



Leonard Stanley CofE (VA) Primary School

Year 1 Curriculum Overview

Loving and Learning Together, for Life, as Jesus taught us

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER
Theme	Superheroes	Bears	Big Lights, Big City	Friends and Family	The Outdoor World
Topic launch	<i>What's your super power?</i> Children to think about what makes them special, what they are good at. Big Question Resilience	<i>Bring Teddy to school Day</i> Children bring in own teddy bears for fun activities. Including the history of teddy bears. Connections Reflection (Calm & Still) Respect	<i>Naughty Bus</i> Children to look at the adventures of The Naughty Bus as he arrives in school. Kindness & Respect	<i>Family Photos</i> Show and tell time for children to bring in family photos for show and tell time with the class. Connections Kindness & Respect	<i>Local Park Walk</i> Exploring our local areas, children take pictures and draw maps of how to get there. Awe & Wonder Kindness & Respect & Resilience Outside learning
Topic landing	<i>Superhero Day</i> Children come dressed as any superhero (real or made up) for a day of fun filled cross-curricular activities. Kindness & Respect Outside learning	<i>Outdoor Learning Day!</i> Reflection (Calm & Still) Respect & Resilience Outside learning	<i>Great Fire of London Day</i> Day with different activities based around the GFOL including a real fire of made houses. Awe & Wonder Resilience Outside learning	<i>Family Breakfast</i> The children invite their family to have breakfast with us in Year One. Connections Kindness & Respect	<i>Copsegrove Farm Trip</i> Build dens, make clay animals and cook on an open fire. Reflection (Calm & Still) Kindness & Respect & Resilience Outside learning

Experiences	• Superhero day	• Outdoor Learning Day	• Great Fire of London Day	• Family breakfast	• Local walk to the park • Copsegrove Farm Trip
Writing Texts	Supertato	Can't you Sleep Little Bear (Christmas Nativity)	The Naughty Bus	Major Glad & Major Dizzy (Easter Story)	Little Red Riding Hood Dear Greenpeace
Class Texts:	Traction Man Stories Supertato Stories	The Owl Who Was Afraid Of The Dark By Jill Tomlinson Owl Babies By Martin Waddell	A Walk In London By Salvatore Rubbino Katie In London By James Mayhew The Queen's Hat By Steve Antony	Florence The Friendship Fairy By Daisy Meadows	The Magic Faraway Tree By Enid Blyton Somebody Swallowed Stanley Selection Of Seasonal/Flower Poems
Key Writing Outcomes	Writing to entertain (story): Supertato Superhero ABC - Sentence work and alphabet	Writing to entertain (story) : Can't you sleep little bear Connections Writing to entertain (description): when will it be spring (link with science) Awe & Wonder	Writing to entertain (story): The Naughty Bus Writing to inform (Recount): The Naughty bus adventures Writing to inform (Diary): The Great Fire of London Reflection (Calm & Still)	Writing to inform (Instructions): Fruit pizzas and alien soup Writing to entertain (story): Major Glad and Major Dizzy	Writing to entertain (story): Own version of Little Red Riding Hood Writing to inform (Report): Wolves Writing to inform (letters): Dear Greenpeace Whale Reports Awe & Wonder Reflection (Calm & Still) Writing to entertain (poems): season/flower poems Awe & Wonder Reflection (Calm & Still)
Key Maths Learning	Number – Number & Place Value •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 •identify one more and one 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		Number – Number & Place Value •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; •count in multiples of twos, fives and tens •identify one more and one 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		Number – Number & Place Value •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; •count in multiples of twos, fives and tens •identify one more and one less •identify and represent numbers using objects and pictorial representations

	•read and write numbers from 1 to 20 in numerals and word Number – Addition & Subtraction •read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs •represent and use number bonds and related subtraction facts within 10 •add and subtract one-digit and two-digit numbers to 20, including zero •solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = _ - 9$. •know addition and subtraction as related operations. MEASUREMENT Time •compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] •measure time (hours, minutes, seconds) •sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] •recognise and use language relating to dates, including days of the week, weeks, months and years •tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Geometry - Shape •recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles] Outside learning	•read and write numbers from 1 to 20 in numerals and word •recognise place value in numbers beyond •recognise odd and even numbers. Number – Addition & Subtraction •read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs •represent and use number bonds and related subtraction facts within 10 •add and subtract one-digit and two-digit numbers to 20, including zero •solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = _ - 9$. •know addition and subtraction as related operations. Number – Multiplication & Division •solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. •group and share small quantities •know doubles to 10 •make connections between arrays, number patterns, and counting in twos, fives and tens MEASUREMENT Geometry - Shape •recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles] Outside learning •recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. Length	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 word •recognise place value in numbers beyond •recognise odd and even numbers. Number – Addition & Subtraction •read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs •represent and use number bonds and related subtraction facts within 20 •add and subtract one-digit and two-digit numbers to 20, including zero •solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = _ - 9$. •know addition and subtraction as related operations. Number – Multiplication & Division •solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. •group and share small quantities •know doubles to 10 •make connections between arrays, number patterns, and counting in twos, fives and tens Number – Fractions •recognise, find and name a half as one of two equal parts of an object, shape or quantity
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RE	<i>Gloucestershire Agreed Syllabus</i> Unit 1.1 What do Christians believe God is like? • Know what many Christians believe about God. • Find out about the Christian story of The Lost Son.	<i>Gloucestershire Agreed Syllabus</i> Unit 1.2 Why does Christmas matter to Christians and how do people celebrate it? • Know what the nativity story shows Christians about Jesus.	<i>Gloucestershire Agreed Syllabus</i> Unit 1.7 What is it like to be brought up in a Muslim home in the UK today? • Explore what we can find out from photos of Muslim homes and from	<i>Gloucestershire Agreed Syllabus</i> Unit 1.5 What is it like to be brought up in a Hindu home in the UK today? • Know what we might find in a Hindu home. • Know what we can find out about	<i>Gloucestershire Agreed Syllabus</i> 1.9 How do stories and art express worldviews? • TBC

	• Know what The Lost Son story teaches many Christians about God. • Know what The Lost Sheep story teaches many Christians about God. • Know what many Christians do because of their belief in God. • Know ways many Christians treat others because of what they believe God is like. Reflection (Calm & Still) Connections Kindness, Resilience & Respect	• Know how Christians might celebrate Christmas. • Know how Christians in Gloucestershire might celebrate Christmas. • Know ways Christmas is celebrated by Christians around the world. • Explore whether Christmas is only for Christians, or for everyone. Awe & Wonder Reflection (Calm & Still) Connections Respect & Kindness	what some Muslims say. • Find out about Muslim beliefs to help us to understand what happens in a Muslim home. • Know how some Muslims welcome a baby into the family. • Evaluate what we have found out about being brought up in a Muslim home in the UK today. Reflection (Calm & Still) Connections Kindness & Respect & Resilience	puja from looking at objects in a Hindu home and observing puja there. • Know which ceremonies about family we might see in Hindu homes - baby ceremonies. • Know which ceremonies about family we might see in Hindu homes - sibling ceremonies. • Know what we have found out about what it is like to be brought up in a Hindu home in the UK today. Reflection (Calm & Still) Connections Kindness & Respect	
Science	NC Sc 4.1 <u>Key learning points:</u> Seasonal Changes <i>*observe changes across the 4 seasons</i> <i>*observe and describe weather associated with the seasons and how day length varies</i> • Understand there are four seasons • Understand the changes that take place in Autumn	Sc 3.1a, 3.1b, 3.1c Materials - Exploring <i>*distinguish between an object and the material from which it is made</i> <i>*identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</i> <i>*describe the simple physical properties of a variety of everyday materials</i>			Sc 2.1a, 2.1b Plants <i>*identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</i> <i>*identify and describe the basic structure of a variety of common flowering plants, including trees</i> • Understand that seeds

	• Understand the changes that take place in Winter • Understand the changes that take place in Spring • Understand the changes that take place in Summer • Investigate how you can measure rainfall Outside learning Awe & Wonder Sc 2.2a, 2.2b, 2.2d Animals including Humans – All About Me <i>*identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</i> • Discover the basic parts of the human body • Learn about eyes and sight • Learn about ears and hearing • Explore the tongue and taste • Explore the sense of touch • Discover how your nose smells Awe & Wonder Connections	<i>*compare and group together a variety of everyday materials on the basis of their simple physical properties</i> • identify and name a variety of everyday materials • Distinguish between an object and the material it is made from • Describe the properties of everyday materials • Identify objects that are natural and those that are manmade • Predict and identify if an object will float or sink • Explore which materials are best for different objects Outside learning Materials - Building (based on the Three Little Pigs) • Build a structure strong enough to withstand wind • Build a waterproof structure • Understand the properties of glass and its uses • Understand that materials are used to create a variety of furniture • Explore a variety of fabrics and understand their different properties • Explain the uses of materials and why they are suitable Resilience Connections	grow into plants • Identify the basic parts of a plant and tree • Understand that different plants can grow in the same environment • Know the difference between deciduous and evergreen trees • Know that fruit trees and vegetables are varieties of plants • Record the growth of a plant Outside learning Awe & Wonder Reflection (Calm & Still) Sc 2.2a, 2.2b, 2.2d Animals including Humans - All about animals <i>*identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</i> <i>*identify and name a variety of common animals that are carnivores, herbivores and omnivores</i> <i>*describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</i> • Discover animal families
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Computing	NC: Co1/1.6 1.4 <u>Key learning points:</u> <i>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</i> • Learn the ‘Smartie the Penguin’ E-Safety rules. • Know why it is important to keep safe. • Know what to do when pop ups appear • Know who to ask for help Kindness & Respect Connections <i>recognise common uses of information technology beyond school</i> • Identify technology used around their lives • know what technology is used at home.	NC: Co1/1.1, 1.2, 1.3 <u>Key learning points:</u> <i>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</i> <i>create and debug simple programs</i> <i>use logical reasoning to predict the behaviour of simple programs</i> Twinkl - Scratch Junior • open the ScratchJr app and start a new project; • add new characters and backgrounds; • use blocks for movement in different directions; • create short sets of sequenced instructions. • use different end blocks, including repeat forever; • change the size of characters to grow or shrink; • hide and show characters with an instruction block; • program two or more characters with instructions at the same time	NC: Co1/1.1, 1.2, 1.3 <u>Key learning points:</u> <i>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</i> <i>create and debug simple programs</i> <i>use logical reasoning to predict the behaviour of simple programs</i> Twinkl -Bebots • create step-by-step instructions using pictures; • write and follow detailed step-by-step instructions; • direct a Bee-Bot to a toy;

	<i>use technology purposefully to create, organise, store, manipulate and retrieve digital content</i> Resilience Twinkl – Plan it Word Processing ● Type with two hands. ● Use shift, space and enter correctly. ● Use undo and redo. ● Make text bold, italic or underline. ● Save their work in their folder. ● Edit text using backspace, delete and the arrow keys. ● Format the font. ● Select single words. Twinkl – Plan it Painting ● Paint with different colours. ● Paint with different brushes. ● Create shapes. ● Save their paintings in their folder. ● Fill an area with a colour. ● Undo and redo. ● Add text.		Resilience	● program a Bee-Bot, one instruction at a time, ● using the arrow buttons. ● say what an algorithm is; ● say why it is important to be precise when writing an algorithm; ● check their work for mistakes (debug); ● program a Bee-Bot using the arrow buttons; ● start their programming sequence again if they need to; ● check their work for mistakes to debug a program; ● plan and check an algorithm	
Physical Education	NC: PE1/1.1a, <i>Master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities</i> Resilience <u>Key learning points:</u>	NC: PE1/1.1a, 1.1b <i>Master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities</i> <i>Participate in team games, developing simple tactics for attacking and defending</i> <u>Key learning points:</u>	NC: PE1/1.1a, 1.1c <i>Perform dances using simple movement patterns.</i> Reflection (Calm & Still) Connections <u>Key learning points:</u> (Dance- Twinkl Seasons) ● show control as they travel, jump and spin;	NC: PE1/1.1a, 1.1c <i>Master basic movements including developing balance, agility and co-ordination, and begin to apply these in a range of activities</i> Resilience <u>Key learning points:</u> (Gymnastics – Twinkl Animals)	Continued skills from Spring 2 Sports Day Skills – NC: PE1/1.2a, 1.2b, 1.2c <i>Use a range of strokes effectively Swim confidently...</i> <u>Key learning points:</u> (Swimming) ● Develop confidence in the water. ● Know how to stay safe in water.

	(Games – Twinkl Circuits) • go round an obstacle showing some control; • perform a leap, successfully taking off from one foot and landing on the other; • hop and jump with control • talk about how they feel after exercise and why it is important to warm up before they begin; • keep a beanbag balanced on a part of their • remain balanced while travelling along a straight or curvy line; • roll a ball along a path and begin to show some control over its speed; • travel forwards while bouncing and catching a ball with growing control;	(Games – Twinkl Athletics) • Catch a ball with two hands • Bounce a ball with control • Develop overarm throw • Hop, skip and gallop • Participate in team games (such as cricket and bench ball etc) beginning to develop simple tactics for attacking and defending. Respect	• identify which part of a performance may need to be improved; • keep to the beat of the music when performing; • improvise independently and adapt previous ideas to include in a dance; • work effectively within a group to perform in canon; • combine actions to create a short motif; • mirror the movements of a partner; • copy and repeat actions in time with the music; • describe the sequence of a barn dance; • shape their bodies appropriately to represent an object and respond to changes of speed; • suggest some ways to improve their movements.	• lift and carry apparatus in a group; • follow instructions involving two or more commands; • say how their body feels before, after and during exercise; • jump from two feet to two feet; • jump down from equipment; • say what they like about their partner's movements; • change speed from fast to slow. • move high and low; • jump into a wide, thin or curled shape; • roll in a curled or long, thin shape; • perform a movement sequence; • link actions with a movement to form a sequence. Judo (reinforcing listening skills, respect, resilience and concentration) • show control as they travel, jump and spin	• Begin to swim in different ways (front crawl, backstroke and breaststroke). Awe & Wonder Reflection (Calm & Still) Connections Resilience Bikes in Year One Master basic movements including developing balance, agility and co-ordination, and begin to apply these in a range of activities Resilience Awe & Wonder
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				• talk about how they feel after exercise and why it is important to • warm up before they begin • learn how to play a game (win or lose) Respect & Resilience	
History	NC: Hi 1/1.3 <i>Learn about real life significant individuals (superheroes) who changed our world for the better.</i> <u>Key learning points:</u> • To know who Florence Nightingale was and how she changed nursing. • To know who Mary Seacole was and how she changed nursing. • To know who Rosa Parks was and what she wanted to change. • To know who Edward Jenner was and how he cured smallpox. Awe & Wonder	NC: Hi 1/1.1 <i>Understand changes in living memory.</i> <u>Key learning points:</u> • To describe a favourite toy. • To know toys that grandparents played with • To know what toys were like in the past • To know what is similar and different about toys now and in the past • To know how teddy bears have changed over time Reflection (Calm & Still) Connections	NC: Hi 1/1.1, 1.2 <i>Know that The Great Fire of London is a significant National Event</i> <u>Key learning points:</u> • To know what London was like in the 1660's. • To know what the Great Fire of London was. • To know how the Great Fire of London started. • To know how the Great Fire of London spread. • To know why the Great Fire of London spread so quickly.. Awe & Wonder	NC: Hi 1/1.1 <i>Understand changes in living memory.</i> <u>Key learning points:</u> • To know what a timeline is. • To know how I have changed since I was a baby. • To know what toys I played with as a baby. • To know what our teachers played with when they were a child. • To know how transport has changed over time. Awe & Wonder Connections	NC: Hi 1/1.3 <i>Learn about real life significant individuals (explorers) who changed our world for the better.</i> <u>Key learning points:</u> • To know what an explorer is. • To know that explorers changed our world • To know that Ibn Battuta was the first explorer • To know who Christopher Columbus was and what he discovered • To know who Neil Armstrong was and his voyage to space Awe & Wonder Reflection (Calm & Still) Connections Big Question - How have explorers changed our world?

	Connections Big Question - <i>Who made the most difference to our lives today?</i> Kindness & Respect & Resilience	Respect	Big Question - How has The Great Fire changed our lives today? Resilience	Big Question - Does everything have a life cycle? Respect	
Geography	NC: Ge1 1.3a, identify seasonal and daily weather patterns in the United Kingdom <u>Key learning points:</u> - Describe the daily weather - Know what season it is (Autumn). Outside learning Awe & Wonder Reflection (Calm & Still) Awe & Wonder Reflection (Calm & Still) Connections	NC: Ge1 1.3a, identify seasonal and daily weather patterns in the United Kingdom <u>Key learning points:</u> - Describe the daily weather - Know what season it is (Autumn). Outside learning Awe & Wonder Reflection (Calm & Still) NC: Ge1 1.2a, *Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <u>Key learning points:</u> - To know where Canada is.	NC: Ge1 1.3a, identify seasonal and daily weather patterns in the United Kingdom <u>Key learning points:</u> - Describe the daily weather - Know what season it is (Winter). Outside learning Awe & Wonder Reflection (Calm & Still)	NC: Ge1 1.3a, identify seasonal and daily weather patterns in the United Kingdom <u>Key learning points:</u> - Describe the daily weather - Know what season it is (Spring). Outside learning Awe & Wonder Reflection (Calm & Still)	NC: Ge1 1.3a, identify seasonal and daily weather patterns in the United Kingdom <u>Key learning points:</u> - Describe the daily weather - Know what season it is (Summer). Outside learning Awe & Wonder Reflection (Calm & Still) NC Ge1/1.3b, 1.4b, 1.4c. 1.4d * Use basic geographical vocabulary *Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; *Devise a simple map; and use and construct basic symbols in a key *Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. <u>Key learning points:</u> - To know what physical features I can find in Leonard Stanley. - To know what human features i can find in Leonard Stanley. - To know where I live. - To know where our school is.

		- To know what Canada's landscape looks like. - To know what a typical school day is like for a child in Canadian school. - To know what makes Canada special. - To know what the similarities and differences between Canada and the UK. Respect Awe & Wonder Reflection (Calm & Still) Connections Big Question - How big is the world?			To know where Copsegrove Farm is. Outside learning Respect Awe & Wonder Reflection (Calm & Still) Connections Big Question - What do we love about where we live?
Art & design	Ar1/1.1, 1.2, 1.4 To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Taught about the work of a range of artists. <u>Key learning points:</u> - Use colour to create a superhero background - Explore and compare portraits of famous	Ar1/1.1, 1.3, 1.4 To use a range of materials creatively to design and make products To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Taught about the work of a range of artists. <u>Key learning points:</u> Explore and compare famous artists (Van Gogh Starry night).	Ar1/1.1, 1.3, 1.4 To use a range of materials creatively to design and make products To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Taught about the work of a range of artists. <u>Key learning points:</u> - Use paint and colour to create and make Mother's Day Cards. - Use materials creatively to make fire	Ar1/ 1.2. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Taught about the work of a range of artists. <u>Key learning points:</u> - Use painting and drawing to create family portraits. - Use materials creative to make Easter cards and crafts.	Ar1/1.1, 1.2, 1.3, 1.4 To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop colour, pattern, texture, line, shape, form and space Taught about the work of a range of artists. <u>Key learning points:</u> - Using clay sculpture to create sunflower bowls - Using drawing to create pictures of the outside world (RE Link) Outside learning

	artists (Pop Art- Andy Warhol). • Sketch a self-portrait and colour using pencils (sketchbooks). • Use a range of materials creatively to design and make superhero products. Kindness & Respect & Resilience Awe & Wonder Reflection (Calm & Still) Big Question - What would the world be like without colour?	• Looking at colour, pattern, shape and space, use pastels, chalks and crayons to create firework pictures. • Use materials creatively to make poppy art and Christmas crafts. Kindness & Respect & Resilience Awe & Wonder Reflection (Calm & Still) Connections	of London houses and fire pictures. • Create textile houses in style of Jane Bolton Kindness & Respect & Resilience Reflection (Calm & Still) Connections	• Create drawings using whole body in style of Molly Hauslund Kindness & Respect & Resilience Awe & Wonder Reflection (Calm & Still) Connections	• <u>Linked to famous artist Van Gogh, use thick paint and colour to create paintings of Van Gogh's Sunflowers.</u> • Use materials creative to make Father's Day Cards. Kindness & Respect & Resilience Awe & Wonder Reflection (Calm & Still) Connections
Design & technology	<i>DT1/1.1b,1.2a,1.2b,1.3a</i> <u>Key learning points:</u> • Design, make and evaluate superhero vehicle with junk modelling. - Develop ideas by researching different superhero vehicles e.g. cars, rockets. - Suggest equipment that can be used - Use a range of tools and equipment to cut, shape, join and finish.		<i>DT1/1.1b,1.2a,1.2b,1.3a, 1.3b, 1.4b</i> <u>Key learning points:</u> • Design, make and evaluate a bus related to naughty bus. - Develop and communicate their ideas through talking and looking at bus pictures - Make bus using selected tools	<i>DT1/2.1a</i> <i>Use the basic principles of a healthy and varied diet to prepare dishes</i> <u>Key learning points:</u> • Design, make and evaluate a fruit pizza. - Explore and evaluate existing products (food tasting). - Design a fruit pizza (based on design criteria).	<i>DT1/2.1a</i> <i>Use the basic principles of a healthy and varied diet to prepare dishes</i> <u>Key learning points:</u> • Design, make and evaluate dips and dippers - Explore and evaluate existing products (food tasting). - Design a dip (based on design criteria). - Choose from a range of ingredients. - Use tools safely to prepare food. - Evaluate their product against the design criteria.

	- build vehicles - Evaluate their model against the design criteria. Reflection (Calm & Still) Resilience DT1/2.1a <i>use the basic principles of a healthy and varied diet to prepare dishes</i> <u>Key learning points</u> • Design and make superhero fruit rockets (kebabs). - know that fruit is healthy - design and discuss different fruits that can be used - Make rocket - Evaluate design		- Select appropriate mechanisms to turn wheels - Evaluate bus Reflection (Calm & Still) • Make Fire of London Houses to burn in remake of the GFOL. <i>NOW– safety</i>	- Choose from a range of ingredients. - Use tools safely to prepare food. - Evaluate their product against the design criteria. Reflection (Calm & Still)	Resilience Reflection (Calm & Still)
Music	Mu1/1.1, 1.3 <i>use their voices expressively and creatively by singing songs and speaking chants and rhymes</i> <i>listen with concentration and understanding to a range of high-quality live and recorded music</i> <u>Key learning points:</u>	Mu1/1.1, 1.3 <i>use their voices expressively and creatively by singing songs and speaking chants and rhymes</i> <i>listen with concentration and understanding to a range of high-quality live and recorded music</i>	NC: Mu 1/1.1, 1.2, 1.4 <i>use their voices expressively and creatively by singing songs and speaking chants and rhymes</i> <i>play tuned and untuned instruments musically</i> <i>experiment with, create, select and combine sounds</i>	Continued Samba Drums NC: Mu 1/1.2, <i>play tuned and untuned instruments musically</i> <u>Key learning points:</u> Charanga – In the Groove • Listen to and comment on live and recorded music (Charanga).	Mu1/1.1, 1.3 <i>use their voices expressively and creatively by singing songs and speaking chants and rhymes</i> <i>listen with concentration and understanding to a range of high-quality live and recorded music</i> <u>Key learning points:</u> Charanga – Your Imagination

	<i>Charanga – Hey you</i> - Listen to and comment on live and recorded music (Charanga). - Learn about the differences between pulse, rhythm and pitch - Learn to sing, play, improvise and compose Respect & Resilience Reflection (Calm & Still) Connections	<u>Key learning points:</u> Use voices - expressively and creatively when singing Christmas songs. - Listen to and appreciate firework songs (Handel and London NYE fireworks) Respect & Resilience Awe & Wonder Reflection (Calm & Still) Connections	<i>using the interrelated dimensions of music</i> <u>Key learning points:</u> SAMBA DRUMS - Recognise pulse, rhythm and pitch in different styles of music. - Use tuned and untuned instruments to make short/long, loud/quiet and quick/slow sounds. - Create, select and combine sounds alongside songs. Respect & Resilience Reflection (Calm & Still) Connections	- Use tuned and untuned instruments to make short/long, loud/quiet and quick/slow sounds. - Create, select and combine sounds alongside songs. Respect & Resilience Reflection (Calm & Still) Connections	- Listen to and comment on live and recorded music (Charanga). - Recognise pulse, rhythm and pitch in different styles of music. - Use tuned and untuned instruments to make short/long, loud/quiet and quick/slow sounds. - Create, select and combine sounds alongside songs. NC: Mu 1/1.1, 1.2, 1.4 <i>use their voices expressively and creatively by singing songs and speaking chants and rhymes</i> <i>play tuned and untuned instruments musically</i> <i>experiment with, create, select and combine sounds using the interrelated dimensions of music</i> <u>Key learning points:</u> - Learn songs about creation 'All things bright and beautiful' (RE) - Learn environment songs linked to topic and English 'I love the flowers' 'Recycle'. - Create instruments using outdoor materials. - Create select and combine sounds to compose a song. - Listen to and appraise the song they and others have performed. Respect & Resilience Awe & Wonder Reflection (Calm & Still)
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					Connections
PSHE	<i>Make me a superhero</i> <u>Key learning points:</u> - Understand what resilience is - Explain a Learning line - Understand how to behave/react in different situations Internet safety (computing) Kindness & Respect & Resilience Reflection (Calm & Still) Connections <i>Aiming High (Twinkl)</i> <u>Key learning points:</u> - Recognise what makes them special - Know how to manage when finding things difficult - Know that everyone has different strengths - Know different jobs that people do (people they know)	<i>NSPCC - Pants</i> <u>Key learning points:</u> - Know the underwear rule - Know who takes care of me - Understand what private means Respect <i>Thinking Positive (Twinkl)</i> <u>Key learning points:</u> - Describe how to deal with different feelings. - Identify positive and negative thoughts - Understand that choices affect how we feel - Understand that resilience means trying again and not giving up. - Know strategies to cope with difficult feelings - Understand that being thankful is a	<i>TEAM (Twinkl)</i> <u>Key learning points:</u> - Describe different teams. - Know how to be a good listener - Know why it is important to be kind - Understand unkind behaviour Kindness & Respect Reflection (Calm & Still) Connections	<i>Relationships VIPs (Twinkl)</i> <u>Key learning points:</u> - Describe why people are special in their life - Describe why families are important - Describe what makes a good friend - Describe ways to help resolve arguments - Knows how to co-operate with others to achieve a task. - Describe how I can show my special people that I care about them and I understand why this is important. Kindness & Respect Reflection (Calm & Still) Connections Big Question - What makes a good friend?	<i>Keeping Safe (Twinkl)</i> <u>Key learning points:</u> - Know how to stay safe - know who to go to if I need help - Know how to behave around strangers Respect Connections <i>Diverse Britain (Twinkl)</i> <u>Key learning points:</u> - Understand how I can help my school community. - Understand how to be a good neighbour - Describe what it is like to live in the British Isles. - Explore how people living in the British Isles can be different and how they are the same Kindness & Respect Awe & Wonder Reflection (Calm & Still) Connections Big Question - What is a good neighbour?

	or in the community) Understand feelings of change and loss Kindness & Respect Reflection (Calm & Still) Connections	type of positive thinking Understand what the mind is. Kindness & Respect & Resilience Reflection (Calm & Still) Connections Big Question - How can you turn a negative to a positive?			
British Values	Rule of Law - Know the Class Rules - Know the School Rules - Understand why it is important to follow rules? - Discuss where else we follow rules. - Understand that Police and Government follow and make rules Respect Democracy - Vote for School Council, Eco Reps & Worship Team (in class) - Understand what a vote is, is it fair? Respect	Individual Liberty - Understand the difference between a want and a need. - Discuss what our rights are - Understand what our responsibilities are to ourselves and others? Kindness & Respect & Resilience	Mutual Respect - Know what is good about where we live? - Discuss how we could make it better and improve our local area? Kindness & Respect	Tolerance - Understand what a community is - Name communities (e.g. class, school, local) - Understand who is in our community. Kindness & Respect	Democracy - Understand what a Government is - Name the Prime Minister - Hold a debate - Whole School Vote for House Captains Respect