





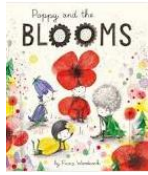
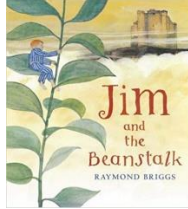



Year 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Areas of Study	<p>My School, My Community</p>  <p>A community is a group of people living or working together in the same area. People who live in communities may go to the same school, shop in the same stores and do the same things. An awareness of community is important and in this area of study we will explore the people and places that make up our local area. We will describe our houses, the places we visit, our friends and the hobbies and clubs we take part in.</p>	<p>History of Homes</p>  <p>Peek into the doors of the past as you discover the history of homes. We will investigate homes then and now by looking at the features of a variety of different types of homes and exploring a timeline of homes in Britain before taking a closer look at what houses were like in Victorian times.</p>	<p>To Plymouth & Beyond!</p>  <p>We will continue to develop our geographical skills by looking beyond our school and local community to our city, capital, country and continent. You will learn about where Plymouth is in relation to London and the rest of the United Kingdom, our location in Europe and where we are in the world.</p>	<p>The Great Fire of London</p>  <p>The Great Fire of London of September 1666 was one of the most famous incidents in Stuart England. It was the second tragedy to hit the city in the space of a year. Just as the city was recovering from the Great Plague, the inhabitants had to flee the city once again – this time not because of a disease, but the result of a human accident. We will be looking at what life was like in the 17th Century and comparing it with life now, the key events of the fire, how we know about it and what happened after.</p>	<p>Worldly Weather</p>  <p>This Wonderful Weather unit will teach us about different types of weather in our immediate environment along with the four seasons. We will then build on our knowledge and learn about hot and cold areas of the world and the impact different weather types can have. We will have opportunities to observe and record the weather as well as present our own weather forecasts.</p>	<p>Terrific Travel</p>  <p>This area of study will teach you about the development of travel and transport throughout history. Alongside consolidating your understanding of chronology through using timelines and making comparisons between old and new forms of transport, you will focus on early travel methods, through to the invention of cars, trains and aeroplanes.</p>
	<p>Enquiry Question</p> <p>What is it like near our school?</p>	<p>What are homes and how have they changed over time?</p>	<p>Where are we in the world?</p>	<p>What was The Great Fire of London and how did it change London?</p>	<p>What is weather?</p>	<p>How has transport changed over time?</p>
<p>Educational Enrichment <i>(RE Trips)</i></p>	<p>Children to complete field work around the school grounds and local area.</p>	<p>The children will visit the different house types next term. Autumnal Sound Collector Walk to Budshead/The Creek.</p>	<p>Open top bus tour of Plymouth.</p>	<p>The fire service to visit Year 1 for hot-seating activity. The National Marine Aquarium</p>	<p>Weather station & Weather report with a green screen. Bugs Life (Cost shared with Year R) Local Church/Synagogue Visit.</p>	<p>Mayflower Museum Mayflower Workshop at The Box</p>

Whole Class Reading	<p>In Every House, on Every Street By Jess Hitchman</p> 	<p>Supertato: Evil Pea Rules By Sue Hendra</p> 	<p>The Hibernation Hotel By John Kelly</p> 	<p>Poppy and the Blooms By Fiona Woodcock</p> 	<p>VLAD — AND THE GREAT FIRE OF LONDON</p> 	<p>The Squirrels who Squabbled By Rachel Bright and Jim Field</p> 
	<p>Giraffe's Can't Dance By Julia Donaldson</p> 	<p>The Jolly Christmas Postman By Janet and Alan Ahlberg</p> 	<p>Stanley's Stick By John Hegley</p> 	<p>Jim and the Beanstalk By Raymond Briggs</p> 	<p>Fairytale Pets By Tracy Corderoy</p> 	<p>Handa's Hen By Eileen Browne</p> 
	<p>Kind By Axel Scheffler</p> 	<p>The Elves and the Shoemaker By Loran Read</p> 	<p>Little Red By Vera Southgate</p> 	<p>Tidy By Emily Gravett</p> 	<p>The Enormous Turnip By Katie Daynes</p> 	<p>Bringing the Rain to Kapiti Plain By Verna Aardema</p> 
English (Suggested Texts)	<p>Unit 1: Letter Writing (2weeks) Dear Zoo by Rod Campbell</p> <p>Unit 2: Fiction (2weeks) The Tiger Who Came to Tea by Judith Kerr</p> <p>Unit 3: Traditional Tales (3weeks) The Three Little Pigs by Nicola Baxter</p>	<p>Unit 4: Poetry The Sound Collector (2weeks) by Roger McGough</p> <p>Unit : Instructional Writing (3weeks) How to Catch Santa by Jean Reagan</p>	<p>Unit 6: Stories with Repeating Patterns (3weeks) We're Going on a Lion Hunt by David Axtell</p> <p>Unit 7: Letter Writing (3 Weeks) Hibernation Hotel By John Kelly</p>	<p>Unit 8: Modern Fiction Sally and the Limpet (3weeks) by Simon James</p> <p>Unit 9: Traditional Tales (3weeks) Jack and the Beanstalk by TBC</p>	<p>Unit 10: Modern Fiction Lighthouse Keeper's Lunch (3weeks) by Rhonda and David Armitage</p> <p>Unit 11: Poetry (2weeks) I Love Bugs by Emma Dodd</p>	<p>Unit 12: Story From Another Culture Anansi the Spider (3weeks) by Gerald McDermott</p> <p>Unit 13: Non-Fiction Plants (3weeks)</p>

<p>Maths (Number of Power Maths Sessions)</p>	<p>Unit 1: Numbers to 10 (14) <i>Number: Number and Place Value</i></p> <p>Unit 2: Part-whole within 10 (7) <i>Number: Number and Place Value</i></p> <p>Unit 3: Addition and Subtraction within 10 (4) <i>Number: Addition and Subtraction</i></p>	<p>Unit 4: Subtraction within 10 (8) <i>Number: Addition and Subtraction</i></p> <p>Unit 5: 2D and 3D shapes (5) <i>Geometry: Properties of shape</i></p>	<p>Unit 6: Numbers to 20 (12) <i>Number: Number and Place Value</i></p> <p>Unit 7: Addition and subtraction within 20 (11) <i>Number: Addition and Subtraction</i></p> <p>Unit 8: Numbers to 50 (7) <i>Number: Number and Place Value</i></p>	<p>Unit 8: Numbers to 50 (7) <i>Number: Number and Place Value</i></p> <p>Unit 9: Introducing length and height (4) <i>Measurement</i></p> <p>Unit 10: Introducing mass and capacity (7) <i>Measurement</i></p>	<p>Unit 11: Multiplication and Division (9) <i>Number: Multiplication and Division</i></p> <p>Unit 12: Fractions (4) <i>Number: Multiplication and Division</i></p> <p>Unit 13: Position and direction (5) <i>Geometry: Position and Direction</i></p>	<p>Unit 14: Numbers to 100 (6) <i>Number: Number and Place Value</i></p> <p>Unit 15: Money (5) <i>Measurement</i></p> <p>Unit 16: Time (5) <i>Measurement</i></p>
<p>Science</p>	<p>1.1 Everyday Materials</p>  <p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials based on their simple physical properties</p>	<p>1.2 Seasonal Changes</p>  <p>Observe changes across the 4 seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies <i>(Measure rainfall)</i></p>	<p>1.3 Plants</p>  <p>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 common flowering plants, including trees (leaf, flower, petal, blossom, fruit, trunk, branch, stem, roots, bulb, seed)</p>	<p>1.4 Animals, including Humans</p>  <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p>	<p>1.5 Plants</p>  <p>Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted.</p>	<p>1.6 Animals, including Humans</p>  <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>
<p>RE</p>	<p><u>1.10 What does it mean to belong to a faith community?</u></p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> - Recognise that loving others is important in lots of communities. 	<p><u>1.1 What do Christians believe God is like?</u></p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> - Identify what a parable is. - Tell the story of the Lost Son from the Bible simply 	<p><u>1.7 Who is Jewish and how do they live?</u></p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> - Recognise the words of the Shema as a Jewish prayer. 	<p><u>1.7 Who is Jewish and how do they live?</u></p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> - Recognise the words of the Shema as a Jewish prayer. 	<p><u>Who do Christians say made the world?</u></p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> - Retell the story of creation from Genesis 1:1-2:3 simply. 	<p><u>1.9 How should we care for the world and for others, and why does it matter? (Christians, Jewish and Non-Religious (and/or Humanists))</u></p> <p>Make sense of belief:</p>

	<p>Say simply what Jesus and one other religious leader taught about loving people.</p> <p>Understand the impact:</p> <ul style="list-style-type: none"> - Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony and suggest what the actions and symbols mean. - Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) <p>Make Connections:</p> <ul style="list-style-type: none"> - Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences. - Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas. 	<p>and recognize a link with the Christian idea of God as a forgiving father.</p> <ul style="list-style-type: none"> - Give clear, simple accounts of what the story means to Christians. <p>Understand the impact:</p> <ul style="list-style-type: none"> - Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others). <p>Make Connections:</p> <ul style="list-style-type: none"> - Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas. - Give a reason for the idea they have and the connections they make. 	<ul style="list-style-type: none"> - Retell simply some stories used in Jewish celebrations (e.g. Hanukah) - Give examples of how the stories used in celebrations (e.g. Shabbat, Hanukah) remind Jews about what God is like. <p>Understand the impact:</p> <ul style="list-style-type: none"> - Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Hanukah) - Make links between Jewish ideas of God found in the stories and how people live. - Give an example of how some Jewish people might remember God in different ways (e.g. <i>mezuzah</i>, on Shabat) <p>Make Connections:</p> <ul style="list-style-type: none"> - Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas. - Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. 	<ul style="list-style-type: none"> - Retell simply some stories used in Jewish celebrations (e.g. Hanukah) - Give examples of how the stories used in celebrations (e.g. Shabbat, Hanukah) remind Jews about what God is like. <p>Understand the impact:</p> <ul style="list-style-type: none"> - Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Hanukah) - Make links between Jewish ideas of God found in the stories and how people live. - Give an example of how some Jewish people might remember God in different ways (e.g. <i>mezuzah</i>, on Shabat) <p>Make Connections:</p> <ul style="list-style-type: none"> - Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas. - Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. 	<ul style="list-style-type: none"> - Recognise the 'Creation' is the beginning of the 'big story' of Bible. - Say what the story tells Christians about God, Creation and the world. <p>Understand the impact:</p> <ul style="list-style-type: none"> - Give at least one example of what Christians do to say 'thank you' to God for Creation. <p>Understand the impact:</p> <ul style="list-style-type: none"> - Give at least one example of what Christians do to say 'thank you' to God for Creation. <p>Make Connections:</p> <ul style="list-style-type: none"> - Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in. 	<ul style="list-style-type: none"> - Identify a story or text that says something about each person being unique and valuable. - Give an example of a key believe some people inf din one of these stories (e.g. that God loves all people) - Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world. <p>Understand the impact:</p> <ul style="list-style-type: none"> - Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories. - Give examples of how Christians and Jews can show care for the natural earth.
<p>SMSC (Jigsaw)</p>	<p>Being Me in My World Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter</p>	<p>Celebrating Difference Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone</p>	<p>Dreams and Goals Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success</p>	<p>Healthy Me Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness</p>	<p>Relationships Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships</p>	<p>Changing Me Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition</p>
<p>Music (Charanga)</p>		<p><u>Hey You!</u> (Hey You! by Joanna Mangona – Old School Hip-Hop)</p>		<p><u>In The Groove</u> (In The Groove by Joanna Mangona – Exploring Genre)</p>		<p><u>Round and Round</u> (Round and Round by Joanna Mangona - Bossa Nova Latin)</p>



Lesson 1: Listen & appraise 'Hey You!' before learning to sing the song

Lesson 2: Listen & appraise 'Me, Myself And I' by De La Soul before learning to sing and play 'Hey You!'

Lesson 3: Listen & appraise 'Fresh Prince of Bel Air' by Will Smith before singing, playing and improvising parts in 'Hey You!'

Lesson 4: Listen & appraise 'Rapper's Delight' by The Sugarhill Gang before singing 'Hey You!' and performing own compositions

Lesson 5: Listen & appraise 'U Can't Touch This' by MC Hammer before choosing a composition

Lesson 6: Listen & appraise 'It's Like That' by Run DMC before delivering end-of-unit performance



Lesson 1: Listen & appraise the Blues version of 'In The Groove' and 'How Blue Can You Get' by B.B. King before learning to sing 'In The Groove'

Lesson 2: Listen & appraise the Baroque version of 'In The Groove' and 'Let The Bright Seraphim' by Handel before learning to sing and play 'In The Groove'

Lesson 3: Listen & appraise the Latin version of 'In The Groove' and 'Livin' Da Vida Loca' by Ricky Martin before singing, playing and improvising parts in 'In The Groove'

Lesson 4: Listen & appraise the Bhangra version of 'In The Groove' and 'Jai Ho' by A.R. Rahman before singing 'In The Groove' and performing compositions from throughout the song

Lesson 5: Listen & appraise the Folk version of 'In The Groove' and



Lesson 1: Listen & appraise 'Round and Round' before learning to sing the song




Lesson 2: Listen & appraise 'Livin' La Vida Loca' by Ricky Martin before learning to sing and play 'Round and Round'

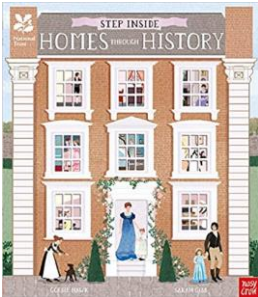

Lesson 3: Listen & appraise 'The Imperial March' by John Williams before learning to sing and improvise in 'Round and Round'

Lesson 4: Listen & appraise 'It Had Better Be Tonight' by Michael Buble before learning to sing and play 'Round and Round'

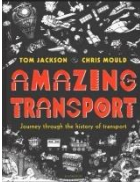
Lesson 5: Listen & appraise 'Why Don't You' by Gramophonedzie before practising for a performance of 'Round and Round'

Lesson 6: Listen & appraise 'Oye Como Va' by Santana before delivering end-of-unit performance

				<p>'Lord of the Dance' by Ronan Hardiman before choosing a composition</p> <p>Lesson 6: Listen & appraise the Funk version of 'In The Groove' and 'Diggin' On James Brown' by Tower of Power before delivering end-of-unit performance</p>		
<p>Geography</p>	<p>My School, My Community</p>  <p>Ask simple geographical questions e.g. What is it like to live in this place? (Geographical skills and fieldwork)</p> <p>Use simple observational skills to study the geography of the school and its grounds. (Geographical skills and fieldwork)</p> <p>Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes. (Geographical skills and fieldwork)</p> <p>Make simple maps and plans e.g. pictorial place in a story.</p>		<p>To Plymouth & Beyond</p>  <p>Use world maps, atlases and globes to identify the United Kingdom and its countries (Geographical skills & field work)</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. (Locational knowledge)</p>		<p>Worldly Weather</p>  <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. (Human and physical geography)</p>	

	<p>(Geographical skills and fieldwork)</p> <p>Understand how some places are linked to other places e.g. roads, trains.</p> <p>(Locational knowledge)</p> <p>Name, describe and compare familiar places.</p> <p>(Place knowledge)</p> <p>Link their homes with other places in their local community.</p> <p>(Place knowledge)</p>					
<p>History</p>		<p>History Of Homes</p>  <p>Pupils should be taught about changes within living memory. Where appropriate these should be used to reveal aspects of change in national life.</p> <p>Children to investigate their own history, looking at memories, stories and photos.</p> <p>(Chronological understanding)</p> <p>Children to look at Medieval Castles and buildings and make</p>		<p>Great Fire of London</p>  <p>Pupils should be taught about events beyond living memory that are significant nationally.</p> <p>Show an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>(Chronological understanding)</p> <p>Describe where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p>		<p>Terrific Travel</p> <p>Pupils should be taught about significant events, people and places in their own locality.</p> <p>Pupils should be taught about events beyond living memory that are significant nationally and globally.</p> <p>Place known events and objects in chronological order.</p> <p>(Chronological understanding)</p> <p>Use common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>Find answers to some simple questions about the past from simple sources of information.</p> <p>(Historical enquiry)</p> <p>Describe some simple similarities and differences</p>

		<p>comparisons to buildings now. (Chronological understanding)</p> <p>Use common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>What would it have been like to live during the stone age? Or medieval times? (Historical enquiry)</p> <p>Look at pre-historic artefacts and pictures of buildings. (Historical enquiry)</p> <p>Encourage and prompt children to ask their own questions. (Historical enquiry)</p> <p>Children will explain their historical understanding through a range of both practical and written activities. (Organisation & communication)</p> <p>Whole Class Discussion will take place. (Organisation & communication)</p> <p>They will draw pictures, use drama and role play, build models and time lines.</p>		<p>(Chronological understanding)</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. (Historical enquiry)</p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. (Historical enquiry)</p> <p>Use a wide vocabulary of everyday historical terms. (Organisation & communication)</p> <p>Speak about how he/she has found out about the past. (Organisation & communication)</p> <p>Record what he/she has learned by drawing and writing. (Organisation & communication)</p>		<p>between artefacts. (Historical Enquiry)</p> <p>Relate his/her own account of an event and understand that others may give a different version. (Historical interpretations)</p> <p>Sort artefacts from 'then' and 'now'. (Historical enquiry)</p> <p>Ask and answer relevant basic questions about the past. (Historical enquiry)</p> <p>Talk, draw or write about aspects of the past. (Organisation and communication)</p> <p>Understand key features of events. (Understanding of events, people & changes)</p> <p>Identify some similarities and differences between ways of life in different periods. (Understanding of events, people & changes)</p>
--	--	---	--	---	--	---

		<p>(Organisation & communication)</p>				
<p>Art</p>		<p>Skill: Sculpture Curriculum Link: Seasons</p>  <p>Artist: Andy Goldsworthy</p> <p>Use a range of materials creatively to design and make products</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Explain what a sculpture is.</p> <p>Experiment how drawings can be</p>		<p>Skill: Painting Curriculum Link: Geography To Plymouth and Beyond</p>  <p>Artist: Local artist, Brian Pollard</p> <p>Use a range of materials creatively to design and make products</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Explore the art works of local artist Brian Pollard and use his</p>		<p>Skill: Drawing</p>  <p>Artist: Tom Mould</p> <p>Use a range of materials creatively to design and make products</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Learn about and experiment with a variety of drawing tools.</p> <p>Explore mark making with a variety of tools.</p>

		<p>turned into 3D models using wire.</p> <p>Explore the artist Andy Goldsworthy and Richard Long and use their art works as an inspiration for their own.</p> <p>Explain what they like about the work of others.</p> <p><i>To use simple geometric shapes when drawing.</i></p> <p><i>To learn to draw the shapes of objects and develop shading tones neatly.</i></p>		<p>paintings as inspiration.</p> <p>Learn about colour mixing – making secondary colours and creating different shades, tones and tints.</p> <p>Explore making marks with paint brushes of different sizes.</p> <p>Develop their ability to draw shapes with greater precision.</p> <p>Explain what they like about the work of others.</p>		<p>Learn about shading and creating light and dark tones.</p>
<p>Design Technology</p>	<p>Skill: Structures</p> <p>Focus: Free Standing Structures</p> <p>Links: 3 little pigs</p> <p>Product: Create a home fit for purpose</p> <p>Designing Generate ideas based on simple design criteria and their own experiences, explaining what they could make.</p>		<p>Skill: Mechanisms</p> <p>Focus: Sliders and Levers</p> <p>Link: English – We’re Going on a Lion Hunt</p> <p>Product: Moving storyboard</p> <p>Designing Generate ideas based on simple design criteria and their own experiences,</p>		<p>Skill: Cooking and Nutrition</p> <p>Focus: Preparing Fruit & Vegetables</p> <p>Link: SMSC (Term 4) English: Lighthouse Keeper’s Lunch</p> <p>Product: Healthy Salad/Kebab</p> <p>Designing</p>	

	<p>Develop, model and communicate their ideas through talking, mock-ups and drawings.</p> <p>Making Plan by suggesting what to do next.</p> <p>Select and use tools, skills and techniques, explaining their choices.</p> <p>Select new and reclaimed materials to build their structures.</p> <p>Evaluating Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings.</p> <p>Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.</p> <p>Technical knowledge and understanding Know how to make freestanding structures stronger, stiffer and more stable.</p> <p>Know and use technical vocabulary relevant to the project.</p> <p>Explore what a home is and how they can differ in appearance.</p>		<p>explaining what they could make.</p> <p>Develop, model and communicate their ideas through drawings and mock-ups with card and paper. Making Plan by suggesting what to do next.</p> <p>Select and use tools, explaining their choices, to cut, shape and join paper and card.</p> <p>Use simple finishing techniques suitable for the product they are creating. Evaluating Explore a range of existing books and everyday products that use simple sliders and levers.</p> <p>Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria. Technical knowledge and understanding Explore and use sliders and levers.</p> <p>Understand that different mechanisms produce different types of movement.</p> <p>Know and use technical vocabulary relevant to the project.</p>		<p>Design appealing products for a particular user based on simple design criteria.</p> <p>Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.</p> <p>Communicate these ideas through talk and drawings. Making Use simple utensils and equipment.</p> <p>Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.</p> <p>Evaluating Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.</p> <p>Evaluate ideas and finished products against design criteria, including intended user and purpose.</p> <p>Technical knowledge and understanding Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The Eatwell Guide.</p> <p>Know and use technical and sensory vocabulary relevant to the project.</p>	<p>Data and information</p> <p>Lesson 1 – Label and match</p>
<p>Computing</p>	<p>Computing Systems and Networks</p>		<p>Creating Media – Digital Painting</p>		<p>Programming – Moving a Robot</p>	

<p><i>IT, Digital Literacy and Computer Science.</i></p>	<p>Lesson 1 – Technology in our classroom</p> <p>Lesson 2 – Using technology</p> <p>Lesson 3- Developing mouse skills</p> <p>Lesson 4 – Using a computer keyboard</p> <p>Lesson 5 – Developing keyboard skills</p> <p>Lesson 6 - Using a computer responsibly</p>		<p>Lesson 1 – How can we paint using computers?</p> <p>Lesson 2 – Using shapes and lines</p> <p>Lesson 3 – Making careful choices</p> <p>Lesson 4 – Why did I choose that?</p> <p>Lesson 5 – Painting all by myself</p> <p>Lesson 6 – Comparing computer art and painting</p>		<p>Lesson 1 –Buttons</p> <p>Lesson 2- Directions</p> <p>Lesson 3 – Forwards and backwards</p> <p>Lesson 4 – Four directions</p> <p>Lesson 5 – Getting there</p> <p>Lesson 6 - Routes</p>	<p>Lesson 2 – Group and count</p> <p>Lesson 3 – Describe an object</p> <p>Lesson 4 – Making different groups</p> <p>Lesson 5 – Comparing groups</p> <p>Lesson 6 – Answering questions</p>
<p>PE</p>	<p>Fundamentals</p> <p>Lesson 1: To explore balance, stability and landing safely.</p> <p>Lesson 2: To explore how the body moves differently when running at different speeds.</p> <p>Lesson 3: To explore changing direction and dodging.</p> <p>Lesson 4: To explore jumping, hopping, and skipping actions.</p> <p>Lesson 5: To explore co-ordination and combining jumps.</p> <p>Lesson 6: To explore combination jumping and skipping in an individual rope</p> <p>Target Games</p> <p>Lesson 1: To develop underarm throwing towards a target.</p>	<p>Ball Skills</p> <p>Lesson 1: To develop control and co-ordination when dribbling a ball with your hands.</p> <p>Lesson 2: To explore accuracy when rolling a ball.</p> <p>Lesson 3: To explore throwing with accuracy towards a target.</p> <p>Lesson 4: To explore catching with two hands.</p> <p>Lesson 5: To explore control and co-ordination when dribbling a ball with your feet.</p> <p>Lesson 6: To explore tracking a ball that is coming towards me.</p>	<p>Gymnastics</p> <p>Lesson 1: To explore travelling movements using the space around you.</p> <p>Lesson 2: To develop quality when performing gymnastic shapes.</p> <p>Lesson 3: To develop stability and control when performing balances.</p> <p>Lesson 4: To develop technique and control when performing shape jumps.</p> <p>Lesson 5: To develop technique in the barrel, straight and forward roll.</p> <p>Lesson 6: To link gymnastic actions to create a sequence.</p>	<p>Dance</p> <p>Lesson 1: <i>Counting</i> To explore travelling actions and use counts of 8 to move in time with the music.</p> <p>Lesson 2: <i>Trees and Leaves</i> To remember and repeat actions and respond imaginatively to a stimulus.</p> <p>Lesson 3: <i>Pirates</i> To copy, remember and repeat actions that represent the theme.</p> <p>Lesson 4: <i>Pirates</i> To copy, repeat, create and perform actions that represent the theme.</p> <p>Lesson 5: <i>The Lost Toy</i> To use expression and create actions that relate to the story.</p>	<p>Invasion</p> <p>Lesson 1: To develop dribbling towards a goal. To understand what being 'in possession' means.</p> <p>Lesson 2: To develop passing to a teammate with your feet. To understand who to pass to and why when playing against a defender.</p> <p>Lesson 3: To develop dribbling a ball with hands. To move towards a goal with the ball.</p> <p>Lesson 4: To develop throwing to a teammate. To support a teammate when in possession.</p> <p>Lesson 5: To move into space showing an awareness of defenders.</p>	<p>Athletics</p> <p>Lesson 1: To learn to move at different speeds for varying distances.</p> <p>Lesson 2: To develop a foundation for balance and stability.</p> <p>Lesson 3: To develop agility and co-ordination.</p> <p>Lesson 4: To explore hopping, jumping and leaping for distance.</p> <p>Lesson 5: To develop throwing for distance.</p> <p>Lesson 6: To develop throwing for accuracy.</p> <p>Team Building</p> <p>Lesson 1: To co-operate and communicate with a partner to solve challenges.</p>

Lesson 2: To develop throwing for accuracy.

Lesson 3: To develop underarm and overarm throwing for accuracy.

Lesson 4: To develop throwing for accuracy and distance using underarm and overarm.

Lesson 5: To select the correct technique for the situation.

Lesson 6: To develop throwing for accuracy and distance..

Net and Wall

Lesson 1: To defend space, using the ready position.

Lesson 2: To play against an opponent and keep the score.

Lesson 3: To develop control when handling a racket.

Lesson 4: To develop racket and ball skills.

Lesson 5: To develop sending a ball using a racket.

Lesson 6: To develop hitting over a net.

Fitness

Lesson 1: To develop knowledge about how exercise can make you feel.

Lesson 2: To develop knowledge about how exercise can make you strong and healthy.

Lesson 3: To develop knowledge about how exercise relates to breathing.

Lesson 4: To develop my understanding of how exercise helps my brain.

Lesson 5: To develop my understanding of how exercise helps my muscles.

Lesson 6: To begin to understand the importance of daily exercise.

Lesson 6: *The Lost Toy*
To use a pathway when travelling.

Lesson 7: *Puddles*
To copy, repeat and choose actions that represent the theme.

Lesson 8: *Puddles*
To show changes in expression, level and shape.

Yoga

Lesson 1: To explore yoga and mindfulness.

Lesson 2: To be able to copy and remember poses.

Lesson 3: To develop flexibility when holding poses.

Lesson 4: To develop balance whilst holding poses.

Lesson 5: To create yoga poses using a hoop.

Lesson 6: To create a yoga flow with a partner.

Lesson 6: To be able to stay with a player when defending.

Striking and Fielding

Lesson 1: To develop underarm throwing and catching and put this into small sided games.

Lesson 2: To develop overarm throwing.

Lesson 3: To develop striking a ball with my hand and equipment.

Lesson 4: To retrieve a ball when fielding.

Lesson 5: To understand how to get a batter out.

Lesson 6: To develop decision making and understand how to score points.

Lesson 2: To explore and develop teamwork skills.

Lesson 3: To develop communication skills.

Lesson 4: To use communication skills to lead a partner.

Lesson 5: To plan with a partner and small group to solve problems.

Lesson 6: To communicate with a group to solve challenges.