of a synagogueThe significance of a synagogueThe significance of a synagogueThe significance of a synagogueThe significant parts and objects in a Syn						water, what to do in a				language to learn the
 biossom, vegetable, branches -significance -chronological order -significance -sorder an ideor -sorder ani dole or ideor -sorder ani dole or -sorder ani dole		petals, fruit, seed.						features using		phrases necessary to
branches-chronological order -compare and contrast -working with historical sources-chronological order -chronological order -chronological order-chronological order -chronological order -chronological order -chronological order-chronological order -chronological order -chronological order-chronological order -chronological order -chronological order -chronological order -chronological order-chronological order -chronological order -chronological order -chronological order-chronological order -chronological order -chronological order-chronological order -chronological order -chronological order -chronological order-chronological order -chronological order -chronological order -chronologic		•	-significance			•		-		
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Working Scientifically: • Explore the world and ask related questions. • Make close observations. • Make decisions when sorting and grouping-working with historical sources-working with historical sources- To make careful choices when sources- To make careful choices when sources- To make careful choices when sources- To make careful choices when sources- Working with historical sources- To make careful choices when sources- To make careful choices when chose- To make careful choices when c			u u u u u u u u u u u u u u u u u u u					terminology.		
Working scientifically: Explore the world and ask related questions.Nake close observations.and objects in a Synagogue.and objects in a Synagogue.objects in a Synagogue.<		Working Opiontification			To make careful	community.				
Explore the world and ask related questions. • Make close observations.SourcesSynagogueUse pinitinaking thank you'Ose pinitinaking thank you'.'Thank you'.• Make close observations. • Observe changes over time. • Make decisions when sorting and grouping• Key vocabulary Florence Nightingale, Edith Cavell, Mary • Make decisions when sorting and groupingKey vocabulary • Key vocabulary • Shabbat, commandment, Jewish, Judaism, Sabbath, Challah, blessings, candles, Kiddush, Synagogue, Rosh Hashanah, Yom Kippur,• Changing text • To explain why I used the tools that I chose• Perform a short jumping sequence. • Jumping se			Ū.		choices when	,				would like', 'please' and
Ask related questions. • Make close observations.Key vocabulary Florence Nightingale, Edith Cavell, Mary secole, soldier, injured, hospital, Crimean War, world War I, problem, sorting and groupingKey Vocabulary: Shabbat, commandment, Jewish, Judaism, Sabbath, Challah, blessings, candles, Kiddush, Synagogue, Rosh Hashanah, Yom Kippur,To explain why I used the tools that I choseJudaism, Sabbath, choseTo explain why I used the tools that I choseJumping sequence. • Jump as high as possible.Ito Cleate aPhonics & repeating pattern. • Develop skills in pronuciation secole, soldier, injured, hospital, Crimean War, World War I, problem, solution, change, remember, compareKey Vocabulary: Shabbat, commandment, Jewish, Judaism, Sabbath, Challah, blessings, candles, Kiddush, Synagogue, Rosh Hashanah, Yom Kippur,Ito Cleate aPhonics & Phonics & used the tools that I chose• Jump as high as possible.• Ju				Synagogue.				1		'thank you'.
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time. • Make comparisons • Make decisions when sorting and grouping • Make comparisons • Make decisions when sorting and grouping • Secole, soldier, injured, hospital, Crimean War, Solution, change, remember, compare • Judaism, Sabbath, Challah, blessings, candles, Kiddush, Synagogue, Rosh Hashanah, Yom Kippur,								1		-
Index • Make comparisons • Make decisions when sorting and groupinghospital, Crimean War, World War I, problem, solution, change, remember, comparehospital, Crimean War, Challah, blessings, candles, Kiddush, Synagogue, Rosh Hashanah, Yom Kippur,on a computer with writing on paper Health, Wellbeing & Lifestyle• Land safely and with control. • Demonstrate balance when executing jumpsprinting from objects. • CH J Ñ • CH s objects.		-	Secole, soldier, injured,				· ·			Recommended phonics
• Make companions • Make decisions when sorting and grouping• World War I, problem, solution, change, remember, compare• Orlahari, blessings, candles, Kiddush, Synagogue, Rosh Hashanah, Yom Kippur,• Orlahari, blessings, candles, Kiddush, Synagogue, Rosh Hashanah, Yom Kippur,• Orlahari, blessings, candles, Kiddush, Lifestyle• Orlahari, blessings, control. • Demonstrate balance when executing jumps• Orlahari, blessings, objects. • CH st control. • Demonstrate balance when executing jumps• Orlahari, blessings, objects. • CH st control. • Demonstrate balance when executing jumps• Orlahari, blessings, objects. • CH st objects. • Orlahari, blessings, objects. • Orlahari, blessings, objects. • Orlahari, blessings, • Orlahari, blessings, • Orlahari, blessings, • Orlahari, blessings, objects. • Orlahari, blessings, • Orlahari,					· ·					
solution, change, remember, compare solution, change, remember, co										
sorting and grouping remember, compare Synagogue, Rosh Hashanah, Yom Kippur, Lifestyle when executing jumps simple pictures inple pictures pistace					Health, Wellbeing &					CH sound in
Hashanah, Yom Kippur, King Kippur, King Kippur, King Kippur, King Kippur, King King King King King King King King		sorting and grouping	-					1		chocolate,
				Hashanah, Yom Kippur,						pistachio &
THROWING with a range of protect							<u>I THROWING</u>		with a range of	

	 Draw and label simple 		Synagogue, Shofar,	 explain rules to keep 		 Demonstrate over 		hard and soft
	diagrams		Challah, Torah.	myself safe when		arm throwing		materials e.g
	Use simple scientific		,	using technology both		technique		cork, pen bar
	language to			in and beyond the		Demonstrate		sponge.
	communicate findings.			home.		underarm throwing		- Use equipm
	communicate infumgs.			nome.				
						technique		and media
						 Recognise underarm 		correctly and
				Copyright and		and overarm throwing		able to produ
				Ownership		techniques		clean printed
				_		Throw a ball towards		image.
				• To explain why the		a target with		-Take simple
				work I create		increasing accuracy.		prints i.e. mo
				belongs to me.		Improve the distance		printing.
				To save my work		they can throw by		-Explore prin
				under a suitable title		using more power.		in relief: e.g.
				or name so that				string and ca
				others know it		Cricket		
				belongs to me.		- Introduction to Cricket		
				• To understand that				
				work created by		skills & games		
				others does not		- Basic grip and strike		
						- Watching and striking		
				belong to me even if		the ball with varying		
				l save a copy.		power		
						- Use rolling, hitting,		
						running, jumping,		
						catching and kicking		
						skills in combination.		
						-Using KS1 PE Key		
						Words		
	Everyday Materials			Programming B –		Athletics		Desi
				Introduction to		<u> </u>		
								Techno
	Key Learning:			animation		RUNNING		Constr
	Distinguish between an			Developing		 Vary their pace and 		
	object and the material			understanding of		speed when running.		Make
	of which it is made.			, s		Run with a basic		
	ot which it is made							
				algorithms		technique over		
	 Identify and name a 			algorithms		technique over		Design:
				, , , , , , , , , , , , , , , , , , ,		different distances.		-
	 Identify and name a variety of everyday 			E-Safety		different distances. ● Show good posture		-Research s
	 Identify and name a variety of everyday materials including 			, , , , , , , , , , , , , , , , , , ,		different distances.Show good posture and balance.		-Research s existing pro
	 Identify and name a variety of everyday materials including wood, plastic, glass, 			E-Safety		 different distances. Show good posture and balance. Jog in a straight line. 		-Research s existing pro -Have own
	 Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock. 			E-Safety Privacy and Security		 different distances. Show good posture and balance. Jog in a straight line. Change direction 		-Research s existing pro -Have own
	 Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock. Describe the simple 			E-Safety Privacy and Security Programming B -		 different distances. Show good posture and balance. Jog in a straight line. 	Having fun with	-Research s existing pro -Have own -Explain wh
	 Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of 			E-Safety Privacy and Security Programming B - Introduction to		 different distances. Show good posture and balance. Jog in a straight line. Change direction 	Having fun with	-Research s existing pro -Have own -Explain wh product is fo
	 Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of everyday materials. 			E-Safety Privacy and Security Programming B - Introduction to animation	Changes	different distances.Show good posture and balance.Jog in a straight line.Change direction when jogging.	•	-Research s existing pro -Have own -Explain wh product is fo how it will w
	 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 			E-Safety Privacy and Security Programming B - Introduction to	Changes	 different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. 	improvisation.	-Research s existing pro -Have own -Explain wh product is fo how it will w Make:
	 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 			E-Safety Privacy and Security Programming B - Introduction to animation (Purple Mash Unit 1.7)	Changes Changes at home	 different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction 	improvisation. Vocal and body	-Research s existing pro -Have own -Explain wh product is fo how it will w Make:
	 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 			E-Safety Privacy and Security Programming B - Introduction to animation (Purple Mash Unit 1.7) • To choose a	Changes at home	 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. 	improvisation.	-Research s existing pro -Have own -Explain wh product is fo how it will w Make: -Consider w
	 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 			E-Safety Privacy and Security Programming B - Introduction to animation (Purple Mash Unit 1.7)	Changes at home and at school,	 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 	improvisation. Vocal and body sounds.	-Research s existing pro -Have own -Explain wh product is fo how it will w Make: -Consider w need to do
	 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 			E-Safety Privacy and Security Programming B - Introduction to animation (Purple Mash Unit 1.7) • To choose a	Changes at home	 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 	improvisation. Vocal and body sounds. -Learn some	-Research s existing pro -Have own -Explain wh product is fo how it will w Make: -Consider w need to do -Select
	 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. 			E-Safety Privacy and Security Programming B - Introduction to animation (Purple Mash Unit 1.7) • To choose a command for a	Changes at home and at school, transition to the	 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 	improvisation. Vocal and body sounds.	-Research s existing pro -Have own -Explain wh product is fo how it will w Make: -Consider w need to do -Select
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Term 6	 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 			E-Safety Privacy and Security Programming B - Introduction to animation (Purple Mash Unit 1.7) • To choose a command for a given purpose • To show that a series of commands	Changes at home and at school, transition to the next year	 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. JUMPING 	improvisation. Vocal and body sounds. -Learn some songs, singing together in time	-Research s existing pro -Have own i -Explain wh product is fo how it will w Make: -Consider w need to do n -Select tools/equipr cut, shape,
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	hard and soft materials e.g. cork, pen barrels, sponge. - 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.	•	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
un with	Design Technology Construction Make kites Design: -Research similar existing products -Have own ideas -Explain what my product is for, and how it will work		
d body me nging n time ty of	Make: -Consider what I need to do next -Select tools/equipment to cut, shape, join, finish and explain choices -Choose suitable		
e playing add ons.	materials and explain choices Try to use finishing techniques to make product look good -Work in a safe and hygienic manner Evaluate: -Talk about existing		
	products considering: use, materials, how they work, audience, where they might be used -Begin to talk about		

 Make close 		 To recognise more 	technique	
observations.		detailed examples of	 Demonstrate 	
 Observe changes over 		information that is	underarm throwing	
time.		personal to someone	technique	
 Use simple equipment 		(e.g where someone	 Recognise underarm 	
 Gather and record data 		lives and goes to	and overarm throwing	
to help answer		school, family	techniques	
questions		names).	 Throw a ball towards 	
 Use simple scientific 		 To explain why it is 	a target with	
language to		important to always	increasing accuracy.	
communicate findings.		ask a trusted adult	 Improve the distance 	
		before sharing any	they can throw by	
		personal information	using more power.	
		online.		
			<u>Tennis</u>	
			- 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	
			<u>Cricket</u>	
			- 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	

what could make	
product better	