



Dear Parents,

This is the Year 1 Plan 2024/2025. It provides an overview of topics and information we will be planning to cover throughout each term and therefore provides you with the opportunity to work on some topics with your child that they will be looking at.

This plan is however only skeletal and not necessarily every aspect will be covered but it does provide a guide for parents and pupils. As the teaching staff use this plan as an overall long-term guide. We are currently working on updating our website with a list of web-links that you and your child may find useful and this should be ready soon.

Many thanks for your continued support,

Mrs. R Wesley  
Head Teacher

<b>Autumn Term- English</b>	<b>Spring Term- English</b>	<b>Summer term- English</b>
<p><u>Familiar settings</u></p> <ul style="list-style-type: none"> <li>To order and orally retell stories.</li> <li>To participate in role play, improvisations and performances of class texts.</li> <li>To understand the term setting.</li> <li>Appreciate the use of adjectives.</li> <li>To give opinions and ask and answer questions about stories.</li> <li>To speak and write simple sentences using the correct structure.</li> <li>Write a retell</li> </ul> <p><u>Information texts</u></p> <ul style="list-style-type: none"> <li>To understand the purpose of a non-fiction book.</li> <li>To write own simple Non-fiction book.</li> <li>To understand the structure of a dictionary.</li> <li>To know the order of the alphabet.</li> <li>To write upper and lower case letters of the alphabet.</li> </ul> <p><u>Recount texts</u></p> <ul style="list-style-type: none"> <li>To order events and write own news.</li> <li>To write events in order.</li> <li>To read own work and check that it makes sense.</li> </ul> <p><u>Poetry</u></p> <ul style="list-style-type: none"> <li>To appreciate vocabulary, layout, pace and rhythm.</li> <li>To create a word bank.</li> <li>To use adjectives to describe the colours and sounds that fireworks make.</li> <li>To think about ways in which to improve writing.</li> </ul> <p><b>Phonics-</b> Learn and apply phonemes to both reading and writing from the 'Little Wandle Revised Letters and Sounds' scheme.</p> <p><b>Spelling-</b> Weekly spellings linked to the sounds and tricky words taught each week based on the 'Little Wandle Revised Letters and Sounds' scheme. Suffixes- adding, ing, ed, s, es, er, est</p> <p><b>Spoken language-</b> Speak fluently and audibly. Retell stories using story language. Listen to and follow instructions. Ask and answer questions, make relevant contributions, offer suggestions and take turns. Discuss what they have written with teachers and peers.</p>	<p>To continue all term 1 writing objectives.</p> <p><u>Traditional tales</u></p> <ul style="list-style-type: none"> <li>To order and retell a traditional story.</li> <li>To compare traditional tales.</li> <li>To describe a traditional tale character.</li> <li>To point out the elements of traditional tales and fairy tales.</li> <li>To plan and say what they want to write before they write.</li> <li>To write questions for a traditional tale character.</li> <li>To create a word bank</li> <li>To re-read work to begin to improve their own writing.</li> </ul> <p><u>Poetry / rhyme (Animals)/nursery rhymes</u></p> <ul style="list-style-type: none"> <li>To take part in reciting poems and rhymes using pace and rhythm.</li> <li>To write a simple rhyme.</li> <li>To order and write a rhyme using adjectives.</li> </ul> <p><u>Stories from other Cultures</u></p> <ul style="list-style-type: none"> <li>To appreciate how different settings add effect to fiction.</li> <li>To use adjectives to describe the fruit in 'Handa's Surprise'.</li> <li>To answer questions relating to a text.</li> </ul> <p><u>Non Fiction (Animal Books)</u></p> <ul style="list-style-type: none"> <li>To identify key features and style of simple non-fiction texts.</li> <li>To understand how a non-fiction text is organised and write their own</li> </ul> <p><b>Phonics-</b> Continued from Autumn term.</p> <p><b>Spelling-</b> Weekly spellings linked to the sounds and tricky words taught each week based on the 'Little Wandle Revised Letters and Sounds' scheme.</p> <p><b>Spoken language-</b> (see Autumn term - continued)</p>	<p>To continue all term 1 writing objectives.</p> <p><u>Information Texts- Victorians</u></p> <ul style="list-style-type: none"> <li>To plan and say what they want to write.</li> <li>To write chronological and non-chronological texts using simple structures.</li> <li>To talk about what they've written with their teacher and friends.</li> <li>To re-read writing to make sure it makes sense.</li> </ul> <p><u>Poetry / Rhyme Sea Poems</u></p> <ul style="list-style-type: none"> <li>Commotion in the Ocean.</li> <li>To take part in reciting poems and rhymes using pace and rhythm.</li> <li>To recognise language patterns and repeated words and phrases in texts.</li> </ul> <p><u>Fantasy-Dragons/ Aliens in underpants</u></p> <ul style="list-style-type: none"> <li>To order a story.</li> <li>To appreciate how different settings add effect to fiction.</li> <li>To use adjectives to describe dragons.</li> <li>To re-read work to begin to improve their writing.</li> <li>To independently choose what to write about, plan and follow it through.</li> <li>To begin to use capital letters for effect.</li> <li>To plan and write own story.</li> </ul> <p><u>Sea theme- Rainbow fish</u></p> <ul style="list-style-type: none"> <li>Hot seating characters</li> <li>To order a story</li> <li>Reading comprehension</li> <li>To retell the story</li> </ul> <p><b>Phonics-</b> Continued from Autumn/ Spring term.</p> <p><b>Spelling-</b> Weekly spellings linked to the sounds and tricky words taught each week based on the 'Little Wandle Revised Letters and Sounds' scheme.</p> <p><b>Spoken language-</b> Listen to and watch stories/ information and express views about how they have been presented. Maintain attention and participate actively in collaborative conversations. To begin to give structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p>

<p><b>Handwriting-</b> Regular handwriting lessons linked to the 'Little Wandle Revised Letters and Sounds' scheme. Develop a comfortable and efficient pencil grip and control, writing letters correctly formed and orientated.</p> <p><b>Rainbow Grammar</b> Capital letters and full stops, determiner, noun, adjective, verb, subject, predicate ,stop, capitalise proper nouns, simple sentences (subject, predicate ,stop)</p> <p><b>Reading-</b> Read aloud accurately consistent with phonic knowledge. Begin to read the Year 1 high frequency words fluently. Read and appreciate new words from shared reading/ topics/ personal reading. Use shape and context to self-correct when reading for accuracy and meaning. Identify the main events and characters in stories, and find specific information in simple texts. Make predictions showing an understanding of ideas, events and characters. Recognise the main elements that shape different texts. Select books for personal reading and give reasons for choices. Visualise and comment on events, characters and ideas, making imaginative links to own experiences. Distinguish fiction and non-fiction texts and the different purposes for reading them. Make inferences on the basis of what is being said and done. Read for pleasure. <b>ICT National Centre for Computing Education</b></p>	<p><b>Handwriting-</b> Regular handwriting lessons linked to the 'Little Wandle Revised Letters and Sounds' scheme. Develop further a comfortable and efficient pencil grip and control, writing letters correctly formed and orientated.</p> <p><b>Rainbow Grammar</b> Capital letters and full stops, determiner, noun, adjective, verb, subject, predicate ,stop, capitalise proper nouns, simple sentences (subject, predicate ,stop) !, ? conjunctions, direct speech, joining two subjects with a coordinating conjunction (and, but, so) Join two predicates with a coordinating conjunction.</p> <p><b>Reading-</b> (continue term 1 objectives) Distinguish fiction and non fiction texts and the different purposes for reading them. Listen to and discuss a wide range of stories, poems and nonfiction at a level beyond that which they can read independently. Becoming very familiar with key stories, fairy stories and traditional tales retelling them and considering their particular characteristics. Recognise and join in with predictable phrase, learning to appreciate rhymes and poems, and to recite some by heart. Explain the effect of patterns of language and repeated words and phrases. Learn to appreciate rhymes and poems, and to recite some by heart. Read for pleasure</p> <p><b>ICT National Centre for Computing Education</b></p>	<p><b>Handwriting-</b> Regular handwriting lessons linked to the 'Little Wandle Revised Letters and Sounds' scheme. Demonstrate an efficient pencil grip and control, consistently writing letters correctly formed and orientated.</p> <p><b>Rainbow Grammar</b> Capital letters and full stops, determiner, noun, adjective, verb, subject, predicate ,stop, capitalise proper nouns, simple sentences (subject, predicate ,stop) !, ? conjunctions, direct speech, joining two subjects with a coordinating conjunction (and, but, so) Join two predicates with a coordinating conjunction, adverbial phrases, prepositions.</p> <p><b>Reading-</b> (continue term 1 objectives) Listen to and discuss a wide range of stories, poems and nonfiction at a level beyond that which they can read independently. Discuss word meanings Read words with contractions, and understand that the apostrophe represents the omitted letter. Read for pleasure.</p> <p><b>ICT National Centre for Computing Education</b></p>
<p><b>Autumn term- Maths</b> <b>Place Value within 10:</b> Sort objects Count objects Count objects from a larger group Represent objects Recognise numbers as words Count on from any number 1 more Count backwards within 1 1 less Compare groups by matching Fewer, more, same Less than, greater than, equal to Compare numbers Order objects and numbers The number line <b>Addition and Subtraction within 10:</b> Introduce parts and wholes Part-whole model Write number sentences Fact families – addition facts Number bonds within 10 Systematic number bonds within 10 Number bonds to 10 Addition – add together Addition – add more Addition problems Find a part Subtraction – find a part Fact families – the eight facts Subtraction – take away/cross out (How many left?) Subtraction – take away (How many left?) Subtraction on a number line Add or subtract 1 or <b>Time</b> Before and after Days of the week Months of the year Hours, minutes and seconds Tell the time to the hour</p>	<p><b>Spring term- Maths</b> <b>Addition and Subtraction within 20</b> Add by counting on within 20 Add ones using number bonds Find and make number bonds to 20 Doubles Near doubles Subtract ones using number bonds Subtraction – counting back Subtraction – finding the difference Related facts Missing number problems <b>Place Value within 50</b> Count from 20 to 50 20, 30, 40 and 50 Count by making groups of tens Groups of tens and ones Partition into tens and ones The number line to 50 Estimate on a number line to 50 1 more, 1 less <b>Length and Height</b> Measure length in centimetres <b>Mass and Volume</b> Heavier and lighter Measure mass Compare mass Full and empty Compare volume Measure capacity Compare capacity <b>Multiplication and Division</b> Count in 2s Count in 10s Count in 5s Recognise equal groups Add equal groups Make arrays Make doubles Make equal groups – grouping Make equal groups – sharing <b>Shape</b></p>	<p><b>Summer term- Maths</b> <b>Fractions</b> Recognise a half of an object or a shape Find a half of an object or a shape Recognise a half of a quantity Find a half of a quantity Recognise a quarter of an object or a shape Find a quarter of an object or a shape Recognise a quarter of a quantity Find a quarter of a quantity <b>Position and Direction</b> Describe turns Describe position – left and right Describe position – forwards and backwards Describe position – above and below Ordinal numbers <b>Place Value within 100</b> Count from 50 to 100 Tens to 100 Partition into tens and ones The number line to 100 1 more, 1 less Compare numbers with the same number of tens Compare any two numbers <b>Money</b> Unitising Recognise coins Recognise notes Count in coins <b>Time</b> Hours, minutes and seconds Tell the time to the hour Tell the time to half past the hour</p> <p><b>ICT</b> BBC-Maths website. My Maths. <a href="http://www.primarygames.co.uk">www.primarygames.co.uk</a>. Bee-bots <a href="http://www.topmarks.co.uk">www.topmarks.co.uk</a>.</p>

<p><b>Place Value within 20</b>  Count within 20  Understand 10  Understand 11, 12 and 13  Understand 14, 15 and 16  Understand 17, 18 and 19  Understand 20  1 more and 1 less  The number line to 2</p> <p><b>Length and Height</b>  Compare lengths and heights  Measure length using objects  Measure length in centimetres</p> <p><b>ICT</b>  Bee-bots.  Maths Games Websites- Primary games  <a href="http://www.primarygames.co.uk">www.primarygames.co.uk</a>. <a href="http://www.topmarks.co.uk">www.topmarks.co.uk</a>.  <a href="http://www.iwb.co.uk">www.iwb.co.uk</a></p>	<p>Recognise and name 3-D shapes  Sort 3-D shapes  Recognise and name 2-D shapes  Sort 2-D shapes  Patterns with 2-D and 3-D shape</p> <p><b>ICT</b>  BBC-Maths websites. My Maths Bee-bots  <a href="http://www.primarygames.co.uk">www.primarygames.co.uk</a>.  <a href="http://www.topmarks.co.uk">www.topmarks.co.uk</a>.</p>	
<p><b>Autumn term- Science</b></p> <p><b>SCIENCE</b>  <b>Myself</b>  Body parts labelling/Skeletons  Keeping fit and healthy  Germs- Keeping Clean  Senses  Early scientific investigation skills</p> <p><b>Autumn</b>  Autumn walk-Signs of Autumn</p> <p><b>Trees</b>  Parts of a Tree  Life cycle of a tree  Deciduous/ Evergreen  Names of common trees  Matching tree, seed, leaf</p> <p><b>ICT</b> <a href="http://www.topmarks.co.uk">www.topmarks.co.uk</a>.  Education City  <b>ICT National Centre for Computing Education</b></p>	<p><b>Spring term- Science</b></p> <p><b>Winter</b>  Winter walk-Signs of Winter</p> <p><b>Animals and Habitats</b>  Classifying animals into different groups:  reptile/amphibian/bird/fish/mammal  Compare Skeletal structures of animals  Omnivore/ Carnivore/ Herbivore  Habitats- Jungle/Forest/Ocean/Dessert-  which plants and animals grow and live in  each one?</p> <p><b>Spring</b>  Spring walk-Signs of spring</p> <p><b>Weather</b>  Record changes in weather  Keep a weekly weather chart</p> <p><b>ICT</b>  <a href="http://www.topmarks.co.uk">www.topmarks.co.uk</a>  Education city  <b>ICT National Centre for Computing Education</b></p>	<p><b>Summer term- Science</b></p> <p><b>Summer</b>  Summer walk- Signs of Summer  Compare the four seasons  Sun safety</p> <p><b>Plants</b>  Cress experiment- predict and record  Parts of plant and labels.  Compare bulbs and seeds.  What do seeds and bulbs need to grow?</p> <p><b>ICT</b>  <a href="http://www.topmarks.co.uk">www.topmarks.co.uk</a>  Education City  <b>ICT National Centre for Computing Education</b></p>

<p><b><u>Autumn term- Computing</u></b>  <b><u>Health, Well-being and Lifestyle:</u></b>  I can explain rules to keep myself safe when using technology both in and beyond the home.  <b><u>Self-Image and Identity:</u></b>  I can recognize that there may be people online who could make someone feel sad, embarrassed or upset.</p> <p><b>Computer Systems and Networks – Technology Around Us</b>  Learners 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. Learners will also consider how to use technology responsibly.</p> <p><b>Digital Painting</b>  Learners will develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work. The unit concludes with learners considering their preferences when painting with and without the use of digital devices</p>	<p><b><u>Spring term- Computing</u></b>  <b><u>Online Relationships:</u></b>  I can give examples of when I should ask permission to do something online and explain why this is important.  <b><u>Copyright and Ownership:</u></b>  I can understand that work created by others does not belong to me even if I save a copy.</p> <p><b>Programming A – Moving a Robot</b>  Learners will be introduced to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each command for the floor robot does and use that knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming and builds knowledge in a structured manner. Learners are also introduced to the early stages of program design through the introduction of algorithms.</p> <p><b>Creating Media – Digital Writing</b>  Learners will develop their understanding of the various aspects of using a computer to create and manipulate text. They will become more familiar with using a keyboard and mouse to enter and remove text. Learners will also consider how to change the look of their text and will be able to justify their reasoning in making these changes. Finally, learners will consider the differences between using a computer to create text and writing text on paper. They will be able to explain which method they prefer and explain their reasoning for choosing this.</p>	<p><b><u>Summer term- Computing</u></b>  <b><u>Privacy and Security:</u></b>  I can explain how passwords are used to protect information, accounts and devices.  <b><u>Managing Online Information:</u></b>  I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p> <p><b>Programming B – Introduction to Animation</b>  Learners will be introduced to on-screen programming through ScratchJr. Learners will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Learners will also be introduced to the early stages of program design through the introduction of algorithms.</p>
<p><b><u>Autumn term- ART</u></b>  Paint - colour mixing  - self-portrait (inspired by <b>various artists</b>)  Chalk - experimenting with line  - drawing a skeleton  Oil pastels - observational drawings of vegetables  Modeling - making playdough vegetables  - making a clay diva using the pinch pot technique and then painting it  Chalk - experimenting with laying and blending  - drawing firework pictures  Clay - Making a Christmas tree decoration, exploring pattern</p>	<p><b><u>Spring term- Art</u></b>  Snowman painting  - drawing different snowmen designs  - practising brushstrokes  - painting a snowy scene  <b>Henri Rousseau</b>  - discussing the painting 'Tiger in a Tropical Storm'  - experimenting with mixing different greens with paint  - painting a rainforest scene and adding oil pastel wild animals  <b>Adinkra cloth</b>  - finding out about Adinkra cloth and symbols  - creating a printing stamp  - printing a piece of Adinkra inspired cloth</p>	<p><b><u>Summer term – Art</u></b>  Under the Sea  - experimenting with mixing different sea colours with paint  - drawing a seascape using soft pastels inspired by <b>Lowri</b>  - experimenting with different textures and thicknesses of paint and different tools to mark make with, inspired by <b>Maggi Hambling</b>  - creating a colour wheel -mixing primary colours to make secondary colours  - observational drawing of fish using a variety of drawing media  - explore <b>Heather Galler's</b> paintings and draw similar patterns  - draw and colour a patterned fish using felt tips</p>
<p><b><u>Autumn term DT week</u></b>  Increase proficiency with scissors/other tools. Learn to modify/improve design ideas. (ongoing)  Health and safety practises for hygiene and the use of cooking tools and learn where food comes from.  Plan, make and evaluate a fruit salad.</p> <p>ICT National Centre for Computing Education</p>	<p><b><u>Spring term- DT week</u></b>  <b>Puppet making</b>  Increase proficiency with scissors/other tools. Learn to modify/improve design ideas. (ongoing)  Explore different types of puppets.  Design, make and evaluate a felt animal hand puppet</p> <p>ICT National Centre for Computing Education</p>	<p><b><u>Summer term-DT week</u></b>  <b>Kite Making</b>  Increase proficiency with scissors/other tools. Learn to modify/improve design ideas. (ongoing)  Explore kites and evaluate a range of existing products.  Design, make and evaluate kites.</p> <p>ICT National Centre for Computing Education</p>
<p><b><u>Autumn term- History</u></b>  <b>My family, Kings and Queens (monarchy and civilization)</b>  Specific words and phrases relating to the passing of time  My Family, Family Timeline  Queen Elizabeth II, Family and Timeline  <b>Significant Events</b>  Guy Fawkes- Story  Remembrance Day  <b>ICT</b>  Infant Tool Kit  Artefacts and labels.  Dynamo History.</p>	<p><b><u>Spring term- History</u></b>  <b>(Trade, civilization, industry)</b>  <b>Toys</b>  My Favourite Toy  Parents/Grandparents Toys  Comparing Old and New  Victorian Toys</p> <p>ICT Barnaby Bear website.</p>	<p><b><u>Summer Term- History</u></b>  <b>Schools/ Victorians</b>  Comparing schools through time  Comparing homes through time  Comparing the seaside through time  Comparing swimwear through time  Life as a Victorian Child (Industry, religion, empire)</p> <p>ICT Barnaby bear website  My World Explorer(DK)</p>

<p style="text-align: center;"><b><u>Autumn term Geography</u></b></p> <p><b>Houses</b>          Labelling a House          Different types of houses          Glen Parva- Local Area Walk- Street Detectives          My Route from Home to school          Early map skills- Map of the U.K          St Andrew's Day          Ways to improve my local area- How to help animals          Barnaby Bear and the Badgers</p>	<p style="text-align: center;"><b><u>Spring term- Geography</u></b></p> <p><b>Weather</b>          St David's Day 1<sup>st</sup> March          St Patrick's Day 17<sup>th</sup> March</p>	<p style="text-align: center;"><b><u>Summer term- Geography</u></b></p> <p><b>Local area/seaside comparison</b>          St George's Day 23<sup>rd</sup> April          Barnaby Bear visits Poole          Human and Physical Features          Compare the Seaside to Glen Parva</p>
<p style="text-align: center;"><b><u>Autumn term- Music</u></b>  <b><u>Unit 1-Pulse and Unit 2-Voice</u></b></p> <p>Our focus is on creating music within small/ class groups, using new skills and skills taught previously, and to perform and evaluate compositions using appropriate vocabulary. We will be exploring the basics of pulse and Voice by performing, composing and appraising learning the following skills:</p> <p><b><u>Unit 1</u></b>  <b>To create, explore, respond and identify long and short sounds.</b>  <b>To keep a steady pulse and perform simple rhythms with some accuracy</b>  <b>To create a group performance using instruments the pulse or play a rhythm</b>  <b>To comment on my own and other people's performances using Yr 1 vocabulary learnt</b></p> <p><b><u>Unit 2</u></b>          To sing and perform songs, which contain a small range of notes with growing confidence.          To follow performance instructions including starting and stopping with accuracy.          To recognise when the pitch of a song gets higher or lower          To use actions and dynamics to enhance my performance          To comment on my own performance using yr 1 vocabulary learnt</p>	<p style="text-align: center;"><b><u>Spring term- Music</u></b>  <b><u>Unit 3-Rhythm and Unit 4-Pitch</u></b></p> <p>Our focus is on creating music within small/ class groups, using new skills and skills taught previously and to perform and evaluate compositions using appropriate vocabulary          We will be exploring the basics of rhythm and pitch, composing and appraising learning the following skills:</p> <p><b><u>Unit 3</u></b>          To demonstrate and explain the difference between pulse and rhythm          To confidently copy given rhythms          To play along to a pulse and maintain a steady tempo          To record rhythms and perform them using a graphic score          To perform as part of a group and play rhythms in time.          To listen to ideas from others and use them to help improve my work</p> <p><b><u>Unit 4</u></b>  <b>To identify and explain the difference between high and low pitched sounds</b>  <b>To recognise changes in pitch when singing and listening to musical sounds</b>  <b>To use pitch and timbre to create my own composition</b>  <b>To represent a sound using graphic notation</b>  <b>To comment on my own and other people's performances using Yr 1 vocabulary learnt</b></p>	<p style="text-align: center;"><b><u>Summer term- Music</u></b>  <b><u>Unit 5- Music technology and Unit 6- 20<sup>th</sup> Century Music</u></b></p> <p>Our focus is on creating music within small/ class groups, using new skills and skills taught previously and to perform and evaluate compositions using appropriate vocabulary          We will be exploring how technology is used to create and listen to music learning the following skills through technology:</p> <p><b><u>Unit 5</u></b>  <b>To use technology to create and change sounds</b>  <b>To demonstrate an understanding of simple musical structure</b>  <b>To comment on my own and other people's Performances using Yr 1 vocabulary learnt</b></p> <p><b><u>Unit 6</u></b>  <b>To identify and perform features of contemporary folk music.</b>  <b>To identify and perform features of Experimental music.</b>  <b>To identify and perform features of disco music.</b>  <b>To create and practice a piece of music Using features of different genres (using Yr 1 key skills and knowledge).</b>  <b>To comment on my own and other people's Performances using Yr 1 vocabulary learnt</b></p>
<p style="text-align: center;"><b><u>Autumn term- PE</u></b></p> <p>Weekly games lesson outdoors with specialist games company.</p> <p><b><u>Gymnastics</u></b>          fundamental movement skills such as running, jumping, balancing, and landing.          learning basic locomotor and non-locomotor skills that are essential for gymnastic movements.          control their bodies through various movements, positions, and shapes.          Pupils starting to use small and large apparatus and gain confidence.</p> <p><b><u>Invasion games- Sending and receiving.</u></b>          Pupils play a variety of games linked to different invasion games focussing on sending and receiving. Football, Hockey, Basketball.</p> <p>Music and movement.</p> <p>Outdoor climbing equipment.</p>	<p style="text-align: center;"><b><u>Spring term- PE</u></b></p> <p>Weekly games lesson outdoors with specialist games company.</p> <p><b><u>Invasion Games- Dribbling</u></b>          Pupils play a variety of games linked to different invasion games focussing on dribbling. Football, Hockey, Basketball.</p> <p><b><u>Dance</u></b>          -make different shapes with their bodies as they travel, jump and spin;          • say what is good about a partner's performance;          • perform a simple action in unison with a partner;          • use ideas from previous learning independently;          • show some awareness of others when working in a group;          • perform given ideas independently;          • copy and repeat actions with some prompting;          • show some awareness of the beat when dancing;          • change the speed of their movements in response to a percussion instrument;          • respond to questions about their own performance.</p> <p>Outdoor climbing equipment.</p>	<p style="text-align: center;"><b><u>Summer term- PE</u></b></p> <p>Weekly games lesson outdoors with specialist games company.</p> <p><b><u>Striking and fielding- Kick Rounders</u></b>          Pupils can collect a ball and feed the ball well to a partner.          They begin to field as a team.          I can kick a ball into an area where fielders are not using simple tactics.</p> <p><b><u>Athletics-</u></b> Pupils should run and walk in different directions with good balance and posture.          Pupils can jump in different ways towards targets using their arms and legs.          Pupils can throw over and underarm towards a target accurately.          Pupils use the skills learnt to compete against other pupils in fun games.</p> <p>Sports Day</p>



<p style="text-align: center;"><u>Autumn term- RE</u></p> <p><b>Unit 1.2 Who do Christians say made the world? [Creation]</b> The Creation Story and Harvest time – giving thanks for our wonderful world.</p> <p><b>Unit 1.3 Why does Christmas matter to Christians? [Incarnation]</b> Christmas Nativity Story found in the New Testament – Luke Daily Assemblies. Harvest Festival. Diwali – The story of Rama and Sita</p>	<p style="text-align: center;"><u>Spring term- RE</u></p> <p><b>Unit 1.6 Who is Muslim and how do they live? Allah, Shahadah, stories about Muhammad,</b> <b>Unit 1.5 Why does Easter matter to Christians? [Salvation]</b> Easter Story, egg design with symbols of new life Mothering Sunday.</p>	<p style="text-align: center;"><u>Summer term-RE</u></p> <p><b>Unit 1.8 What makes some places sacred to believers?</b> Own special places, mosques, churches, visit to Glen Croft Church <b>Unit: 1.10 What does it mean to belong to a faith community?</b> Visit from Rev'd Jayne to talk about the church and Christenings. Mrs Variava (Muslim faith) visits to talk about her Special Celebrations Baptism, Aqiqiah, Christian, Muslim, Humanist, Weddings</p>
<p style="text-align: center;"><u>Autumn term- PSHE</u></p> <p><b>Beginning and Belonging</b> Ground Rules Getting to know my class Feelings about new situations Safety Circles- Which people can help you?</p> <p><b>Family and Friends</b> How To Be a Good Friend Kindness</p> <p><b>Diversity and Communities</b> Recognise own identity- value similarities and differences with others Belonging to communities Caring for the environment</p> <p><b>Anti-Bullying Week</b></p>	<p style="text-align: center;"><u>Spring term- PSHE</u></p> <p><b>RSE</b> Naming parts of the body My body belongs to me How to keep healthy <b>NSPCC-</b>'Pantosaurus'</p> <p><b>My Emotions</b> Identifying different feelings Strong emotions Worry Box Safety Circles Keeping calm</p>	<p style="text-align: center;"><u>Summer term- PSHE</u></p> <p><b>NSPCC-</b> Speak Out Stay Safe <b>Working Together</b> Recognise and celebrate some of their strengths, emotions, gifts and talents Understand and practise some skills of a good communicator, including listening skills, turn taking and explaining Know and practise effective group work skills</p> <p><b>Managing Safety and Risk</b> Risky situations Who can help? Road Safety Sun Safety Help if lost –Being Safe</p>