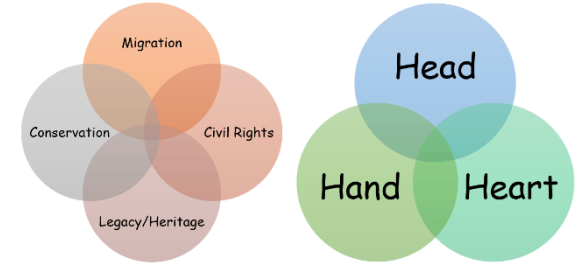


Riversdale Primary School

Medium Term Planning



Year Group	Year 1
Term	Summer 1

Learning Overview

In geography, this half term, pupils in Year 1 will begin to explore weather in more depth, having been introduced to the concept in their exploration of the seasons in science. They will discuss weather forecasts and how the weather can be different in different parts of the UK. In relation to this, the pupils will be learning about plants as part of their science lessons, developing a deep understanding of the basic parts of a plant, as well as different types of trees. In history, the pupils will begin to look at transport and how transport has changed over the years, discussing the impact this has on society. They will begin with a look at buses and steam engine locomotives. Design and Technology will see the pupils learning about where our fruits and vegetables come from as well as exploring real-life examples of healthy fruit snacks in preparation for their design, make and evaluate cycle in Summer 2. In Art, the pupils will revisit their Autumn 2 learning around painting and colour theory with a look into the works of Georgia O’Keeffe and how this artist uses colour in their work.

Quality Stimulus Text(s)

<ul style="list-style-type: none"> • The Weather Girls • The Leaf Thief • Tree: Seasons Come, Seasons Go 	
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Significant People Past & Present

<ul style="list-style-type: none"> • Georgia O’Keeffe (Art) • George Shillibeer (History) • George Stephenson (History) 	<ul style="list-style-type: none"> • David (RE) • Samson (RE)
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Linked UNCRC Articles

- Article 12: Respect for The Views of the Child
- Article 13: Freedom of Expression
- Article 14: Freedom of Thought, Belief and Religion
- Article 24: Health and Health Services
- Article 27: Adequate Standard of Living
- Article 31: Leisure, Play and Culture

Subject	Consolidating: What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated?	Head* What substantive KNOWLEDGE should the children learn?	Hand* What disciplinary knowledge and SKILLS should the children learn?	Heart* What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?
Writing:	Year 1: <ul style="list-style-type: none"> • Consistently read words which use taught Phase 5 GPCs by mentally blending. • Identifying that words have specific jobs in a sentence. • Identify specific Word Classes: nouns, verbs, and adjectives, in sentences. • Define the role of a noun, a verb, and an adjective. • Explain that all sentences begin with a Capital Letter. • Identify a full stop and explain its purpose as the end of a statement sentence. • Recognise the role of a conjunction. • Know that 'and' is a conjunction to link two ideas together into one sentence. • Building on vocabulary to support with sentence development. • Explain the purposes in which a postcard might be used within a real-life context. • Identify the format of a postcard including the recipient's address, date and appropriate greeting/sign off. • Define the term conjunction as a word that links two ideas together, for example the word 'and'. 	FACT FILE: <ul style="list-style-type: none"> • Know that a Fact File requires a clear, simple title. • Identify that ideas are grouped together based on specific categories. • Recognise that a fact file is written in the third person. • Know that fact files are written in the appropriate tense depending on the topic. • Understand that simple conjunctions are used to construct simple sentences and join two ideas. • Recognise that diagrams/pictures can help to make the information we are writing clearer. • Know that simple captions/labels can make diagrams better to understand. <p><u>Recap from Spring 1:</u></p> POSTCARD: <ul style="list-style-type: none"> • Explain the purposes in which a postcard might be used within a real-life context. • Identify the format of a postcard including the recipient's address, date and appropriate greeting/sign off. • Define the term conjunction as a word that links two ideas together, for example the word 'and'. 	Pupils to apply grammar, purpose for writing and specific text type features in Writing to Inform : <ul style="list-style-type: none"> • A fact file and the structure of a plant, identifying the different parts and their roles. • A fact file about the four seasons, incorporating typical weather, the appearance of trees etc. • A postcard in role as the squirrel from The Leaf Thief explaining what is happening with the leaves. Composition: <ul style="list-style-type: none"> • Developing accuracy by saying the sentence before they write. • Read back their work/stories – blending and segmenting. • Applying learnt word classes to build descriptive sentences. Handwriting: <ul style="list-style-type: none"> • Correct Letter and digit formation. • Using finger spaces between words. • Apply an appropriate pencil grip. 	<ul style="list-style-type: none"> • Listening to one another and sharing ideas. • Enjoying writing and listening to stories • Building confidence in reading and writing.

	<ul style="list-style-type: none"> • Know that the word 'and' should not be used too often. • Understand the sentence type 'question'. • Know that a question is demarcated with a question mark, which is a different punctuation mark to a full stop (used for statements). • Explain how a question might be used in the context of a postcard. • Define the term suffix. • Know that suffixes can be added to change a word from singular to plural. • Define singular and plural. 	<ul style="list-style-type: none"> • Know that the word 'and' should not be used too often. • Understand the sentence type 'question'. • Know that a question is demarcated with a question mark, which is a different punctuation mark to a full stop (used for statements). • Explain how a question might be used in the context of a postcard. • Define the term suffix. • Know that suffixes can be added to change a word from singular to plural. • Define singular and plural. 		
<p>Reading:</p>	<p>Year 1 (Spring 2):</p> <ul style="list-style-type: none"> • /ur/ or word • /oo/ u oul awful would • /air/ are share • /or/ au aur oor al author dinosaur floor walk • /ch/ tch match • /ch/ ture adventure • /ar/ al half* • /ar/ a father* • /or/ a water • /o/ a want • /air/ ear ere bear there • /ur/ ear learn • /r/ wr wrist • /s/ st sc whistle science • /c/ ch school • /sh/ ch chef • /z/ /s/ ce se ze freeze • Schwa at the end of words: actor • Schwa in longer words: different <p>Tricky Words:</p> <ul style="list-style-type: none"> • once • laugh • because • eye 	<p>Little Wandle Letters & Sounds Scheme:</p> <p>Review Phase 5 GPCs for phonics screening check</p> <ul style="list-style-type: none"> • Week 1 <ul style="list-style-type: none"> - /ay/ (play) - /a-e/ (shake) - /ea/ (each) - /e/ (he) • Week 2 <ul style="list-style-type: none"> - /ie/ (pie) - /i-e/ (time) - /o/ (go) - /o-e/ (home) • Week 3 <ul style="list-style-type: none"> - /ue/ (blue) (rescue) - /ew/ (chew) (new) - /u-e/ (rude) (cute) - /aw/ (claw) • Week 4 <ul style="list-style-type: none"> - /ea/ (head) - /ir/ (bird) - /ou/ (cloud) - /oy/ (toy) • Week 5 <ul style="list-style-type: none"> - /i/ (tiger) - /a/ (paper) - /ow/ (snow) - /u/ (unicorn) • Week 6 <ul style="list-style-type: none"> - /ph/ (phone) 	<p>GPCs, Words & Tricky Words:</p> <ul style="list-style-type: none"> • Apply correct Grapheme/Phoneme correspondence for known GPCs. • Identify digraphs/trigraphs in know words. • Sound out and blend to read known words OR mentally sound and blend to read known words. • Sight read previously taught tricky words. • Describe what is tricky about previously taught tricky words. • Sort words by phoneme (where applicable). • Sort words by grapheme (where applicable). <p>Focus GPC:</p> <ul style="list-style-type: none"> • Apply correct Grapheme/Phoneme correspondence for new GPCs (where applicable). • Recognise that phonemes can be represented using different graphemes. • Connect new graphemes to previously learnt phonemes (where applicable). <p>Oral Blending & Focus Words/Alien Words:</p> <ul style="list-style-type: none"> • Sound talk words using learnt grapheme/phoneme correspondences. 	<p>Values: Reflect, Aspire, Value, Respect, Individuality, Share, Empathy</p> <ul style="list-style-type: none"> • Pupils will show aspiration by practising their sounds and blending to become confident readers. • Pupils will reflect on what they already know and use it to read new words. • Pupils will reflect on what makes a word tricky and how they can remember it. • Pupils will value the knowledge they've built up over time to read tricky words by sight. • Pupils will respect individuality by recognising that sounds can be represented in different ways. • Pupils will show aspiration by connecting new learning to what they already know and building on it. • Pupils will share their reading confidently with others. • Pupils will show empathy by supporting their peers as they learn to read unfamiliar words. • Pupils will reflect on the sounds in each word to spell with care and accuracy.

		<ul style="list-style-type: none"> - /wh/ (wheel) - /ie/ (shield) - /g/ (giant) 	<ul style="list-style-type: none"> • Sound out and blend to read focus words OR mentally sound and blend to read focus words. • Sound and blend focus words with increased speed and confidence. <p>Read the Sentence:</p> <ul style="list-style-type: none"> • Identify digraphs/trigraphs. • Identify previously taught tricky words. • Read words aloud when pointed to by the teacher. • Read sentences at a quicker pace. <p>Spelling:</p> <ul style="list-style-type: none"> • Segment and count the sounds within a word on their fingers. • Recognise the number of sounds within a word. • Check the number of sounds written corresponds with the number of sounds spoken. • Check the grapheme/phoneme correspondence is correct. 	
<p>Mathematics:</p>	<p>EYFS:</p> <ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond 10. • Compare numbers. • Understand the 'one more than or one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0 to 5 and some to 10. <p>Year 1:</p> <ul style="list-style-type: none"> • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 100 in numerals. 	<ul style="list-style-type: none"> • Identify the sequence of numbers from 0 to 100. • Explain the concept of 1s and 10s, knowing that ten 1s is equivalent to 10. • Know the numerals (digits) and what they represent (numbers from 0 to 100). • Recognise the meaning of forwards and backwards. • Understand the meaning of more and less and relate this to forwards and backwards/before and after in relation to a sequence. • Identify the sequences of numbers when counting in multiples of 2, 5 and 10. • Identify the meaning of more than/greater than. • Identify the meaning of less than/fewer than. • Explain what a number line is. • Know how to place numbers on a number line/in order, with 	<p>Number & Place Value:</p> <ul style="list-style-type: none"> • Count in multiples of 2s, 5s and 10s. • Given a number, identify 1 more and 1 less. • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. • Read and write numbers from 1 to 20 in numerals and words. <p>Measurement (Time):</p> <ul style="list-style-type: none"> • Compare, describe and solve practical problems for time. • Measure and begin to record time (hours, minutes, seconds). • Sequence events in chronological order using language. • Recognise and use language relating to dates, including days of the week, weeks, months and years. 	<p>Values: Respect, Individuality, Value, Reflect, Share, Aspire, Empathy</p> <ul style="list-style-type: none"> • Working collaboratively with partners and in groups. • Using appropriate listening skills and turn taking in group discussion. • Showing empathy and kindness by helping each other to understand. • Knowing that giving your partner the answer is not helpful but explaining it is. • To recognise the value in making mistakes. • To identify the importance of resilience in problem solving. • To find different ways to solve the same problem.

		<p>increasing numbers to the right and decreasing numbers to the left.</p> <ul style="list-style-type: none"> • Be familiar with the analogue clock, including the minute and hour hands • Know that when the minute hand is pointing at 12 and the hour hand is pointing to a number, this is the o'clock. • Know that when the minute hand is pointing at 6 and the hour hand is half way between two numbers, this is half past. • Understand that order or sequencing means putting things in the order that they happen. • Know the terms, next, before and after. • Define the term estimate as having a sensible guess. • Understand that time is measured in seconds, minutes and hours. • Define the terms quicker and slower and understand that this is used when comparing time taken. • Know that a calendar shows days of the week and months of the year. • Recite the days of the week and months of the year in order. • Recognise coins and determine their value using size, colour, markings and shape. • Recognise notes and determine their value using colour and markings. • Understand that each coin and note has an associated value. • Know that greater refers to a larger or higher value. • Know that less refers to a lower or smaller value. • Identify which coin has the greatest/least value compared to another. 	<ul style="list-style-type: none"> • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. <p>Measurement: Money</p> <ul style="list-style-type: none"> • Recognise and know the value of different denominations of coins and notes. 	
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		<ul style="list-style-type: none"> Identify which note has the greatest/least value compared to another. Begin to associate combinations of coins and notes with values, e.g. to purchase something worth £15, you could use a £10 note and a £5 note. 		
Science:	<p>Year 1:</p> <ul style="list-style-type: none"> Develop the ability to ask questions such as what something is. Make careful observations to support identification. Use appropriate senses, aided by equipment such as magnifying glasses, to make observations. Make careful observations to support comparison. Orally communicate findings to an audience, using appropriate scientific language. Use practical resources provided to gather evidence to answer questions generated by themselves or the teacher. Use simple secondary sources (such as identification sheets) to name living things. Sort and group things, identifying their own criteria for sorting. Record observations, for example: using photographs, drawings, or labelled diagrams. Classify using simple prepared tables and sorting rings. Use experiences of the world around them to suggest appropriate answers to questions. Recognise 'biggest and smallest', 'best and worst' etc. from their data. Ask further questions which can be answered by extending the same enquiry. 	<p>Plants (Lessons 1 – 6):</p> <ul style="list-style-type: none"> All plants need water, light, air and space to grow. Plants can grow in different places like gardens, woodlands, fields. Some even grown in cracks in pavements. Plants can grow wild or be planted in gardens. Some plants grow from seeds; others grow from bulbs. Rose, tulip, daffodil, pansy, sunflower, marigold are common garden plants. People choose garden plants for their colour, shape, or smell. Dandelion, daisy, buttercup, clover, nettle, cow parsley are common wild plants. Some wild plants might be called weeds. Wild plants spread because their seeds are blown by the wind or carried by animals. Most flowering plants have roots, a stem, leaves and a flower. <p><i>Vocabulary:</i> <i>Plant, flower, wild plant, garden plant, root, stem, leaf / leaves, petal, seed, bulb</i></p>	<p>Ask Questions:</p> <ul style="list-style-type: none"> Develop the ability to ask questions such as what something is. <p>Observe:</p> <ul style="list-style-type: none"> Make careful observations to support identification. Use appropriate senses, aided by equipment such as magnifying glasses, to make observations. Make careful observations to support comparison. <p>Communicate:</p> <ul style="list-style-type: none"> Orally communicate findings to an audience, using appropriate scientific language. <p>Enquiry:</p> <ul style="list-style-type: none"> Use practical resources provided to gather evidence to answer questions generated by themselves or the teacher. Use simple secondary sources (such as identification sheets) to name living things. Sort and group things, identifying their own criteria for sorting. <p>Record/Present:</p> <ul style="list-style-type: none"> Record observations, for example: using photographs, drawings, or labelled diagrams. Classify using simple prepared tables and sorting rings. <p>Conclusions:</p> <ul style="list-style-type: none"> Use experiences of the world around them to suggest appropriate answers to questions. Recognise 'biggest and smallest', 'best and worst' etc. from their data. 	<p>Values: Respect, Reflect, Aspire, Love, Entrust, Individuality,</p> <ul style="list-style-type: none"> Pupils will show respect for living things by recognising that plants are alive and important. Pupils will reflect on the plants growing around them and how the environment supports life. Pupils will aspire to learn the names of plants and grow their own knowledge like a gardener grows flowers. Pupils will show love for nature by learning to recognise and care about wild plants, even the smallest ones. Pupils will be entrusted with using real plants and scientific equipment carefully and sensibly. Pupils will recognise that every plant is unique, just like people, and celebrate those differences.

			<p>Evaluation:</p> <ul style="list-style-type: none"> Ask further questions which can be answered by extending the same enquiry. 	
Art:	<p>Year 1:</p> <ul style="list-style-type: none"> Start to record simple media explorations in a sketch book. Begin to build information on colour theory. Talk about own work, explaining simply the process they have used. Look at and talk about the work of other artists expressing their likes and dislikes in simple terms. Begin to explore the work of a range of artists and designers, describing simple differences and similarities. Name the primary colours and identify them on a colour wheel. Mix primary colours to make secondary colours and place them on a colour wheel. Describe collections of colours and their uses. Experiment with painting with different brush sizes and types. 	<p>Painting:</p> <ul style="list-style-type: none"> The primary colours are: Red, Yellow and Blue. The secondary colours are: Orange, Green and Purple. Reds, oranges, and yellows make paintings feel lively. Blues and purples make paintings feel calm. Different brushes have different uses. Thick or wide brushes can cover a bigger surface. Small or thin brushes are used to add details. <p>Significant People Georgia O’Keeffe:</p> <ul style="list-style-type: none"> Known for her paintings of flowers. Used bright, bold colours and large, flowing shapes. Was inspired by nature. Zoomed in on flowers to show their details. <p><i>Vocabulary:</i> <i>primary colour, secondary colour, mixing, shape, paintbrush, width, brushstroke, experimenting</i></p>	<p>Exploring & Developing Ideas:</p> <ul style="list-style-type: none"> Start to record simple media explorations in a sketch book. Begin to build information on colour theory. <p>Responding to Art:</p> <ul style="list-style-type: none"> Talk about own work, explaining simply the process they have used. Look at and talk about the work of other artists expressing their likes and dislikes in simple terms. Begin to explore the work of a range of artists and designers, describing simple differences and similarities. <p>Painting:</p> <ul style="list-style-type: none"> Name the primary colours and identify them on a colour wheel. Mix primary colours to make secondary colours and place them on a colour wheel. Describe collections of colours and their uses. Experiment with painting with different brush sizes and types. 	<p>Values: Respect, Value, Individuality, Aspire, Entrust, Reflect</p> <ul style="list-style-type: none"> Pupils will learn to respect the work of Georgia O’Keeffe by looking carefully at her paintings and understanding why she is an important artist. Pupils will value the way O’Keeffe used colours to make her paintings stand out and learn how colours can be important in artwork. Pupils will recognise that Georgia O’Keeffe had a unique way of painting and understand that every artist can create work in their own individual style. Pupils will aspire to improve their painting skills by experimenting with different colours, brush sizes, and shapes to see what works best. Pupils will be entrusted with their own creative choices, making decisions about colours and shapes in their artwork. Pupils will reflect on their finished artwork, thinking about what they like, what they have learned, and how they could improve in the future.
Computing:	<p>EYFS:</p> <ul style="list-style-type: none"> Using logical reasoning to understand simple instructions and predict the outcome. Following instructions as part of practical activities and games. Learning to give simple instructions. Learning to debug instructions, with the help of an adult when things go wrong. 	<p>Kapow Computing Scheme:</p> <p>Bee-Bot (Lessons 1 – 3):</p> <p>To know:</p> <ul style="list-style-type: none"> The basic functions of a Bee-Bot. You can use a camera/tablet to make simple videos. Algorithms move a Bee-Bot accurately to a chosen destination. 	<ul style="list-style-type: none"> Learning how to explore and tinker with hardware to find out how it works. Learning how to operate a camera to take photos and videos. Using decomposition to solve unplugged challenges. Using logical reasoning to predict the behaviour of simple programs. 	<p>Values: Reflect, Aspire, Share</p> <ul style="list-style-type: none"> Pupils are encouraged to predict, and test their Bee-Bot programs thinking about what went well, what didn’t, and how to improve their algorithms. Through exploring, tinkering, and problem-solving, pupils will develop perseverance and

	<ul style="list-style-type: none"> Learning how to explore and tinker with hardware to develop familiarity and introduce relevant vocabulary. Experimenting with programming a Bee-bot/ Blue-bot and learning how to give simple commands. <p>Year 1:</p> <ul style="list-style-type: none"> Recognising that some devices are input devices and others are output devices. Learning that decomposition means breaking a problem down into smaller parts. Using decomposition to solve unplugged challenges. Developing the skills associated with sequencing in unplugged activities. Following a basic set of instructions. Assembling instructions into a simple algorithm. Learning to debug instructions when things go wrong. Learning to debug an algorithm in an unplugged scenario. 	<p><i>Vocabulary:</i> <i>algorithm, Bee-Bot, code, debug, demonstration, explain, explore, filming, inputting, instructions, precise, predict, program, review, test, tinker, video</i></p>	<ul style="list-style-type: none"> Developing the skills associated with sequencing in unplugged activities. Following a basic set of instructions. Assembling instructions into a simple algorithm. 	<p>ambition and the belief that they can improve through effort.</p> <ul style="list-style-type: none"> Pupils are given opportunities to film demonstrations, explain their thinking, and review each other's work sharing ideas and learning collaboratively.
<p>DT:</p>	<p>EYFS:</p> <ul style="list-style-type: none"> There lots of different fruits and vegetables. Fruits and vegetables are grown. We can describe the taste of foods using special words such as: sweet, sour, salty, spicy, bitter, or savoury. <p>Year 1:</p> <ul style="list-style-type: none"> Discuss Existing Products: <ul style="list-style-type: none"> what products are, who products are for, what products are for, how products work, how products are used, where products might be used, what materials products are made of, 	<p>Cooking & Nutrition: Fruit Snacks (Lessons 1 – 3):</p> <p>CONTEXT: “Hi everyone, I’m Marta. My children decided that they would like to take packed lunch to school, twice a week. I want to encourage them to eat a range of fresh, delicious and healthy fruits. Can you help me design a fruit snack for their packed lunches?”</p> <ul style="list-style-type: none"> Fruits and vegetables come from orchards, farms, allotments and gardens. They need water, sunlight and care to grow. Fruits have seeds and often grow on trees or bushes. 	<p>Cooking & Nutrition:</p> <ul style="list-style-type: none"> Begin to develop a sensory food vocabulary using taste, smell, texture and feel. Name and group familiar fruits and vegetables. Understand the need for a variety of fruits and vegetables in a healthy diet. Begin to develop an understanding of where food comes from (growing). Begin to recognise how food comes from the source to our plates with a focus on fruits and vegetables. <p>Evaluating:</p> <ul style="list-style-type: none"> Discuss Existing Products: <ul style="list-style-type: none"> what products are, who products are for, 	<p>Values: Respect, Individuality, Value</p> <ul style="list-style-type: none"> Pupils will listen respectfully to others' opinions about taste and texture, understanding that everyone's likes and dislikes are different. Pupils will recognise that everyone has their own favourite fruits and vegetables, and that these preferences are part of what makes us unique. Pupils will begin to value the work of farmers and growers who help produce the food we eat.

	<ul style="list-style-type: none"> - what they like and dislike about products. 	<ul style="list-style-type: none"> • Vegetables come from different parts of a plant (roots, stems, leaves). • We eat fruit and vegetables to be healthy. <p><i>Vocabulary:</i> fruit, vegetable, texture, taste, healthy, harvest, snack</p>	<ul style="list-style-type: none"> - what products are for, - how products work, - how products are used, - where products might be used, - what materials products are made of, - what they like and dislike about products. 	
Geography:	<p>Year 1:</p> <ul style="list-style-type: none"> • Collect quantitative data through a small survey of a local area to answer an enquiry question. 	<p>What's the Weather Like? (Lessons 1 – 3):</p> <ul style="list-style-type: none"> • England has lots of rain, especially in Spring and Autumn. • England has mild temperatures. • It is not too cold and not too hot. • A weather forecast tells us what the weather is going to be like. • We use different symbols to show what the weather will be like in different places. • Different types of weather include: sun, rain, wind, cloud and snow. <p><i>Vocabulary:</i> weather, temperature, seasons, forecasts</p>	<p>Human & Physical Geography:</p> <ul style="list-style-type: none"> • Recognise that physical features mean any feature of an area that is on the Earth • naturally. • Know that a weather forecast is when someone tries to predict what the weather will be like in the near future. • Know the main weather symbols. • Know that different parts of the UK experience different weather patterns. <p>Communicate Geographical Information:</p> <ul style="list-style-type: none"> • Present data in simple tally charts or pictograms commenting on what the data shows. 	<p>Values: Reflect, Entrust, Respect</p> <ul style="list-style-type: none"> • Encourage pupils to reflect on their experiences with different types of weather and how it makes them feel. • Explain how we entrust meteorologists to help us prepare for our day, fostering trust in reliable information. • Teach pupils to respect and appreciate the variety of weather in their country and how it supports the environment.
History:	<p>Year 1:</p> <ul style="list-style-type: none"> • Begin to understand where people and events fit on a timeline. • Begin to sequence artefacts, photographs and events that are in time order. • Develop an awareness of the past, using common words and phrases relating to the passing of time. • Use artefacts, photographs and visits to museums to answer simple questions about the past. • Recognise why people did things or why events happened. • Begin to explain what happened as a result of events or people's actions. • Discuss a significant person within a historical event and why they were important. 	<p>Transport (Lessons 1 – 3):</p> <ul style="list-style-type: none"> • In ancient times people might have travelled by walking, horse-drawn carts or simple boats. • The Omnibus followed a specific route and travelled at specific times of the day. • Steam trains helped people travel long distances much faster and made it easier to transport goods. <p>Significant People</p> <p>George Shillibeer:</p> <ul style="list-style-type: none"> • Invented the first horse-drawn bus in 1829. • The Omnibus made transport around London available to everybody. <p>George Stephenson:</p>	<p>Chronology:</p> <ul style="list-style-type: none"> • Begin to understand where people and events fit on a timeline. • Begin to sequence artefacts, photographs and events that are in time order. • Develop an awareness of the past, using common words and phrases relating to the passing of time. • Recognise that some objects belong in the past. <p>Similarities and Differences:</p> <ul style="list-style-type: none"> • Identify some similarities and differences between ways of life at different times. <p>Change and Continuity:</p> <ul style="list-style-type: none"> • Describe simple changes relating to ideas/objects that have occurred. • Identify simple reasons for change. 	<p>Values: Reflect, Share, Aspire, Entrust, Love, Empathy</p> <ul style="list-style-type: none"> • Pupils can reflect on how transport has changed over time and think about how these changes have made life easier. • The omnibus allowed more people to share transport, making it easier for everyone to travel around London. • George Stephenson aspired to create a faster way to travel, and his invention changed how people moved across the country.

		<ul style="list-style-type: none"> • Built the most successful steam locomotive in 1829. • The locomotive was called “The Rocket”. <p><i>Vocabulary:</i> transport, Omnibus, passenger, steam train, locomotive, invention, technology</p>	<p>Using Sources for Enquiry:</p> <ul style="list-style-type: none"> • Use artefacts, photographs and visits to museums to answer simple questions about the past. • Know that photographs and artefacts can tell us about the past. <p>Cause and Consequence:</p> <ul style="list-style-type: none"> • Recognise why people did things or why events happened. • Begin to explain what happened as a result of events or people’s actions. <p>Historical Significance:</p> <ul style="list-style-type: none"> • Discuss a significant person within a historical event and why they were important. 	
<p>Music:</p>	<p>Year 1:</p> <ul style="list-style-type: none"> • Listening with concentration to short pieces of music or excerpts from longer pieces of music. • Engaging with and responding to longer pieces of music. • Coordinating the speed of their movements to match the speed of the music (not the beat). • Beginning to articulate how a piece of music affects them. • Recognising simple patterns and repetition in pitch (e.g. do-re-mi). • Talking about the tempo of music using the vocabulary fast and slow. • Talking about the pitch of music, using the vocabulary high and low. • Stating what they enjoyed about their peers’ performances. • Using instruments imaginatively to create soundscapes which convey a sense of place. • Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. • Maintaining a comfortable position when sitting or standing to sing and play instruments. • Reading different types of notation and understanding they are read 	<p>Kapow Music Scheme:</p> <p>Pitch: To know that:</p> <ul style="list-style-type: none"> • Sounds within music can be described as high or low sounds and the meaning of these terms. • In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. <p><i>Vocabulary:</i> high, low, pattern, performance, pitch, tempo</p>	<p>Listening and Evaluating:</p> <ul style="list-style-type: none"> • Listening with concentration to short pieces of music or excerpts from longer pieces of music. • Engaging with and responding to longer pieces of music. • Coordinating the speed of their movements to match the speed of the music (not the beat). • Beginning to articulate how a piece of music affects them. • Recognising simple patterns and repetition in pitch (e.g. do-re-mi). • Talking about the tempo of music using the vocabulary fast and slow. • Talking about the pitch of music, using the vocabulary high and low. • Stating what they enjoyed about their peers’ performances. <p>Creating Sound:</p> <ul style="list-style-type: none"> • Using instruments imaginatively to create soundscapes which convey a sense of place. • Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. • Maintaining a comfortable position when sitting or standing to sing and play instruments. <p>Notation:</p>	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> • Appreciate the skills and efforts of their peers and musicians. • Respect for the instruments and equipment used in music-making. • Express individual creativity through music composition and performance. • Explore different instruments and musical roles. • Maintain individual responsibilities in group performances, ensemble rehearsals, and collaborative projects. • Share musical talents and skills through performances. • Share ideas, insights, and responsibilities. • Listen to and understand each other in teamwork.

	<p>by moving eyes from left to right as sound occurs.</p> <ul style="list-style-type: none"> • Recognising pitch patterns using dots. • Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. • Experimenting with creating different sounds using a single instrument. • Experimenting with creating loud, soft, high and low sounds. • Selecting objects and/or instruments to create sounds to represent a given idea or character. • Playing and combining sounds under the direction of a leader (the teacher). • Offering positive feedback on others' performances. • Keeping instruments still until their part in the performance. • Showing awareness of the leader, particularly when starting or ending a piece. 		<ul style="list-style-type: none"> • Reading different types of notation and understanding they are read by moving eyes from left to right as sound occurs. • Recognising pitch patterns using dots. <p>Composing and Improvising:</p> <ul style="list-style-type: none"> • Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. • Experimenting with creating different sounds using a single instrument. • Experimenting with creating loud, soft, high and low sounds. • Selecting objects and/or instruments to create sounds to represent a given idea or character. • Playing and combining sounds under the direction of a leader (the teacher). <p>Performing:</p> <ul style="list-style-type: none"> • Offering positive feedback on others' performances. • Keeping instruments still until their part in the performance. • Showing awareness of the leader, particularly when starting or ending a piece. 	
<p>PE:</p>	<p>Year 1:</p> <ul style="list-style-type: none"> • Revise and refine the fundamental skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. 	<ul style="list-style-type: none"> • Recap the meaning of send and receive. • Identify what concepts and strategies can be learnt from further individual and cooperative activities. <p><i>Vocabulary:</i> <i>obstacles, distance, duration, speed, coordination, take off, landing, sprinting, awareness, spatial awareness.</i></p>	<ul style="list-style-type: none"> • Apply feedback to improve basic skills. • Make simple choices in target games based on learning. • Send and receive in games when standing still. • Play a small part in collaborative games and activities. 	<p>Values: Respect, Value, Entrust, Reflect, Share, Democracy, Aspire, Empathy</p> <ul style="list-style-type: none"> • Carry out activities to improve their work with support and understand why they are useful. • Work collaboratively and share ideas with others. • Value the efforts of others and show empathy when providing peer-assessment/feedback. • Entrust each other to be kind and supportive, showing good sportsmanship. • Show resilience when receiving feedback and reflect on how this can be used.

<p>RE:</p>	<p>Year 1:</p> <ul style="list-style-type: none"> Identify religious stories and talk about them. Use the right names for things that are special to believers. Use some religious words to describe some religious practices. Talk about religious art, symbols and words. Say what some symbols stand for and what some of the art and music is about. Tell religious stories and talk about them. Talk about things that happen to them. Talk about what they find interesting or puzzling. Ask about what happens to others with respect for their feelings. Talk about some things in stories that make people ask questions. Talk about what is important to them and to others with respect for their feelings. 	<p>What does it mean to be strong?</p> <ul style="list-style-type: none"> God gave Samson superhuman strength but he was not allowed to cut his hair. He was captured by the Philistines. Samson destroyed the Philistine temple and all the people inside. He lost his strength when his hair was cut. He prayed to God, and his strength returned. David volunteered to fight Goliath. David used his sling to knock Goliath out. The David and Goliath story is used as a way to describe the small defeating the big using skill. There are different ways to be strong, including bravery. Some people believe that God gives them strength. <p>Significant People:</p> <p>Samson:</p> <ul style="list-style-type: none"> Made a special promise to God. Known for his great strength, which he used to protect the Israelites from the Philistines. <p>David:</p> <ul style="list-style-type: none"> A shepherd-boy who became king of Israel. He is an ancestor of Jesus. Known for his faith in God. <p><i>Vocabulary:</i> <i>Old Testament, Israelites, Philistines, Nazirite, strength, faith, promise, leader, courage, trust</i></p>	<p>Learning About Religion & Belief:</p> <ul style="list-style-type: none"> Identify religious stories and talk about them. Use the right names for things that are special to believers. Talk about religious art, symbols and words. Say what some symbols stand for and what some of the art and music is about. Tell religious stories and talk about them. <p>Learning From Religion & Belief:</p> <ul style="list-style-type: none"> Talk about things that happen to them. Talk about what they find interesting or puzzling. Ask about what happens to others with respect for their feelings. Talk about some things in stories that make people ask questions. Talk about what is important to them and to others with respect for their feelings. 	<p>Value: Aspire, Entrust, Reflect, Individuality, Empathy, Respect,</p> <ul style="list-style-type: none"> Strength is not just about muscles—it's about aspiring to be the best version of ourselves, whether through kindness, courage, or determination. Pupils can reflect on how they can aspire to be strong in different ways. Samson was entrusted with a special role from God to protect his people. Pupils can think about times when they have been entrusted with responsibilities, such as helping a friend or looking after something important. Samson had great physical strength but made mistakes that led to him losing it. Pupils can reflect on the importance of making good choices and learning from mistakes. David was chosen as a future king despite being small and young—his individuality made him special. Pupils can consider what makes them unique and how their individuality is a strength. David's strength was not just about courage but also about understanding and caring for others. Pupils can discuss how showing empathy—listening, understanding, and helping others—can make someone strong. Strength isn't about power over others but about respecting different kinds of strength. Pupils can explore how they can show respect to others who are strong in different ways.
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<p>RHW:</p>	<p>Year 1:</p> <ul style="list-style-type: none"> • What 'appreciate' means, what types of things we appreciate, and how we can show appreciation. • That they can appreciate others, experiences and themselves, not just material things. They will be able to identify the categories on the Wheel of Gratitude. • How to develop an Attitude of Gratitude. They will learn that showing gratitude makes them feel good; when we make someone feel good, it makes us feel good too. • How Happy Breathing exercises help to remind us to appreciate the things we might forget. • By practising giving gratitude over and over again, our brains will improve at appreciating things and people. This is called Neuroplasticity. • That when we give and receive gratitude, it makes Team H-A-P happy and they can work well together. • That relate means to get along with others and understand another person, and that they can relate with family, friends, and teachers in different ways. • How their Character Strengths help them get along with others and that it is ok that we are all different. • What Active Listening is. • What 'Stop, Understand and Consider' means and how this can help them with friendship issues. • That Happy Breathing can help them if they have big emotions when falling out with friends. 	<p>My Happy Mind Engage (Lessons 1 – 4):</p> <p>Know:</p> <ul style="list-style-type: none"> • What engage means and what types of things they can engage in. • That when they engage in something and feel happy, they can do the activity better. • That they can set goals; sometimes these can be to do with learning, and other times they are to do with a hobby. • How to set a class goal using the 3 steps. • That setting goals and achieving them can make Team H-A-P happy too. • That just because they can't do something straight away, it doesn't mean they won't be able to in the future. <p><i>Vocabulary:</i> engage, activity, goal, goal setting, 'feel good, do good,' believe to achieve, happy breathing, team H-A-P, habits</p> <p>My Happy World: Shared Responsibilities (Lesson 1):</p> <p>Know:</p> <ul style="list-style-type: none"> • How people and other living things have different needs; • About the responsibilities of caring for them. • About things they can do to help look after their environment. • About what rules are, why they are needed, and why different rules are needed for different situations. <p><i>Vocabulary:</i> environment, responsibility, living things, care, kindness</p>	<p>My Happy Mind: Engage</p> <ul style="list-style-type: none"> • Understand what it means to engage and identify areas where they can engage • Recognise the link between positive emotion and successful participation • Set goals for both learning and personal interests • Work collaboratively to set and pursue a class goal • Use a step-by-step process to plan and achieve goals • Develop perseverance when learning something new. <p>My Happy World: Shared Responsibilities</p> <ul style="list-style-type: none"> • Identify the needs of people, animals, and plants. • Demonstrate simple actions to care for their surroundings (e.g. tidying, recycling, looking after plants). • Explain what rules are and why they are important in different situations. • Follow rules to help keep themselves, others, and the environment safe. 	<p>My Happy Mind: Engage</p> <p>Values: Aspire, Reflect, Entrust, Share</p> <ul style="list-style-type: none"> • Pupils will aspire to achieve personal and shared goals through engagement and effort. • Pupils will reflect on how engagement and emotion affect their ability to succeed. • Pupils will trust that effort and persistence lead to progress, even when something is difficult at first. • Pupils will work together to set and achieve a class goal, learning the value of shared success. <p>My Happy World: Shared Responsibilities</p> <p>Value: Value</p> <ul style="list-style-type: none"> • Pupils will value living things and their environment by taking responsibility for caring for them and following rules to keep everyone safe.
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*Links to Curriculum Themes: Migration, Civil Rights, Conservation, Legacy/Heritage