

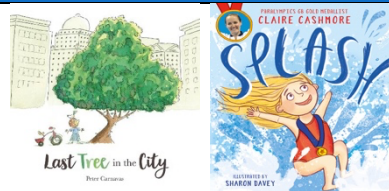


Riversdale Primary School

MEDIUM TERM PLANNING

YEAR GROUP	Year 1
TERM	Summer 2

QUALITY STIMULUS TEXT(S)



LEARNING OVERVIEW

In geography, this half term, pupils in Year 1 will continue to explore weather. They will discuss what the weather in our local area is like across the year and how this compares to the rest of the UK, before moving on to looking at when the weather can be dangerous. They will then end the unit of learning by exploring why some countries are typically cold, whilst others are typically hot. In history, the pupils will continue exploring how transport has changed over the years, discussing the impact this has on society. They will build on their previous study of buses and steam engine locomotives, with a look at cars and then planes. They will complete the unit of learning by looking into how these developments help us today. Design and Technology will see the pupils applying their learning about healthy fruit snacks by designing, making and evaluating their own product, based on a fictional design brief. As part of this, the pupils will be introduced to basic hygiene practices as well as two chopping techniques that they will continue to apply throughout the school and beyond: the claw grip and the bridge hold. In Art, the pupils will take their first look at the concept of sculpture and 3D art. They will look at the work of Andy Goldsworthy and how he uses natural and found materials to make art, particularly outdoors. Finally, in science, the pupils will continue to explore plants, with a focus this half term on trees, specifically the different between deciduous and evergreen trees and how plants/trees change over the year, using their observations each term to support them.

SIGNIFICANT PEOPLE PAST & PRESENT

- Andy Goldsworthy (Art)
- Karl Benz (History)

- The Wright Brothers (History)

LINKED UNCRC ARTICLES

- Article 9: Separation from Parents
- Article 10: Family Reunification
- 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: <small>WHAT SKILLS SPECIFIC TO THIS TOPIC ARE BEING BUILT UPON? WHAT KNOWLEDGE SPECIFIC TO THIS TOPIC IS BEING CONSOLIDATED?</small>	LEARNING:		
		HEAD* <small>WHAT SUBSTANTIVE KNOWLEDGE SHOULD THE CHILDREN LEARN?</small>	HAND* <small>WHAT DISCIPLINARY KNOWLEDGE AND SKILLS SHOULD THE CHILDREN LEARN?</small>	HEART* <small>WHAT VALUES AND EMOTIONAL INTELLIGENCE CONCEPTS SHOULD THE CHILDREN DEVELOP?</small>
READING:	<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 	<p>Little Wandle Letters & Sounds Scheme:</p> <ul style="list-style-type: none"> • Week 1 <ul style="list-style-type: none"> - /ai/ eigh aigh ey ea eight (straight, grey, break) - /n/ kn gn (knee, gnaw) - /m/ mb (thumb) - /ear/ ere eer (here, deer) • New Tricky Words: <ul style="list-style-type: none"> - busy - beautiful - pretty - hour • Week 2 <ul style="list-style-type: none"> - /zh/ su si (treasure, vision) - /j/ dge (bridge) - /i/ y (crystal) - /j/ ge (large) • New Tricky Words: <ul style="list-style-type: none"> - move - improve - parents - shoe • Week 3 <ul style="list-style-type: none"> - /sh/ ti ssi si ci (potion, mission, mansion, delicious) • Week 4 	<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>Pupils will show:</p> <ul style="list-style-type: none"> • Respect by listening carefully to the sounds, words and sentences shared by adults and peers. • Respect by taking turns when reading aloud, blending sounds or sharing answers. • Respect by encouraging others when they are practising reading or spelling. • Responsibility by using their phonics knowledge to help them read and spell words independently. • Responsibility by joining in fully with daily phonics practice and trying their best. • Responsibility by using sound mats, grapheme charts and classroom resources to support their learning. • Reflection by checking whether a word looks right, sounds right and makes sense. • Reflection by noticing sounds and spelling patterns they already know and using them in new words.

	<ul style="list-style-type: none"> - /ph/ (phone) - /wh/ (wheel) - /ie/ (shield) - /g/ (giant) 	<ul style="list-style-type: none"> - /or/ augh our oar ore (daughter, pour, oar, more) • Week 5 - review 	<p>Oral Blending & Focus Words/Alien Words:</p> <ul style="list-style-type: none"> • Sound talk words using learnt grapheme/phoneme correspondences. • 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. 	<ul style="list-style-type: none"> • Resilience by having a go at reading unfamiliar words using blending strategies. • Resilience by trying again when a word is tricky and using their phonics to help them succeed.
<p>WRITING:</p>	<ul style="list-style-type: none"> • Know that a story has a beginning, middle and an end. • Recognise that many stories signal the beginning using phrases such as "One day,". • Identify that stories might be written in third person. • Know that that third person means when you write about someone else. • Recognise pronouns for other people such as he, she or they, will be used in a 3rd person narrative. • Understand that most stories are written in the past tense as they are about fictional events that 	<ul style="list-style-type: none"> • Reinforce plural noun suffix -s/-es. • Adding the suffixes -ing and -ed to verbs. • Adding the suffixes -er and -est to adjectives. • Combining words to make sentences. • Joining words and clauses using 'and'. • Sequencing sentences to form short narratives. • Separation of words with spaces. • Separation of sentences using Capital letters, Full Stops, Question marks, Exclamation marks. 	<p>Pupils to apply grammar, purpose for writing and specific text type features in Writing to Entertain:</p> <ul style="list-style-type: none"> • Environment Story Sentences. • Olympic Story Sentences. <p>Composition:</p> <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. <p>Handwriting:</p> <ul style="list-style-type: none"> • Correct Letter and digit formation. • Using finger spaces between words. 	<p>Pupils will show:</p> <ul style="list-style-type: none"> • Respect by listening carefully when others share their ideas. • Respect by valuing the writing and ideas of others. • Respect by responding kindly when talking about someone else's writing. • Responsibility by taking care with their handwriting, presentation and sentence punctuation. • Responsibility by using word mats, sound mats and classroom resources to support their writing. • Responsibility by staying focused and trying to complete their

	<p>have happened in a fictional world.</p> <ul style="list-style-type: none"> • Know that the simple past tense is written using verbs such as was or were. • Define the term suffix. • Know that suffixes can be added to change a word from present to past tense, e.g. -ed. • Recognise that simple conjunctions can be used to link two ideas, e.g.: and, but, then, so. • Recognise that simple time conjunctions can be used to sequence events in the correct order, e.g.: first, then, next. • Identify a range of adjectives for size and colour that can help to add detail to a narrative and engage the reader. • Define similes as a way of describing a person, place or thing by comparing it to something else, using the words 'like' or 'as'. • Know that similes are a more engaging and creative way to describe. 	<p><i>Vocabulary:</i> <i>letter, capital letter, word, sentence, plural, singular, full stop, question mark, exclamation mark, punctuation</i></p>	<ul style="list-style-type: none"> • Apply an appropriate pencil grip. 	<p>writing with increasing independence.</p> <ul style="list-style-type: none"> • Reflection by reading their writing back to check that it makes sense. • Reflection by thinking about what they have done well and what they could improve. • Resilience by having a go at spelling unfamiliar words using their phonics. • Resilience by keeping going when writing feels challenging and making improvements with support.
<p>MATHEMATICS:</p>	<p>EYFS:</p> <ul style="list-style-type: none"> • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compare length, weight and capacity. <p>Year 1:</p> <ul style="list-style-type: none"> • Know that a half is where a whole is split into two equal parts. • Know that a quarter is where a whole is split into four equal parts. 	<ul style="list-style-type: none"> • Define the terms: 'more than', 'less than', 'full', 'half full' and 'empty.' • Describe 'capacity' as the amount of liquid a container can hold when it is full. • Define 'volume' as the amount of liquid in a container. • Explain the difference between capacity and volume. • Recognise that cups are a unit of measurement that can help to calculate and compare capacity and/or volume. 	<p>Measurement: Volume & Capacity</p> <ul style="list-style-type: none"> • Compare, describe and solve practical problems for capacity and volume. • Measure and begin to record capacity and volume. <p>Measurement: Mass</p> <ul style="list-style-type: none"> • Compare, describe and solve practical problems for mass/weight. • Measure and begin to record mass/weight. <p>Geometry: Position & Direction (Space)</p> <ul style="list-style-type: none"> • Describe position, directions and movements, including whole, half, quarter and three-quarter turns. 	<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.

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| | | <ul style="list-style-type: none"> • Know that if a container has a capacity of 2 cups, 1 cup is equal to $\frac{1}{2}$. • Recognise that if a container has a capacity of 4 cups, 1 cup is equal to $\frac{1}{4}$. • Define the terms 'heavy' and 'light'. • Recognise that the term 'mass' refers to how heavy something is. • Understand that the heaviness or lightness of an object is comparative. • Know that when comparing the mass of objects, the terms 'heavier than' and 'lighter than' can be used. • Identify that the mass of an object is measured in units of measurement, e.g. one unit. • Recognise that units of measurement may differ, e.g. cubes, grams, cups etc. • Understand that the position of objects can be described using terms such as: 'top', 'middle', 'bottom', 'below', 'above', 'between', 'behind', 'in front of', 'close to' and 'far from'. • Know that movement of objects can be describes using terms such as: 'up', 'down', 'forwards', 'backwards', 'inside', 'outside', 'left' and 'right'. • Identify that a whole turn means turning around and ending up facing the same place you began. • Identify that a half turn means turning around and ending up facing behind where you began. • Identify that a quarter turn is halfway between where you began and a half turn. | | <ul style="list-style-type: none"> • To identify the importance of resilience in problem solving. • To find different ways to solve the same problem. |
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		<ul style="list-style-type: none"> • Identify that a three-quarter turn is halfway between a half turn and a whole turn. • Recognise the difference between clockwise (turning to the right) and anticlockwise (turning to the left). • Associate clockwise and anticlockwise with the movement of the hands on a clock. 		
SCIENCE:	<p>Year 1:</p> <ul style="list-style-type: none"> • Develop the ability to ask questions such as how things are similar and different. • Make careful observations to support identification, comparison and noticing change. • Use appropriate senses, aided by equipment such as magnifying glasses or digital microscopes, to make observations. • Use simple secondary sources (such as identification sheets) to name living things. • Use their observations and testing to compare living things. • With support carry out observations over time. • Use practical resources provided to gather evidence to answer questions generated by themselves or the teacher. • Record observations, for example: using photographs, videos, drawings, labelled diagrams or in writing. • Classify using simple prepared tables and sorting rings. • Orally communicate findings to an audience, using appropriate scientific language. 	<p>Plants (Lessons 7 – 12):</p> <ul style="list-style-type: none"> • A tree is a large plant with a thick, woody trunk. • Trees have roots, branches, bark, and leaves. • Trees live for many years and grow slowly. • Trees give homes to animals and help clean the air. • Common trees include oak, pine, horse chestnut, and birch • Trees can be identified by their leaf shape, bark, or seeds (e.g. conkers, acorns). • Trees can look different depending on their species and age. • Trees can be either deciduous trees or evergreen. • Examples of deciduous trees: oak, sycamore, birch. • Examples of evergreen trees: pine, holly, fir. • Some plants live for one year; others come back every year. <p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> • <i>tree, trunk, branch, bark, leaf / leaves, seed, bud, deciduous, evergreen, change, season, grow</i> 	<p>Ask Questions:</p> <ul style="list-style-type: none"> • Develop the ability to ask questions such as how things are similar and different. <p>Observe:</p> <ul style="list-style-type: none"> • Make careful observations to support identification, comparison and noticing change. • Use appropriate senses, aided by equipment such as magnifying glasses or digital microscopes, to make observations. <p>Enquiry:</p> <ul style="list-style-type: none"> • Use simple secondary sources (such as identification sheets) to name living things. • Use their observations and testing to compare living things. • With support carry out observations over time. • Use practical resources provided to gather evidence to answer questions generated by themselves or the teacher. <p>Record/Present:</p> <ul style="list-style-type: none"> • Record observations, for example: using photographs, videos, drawings, labelled diagrams or in writing. • Classify using simple prepared tables and sorting rings. <p>Communicate:</p>	<p>Values: Value, Share, Empathy, Respect, Democracy</p> <ul style="list-style-type: none"> • Pupils will learn to value trees and the important role they play in nature and our lives. • Pupils will share their knowledge of trees with each other through discussion and group activities. • Pupils will develop empathy by understanding how trees change through the seasons and adapt to survive. • Pupils will show respect for their local environment by exploring and appreciating the trees around their school. • Pupils will work together fairly, taking turns to observe and record how plants grow and change over time.

	<ul style="list-style-type: none"> • Use experiences of the world around them to suggest appropriate answers to questions. • With support, relate answer to evidence, for example: observations made. • Ask further questions which can be answered by extending the same enquiry. 		<ul style="list-style-type: none"> • Orally communicate findings to an audience, using appropriate scientific language. <p>Conclusions:</p> <ul style="list-style-type: none"> • Use experiences of the world around them to suggest appropriate answers to questions. • With support, relate answer to evidence, for example: observations made. <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. 	<p>Sculpture:</p> <ul style="list-style-type: none"> • Natural materials like leaves, stones, and twigs can be used to create various shapes. • Sculptures can be made using household items like paper, plastic, and fabric. • We can create textures like rough, smooth, or prickly using different materials. • Leaves can be overlapped or twisted to create different shapes and patterns. • Stones can be stacked or balanced to build tall structures. • Glue, sticky tape or string could be used to join different materials. <p>Significant People Andy Goldsworthy</p> <ul style="list-style-type: none"> • A British sculptor and photographer. • Known for making sculptures using natural materials. • His art is temporary and change over time because of the weather. <p><i>Vocabulary:</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>Sculpture:</p> <ul style="list-style-type: none"> • Explore sculpture with a range of natural materials e.g. leaves, stones, feathers, shells. • Explore sculpture with a range of household materials e.g. plastic, paper, card, fabrics. <p>Experiment with constructing and joining recycled, natural and manmade materials.</p>	<p>Values: Respect, Value, Individuality, Aspire, Entrust</p> <ul style="list-style-type: none"> • Pupils will show respect for nature by observing the natural world closely and appreciating how artists use it to create beautiful things. • Pupils will recognise the value in everyday and natural materials, understanding that simple things can be used creatively to make art. • Pupils will explore their own preferences in colour and texture, making choices that reflect their unique ideas and tastes. • Pupils will aspire to create their best work by carefully planning their ideas and thinking like an artist. • Pupils will take responsibility for the materials they choose and the way they build, showing they can be trusted to use resources respectfully and safely. • Pupils will reflect on their own work by thinking about what went

		<p><i>Sculpture, sculptor, natural materials, household materials, texture, pattern, shape, balance, join, overlap</i></p>		<p>well and what they would improve, just like real artists do.</p>
<p>COMPUTING:</p>	<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. 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>Kapow Computing Scheme:</p> <p>Bee-Bot (Lessons 4 – 5):</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. <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"> Learning how to explore and tinker with software 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. Developing the skills associated with sequencing in unplugged activities. Following a basic set of instructions. Assembling instructions into a simple algorithm. Programming a virtual robot to follow a planned route. Learning to debug instructions when things go wrong. Using programming language to explain how a virtual robot works. Learning to debug an algorithm in an unplugged scenario. Taking and editing photographs. 	<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 ambition and the belief that they can improve through effort. 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"> • State what products they are designing and making. • Say whether their products are for themselves or other users. • Describe what their products are for. • Say how their products will work. • Say how they will make their products suitable for their intended users. • Use simple design criteria to help develop their ideas. • Generate ideas by drawing on their own experiences. • Use knowledge of existing products to help come up with ideas. • Develop and communicate ideas by talking and drawing. • Model ideas by exploring materials, components and construction kits and by making templates and mock-ups. • Plan by suggesting what to do next. • Select from a range of tools and equipment, explaining their choices. • Select from a range of materials and components according to their characteristics. • Follow procedures for safety and hygiene. • Use a range of materials and components, including 	<p>Cooking & Nutrition: Fruit Snacks (Lessons 4 – 6):</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. • Vegetables come from different parts of a plant (roots, stems, leaves). • We eat fruit and vegetables to be healthy. <p><i>Vocabulary:</i> <i>fruit, vegetable, texture, taste, healthy, harvest, snack, hygiene, peel, cut/chop</i></p>	<p>Cooking & Nutrition:</p> <ul style="list-style-type: none"> • Begin to develop a sensory food vocabulary using taste, smell, texture and feel (through recap). • Understand the need for a variety of fruits and vegetables in a healthy diet. • Know that working safely and hygienically involves washing hands before and after touching food. • Peel and cut a range of fruits and/or vegetables. • Begin to develop safe cutting techniques using the bridge hold. • Measure and weigh food items, non-statutory measures e.g. spoons, cups. <p>Designing:</p> <ul style="list-style-type: none"> • State what products they are designing and making. • Say whether their products are for themselves or other users. • Describe what their products are for. • Say how their products will work. • Say how they will make their products suitable for their intended users. • Use simple design criteria to help develop their ideas. • Generate ideas by drawing on their own experiences. • Use knowledge of existing products to help come up with ideas. • Develop and communicate ideas by talking and drawing. • Model ideas by exploring materials, components and construction kits and by making templates and mock-ups. <p>Making:</p>	<p>Values: Aspire, Entrust, Reflect</p> <ul style="list-style-type: none"> • Pupils will aspire to design a thoughtful, appealing snack that meets the needs of another child. • Pupils will show they can be trusted to work safely, use tools carefully, and follow hygiene rules when preparing food. • Pupils will reflect on what they did well and what they could improve next time in their snack design and preparation.
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	<p>construction materials and kits, textiles, food ingredients and mechanical components.</p> <ul style="list-style-type: none"> • Measure, mark out, cut and shape materials and components. • Assemble, join and combine materials and components. • Use finishing techniques, including those from art and design (where applicable). • Talk about their design ideas and what they are making. • Make simple judgements about their products and ideas against design criteria. • Suggest how their products could be improved. 		<ul style="list-style-type: none"> • Plan by suggesting what to do next. • Select from a range of tools and equipment, explaining their choices. • Select from a range of materials and components according to their characteristics. • Follow procedures for safety and hygiene. • Use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components. • Measure, mark out, cut and shape materials and components. • Assemble, join and combine materials and components. • Use finishing techniques, including those from art and design (where applicable). <p>Evaluating:</p> <ul style="list-style-type: none"> • Talk about their design ideas and what they are making. • Make simple judgements about their products and ideas against design criteria. • Suggest how their products could be improved. 	
<p>GEOGRAPHY:</p>	<p>Year 1:</p> <ul style="list-style-type: none"> • Know that different parts of the UK experience different weather patterns. • To 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 a weather forecast is when someone tries to predict what the weather will be like in the near future. 	<p>What's the Weather Like? (Lessons 4 – 6):</p> <ul style="list-style-type: none"> • Different types of weather include sun, rain, wind, cloud and snow. • There are types of weather that can be dangerous, like too much rain, a tornado or a thunderstorm. • Countries near the equator are hot because it is closer to the sun. • Countries near to the poles are cold because they are further away from the sun. <p><i>Vocabulary:</i></p>	<p>Human & Physical Geography:</p> <ul style="list-style-type: none"> • Know that different parts of the UK experience different weather patterns. • To 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 a weather forecast is when someone tries to predict what the weather will be like in the near future. 	<p>Values: Reflect, Empathy, Respect</p> <ul style="list-style-type: none"> • Encourage pupils to reflect on their observations of seasonal changes and how these affect their lives and activities. Value: Empathy • Teach pupils to empathise with people affected by dangerous weather and the importance of safety and helping others. • Foster respect for the diversity of climates around the world and

	<ul style="list-style-type: none"> Describe some of the observed human and physical features of the local area. Collect quantitative data through a small survey of a local area to answer an enquiry question. 	<i>weather, temperature, seasons, forecasts, tornado, thunderstorms, flooding, equator, North Pole, South Pole</i>	<ul style="list-style-type: none"> Know that the equator is an imaginary line around the middle of the Earth. Recognise that the North Pole is the most northern point of the Earth, and the South Pole is the most Southern point. Identify the location and features of hot and cold areas of the world in relation to the equator and the North and South poles. Know the equator will experience different weather to the poles because it is much closer to the sun. <p>Place Knowledge:</p> <ul style="list-style-type: none"> Describe some of the observed human and physical features of the local area. <p>Enquiry & Investigation:</p> <ul style="list-style-type: none"> Collect quantitative data through a small survey of a local area to answer an enquiry question. <p>Mapwork:</p> <ul style="list-style-type: none"> Use world maps and globes to identify the United Kingdom and its countries, the equator, North and South Poles. 	<p>how people adapt to different weather conditions.</p>
HISTORY:	<p>Year 1:</p> <ul style="list-style-type: none"> Recount main events from a significant event in history. Begin to sequence artefacts, photographs and events that are in time order. Recount changes within living memory. Make simple comparisons with their own lives. Know that there are explanations for similarities and differences between people's lives now and in the past. 	<p>Transport (Lessons 4 – 6):</p> <ul style="list-style-type: none"> Cars gave people more freedom to travel when and where they wanted. Aeroplanes made it possible to travel across the world much faster. Transport continues to improve, such as being better for the environment. <p>Significant People Karl Benz:</p> <ul style="list-style-type: none"> Invented the first automobile in 1886. 	<p>Chronology:</p> <ul style="list-style-type: none"> Recount main events from a significant event in history. Begin to sequence artefacts, photographs and events that are in time order. Recount changes within living memory. <p>Similarities and Differences:</p> <ul style="list-style-type: none"> Make simple comparisons with their own lives. Know that there are explanations for similarities and differences between people's lives now and in the past. 	<p>Values: Entrust, Love, Empathy</p> <ul style="list-style-type: none"> People had to entrust that cars were safe and reliable as they became a new way to travel. The Wright brothers had a love for inventing and flying, which helped them achieve the first successful flight. We can show empathy by understanding how difficult travel was in the past and appreciating the transport we have today.

	<ul style="list-style-type: none"> • Know that some things (including objects) change, and some stay the same within a person's lifetime. • Describe ideas/objects that have remained the same. • Know that some changes occurred because of improvements in technology. • Find answers to simple questions about the past using sources. • Recognise that there are reasons why people in the past acted as they did. • Know that 'historically significant' people or events changed many people's lives. • Discuss why a historical event was significant in relation to its impact on society. 	<ul style="list-style-type: none"> • Benz's automobile engine was run by gasoline. <p>The Wright Brothers:</p> <ul style="list-style-type: none"> • Invented the first successful aeroplane in 1903. • Their plane had an engine and could fly for short distances. <p><i>Vocabulary:</i> <i>transport, Omnibus, passenger, steam train, locomotive, automobile, engine, aeroplane, invention, technology</i></p>	<p>Change and Continuity:</p> <ul style="list-style-type: none"> • Know that some things (including objects) change, and some stay the same within a person's lifetime. • Describe ideas/objects that have remained the same. <p>Cause and Consequence:</p> <ul style="list-style-type: none"> • Know that some changes occurred because of improvements in technology. <p>Using Sources for Enquiry:</p> <ul style="list-style-type: none"> • Find answers to simple questions about the past using sources. <p>Historical Interpretation:</p> <ul style="list-style-type: none"> • Recognise that there are reasons why people in the past acted as they did. <p>Historical Significance:</p> <ul style="list-style-type: none"> • Know that 'historically significant' people or events changed many people's lives. • Discuss why a historical event was significant in relation to its impact on society. 	
<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 (e.g. it makes them feel sleepy, it makes them want to dance, it makes them happy). • Identifying some common instruments when listening to music. 	<p>Kapow Music Scheme:</p> <p>Music Symbols (Under the Sea):</p> <ul style="list-style-type: none"> • To be able to recognise and name the following instruments: Up to three instruments from Group A and B. • To know that notation is read from left to right. <p><i>Vocabulary:</i> <i>dynamics, pitch, rest, sound pattern, tempo</i></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 (e.g. it makes them feel sleepy, it makes them want to dance, it makes them happy). • Identifying some common instruments when listening to music. 	<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.

	<ul style="list-style-type: none"> • Relating sounds in music to real-world experiences (e.g. “it sounds like squelching mud”). • Talking about the tempo of music using the vocabulary fast and slow. • Talking about the dynamics of the music, using the vocabulary loud, quiet and silent. • Talking about the pitch of music, using the vocabulary high and low. • Stating what they enjoyed about their peers’ performances. • Developing an awareness of how sound is affected by the way an instrument is held. • Using instruments imaginatively to create soundscapes which convey a sense of place. • Using bilateral and hand-eye coordination to play/hold instruments using both hands. • Maintaining a comfortable position when sitting or standing to sing and play instruments. • Reading different types of notations by moving eyes from left to right as sound occurs. • Composing and improvising • 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. • Offering positive feedback on others’ performances. 		<ul style="list-style-type: none"> • Relating sounds in music to real-world experiences (e.g. “it sounds like squelching mud”). • Talking about the tempo of music using the vocabulary fast and slow. • Talking about the dynamics of the music, using the vocabulary loud, quiet and silent. • 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"> • Developing an awareness of how sound is affected by the way an instrument is held. • Using instruments imaginatively to create soundscapes which convey a sense of place. • Using bilateral and hand-eye coordination to play/hold instruments using both hands. • Maintaining a comfortable position when sitting or standing to sing and play instruments. <p>Notation:</p> <ul style="list-style-type: none"> • Reading different types of notations by moving eyes from left to right as sound occurs. • Composing and improvising • 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. 	<ul style="list-style-type: none"> • Share musical talents and skills through performances. • Share ideas, insights, and responsibilities. • Listen to and understand each other in teamwork.
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	<ul style="list-style-type: none"> Showing awareness of the leader, particularly when starting or ending a piece. 		<p>Performing:</p> <ul style="list-style-type: none"> Offering positive feedback on others' performances. Showing awareness of the leader, particularly when starting or ending a piece. 	
PE:	<p>EYFS:</p> <ul style="list-style-type: none"> Space helps movement. Teams work together during games. Rules help games stay fair and safe. Passing can help others. Quick movement can help avoid others. Listening carefully helps games work successfully. 	<p>Invasion Games</p> <p>Know that:</p> <ul style="list-style-type: none"> Space helps teams keep possession. Defenders try to stop attackers. Teamwork improves success. Quick movement creates opportunities. Passing can help maintain possession. Rules support fair play and safety. <p><i>Vocabulary:</i> <i>team, attacker, defender, space, possession, pass, receive, travel, direction, control, rules, fair play</i></p>	<ul style="list-style-type: none"> Pass, receive, travel and change direction with increasing control. Understand attacking and defending in small-sided games. Identify successful passes, movement and positioning. Demonstrate fairness and cooperation during games. 	<p>Pupils will show:</p> <ul style="list-style-type: none"> Respect by following the rules so that games are safe and fair. Respect by encouraging teammates and recognising the efforts of others. Respect by taking turns and sharing the ball during team games. Responsibility by moving safely into space and being aware of other players. Responsibility by passing and receiving with care to help their team keep possession. Responsibility by understanding their role as an attacker or defender during a game. Reflection by thinking about where to move to help their team. Reflection by noticing when a pass, movement or position has helped the team. Resilience by keeping going when it is difficult to keep possession or score. Resilience by trying again after losing the ball or making a mistake.
RE:	<p>Year 1:</p> <ul style="list-style-type: none"> Remember religious stories and talk about them. Remember the right words for things that are special to believers. Talk about some of the things that are the same for religious people. 	<p>What is a special day?</p> <ul style="list-style-type: none"> Around the world, people celebrate many different special days. Some are festivals with religious stories or stories that explain why something happened. Some are family events. 	<p>Learning About Religion/Belief:</p> <ul style="list-style-type: none"> Remember religious stories and talk about them. Remember the right words for things that are special to believers. Talk about some of the things that are the same for religious people. 	<p>Values: Share, Reflect, Love, Empathy, Entrust, Aspire</p> <ul style="list-style-type: none"> Share prior knowledge and learning of celebrations, including what happens in their families.

	<ul style="list-style-type: none"> • Talk about things that happen to them. • Talk about what they find interesting or puzzling. • Talk about what is important to them. • Ask about what happens to others with respect for their feelings. • Talk about what is important to them and to others with respect for their feelings. 	<ul style="list-style-type: none"> • Some are days to remember special people, or special events in history. • People often decorate their homes and invite others to join in celebrations for special days. • When others attend, they often bring cards and gifts. • There can be special activities and special food to eat. • Celebrations bring family and friends together to enjoy a special day. <p><i>Vocabulary: celebrate, special, festival, occasion, church, mosque, birthday, wedding, heritage</i></p>	<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. • Talk about what is important to them. • Ask about what happens to others with respect for their feelings. • Talk about what is important to them and to others with respect for their feelings. 	<ul style="list-style-type: none"> • Reflect on the reasons why people celebrate and what people do to prepare for a celebration. • Celebrating a birth or a wedding is celebrating 'love'. • Think of the ways in which celebrating with family and friends demonstrates love for them. • Share prior knowledge of birthdays. • Show empathy for others describing a birthday. • Reflect on what we have done well this year • Share our experiences of Year 1 and show empathy for the experiences of others. • Share our reflections and aspirations with those attending our end of year celebration.
<p>RHW:</p>	<p>Year 1:</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. • About what keeping healthy means; different ways to keep healthy. • About foods that support good health and the risks of eating too much sugar. • About how physical activity helps us to stay healthy; and ways to be physically active every day. • About why sleep is important and different ways to rest and relax. 	<p>My Happy World: Communities</p> <p>Learn:</p> <ul style="list-style-type: none"> • About the different groups they belong to. • About the different roles and responsibilities people have in their community. • To recognise the ways they are the same as, and different to, other people. <p><i>Vocabulary: community, roles, responsibilities</i></p> <p>My Happy Body: Ourselves, Growing & Changing</p> <p>Learn:</p> <ul style="list-style-type: none"> • About change and loss (including death); to identify feelings associated with this 	<p>My Happy World: Communities</p> <ul style="list-style-type: none"> • Identify the different groups they belong to, such as family, school, clubs, and community groups. • Describe the roles and responsibilities of people within their community. • Identify similarities and differences between themselves and others. • Talk about how they contribute to the groups they belong to. <p>My Happy Body: Ourselves, Growing & Changing</p> <ul style="list-style-type: none"> • Name and communicate feelings associated with change, loss, and new experiences. • Use simple strategies to help themselves feel better when they 	<p>My Happy World: Communities</p> <ul style="list-style-type: none"> • Pupils will respect and appreciate the similarities and differences between people and value the contributions that individuals make to their communities. <p>My Happy Body: Ourselves, Growing & Changing</p> <ul style="list-style-type: none"> • Pupils will reflect on their strengths, feelings, experiences, and the changes they encounter as they grow. • Pupils will develop resilience in managing change, overcoming challenges, and adapting to new situations.

	<ul style="list-style-type: none"> • Simple hygiene routines that can stop germs from spreading. • About dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health. • About different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV. • About the people who help us to stay physically healthy. • About things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep). 	<ul style="list-style-type: none"> • To recognise what helps people to feel better. • To recognise what makes them special. • To recognise the ways in which we are all unique. • To identify what they are good at, what they like and dislike. • How to manage when finding things difficult. • About growing and changing from young to old and how people's needs change. • About preparing to move to a new class/year group. <p><i>Vocabulary:</i> <i>grow, change, needs, stage, baby, child, adult, young, old</i></p>	<p>are worried, sad, or finding something difficult.</p> <ul style="list-style-type: none"> • Talk about their own strengths, interests, likes, and dislikes. • Describe ways in which they are unique and what makes them special. • Recognise and celebrate the strengths and qualities of others. • Ask for help when they are finding something difficult. • Talk about how people change as they grow older. • Share thoughts and feelings about moving to a new class or year group. • Identify positive actions that can help them prepare for transition. 	
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