

<u>Autumn Term</u>		<u>Spring Term</u>		<u>Summer Term</u>	
Visitors in / Visits					
Local Area Walk  Trip to Chapelton Park		Chapelton High Street Walk		Tropical Butterfly House	
<b>Maths</b>					
<p><b><u>Place Value (Within 10)</u></b>            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</p> <p><b><u>Addition and Subtraction</u></b>            Parts and wholes            Part-whole model            Number sentences</p>	<p><b><u>Addition and Subtraction (within 10)</u></b>            Addition – add more and add together            Subtraction – find a part and take away            Fact families            1 more 1 less            2 more 2 less</p> <p><b><u>Shape</u></b>            Recognise name and sort 3D shapes            Recognise name and sort 2D shapes            Patterns of 2D and 3D shapes</p>	<p><b><u>Place Value (within 20)</u></b>            Count forward and backwards to 20            Tens and Ones            1 more 1 less            Compare / order numbers</p> <p><b><u>Addition and Subtraction (within 20)</u></b>            Add by making 10            Subtraction not crossing and crossing 10)            Related facts            Compare number sentences</p> <p><b><u>Place Value (within 50)</u></b>            Numbers to 50            Counting forwards and back to 50            Tens and ones            1 more 1 less</p>	<p><b><u>Place Value (within 50)</u></b>            Compare and order numbers to 50            Count in 2s            Count in 5s</p> <p><b><u>Length and Height</u></b>            Compare and order lengths and heights            Measure length            Adding and subtracting lengths</p> <p><b><u>Mass and Volume</u></b>            Measure and compare mass            Measure and compare volume/capacity</p>	<p><b><u>Multiplication and Division</u></b>            Count in 2s 5s 10s            Make equal groups            Add equal groups            Arrays            Doubles            Make equal groups (grouping)            Make equal groups (sharing)</p> <p><b><u>Fractions</u></b>            Making half            Making whole            Finding half            Making quarters            Find quarters</p> <p><b><u>Position and Direction</u></b>            Describing turns and position</p>	<p><b><u>Place Value (within 100)</u></b>            Count forwards and back within 100            Partition, compare and order numbers            1 more 1 less</p> <p><b><u>Measurement – Money</u></b>            Recognise coins and notes            Counting in coins</p> <p><b><u>Time</u></b>            Before and after            Time to the hour            Time to the half hour            Write time            Compare time</p>
<b>Number Sense and Fluency</b>					
Range of problem solving and reasoning activities					
<b><u>English and Class Texts</u></b>					
Narrative-		Narrative – Alice Melvin – The High Street		Poetry -	

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

**Reading Focus**

<u>Objective Focus</u>	<u>Objective Focus</u>	<u>Objective Focus</u>
<p>Applying phonic knowledge and skills as the route to decode words.</p> <p>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)</p> <p>Reading accurately by blending sounds in unfamiliar words containing GPCs that have been taught. (KPI)</p> <p>Reading common exception words, noting unusual correspondences between spelling and sound. (KPI)</p> <p>Reading words of more than one syllable that contain taught GPCs.</p> <p>Becoming very familiar with key stories and being able to retell them. (KPI)</p> <p>Participating in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Explaining clearly their understanding of what is read to the</p>	<p>Applying phonic knowledge and skills as the route to decode words.</p> <p>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)</p> <p>Reading accurately by blending sounds in unfamiliar words containing GPCs that have been taught. (KPI)</p> <p>Reading common exception words, noting unusual correspondences between spelling and sound. (KPI)</p> <p>Checking that the text makes sense to them as they read, correcting inaccurate reading. (KPI)</p> <p>Predicting what might happen on the basis of what has been read so far. (KPI)</p> <p>Discussing the significance of the title and events. (KPI)</p> <p>Discussing word meanings, linking new meanings to those already known. (KPI)</p> <p>Listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently. (KPI)</p> <p>Appreciating rhymes and poems, and reciting some by heart.</p> <p>Participating in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Explaining clearly their understanding of what is read to them.</p>	<p>Applying phonic knowledge and skills as the route to decode words.</p> <p>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)</p> <p>Reading accurately by blending sounds in unfamiliar words containing GPCs that have been taught. (KPI)</p> <p>Reading common exception words, noting unusual correspondences between spelling and sound. (KPI)</p> <p>Reading words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p> <p>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)</p> <p>Reading words with contractions.</p> <p>Making inferences on the basis of what is being said and done.</p> <p>Asking questions about new and unfamiliar words to help make sense of what is being read.</p> <p>Participating in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Explaining clearly their understanding of what is read to them.</p>
<b>Writing Focus</b>		

**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: (fiction)**  
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:** (fiction/ non-fiction) Alice Melvin- The High Street  
Recount a 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? (Chapelton 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:**

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

## Science

<p><b>Autumn 1+2 - Materials:</b></p> <p>We will distinguish between an object and the material from which it is made</p> <p>We will identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</p> <p>We will describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p><b>Disciplinary (Working Scientifically) Concepts:</b></p> <ul style="list-style-type: none"> <li>Asking question</li> <li>Making predictions</li> <li>Setting up tests</li> <li>Observing and measuring</li> <li>Recording data</li> <li>Interpreting and communicating results</li> <li>Evaluating</li> </ul> <p><b>Scientific Enquiry Types:</b></p> <ul style="list-style-type: none"> <li>Identifying, Classifying and grouping</li> <li>Observing over time</li> <li>Comparative and fair testing</li> <li>Research using secondary sources</li> <li>Pattern seeking</li> </ul>	<p><b>Spring 1 + 2 – Humans/senses</b></p> <p>We will focus on the names of all body parts and the body parts that we use as senses.</p> <p>We will be exploring our senses.</p> <p>Cross curricular links</p> <p>Primary Geography 101</p> <p>Finding Geography through the senses sensory stories/mapping/building/connections</p> <p><b>Disciplinary (Working Scientifically) Concepts:</b></p> <ul style="list-style-type: none"> <li>Asking question</li> <li>Making predictions</li> <li>Setting up tests</li> <li>Observing and measuring</li> <li>Recording data</li> <li>Interpreting and communicating results</li> <li>Evaluating</li> </ul> <p><b>Scientific Enquiry Types:</b></p> <ul style="list-style-type: none"> <li>Identifying, Classifying and grouping</li> <li>Observing over time</li> <li>Comparative and fair testing</li> <li>Research using secondary sources</li> <li>Pattern seeking</li> </ul>	<p><b>Summer 1- Plants and growth – link to Spring time</b></p> <p>We will identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><b>Summer 2 – Animals</b></p> <p>-We will identify and name a variety of common animals and classify them into birds, reptiles, mammals, amphibians, and fish.</p> <p>-We will identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>We will describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>Primary Science 168</p> <p>Teaching Adaptation</p> <p><b>Disciplinary (Working Scientifically) Concepts:</b></p> <ul style="list-style-type: none"> <li>Asking question</li> <li>Making predictions</li> <li>Setting up tests</li> <li>Observing and measuring</li> <li>Recording data</li> </ul>
---	---	---

- 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



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

	<p><b>Historical Skills</b> <b>Chronological Knowledge</b></p>	<p><b>Change and Continuity</b> 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.</p>	<p><b>Significance</b> how do historians choose what is most important in history as there are too many events to use everything? <b>5Rs Resulting in change, Remarkd upon, revealing resonated and remembered</b></p>	<p><b>Similarities and Differences and Diversity</b> This relates to historical analysis of the extent and type of difference between people, groups, experiences, or places in the same historical period.</p>	<p><b>Interpretation of History</b> The study of historical interpretations relates to an understanding of how and why interpretations of the past are different.</p>	<p><b>Cause and Consequence</b> how historians explain why things happened in history, how did people make a difference to what happened? What followed because of these?</p>	<p><b>Historical Sources and Evidence</b> 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? <b>HOW DO WE KNOW?</b></p>

<p>Y1 Autumn <b>Homes Then and Now</b></p> <p>Our House - Rogers Window Jeannie Baker Technology Invention Discovery monarchy</p>	<p>Parents 1980-present Grandparents 1950-present</p>	<p>How has <b>technology</b> in the home changed over time? Has the physical appearance of houses changed/stayed the same over time?</p>	<p>Famous houses London Buckingham Places Derbyshire Chatsworth Why are they famous- who lived there? monarchy</p>	<p>How have homes changed since our grandparent's time? (technology)</p>		<p>What would you do without your computer and tv?</p>	<p>How do historians know about homes from the past? -</p>
<p>Y1 Spring <b>Chapeltown High Street in the past</b></p> <p>Technology Society Culture Invention</p>	<p>Shopping area changes over past 70 years 1950-present</p>	<p>What evidence do we have to show how the high street in Chapeltown has changed since the 1950s? How has the High street changed?</p>		<p>How were goods stored and packaged? How did we pay before credit cards? How has the shopping experience changed?</p>		<p>Supermarkets or small shops-where is it easier to shop?</p>	<p>What do historians know about what shops were like when our grandparents were our age?</p>
<p>Y1 Summer <b>Schools in the past</b></p> <p>Technology Society Invention Health</p>	<p>Schools from 19502-current</p>	<p>How has our school changed over time? What has stayed the same? Recent past</p>		<p>Did our grandparents have the same lessons we have now?  Did boys and girls play the same games at playtime?</p>		<p>Did Jamie Oliver help improve school dinners?</p>	<p>How do historians know what schools were like a long time ago? What do they use to find out about the past?</p>

Computing

<p><b>Unit 0.1 – key skills</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>- log on and off</li> <li>- open up word</li> <li>- type on the keyboard to input symbols on the screen</li> </ul> <p>Machines Algorithms Program</p>	<p><b>Strand 1 – Communicating: Text and images</b> <b>Technology Around Us (Teach Computing unit)</b></p> <p>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.</p> <p>Computer Software Copyright</p>	<p><b>Strand 2 – Communicating: Multimedia</b> <b>Digital Painting (Teach Computing unit)</b></p> <p>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.</p> <p>Computer Software Copyright</p>	<p><b>Strand 4 – Computational thinking: programming A</b> <b>4.1 Simple Bee-Bot Programs</b></p> <p>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.</p> <p>Computer Program Debugging</p>	<p><b>Strand 3 – Understanding and sharing data</b> <b>3.1 How do I present data using pictures?</b></p> <p>(Link to Online Safety)</p> <p>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.</p> <p>Computer Copyright Data</p>	<p><b>Strand 4 – computational thinking: programming B</b> <b>5.1 What is an algorithm?</b></p> <p>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.</p> <p>Computer Algorithm Program Debugging</p>
---	---	--	---	---	---

Strand 0 – What is a computer?



skills: What is a computer?

0.1 – Key

**Geography**  
**Autumn: Where we Live**  
**Book: The Street Beneath My Feet**  
**Fieldwork: School: Streets around Coit**



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

**Autumn: Where do we Play? Local Area**

**Books: Voices in the Park**

**Fieldwork: School-Local Park/Sheffield Park**

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

**Spring Term: Hot and Cold Places**

**Books :Handa's Surprise**

<p>Locate on world map Cold/hot places</p> <p>Observation and Discussion Map Reading Map Making Recording on simple maps Using aerial maps</p>	<p>How big is Antarctica Africa/Rainforest? Which is bigger/smaller?</p>	<p>Where are the Hot and Cold places in the world?</p>	<p>How many different weather types do we have in the UK?</p> <p>Where is the Uk in relation to the equator.</p> <p>Where are the Hotter/colder Countries?</p>	<p>How do people manage to live in very hot/very cold places</p>	<p>How do people animals/plants adapt to hot/cold environments?</p>	<p>How is the design of a house different for cold/hot places?</p>	<p>How is the temperature in the world changing over time?</p>
--	--	--	--	--	---	--	--

**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**

<p>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</p>	<p>How much of the earth's surface is covered by Seas/rivers/lakes /land?</p>	<p>Where can food be grown? Plant/tree/ home? Where is food caught? Where is food reared?</p>	<p>The world came to my place story Where does our food come from: Identify seas/rivers/farms in Yorkshire?</p>	<p>What food comes from different cultures?</p>	<p>How do animals support humans with food? Milk Journey-Our cow Molly Visit <a href="https://www.youtube.com/watch?v=V64iUpLrE04">https://www.youtube.com/watch?v=V64iUpLrE04</a></p>	<p>What can we grow at home/school?</p>	<p>How do the seasons affect the food that we have during the year?</p>
---	---	---	---	---	--	---	---

**Music**

<p align="center"><b>Y1 Sheffield Singing Hub Expert Teacher Aims and Objectives</b></p>	<p align="center"><b>Autumn</b></p> <p>Pupils will be introduced to pulse, exploring a steady beat using walking, moving and clapping. Pupils will be taught to identify changes in speed (<i>tempo</i>) Pupils will be introduced to rhythm, using copy-cat patterns including crochet, quavers and rests Pupils will use their voices expressively and creatively using</p> <ul style="list-style-type: none"> <li>● chants</li> <li>● rhythms</li> <li>● raps</li> <li>● body percussion</li> <li>● tongue twisters</li> </ul> <p>Pupils will learn to experiment with sounds using the inter-related dimensions of music</p>	<p align="center"><b>Spring</b></p> <p>Pupils will understand the relationship between higher and lower notes. Pupils will be introduced to the word <i>pitch</i> 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</p> <p><b>Outcomes</b></p>	<p align="center"><b>Summer</b></p> <p>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</p>
--	--	--	--

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)

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

- 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

<p><b>Y1</b> <b>Musicianship</b> <b>Sheffield Music Hub</b> <b>Expert Singing Teacher</b></p>	<p><b>FOCUS:</b> technical and constructive technical – producing and controlling sound technical – symbol system used to ‘read’ music constructive – interrelated dimensions of music constructive – basic musical form</p>	<p><b>FOCUS:</b> technical, constructive, expressive continuing development of previous term’s technical and constructive components expressive – developing quality of musical sound and awareness</p>	<p><b>Focus:</b> 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</p>
---	--	---	--

--	--	--	--

Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Warm Up activities Skill Builders Repertoire Builders	warm up activities  <b>Physical movement</b>  <b>Fricatives</b> 'shh' 'huh' 'pah' 'k' 't' etc.  <b>Vocalised Sounds</b> 'ooo' 'ahh' 'mmm' 'bzzz' 'eee' etc.	warm up activities <b>Physical Movement</b> Heart rate increasing activity. Stretches particularly focussing on shoulders/neck/faces and tongue <b>Fricatives</b> Blow a balloon up Blow out a candle (finger) <b>Vocalised Sounds</b> 'Cooooee' 'It's Me' Catch the flying buzzy bee in your hands Reuse any previous effective or enjoyable warm ups where appropriate	warm up activities <b>Physical Movement</b> Following physical instructions using no vocalised sounds <b>Fricatives/Vocalised Sounds</b> Wesley Bear Story	warm up activities <b>Physical Movement</b> Games such as 'opposites' <b>Fricatives/Vocalised Sounds</b> Wesley Bear story - pupils to tell parts of the story	warm up activities <b>Physical Movement</b> Pupils will be encouraged to devise their own physical warm up and lead the class through it Experiment with standing and sitting positions <b>Fricatives/Vocalised Sounds</b> Bubble Gum Warm Up	warm up activities <b>Physical Movement</b> Pupils will be encouraged to devise their own physical warm up and lead the class through it 2  Experiment with standing and sitting positions  <b>Fricatives/Vocalised Sounds</b>  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	<b>National Pioneers</b> <b>Rapper Nadia Rose</b>  <a href="https://www.bbc.co.uk/teach/bring-the-noise/national-pioneers-england/zhpsscw">https://www.bbc.co.uk/teach/bring-the-noise/national-pioneers-england/zhpsscw</a>	<b>Little Red Riding Hood</b> <a href="https://www.bbc.co.uk/programmes/articles/3Qq9cBQHpg6FJqTRsnqbG/B6/primary-music-ks1-little-red-riding-hood-info">https://www.bbc.co.uk/programmes/articles/3Qq9cBQHpg6FJqTRsnqbG/B6/primary-music-ks1-little-red-riding-hood-info</a>	<b>John Adams</b> <b>Short Ride in a Fast Machine</b> <a href="https://www.bbc.co.uk/teach/ten-pieces/intro-films-and-orchestral-films/zv2gqp3">https://www.bbc.co.uk/teach/ten-pieces/intro-films-and-orchestral-films/zv2gqp3</a>	<b>Thunder JAM BBC KS1</b> <b>Weather</b> <b>Space</b> <a href="https://www.bbc.co.uk/teach/bring-the-noise/ks1-thunder-jam/zkfkqwx">https://www.bbc.co.uk/teach/bring-the-noise/ks1-thunder-jam/zkfkqwx</a>	<b>Thunder Jam BBC KS1</b> <b>music</b> <b>Cities</b> <b>Rainforests</b> <a href="https://www.bbc.co.uk/teach/bring-the-noise/ks1-thunder-jam/zkfkqwx">https://www.bbc.co.uk/teach/bring-the-noise/ks1-thunder-jam/zkfkqwx</a>	
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						

<p><b>Fundamentals (GS4PE)</b></p> <p>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 collaboratively with others, taking turns and sharing ideas.</p> <p><b>Key Skills:</b> jumping, balancing, controlling muscles, holding a position</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>● Movement</li> <li>● Balance</li> <li>● Agility</li> <li>● Coordination</li> </ul>	<p><b>Target Games (GS4PE)</b></p> <p>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 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.</p> <p><b>Key Skills:</b> Underarm throwing, Overarm throwing, Aim</p> <p>Hand eye co-ordination</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>● Movement</li> <li>● Coordination</li> <li>● Communication</li> <li>● Tactics</li> <li>● Decision making</li> </ul>	<p><b>Yoga (GS4PE)</b></p> <p>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.</p> <p><b>Key Skills:</b> Breathing, balance, flexibility, strength, coordination</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>● Balance</li> <li>● Coordination</li> <li>● Fitness</li> <li>● Sequence</li> <li>● Technique</li> </ul>	<p><b>Fitness (GS4PE)</b></p> <p>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 achieve their personal best.</p> <p><b>Key Skills:</b> Agility, balance, coordination, speed, stamina, skipping</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>● Movement</li> <li>● Balance</li> <li>● Agility</li> <li>● Coordination</li> <li>● Fitness</li> <li>● Sequence</li> <li>● Evaluation and improvement</li> </ul>	<p><b>Sending and Receiving (GS4PE)</b></p> <p>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 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.</p> <p><b>Key Skills:</b> Rolling, kicking, throwing, catching, tracking</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>● Movement</li> <li>● Agility</li> <li>● Coordination</li> <li>● Collaboration</li> </ul>	<p><b>Net and Wall (GS4PE)</b></p> <p>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 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.</p> <p><b>Key Skills:</b> Throwing, catching, hitting a ball, tracking a ball</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>● Movement</li> <li>● Coordination</li> <li>● Fairness</li> <li>● Technique</li> </ul>
<p><b>Ball Skills (GS4PE)</b></p> <p>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</p>	<p><b>Gymnastics (GS4PE)</b></p> <p>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</p>	<p><b>Dance (GS4PE)</b></p> <p>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</p>	<p><b>Invasion (GS4PE)</b></p> <p>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 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</p>	<p><b>Team Building (GS4PE)</b></p> <p>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.</p>	<p><b>Sports Day Practice</b></p> <p>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.</p>



explore their own ideas in response to tasks.

**Key Skills:** Rolling, kicking, throwing, catching, dribbling, bouncing

**Key Concepts:**

- Movement
- Coordination
- Collaboration

sequences and develop their confidence in performing. Pupils begin to understand 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

phrases. Pupils will work individually and with a partner 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

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
- Agility
- Coordination
- Competition

**Key Skills:** Balancing, travelling

**Key Concepts:**

- Movement
- Balance
- Collaboration
- Fairness

**Key Skills:** Running, throwing, catching, teamwork

**Key Concepts:**

- Movement
- Agility
- Coordination
- Competition
- Collaboration
- Fairness
- Technique

## 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, Carravaggio.

#### 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. Goldilocks

**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 design decisions throughout to support the purpose

**Evaluate**

- 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.

## 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
- 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

## 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
- Investigate bakers/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
- 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

- Evaluate their product by asking questions about what they have made and how they have gone about it.

- 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

<p>1.1 Myself: Who am I? Signs of belonging.</p> <p>Religion: Christianity</p>	<p>1.2 Celebrations: What matters to Christians at Christmas?</p> <p>Religion: Christianity</p>	<p>1.3 What festivals do Jewish people celebrate?</p> <p>Religion: Judaism</p> <p>Key strands:</p> <ul style="list-style-type: none"> <li>• Beliefs, Values and teaching</li> <li>• Religious Practices and ways of life.</li> <li>• Questions of Identity, Diversity and Belonging.</li> </ul>	<p>1.4 What makes some places special? Churches and synagogues: what can we find out?</p> <p>Religion: Christianity and Judaism</p> <p>Key stands:</p> <ul style="list-style-type: none"> <li>• Religious practices and ways of life</li> <li>• Questions of identity, Diversity and Belonging</li> <li>• Questions of Values and Commitment</li> </ul> <p>Visit to synagogue</p>	<p>Theme: Story, Believing, Belonging.</p> <p>1.5 What stories about Moses do Jewish and Christian people love to remember?</p> <p>Religion: Christianity and Judaism</p> <p>Key strands:</p> <ul style="list-style-type: none"> <li>• Beliefs, values and teaching</li> <li>• Religious practices and ways of life</li> <li>• Questions of identity, Diversity, belonging</li> <li>• Questions of values and commitments</li> </ul>	<p>1.6 'The power to make a difference'</p> <p>What can we learn from stories and prayers of Jesus?</p> <p>Religion: Christianity</p>
--	---	---	---	--	---

**Relationships and Health Education (RHE)**

<p>Rule of Law</p> <p>Online Safety Passwords C1 *</p> <p>Physical and Mental health</p> <p>H4 – about why sleep is important and different ways to rest and relax</p> <p>Rule of Law</p>	<p>Friendship</p> <p>Fr1 Who is my Friend?</p> <p>Physical health</p> <p>P1) How do I help my body stay healthy? CW resource pack-3e</p> <p>Online Safety</p> <p>Screen time (L1)</p>	<p>Mental Wellbeing</p> <p>M1) Where do feelings come from?</p> <p>Physical Health</p> <p>P2) How do I decide what to eat?</p> <p>Online Safety</p> <p>What is the internet? C2*</p> <p>Financial Capability</p>	<p>Tolerance and mutual respect</p> <p>Family</p> <p>Who's in my family? CW resource pack 3</p> <p>Online Safety Choosing what to do online L2*</p> <p>Rule of Law</p> <p>Physical health</p>	<p>Tolerance and mutual respect</p> <p>Friendship</p> <p>What makes a good Friend?</p> <p>Tolerance and mutual respect</p> <p>Friendship</p> <p>Should Friends tell us what to do?</p> <p>Tolerance and mutual respect</p> <p>Friendship</p>	<p>Mental wellbeing What helps me to be happy?</p> <p>Tolerance and mutual respect</p> <p>Online Safety</p> <p>Communicating online *</p> <p>Tolerance and mutual respect</p> <p>Online Safety</p>
---	---	--	---	--	--

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