Coit Primary School
Good Friends Learn Together

Coit Primary School Long Term Plan 2023 - 2024 Year Group: 1

LEARNING MINDSETS: Be Kind, Be Responsible, Be Confident, Be resilient, Be Co-operative, Be Respectful

Autumn Term	Spring Term	Summer Term
Visitors in / Visits		
Local Area Walk Trip to Chapeltown Park	Chapeltown High Street Walk	Our Cow Molly

Maths

Place Value (Within 10) Count and sort objects Represent numbers Recognise numbers and words Count forwards and backwards 1 more, 1 less Compare groups and numbers Fewer, more, same Greater, less, equal Order numbers Number line **Addition and Subtraction** Parts and wholes Part-whole model Number sentences	**Addition and Subtraction (within 10)** Addition - add more and add together Subtraction - find a part and take away Fact families 1 more 1 less 2 more 2 less **Shape** Recognise name and sort 3D shapes Recognise name and sort 2D shapes Patterns of 2D and 3D shapes	**Place Value (within 20)** Count forward and backwards to 20 Tens and Ones 1 more 1 less Compare / order numbers **Addition and Subtraction (within 20)** Add by making 10 Subtraction not crossing and crossing 10) Related facts Compare number sentences	**Place Value (within 50)** Compare and order numbers to 50 Count in 2s Count in 5s **Length and Height** Compare and order lengths and heights Measure length Adding and subtracting lengths **Mass and Volume** Measure and compare mass Measure and compare volume/capacity	**Multiplication and Division** Count in 2s 5s 10s Make equal groups Add equal groups Arrays Doubles Make equal groups (grouping) Make equal groups (sharing) **Fractions** Making half Making whole Finding half Making quarters Find quarters **Position and Direction** Describing turns and position	**Place Value (within 100)** Count forwards and back within 100 Partition, compare and order numbers 1 more 1 less **Measurement - Money** Recognise coins and notes Counting in coins **Time** Before and after Time to the hour Time to the half hour Write time Compare time

		Place Value (within 50) Numbers to 50 Counting forwards and back to 50 Tens and ones 1 more 1 less			

Number Sense and Fluency

Range of problem solving and reasoning activities

English and Class Texts

Narrative- The 3 Little Pigs The Three Little Wolves and the Big Bad Pig Goldilocks and the 3 bears Peace at last Magic porridge pot (Nadia Hussain) Non-fiction- Our local area - Louise Spilsbury - The street beneath my feet. Poetry- Nature poems Autumn poems Winter poem	Narrative - Alice Melvin - The High Street Descriptions of what you might see on a high street Non-fiction- Back to the Shops - The High Street in History and the Future - Rachel Bowlby Article about the local area - what can we see, what can we do? Poetry - Spring poems Local Area Poems - what is there? (Chapeltown and why is it special) Where I Live: Poems about My Home, My Street, and My Town by Paul B Janeczko and Hyewon Yum	Poetry - The Royal Breakfast Rumble in the Jungle Summer poems Narrative: Little Red Hen (Nadia Hussain) Little Red Hen (Alternative version) Farmer Duck Rosie's Walk Supertato We all went on safari Non-fiction -, Handa's Hen etc, The World Came to my place

		My First Town by Roger Priddy and Priddy Books The Town (My First Discovery Paperbacks) by Christian Broutin today Instructions - making bread	
	Reading Focus		
	Objective Focus Applying phonic knowledge and skills as the route to decode words. Responding speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. (KPI) Reading accurately by blending sounds in unfamiliar words containing GPCs that have been taught. (KPI) Reading common exception words, noting unusual correspondences between spelling and sound. (KPI) Reading words of more than one syllable that contain taught GPCs. Becoming very familiar with key stories and being able to retell them. (KPI) Participating in discussion about what is read to them, taking turns and listening to what others say.	**Objective Focus** Applying phonic knowledge and skills as the route to decode words. Responding speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. (KPI) Reading accurately by blending sounds in unfamiliar words containing GPCs that have been taught. (KPI) Reading common exception words, noting unusual correspondences between spelling and sound. (KPI) Checking that the text makes sense to them as they read, correcting inaccurate reading. (KPI) Predicting what might happen on the basis of what has been read so far. (KPI) Discussing the significance of the title and events. (KPI)	**Objective Focus** Applying phonic knowledge and skills as the route to decode words. Responding speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. (KPI) Reading accurately by blending sounds in unfamiliar words containing GPCs that have been taught. (KPI) Reading common exception words, noting unusual correspondences between spelling and sound. (KPI) Reading words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. Reading books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. (KPI) Reading words with contractions.

	Explaining clearly their understanding of what is read to the	Discussing word meanings, linking new meanings to those already known. (KPI) Listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently. (KPI) Appreciating rhymes and poems, and reciting some by heart. Participating in discussion about what is read to them, taking turns and listening to what others say. Explaining clearly their understanding of what is read to them.	Making inferences on the basis of what is being said and done. Asking questions about new and unfamiliar words to help make sense of what is being read. Participating in discussion about what is read to them, taking turns and listening to what others say. Explaining clearly their understanding of what is read to them.
	Writing Focus		

Composition (oral): **Instructions** How to make porridge (Goldilocks and the Three Bears) Layout of instructions, punctuation, letter formation, application of graphemes taught **Poetry** **Transcription:** **Narrative:** 3rd person Sentence level Character descriptions, retelling the story (sequencing), setting descriptions. Using punctuation, forming clear sentences, clear letter formation Skill - adjectives **Poetry** Nature poems Autumn Poems Layout of a poem, punctuation, letter formation, application of graphemes taught	**Composition (oral):** **Poetry** Skill - tense Narrative - retell a text **Transcription:** **Narrative:** Alice Melvin- The High Street Simple description of what you might see on a high street Skill - tense **Non-fiction-** Back to the Shops - The High Street in History and the Future - Rachel Bowlby Article about the local area - what can we see, what can we do? Using punctuation, forming clear sentences, clear letter formation Skill - adjectives **Poetry -** Spring poems Local Area Poems - what is there? (Chapeltown and why is it special) Layout of a poem, punctuation, letter formation, application of graphemes taught	**Composition (oral):** **Narrative:** Little Red Hen (Nadia Hussain) Little Red Hen (Alternative version) Farmer Duck Rosie's Walk Supertato retelling the story (sequencing) **Transcription:** **Narrative:** Simple descriptions of characters, settings, Using punctuation, forming clear sentences, clear letter formation Skill- adjectives, sentence starters **Poetry -** The Royal Breakfast Rumble in the Jungle Summer poems Layout of a poem, punctuation, letter formation, application of graphemes taught **Non-fiction -** Handa's Hen etc, The World Came to my place today Using punctuation, forming clear sentences, adjectives, clear letter formation **Instructions -** Making Bread Layout of instructions, punctuation, letter formation, application of graphemes taught

Vocabulary, Grammar and Punctuation

Word	Regular **plural noun suffixes** *-s* or *-es* [for example, *dog, dogs; wish, wishes*], including the effects of these suffixes on the meaning of the noun **Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping, helped, helper*) How the **prefix** *un-* changes the meaning of **verbs** and **adjectives** [negation, for example, *unkind*, or *undoing: untie the boat*]

Sentence	singular How **words** can combine to make **sentences** Joining **words** and joining **clauses** using *and*
Text	Sequencing **sentences** to form short narratives
Punctuation	Separation of **words** with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Capital letters for names and for the personal **pronoun** *I*
Terminology for pupils	letter, capital letter word, plural sentence punctuation, full stop, question mark, exclamation mark

Science

Autumn 1+2 - Materials:

We will distinguish between an object and the material from which it is made

We will identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock

We will describe the simple physical properties of a variety of everyday materials

Compare and group together a variety of everyday materials on the basis of their simple physical properties

Disciplinary (Working Scientifically) Concepts:

- Asking question
- Making predictions
- Setting up tests
- Observing and measuring
- Recording data
- Interpreting and communicating results
- Evaluating

Spring 1 + 2 - Humans/senses

We will focus on the names of all body parts and the body parts that we use as senses.

We will be exploring our senses.

Cross curricular links

Primary Geography 101

Finding Geography through the senses sensory stories/mapping/building/connections

Disciplinary (Working Scientifically) Concepts:

- Asking question
- Making predictions
- Setting up tests
- Observing and measuring
- Recording data
- Interpreting and communicating results
- Evaluating

Scientific Enquiry Types:

Summer 1- Plants and growth - link to Spring time

We will 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.

Summer 2 - Animals

-We will identify and name a variety of common animals and classify them into birds, reptiles, mammals, amphibians, and fish.

-We will identify and name a variety of common animals that are carnivores, herbivores and omnivores

We will describe and compare the structure of a variety of common animals (fish,

Scientific Enquiry Types: • Identifying, Classifying and grouping • Observing over time • Comparative and fair testing • Research using secondary sources • Pattern seeking	• Identifying, Classifying and grouping • Observing over time • Comparative and fair testing • Research using secondary sources • Pattern seeking	amphibians, reptiles, birds and mammals including pets) Primary Science 168 Teaching Adaptation **Disciplinary (Working Scientifically) Concepts:** • Asking question • Making predictions • Setting up tests • Observing and measuring • Recording data • Interpreting and communicating results • Evaluating **Scientific Enquiry Types:** • Identifying, Classifying and grouping • Observing over time • Comparative and fair testing • Research using secondary sources • Pattern seeking

Working Scientifically

During Years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions

History

Disciplinary Concepts how historians study the past and how they construct historical claims, arguments and accounts

		Historical Skills Chronological Knowledge	**Change and Continuity** to create a sense of period and time, the sequence of when things happened, what changed, how fast/slow it changed and what continued, what we might see as progress.	**Significance** how do historians choose what is most important in history as there are too many events to use everything? **5Rs Resulting in change, Remarked upon, revealing resonated and remembered**	**Similarities and Differences and Diversity** This relates to historical analysis of the extent and type of difference between people, groups, experiences, or places in the same historical period.	**Interpretation of History** The study of historical interpretations relates to an understanding of how and why interpretations of the past are different.	**Cause and Consequence** how historians explain why things happened in history, how did people make a difference to what happened? What followed because of these?	**Historical Sources and Evidence** what do historians use to find out about the past? How do historians use this material safely to produce the best history that they can? HOW DO WE KNOW?
	Y1 Autumn **Homes Then and Now** Our House - Rogers Window Jeannie Baker Technology Invention Discovery monarchy	Parents 1980-present Grandparents 1950-present	How has technology in the home changed over time? Has the physical appearance of houses changed/stayed the same over time?	Famous houses London Buckingham Places Derbyshire Chatsworth Why are they famous-who lived there? monarchy	How have homes changed since our grandparent's time? (technology)		What would you do without your computer and tv?	How do historians know about homes from the past? -

	Y1 Spring **Chapeltown High Street in the past** Technology Society Culture Invention	Shopping area changes over past 70 years 1950-present	What evidence do we have to show how the high street in Chapeltown has changed since the 1950s? How has the High street changed?		How were goods stored and packaged? How did we pay before credit cards? How has the shopping experience changed?		Supermarkets or small shops-where is it easier to shop?	What do historians know about what shops were like when our grandparents were our age?
	Y1 Summer **Schools in the past** Technology Society Invention Health	Schools from 19502-current	How has our school changed over time? What has stayed the same? Recent past		Did our grandparents have the same lessons we have now? Did boys and girls play the same games at playtime?		Did Jamie Oliver help improve school dinners?	How do historians know what schools were like a long time ago? What do they use to find out about the past?
	Computing							

Unit 0.1 – key skills	Strand 1 – Communicating: Text and images Technology Around Us (Teach Computing unit)	Strand 2 – Communicating: Multimedia Digital Painting (Teach Computing unit)	Strand 4 – Computational thinking: programming A 4.1 Simple Bee-Bot Programs	Strand 3 – Understanding and sharing data 3.1 How do I present data using pictures?	Strand 4 – computational thinking: programming B 5.1 What is an algorithm?
In this unit the children will develop understanding that computer-based devices need to be programmed with instructions (commands). This process will help children to begin to write and test simple sequences of instructions. - log on and off - open up word - type on the keyboard to input symbols on the screen Machines Algorithms Program	In this unit, children will develop their understanding of technology and how it can help them in their everyday lives. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. The children will also consider how to use technology responsibly. Computer Software Copyright	In this unit, children will develop their understanding of a range of tools used for digital painting. They will then use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work. Children will also consider their preferences when painting with and without the use of digital devices. Computer Software Copyright	In this unit, children will recognise that a program is a sequence of instructions that a computer can follow. They will predict the outcome of simple programs and start to plan out simple programs to move a floor robot. Computer Program Debugging	(Link to Online Safety) In this unit children learn that data can be presented graphically. They will explore a graphing package and answer simple questions on the information shown. They will enter data and explain their own work. Computer Copyright Data	In this unit, children will recognise that an algorithm is a sequence of instructions that a human or computer can follow to complete a task. They will create simple programs using floor robots by planning out an algorithm first. They will debug and predict the outcome of simple programs and algorithms. Computer Algorithm Program Debugging

Strand 0 – What is a computer?

0.1 –

Key skills: What is a computer?

Geography

Autumn: Where we Live

Book: The Street Beneath My Feet

Fieldwork: School: Streets around Coit								
	Geographical Skills and Fieldwork	What is a Village/Town/ City - definitions? What is Chapeltown? What is Sheffield? Compare size of Chapeltown to Sheffield	Where is Chapeltown a district of County Region country Continent Rural/urban?	Why did your family choose your house? Nearby places human and physical features? Similarities and differences of houses Locality Visit Define local area on a map	What cultural/ethnic groups do we have at Coit? Do we have different places of worship in our area to reflect our population? What do the children feel about their neighbourhood? What do the pupils know about their local community?	What is your neighbourhood like compare differences? What could be better? How is the land nearby used? What family connections do the children have in Chapeltown/Sheffield?	What features help to create a safe/happy neighbourhood which ensure families stay? What green spaces are there and how are they used? Are they used regularly/occasionally?	How has Chapeltown changed over time/why? around Chapeltown. Is Chapeltown changing- where/why? New developments/buildings/green spaces
Autumn: Where do we Play? Local Area Books: Voices in the Park Fieldwork: School-Local Park/Sheffield Park								

	Geographical Skills and Fieldwork Observation and Discussion Map Reading Map Making Recording on simple maps Using aerial maps Sketching and annotating Sound Recording	Scale of School Park areas Compare scale of both areas Water parks comparisons in scale?	Where are the play areas located in school- look at the shape of play areas/location/NESW/	What are the physical and human features of the School Play area? Which part of the school play area do you like/not like- why? Local Park Who looks after it? Who works there? Is it an inviting place? How do children play /use it? How does the weather affect the use of play areas?	Who uses it? Age/diversity When is it used?	What do we need to maintain a park/improving the school play what would we need to consider?	What issues does the caretaker have to deal with whilst maintaining the play areas? What would pupils choose to change about playtimes?	How has the school play area changed over time?
Spring Term: Hot and Cold Places Books :Handa's Surprise								

	Locate on world map Cold/hot places Observation and Discussion Map Reading Map Making Recording on simple maps Using aerial maps	How big is Antarctica Africa/Rainforest? Which is bigger/smaller?	Where are the Hot and Cold places in the world?	How many different weather types do we have in the UK? Where is the Uk in relation to the equator. Where are the Hotter/colder Countries?	How do people manage to live in very hot/very cold places	How do people animals/plants adapt to hot/cold environments?	How is the design of a house different for cold/hot places?	How is the temperature in the world changing over time?
	Summer Term: Where we get our food from Books: The World Came to my Place Today/Cocoa Beans/Leon's Lucky Lunch Break Fieldwork: Farm Visit							
	Observation and Discussion Map Reading Map of uk seas/rivers/lakes/land Map of Sheffield - farmland Map of world -food from story Identify Uk in the World Map of Cawthorne/Cannon Farm Recording on simple maps Photographs Videos	How much of the earth's surface is covered by Seas/rivers/lakes/land?	Where can food be grown? Plant/tree/ home? Where is food caught? Where is food reared?	The world came to my place story Where does our food come from: Identify seas/rivers/farms in Yorkshire?	What food comes from different cultures?	How do animals support humans with food? Milk Journey- Our cow Molly Visit https://www.youtube.com/watch?v=V64iUpLrE04	What can we grow at home/school?	How do the seasons affect the food that we have during the year?

Music

Y1 Sheffield Singing Hub Expert Teacher Aims and Objectives	Autumn	Spring	Summer
	Pupils will be introduced to pulse, exploring a steady beat using walking, moving and clapping. Pupils will be taught to identify changes in speed (***tempo***) Pupils will be introduced to rhythm, using copy-cat patterns including crochet, quavers and rests Pupils will use their voices expressively and creatively using • chants • rhythms • raps • body percussion • tongue twisters Pupils will learn to experiment with sounds using the inter-related dimensions of music Pupils will explore pulse and rhythm to provide a bedrock of music making and quality listening **Outcomes** Most students will confidently sing songs with a sense of pulse, rhythm and expressive voices Some students will identify the difference between a pulse and rhythm and show this in practice Some students might need support to use notation including crochets, quavers and rests (flashcards)	Pupils will understand the relationship between higher and lower notes. Pupils will be introduced to the word ***pitch*** and will understand the context in which this word is used. Pupils will rehearse to improve aural accuracy and control with a pitch range of do-so. Pupils will be introduced to a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy Pupils will be taught to sing collectively and at the same pitch to develop a strong sense of unison Pupils will create, select and combine sounds using the inter-related dimensions of music **Outcomes** Most students will be confident in singing at pitch in unison Some students might begin to explore notes happening at the same time creating a harmony (using match songs or rounds) Students might need support identifying the use of harmony in different contexts e.g. rounds or match songs	Pupils will identify how to physically prepare to sing including a warm up, breath control and posture, in order to make sure they are best prepared for good singing technique Pupils will be taught to use their voices and bodies expressively by singing songs and speaking chants and rhymes Pupils will learn to identify different inter-related dimensions of music including • Dynamics • Structure • Tempo • Articulation • Expression by experimenting with them in song Pupils will develop a sense of confidence and ownership of their performances regardless of the size or nature of the stage or performing/recording space Pupils will be taught to engage with an audience Pupils will be taught to respect fellow performers and acknowledge applause

				Pupils will learn to use expression, including understanding the context and lyrics of a song and the impact of their decisions on an audience Peer feedback will be actively encouraged; creating an environment where pupils can constructively express their thoughts on performances. This is a valuable way to develop listening skills and musical vocabulary **Outcomes** Most students will sing confidently and with expression in a performance Most students will be able to identify the terminology being taught throughout this term and demonstrate it practically Some students will sing solos or in small groups Some students might need support to identify areas in which a performance can improve
Y1 **Musicianship** **Sheffield Music Hub** **Expert Singing Teacher**	**FOCUS:** technical and constructive technical – producing and controlling sound technical – symbol system used to 'read' music constructive – interrelated dimensions of music constructive – basic musical form	**FOCUS:** technical, constructive, expressive continuing development of previous term's technical and constructive components expressive – developing quality of musical sound and awareness	**Focus:** technical, constructive, expressive increasing focus on expressive component with technical and constructive components accumulated from T1 and T2 continually reinforced leading to more polished performances than previous terms	

Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Warm Up activities Skill Builders Repertoire Builders	**warm up activities** **Physical movement** **Fricatives** 'shh' 'huh' 'pah' 'k' 't' etc. **Vocalised Sounds** 'ooo' 'ahh' 'mmm' 'bzzz' 'eee' etc.	**warm up activities** **Physical Movement** Heart rate increasing activity. Stretches particularly focussing on shoulders/neck/faces and tongue **Fricatives** Blow a balloon up Blow out a candle (finger) **Vocalised Sounds** 'Coooeee' 'It's Me' Catch the flying buzzy bee in your hands Reuse any previous effective or enjoyable warm ups where appropriate	**warm up activities** **Physical Movement** Following physical instructions using no vocalised sounds **Fricatives/ Vocalised Sounds** Wesley Bear Story	**warm up activities** **Physical Movement** Games such as 'opposites' **Fricatives/Vocalised Sounds** Wesley Bear story - pupils to tell parts of the story	**warm up activities** **Physical Movement** Pupils will be encouraged to devise their own physical warm up and lead the class through it Experiment with standing and sitting positions **Fricatives/Vocalised Sounds** Bubble Gum Warm Up	**warm up activities** **Physical Movement** Pupils will be encouraged to devise their own physical warm up and lead the class through it 2 Experiment with standing and sitting positions **Fricatives/Vocalised Sounds** Bubble Gum Warm Up asking students to tell parts of the story
Vocabulary	SHOULD Pulse (beat) Rhythm Pitch (high/low) Dynamics (loud/soft) Tempo (fast/slow) Expression (facial expression) Posture (good standing) Chants Unison (all together)		COULD Harmony Articulation (diction) Structure Match Song (partner song) Round Crochet Quaver Rest Body Percussion Call and Response		MIGHT Kodaly Notation Legato (smooth) Staccato (spikey)	
Listening and Appraising Class and Assembly	National Pioneers	Little Red Riding Hood	John Adams	Thunder JAM BBC KS1 Weather	Thunder Jam BBC KS1 music Cities	

	Rapper Nadia Rose https://www.bbc.co.uk/teach/bring-the-noise/national-pioneers-england/zhpsscw	https://www.bbc.co.uk/programmes/articles/3Qq9cBQHpg6FJqTRsnqbGB6/primary-music-ks1-little-red-riding-hood-info	**Short Ride in a Fast Machine** https://www.bbc.co.uk/teach/ten-pieces/intro-films-and-orchestral-films/zv2gqp3	**Space** https://www.bbc.co.uk/teach/bring-the-noise/ks1-thunder-jam/zkfkgwx	**Rainforests** https://www.bbc.co.uk/teach/bring-the-noise/ks1-thunder-jam/zkfkgwx	
Performance	**Harvest Festival Performance**	**Christmas with the aliens Performance Preparation KS1**	**Spring showcase for children KS1 KS2**	**Spring Showcase for parents**	**Summer 1 Reflect Rewind and Replay Children to choose their performance song**	**Summer 2 End of year showcase for parents/grandparents**

PE

Fundamentals (GS4PE) *Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work*	**Target Games (GS4PE)** *In this unit pupils will develop their aim using both underarm and overarm actions. Pupils will be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs*	**Invasion (GS4PE)** *Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending*	**Fitness (GS4PE)** *In this unit, pupils develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They will work independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to*	**Sending and Receiving (GS4PE)** *Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work*	**Net and Wall (GS4PE)** *Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against*

	collaboratively with others, taking turns and sharing ideas. **Key Skills:** jumping, balancing, controlling muscles, holding a position **Key Concepts:** • Movement • Balance • Agility • Coordination	and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe. **Key Skills:** Underarm throwing, Overarm throwing, Aim Hand eye co-ordination **Key Concepts:** • Movement • Coordination • Communication • Tactics • Decision making	and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents. **Key Skills**: Throwing, catching, kicking, dribbling with hands and feet, dodging **Key Concepts:** • Movement	achieve their personal best. **Key Skills:** Agility, balance, coordination, speed, stamina, skipping **Key Concepts:** • Movement • Balance • Agility • Coordination • Fitness • Sequence • Evaluation and improvement	with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe. **Key Skills:** Rolling, kicking, throwing, catching, tracking **Key Concepts:** • Movement • Agility • Coordination • Collaboration	an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others. **Key Skills**: Throwing, catching, hitting a ball, tracking a ball **Key Concepts:** • Movement • Coordination • Fairness • Technique

		• Agility • Coordination • Competition			
Ball Skills (GS4PE) Pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks. **Key Skills:** Rolling, kicking, throwing, catching, dribbling, bouncing	**Gymnastics (GS4PE)** Pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand	**Dance (GS4PE)** Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner	**Yoga (GS4PE)** Pupils learn about mindfulness and awareness. They begin to learn poses and techniques that will help them connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes postures, breathing and meditation taught through fun and engaging activities. **Key Skills:** Breathing, balance, flexibility, strength, coordination **Key Concepts:**	**Team Building (GS4PE)** Pupils develop their communication and problem solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are given the opportunity to discuss and plan their ideas. **Key Skills:** Balancing, travelling **Key Concepts:** • Movement	**Sports Day Practice** Children will practise races such as sprints, skipping, egg and spoon, and the sack race. Pupils will be ranked into seats so they are racing against children of similar ability. The children will also practise team work by taking part in team challenges. **Key Skills:** Running, throwing, catching, teamwork **Key Concepts:** • Movement

	Key Concepts: • Movement • Coordination • Collaboration	the use of levels, directions and shapes when travelling and balancing. **Key Skills:** Travelling, shapes, balances, jumps, barrel roll, straight roll, progressions of a forward roll **Key Concepts:** • Movement • Balance • Agility • Coordination • Sequence • Technique	to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so. **Key Skills**: Travel, action, shape, perform, copy **Key Concepts:** • Movement • Agility • Coordination • Collaboration • Sequence • Fitness	• Balance • Coordination • Fitness • Sequence • Technique	• Balance • Collaboration • Fairness	• Agility • Coordination • Competition • Collaboration • Fairness • Technique
	Art and Design					

Houses

Drawing

Research:
Pencil drawings of houses/homes
Stephen Wiltshire

Developing skills:
Sketching in the environment
Line
Shape
Experiment using charcoal, ballpoint pen, pastel, felt tips
Mark making:
https://classroom.thenational.academy/lessons/an-introduction-to-drawing-6nk64c
NSEAD (drawing buildings):
https://www.nsead.org/resources/units-of-work/uow-drawing-buildings/

Applying skills:
Create a 'street' of children's drawings from local area

Evaluation:
Compare to actual photographs
How would adding colour alter the final piece? Impact?

Formal Elements:
line
shape

Transport and Journeys

Painting

Research:
Vincent Van Gogh
L.S. Lowry

Developing skills:
Colour mixing
Brush use (different size brushes)
Shape (e.g. of the buildings/ transport)
Colour mixing:
https://classroom.thenational.academy/lessons/mixing-colours-workshop-68r62c?activity=video&step=1

Applying skills:
Children to work collaboratively to create a painting in the style of Lowry (eg. Children to each create a form of transport/building then stick together to create a final piece)

Evaluation:
Have we used similar colours? What would we change next time? How can we change colours to portray a different mood?

Formal Elements:
line
shape
colour
tone
texture

Food Around the world

Printing (fruit)

Research: How fruit and vegetables have been depicted in art. In depth research into **Guiseppe Arcimboldo and printing fruit imagery**
How is fruit normally depicted in art?
Research into different artists who have used fruit as a subject matter. How are they similar and different?
Cezanne, Carravagino.

Developing skills:
Experiment by printing different fruit - patterns etc.
Doing rubbings from tree bark etc.
Introduction to printmaking:
https://classroom.thenational.academy/lessons/introduction-to-printmaking-cruk4c
Printing with found objects:
https://classroom.thenational.academy/lessons/exploring-printing-with-found-objects-6wv32r
NSEAD (Printing)
https://www.nsead.org/resources/units-of-work/uow-experiments-with-printing-surface-pattern-using-found-objects/
Applying skills:
Printing in the style of Guiseppe Arcimboldo

Evaluation:
Can we change the size? did we use shape effectively to show shapes?

Formal Elements:
line
shape
colour
texture
pattern

Design and Technology

Textiles

To design and make a puppet to retell a traditional tale to parents –links to English texts i.e. Golidilocks

Skill retrieval from previous years: Weaving, joining fabric

NC: select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

Investigate, disassembly, evaluate

- Provide opportunities for children to examine a selection of hand puppets and finger puppets made from a variety of materials.
- Take the puppets apart and investigate the materials used

Research puppets from around the world

Focus Practical tasks:

- Practice basic sewing techniques (running stitch and back stitch)
- Practice using a template to mark out identical pieces of fabric
- Compare joining techniques

Design

Design a puppet to retell a traditional tale

- Identify simple design criteria

Model their ideas by making a paper mock-up

- Draw a simple diagram and label
- Develop their design ideas applying findings from their earlier research

Make

Make a puppet

- To mark out, cut and join fabric pieces to make the main part of their puppet
- ·Use appropriate finishing techniques and make decisions around these
- Make appropriate de4sign decisions throughout to support the purpose

Evaluate

Mechanisms

To design and make a vehicle to transport children around the local high street-link to high street topic (History) and English text-The Highstreet-Alice Melvin

NC: explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Skill retrieval from previous years: Joining skills, strengthening, hinges

Investigate, disassembly, evaluate:

- Look at variety of different vehicles and their purposes

See how axles and wheels work by disassembling a vehicle

- Investigate whether thin or thick wheels work best on a muddy surface
- Explore objects and designs to identify likes and dislikes.

Explore how products have been created.

Focus Practical tasks:

- Name and label parts of a car.

Inverting boxes to create a base for our vehicles

- Investigate variety of ways of holding wheels and axles together and compare their functionality and possible purpose
- Investigate number of wheels on vehicles and compare their functionality

Design:

Design a car for someone - what does it need? e.g. to go through a high street/travel over bumps-cobbled streets etc

- Draw on their own experience to help generate ideas

Suggest ideas and explain what they are going to do

Food

To plan and make soda bread-link to Little Red Hen English text and Geography food topic

NC: use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.

Skill retrieval from previous years: prepare and tear food, basic food hygiene

Investigate, disassembly, evaluate:

- Understand where food comes from. Group familiar food products e.g. fruit and vegetables.
- Investigate different breads and their ingredients

Consider packaging and what makes it appealing

- Investigatebakers chefs from UK

Focus Practical tasks:

- Sample a range of different breads and evaluate them
- Discuss hygiene and devise hygiene poster
- Cut/prepare ingredients safely
- Mix/spoon ingredients
- Investigate measuring and weighing of ingredients
- Practice following instructions
- Practice reading recipes

Design:

Plan to make soda bread for the Little Red Hen

- Draw on their own experience to help generate ideas
- Suggest ideas and explain what they are going to do

• Evaluate their products as they are developed, identifying strengths and possible changes they might make • Evaluate their product by asking questions about what they have made and how they have gone about it.	• Identify a target group for what they intend to design and make • Model their ideas in card and paper • Draw a simple diagram and label • Develop their design ideas applying findings from their earlier research **Make** **Make the car** • Make their design using appropriate techniques • Make appropriate design decisions to support creation of a vehicle which is fit for purpose • With help measure, mark out, cut and shape a range of materials • Use tools e.g. scissors and a hole punch safely • Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape • Use simple finishing techniques to improve the appearance of their product **Evaluate** • Test the car down a bumpy track and evaluate its effectiveness • Evaluate their product by discussing how well it works in relation to the purpose • Evaluate their products as they are developed, identifying strengths and possible changes they might make • Evaluate their product by asking questions about what they have made and how they have gone about it.	• Identify a target group for what they intend to design and make • Develop their design ideas applying findings from their earlier research • Draw on their own experience to help generate ideas **Make** **Make a snack for The Little Red Hen to eat** • Cut ingredients safely. Prepare simple dishes-safely and hygienically-without using a heat source. • Select and use appropriate ingredients, processes and tools • Use basic food handling, hygienic practices and personal hygiene • Use simple finishing techniques to improve the appearance of their product **Evaluate** • Evaluate their product by discussing how well it works in relation to the purpose • Evaluate their products as they are developed, identifying strengths and possible changes they might make • Evaluate their product by asking questions about what they have made and how they have gone about it.
RE		

	I.1 Myself: Who am I? Signs of belonging. **Religion:** Christianity	I.2 Celebrations: What matters to Christians at Christmas? Religion: Christianity .	I.3 What festivals do Jewish people celebrate? Religion: Judaism Key strands: • Beliefs, Values and teaching • Religious Practices and ways of life. • Questions of Identity, Diversity and Belonging.	I.4 What makes some places special? Churches and synagogues: what can we find out? Religion: Christianity and Judaism Key stands: • Religious practices and ways of life • Questions of identity, Diversity and Belonging • Questions of Values and Commitment Visit to synagogue	Theme: Story, Believing, Belonging. I.5 What stories about Moses do Jewish and Christian people love to remember? Religion: Christianity and Judaism • Key strands: • Beliefs, values and teaching • Religious practices and ways of life • Questions of identity, Diversity, belonging • Questions of values and commitments	I.6 'The power to make a difference' What can we learn from stories and prayers of Jesus? Religion: Christianity
	Relationships and Health Education (RHE)					
	Rule of Law Online Safety Passwords C1 * Physical and Mental health H4 – about why sleep is	Friendship Fr1 Who is my Friend? Physical health P1) How do I help my body stay healthy? **CW resource pack-3e**	Mental Wellbeing M1) Where do feelings come from? Physical Health P2) How do I decide what to eat?	Tolerance and mutual respect Family Who's in my family? **CW resource pack 3**	Tolerance and mutual respect Friendship What makes a good Friend? Tolerance and mutual respect	Mental wellbeing What helps me to be happy? Tolerance and mutual respect

	important and different ways to rest and relax Rule of Law Physical health Asking for permission	Online Safety Screen time (L1) Tolerance and mutual respect Racism Lesson 1: Talking about race and racism	Online Safety What is the internet? C2* Financial Capability L10. what money is; forms that money comes in; that money comes from different sources Financial Capability L13. that money needs to be looked after; different ways of doing this	Online Safety Choosing what to do online L2* Rule of Law Physical health H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) Rule of Law Physical health H31. that household products (including medicines) can be harmful if not used correctly Tolerance and mutual respect Racism Lesson 2: Defining anti-racism	Friendship Should Friends tell us what to do? Tolerance and mutual respect Friendship R9. how to ask for help if a Friend is making them feel unhappy Online Safety Searching safely P3 * Rule of Law Drugs and Alcohol Drugs-Keeping Safe Things that go into and onto our bodies Tolerance and mutual respect Racism Lesson 3: Redefining racism	Online Safety Communicating online * Tolerance and mutual respect Online Safety Being kind online S2* Tolerance and mutual respect Racism Lesson 4: Understanding racial socialisation and stereotypes