KS1 Long Term Planning Overview 2019-2020

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Into the Woods		Fire and Ice		Wild and Wonderful – Australia	
Subjects	Traditional tales, plants and trees, maps and changes with in living memory		The Great Fire of London, polar explorers, London and the Artic		Australia, aboriginals and animals	
Literacy **Reading** **Genre/Class Texts** **Spoken Language**	*GENRE/Class texts* *Traditional Tales* *List, Labels and Captions* *Songs and repetitive poems* ***ALL YEAR Embedded LOs=>*** -listen and respond appropriately to adults and their peers -ask relevant questions to extend their understanding and knowledge	*GENRE/Class texts* Traditional tales from other cultures Information texts The sound collector -Using letter names to distinguish between alternative spellings of the same sound -learning to appreciate rhymes and poems, and to recite some by heart -select and use appropriate registers for effective communication -speak audibly and fluently with an increasing command of Standard English -gain, maintain and monitor the interest of the listener(s) -participate in discussions, presentations, performances, role play, improvisations and debates	*GENRE/Class texts* Recount Instructions List poems -maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	*GENRE/Class texts* Stories involving fantasy Stories about feelings Playing with language -Discuss what they have written with the teacher or other pupils -give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings -use relevant strategies to build their vocabulary	*GENRE/Class texts* Stories in familiar settings Letter Poems about animals -articulate and justify answers, arguments and opinions -use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	*GENRE/Class texts* Humorous texts Information texts Milligan -Read aloud their writing clearly enough to be heard by their peers and the teacher -consider and evaluate different viewpoints, attending to and building on the contributions of others
Literacy **SPAG**	*ALL YEAR Embedded LOs=.* Leaving spaces between words Spell common exception words	Spell words containing each of the 40+ phonemes already taught Spell the days of the week	Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs joining words and joining clauses using and	Add prefixes and suffixes using the prefix un–	Capital letters, full stops, question marks and exclamation marks to demarcate sentences Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words: e.g. helping,	

					helped, helper, eating, quicker, quickest	
Literacy **Reading**	*ALL YEAR Embedded LOs=>in 1:1 and guided reading sessions* Read accurately by blending sounds in unfamiliar words containing GPCs* that have been taught Recognising and joining in with predictable phrases Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Apply phonic knowledge and skills as the route to decode words	Predicting what might happen on the basis of what has been read so far Read other words of more than one syllable that contain taught GPCs Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Participate in discussion about what is read to them, taking turns and listening to what others say learning to appreciate rhymes and poems, and to recite some by heart	discussing the significance of the title and events Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Explain clearly their understanding of what is read to them Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words	checking that the text makes sense to them as they read and correcting inaccurate reading drawing on what they already know or on background information and vocabulary provided by the teacher being encouraged to link what they read or hear read to their own experiences discussing word meanings, linking new meanings to those already known	making inferences on the basis of what is being said and done Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings Re-read these books to build up their fluency and confidence in word reading	Read words with contractions: e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s) listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
Literacy **Writing**	*GENRE/Assessed Write* *AUT 1: Traditonal tales/list, labels and captions/songs and repetitive poems* *ALL YEAR Embedded LOs=>* Begin to form lower-case letters in the correct direction, starting and finishing in the right place -Sit correctly at a table, holding a pencil comfortably and correctly -Form digits 0-9 -Write sentences by: composing a sentence orally before writing it -Naming the letters of the alphabet in order -Write sentences by: saying out loud what they are going to write about	*GENRE/Assessed Write* *AUT 2:Traditional tales from other cultures/information texts/The Sound collector poem* Form capital letters	*GENRE/Assessed Write* *SPR 1: Fantasy stories/recount/list poems* Write sentences by: re-reading what they have written to check that it makes sense Write sentences by: sequencing sentences to form short narratives Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	*GENRE/Assessed Write* *SPR2:Stories about feelings, instructions, playing with language (poetry)*	*GENRE/Assessed Write* *SUM1: Stories in familiar settings/letters/poems about animals* Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these	*GENRE/Assessed Write* *SUM2: Humorous stories/information texts/humorous, fantasy poems (OR Milligan)*

Mathematics Y1 planning Refer to White Rose Maths Hub scheme of learning document (p7 for each term)	Week 1-4: Place Value (within 10) 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 Given a number, identify one more and one less Count, read and write numbers Week 5-8: Addition and Subtraction (within 10) 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. Week 9: Shape Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. Week 10-11: Place Value (within 20) Read and write numbers from 1 to 20 in numerals and words 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 Given a number, identify one more and one less Count, read and write numbers	Week 1-4: Addition and Subtraction (within 20) 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. Week 5-7: Place Value (within 50) (Multiples of 2, 5 and 10 included) Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Given a number, 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 Week 8-9: Length and Height Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half Measure and begin to record the following: lengths and heights Week 10-11: Weight and Volume Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than] and capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] Measure and begin to record the following: mass/weight and capacity and volume	Week 1 – 3: Multiplication and Division (Multiples of 2, 5 and 10 included) 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 Week 4-5: Fractions Recognise, find and name a half as one of two equal parts of an object, shape or quantity Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Week 6: Position and Direction Describe position, direction and movement, including whole, half, quarter and three quarter turns. Week 7 – 8: Place Value (within 100) Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Given a number, identify one more and one less Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens 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 Week 9: Money Recognise and know the value of different denominations of coins and notes Week 10 - 11: Time 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. Measure and begin to record the following: time (hours, minutes, seconds) Compare, describe and solve practical problems for: time [for example, quicker, slower, earlier, later]
Science	Plants: -identify and name a variety of common wild and garden plants, including deciduous and evergreen trees -identify and describe the basic structure of a variety of common	Everyday materials: • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of	Animals, including humans: • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of

flowering plants, including trees.

Seasonal Changes: Autumn to Winter

▪observe changes across the four seasons

▪observe and describe weather associated with the seasons and how day length varies.

Working Scientifically

- gathering and recording data to help in answering questions.
- using their observations and ideas to suggest answers to questions
- performing simple tests

everyday materials

- compare and group together a variety of everyday materials based on their simple physical properties.

Seasonal Changes: Winter to Spring

▪observe changes across the four seasons

▪observe and describe weather associated with the seasons and how day length varies.

Working Scientifically

- gathering and recording data to help in answering questions.
- using their observations and ideas to suggest answers to questions
- performing simple tests
- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- identifying and classifying

common animals (fish, amphibians, reptiles, birds and mammals, including pets)

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Seasonal Changes: Spring to Summer

▪observe changes across the four seasons

▪observe and describe weather associated with the seasons and how day length varies.

Working Scientifically

- identifying and classifying

History	Links to Traditional Tales	Links to The Great Fire of London and Polar Expedition	Link to Australia Aboriginal people and zoos
	To use historical language and understand what history is To understand how clothes and style have changed over the years To ask questions and find out about Bonfire night celebrations locally To understand the changes to houses through history To understand how transport has changed within living memory To compare a village from the past to a village in the present To find out about the history of the Christmas tree NC Reference: - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - significant historical events, people and places in their own locality.	To understand how we know about the great fire of London To describe a Tudor property and explain why it burnt down To compare food from the Tudor times to food now To learn about explorers to the North Pole To plot the course that the explorers took to the North Pole To learn about the climatologist Hubert Lamb NC Reference: - events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] - the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] - significant historical events, people and places in their own	Link to Australia Aboriginal people and zoos To learn about Australian Sir Charles Kingsford Smith To learn the history of the Aboriginal art To learn about tools used by the Aboriginal people To learn about Captain Cook To learn about immigration to Australia To lean about the first zoo in England NC Reference - the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] - significant historical events, people and places in their own locality.

		locality.	

| **Geography** | Links to the woods and Goldilocks

To use aerial photographs to label basic physical features
To compare human and physical geography
To compare the countryside to a town
To use directional language
To be able to use a map
To devise a simple map

Human and physical geography

- use basic geographical vocabulary to refer to:
  ▪key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- 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 | Links to London and hot and cold areas of the world

To compare London in the Tudor times to London now
To learn about the other capital cities in the UK
To compare the Artic to England
To compare the weather patterns in the Artic and the UK
To look at aerial maps of the school and pick out key landmarks
To recap knowledge of the countries and capital cities

Locational knowledge

- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- 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
- Human and physical geography
- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
  ▪key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- 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 | Link to Australia

To discuss what is already known and learn new facts about Australia
To look at the physical geography of Australia and label the different states
To learn the 7 continents and 5 oceans
To discuss the cultural and geographical differences and similarities of these two distinct places
To draw a map around our class Australian enclosure
To compare weather patterns in the UK and weather in Australia

Place knowledge

- 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

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- name and locate the world's seven continents and five oceans

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- Locational knowledge
- name and locate the world's seven continents and five oceans |

		environment.	
D&T	To make a tree sculpture in the style of Axel Erlandson To design a hedgehog home To make a hedgehog home To design a biscuit To make and evaluate a biscuit NC Reference: Design - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate - evaluate their ideas and products against design criteria Technical knowledge - build structures, exploring how they can be made stronger, stiffer and more stable	To design a Tudor house To make a Tudor house To use clay to make candle holders To bake bread To create models out of salt dough To plan a moving picture To make a moving picture Design - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Technical knowledge - explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Evaluate - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria	To make an emu hand puppet To make and decorate a digeridoo To make Anzac biscuits To design an outback animal enclosure To make an outback animal enclosure To create animals for our outback animal enclosures Design - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Evaluate - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria
Art & Design	To create different shades using darker and lighter paint To make a tree sculpture in the style of Axel Erlandson To find and show art in nature To print onto fabric To decorate using buttons To create a card NC reference: - 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 use straws to make a fire painting To make a silhouette painting in the style of Jack Frost To use salt paint to make a winter scene To make an ice and fire collage NC reference: - 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 use watercolours to paint Australian landscapes To use mosaic to create Australian animal To create a piece of Aboriginal art To compare my piece of Aboriginal to another and to the work of Georges Seurat To use charcoal to draw animal pictures NC reference: - to use drawing, painting and sculpture to develop and share

	• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space		their ideas, experiences and imagination • to use a range of materials creatively to design and make products • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	
Music	BBC unit – Red Riding Hood (7 lessons) – Long and short notes , 'jumpy' rhythms, fast and slow Rests, The main beat - or 'pulse' - in music How music changes (though the words of the song can be the same) – lower and higher notes, fast and slow rhythms, repetition of notes Fast, bouncy rhythms, slower, smooth rhythms, short, quick notes, longer notes and phrases, loud and soft Notes jumping from low to high, music conveying mood and emotion, music going down and up, step by step Notes jumping from low to high, accumulation song – each verse gets longer and longer. NC References • use their voices expressively and creatively by singing songs and speaking chants and rhymes • Listen with concentration and understanding to a range of high-quality live and recorded	BBC Music: Jack and the Beanstalk (7 lessons) OR Christmas Performance practise breathing, posture, articulation, sound projection high/low/different paces/timbre/texture structure (phrase, chorus, verse) context (venue, occasion, time and place, intended effect) singing songs in unison, with clear diction, control of pitch, a sense of phrase and musical expression call and response practising, rehearsing and presenting performances with an awareness of the audience listening with attention to detail and recalling sounds with increasing aural memory rehearsal and performance tips NC References • use their voices expressively and creatively by singing songs and speaking chants and rhymes • Listen with concentration and understanding to a range of high-quality live and recorded	BBC Unit The Great Fire of London (3 lessons) And Hamilton Trust: The Great Fire of London rhymes and songs (4 lessons) To experiment with pitch and to play tuned and un-tuned instruments To react to music with simple movements. Using a soft, gentle voice. 'Phrases' and taking breaths. Up and down, falling and rising (pitch). Musical scales. Composing melodies (belltunes). Up, down, higher and higher (pitch). Body-percussion. mouthsounds. Actions in rhythm. Performing as a round. NC References • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and	Composing music with iPad's workshop NC References • experiment with, create, select and combine sounds using the inter-related dimensions of music	Recorder Stage 1 (Twinkl) To understand how to hold and blow into the recorder To know how to place the fingers and blow correctly to make the note B To know how to place the fingers and blow correctly to make the note A To play a simple tune using notes B and A by changing the fingering To know how to place the fingers and blow correctly to make the not G To play a simple tune using notes B, A and G by changing the fingering To play simple notes of short and long duration NC References • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded	Australian Music and weather songs To learn the song Waltzing Matilda and understanding it meaning To listen to a range of traditional Australian music and compare to music that we know To learn about Song Lines and create there own To use our bodies to make a rainstorm To create our own weather chants To play music instruments to a beat NC References • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded

			recorded			

Computing Using Purple Mash	Unit 1.1 Online safety	Unit 1.3 Pictograms	Unit 1.5 Maze Explorers	Unit 1.6 Animated Story Books	Unit 1.7 Coding	Unit 1.8 Spreadsheets
	To log in safely. To start to understand the idea of 'ownership' of their creative work. To learn how to find saved work in the Online Work area and find teacher comments. To learn how to search Purple Mash to find resources. To become familiar with the types of resources available in the Topics section. To become more familiar with the icons used in the resources in the Topics section. To start to add pictures and text to work. To explore the Tools section of Purple Mash and to learn about the common icons used in Purple Mash for Save, Print, Open, New. To explore the Games section on Purple Mash. To understand the importance of logging out when they have finished. Unit 1.2 Grouping & Sorting To sort items using a range of criteria. To sort items on the computer using the 'Grouping' activities in Purple Mash. NC: • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information	To understand that data can be represented in picture format. To contribute to a class pictogram. To use a pictogram to record the results of an experiment. Unit 1.4 Lego Builders To emphasise the importance of following instructions. To follow and create simple instructions on the computer. To consider how the order of instructions affects the result. NC: • use technology purposefully to create, organise, store, manipulate and retrieve digital content • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs	To understand the functionality of the basic direction keys in Challenges 1 and 2. To be able to use the direction keys to complete the challenges successfully. To understand the functionality of the basic direction keys in Challenges 3 and 4. To understand how to create and debug a set of instructions (algorithm). To use the additional direction keys as part of their algorithm. To understand how to change and extend the algorithm list. To create a longer algorithm for an activity. To provide an opportunity for the children to set challenges for each other. To provide an opportunity for the teacher to set these new challenges as 2Dos for all the class to try. NC: • use technology purposefully to create, organise, store, manipulate and retrieve digital content • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • create and debug simple programs • use logical reasoning to predict the behaviour of	To introduce e-books and 2Create a Story. To continue a previously saved story. To add animation to a story. To add sound to a story, including voice recording and music the children have created. To work on a more complex story, including adding backgrounds and copying and pasting pages. To use additional features to enhance their stories. To share their e-books on a class display board. NC: • use technology purposefully to create, organise, store, manipulate and retrieve digital content	• To understand what coding means in computing. • To create unambiguous instructions like those required by a computer. • To build one- and two-step instructions using the printable code cards. To introduce 2Code. • To use the 2Code program to create a simple program. To use Design Mode to add and change backgrounds and characters. They will use the Properties table to change the look of the objects. • To use the Properties table to change the look of the objects. To design a scene for a program. • To use code blocks to make the characters move automatically when the green Play button is clicked. • To add an additional character who moves when clicked. To explore the When Key and When Swiped commands (on tablets if available). • To use the Stop button to make characters stop when the background is clicked. To explore a method to code interactivity between objects. • To use Collision Detection to make objects perform actions. • To use the sound property. NC: • use technology purposefully to create, organise, store,	To introduce spreadsheets. To add images to a spreadsheet and use the image toolbox. To use the 'speak' and 'count' tools in 2Calculate to count items. Unit 1.9 Technology Outside School To walk around the local community and find examples of where technology is used. To record examples of technology outside school. NC: • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school • 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.

	technology beyond school • 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.		simple programs		manipulate and retrieve digital content • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs	
R.E	1. What do Christians believe God is like? Learning outcomes: Make sense of belief • identify what a parable is • tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father • give clear, simple accounts of what the story means to Christians Understand the impact • give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying 'sorry', by seeing God as welcoming them back, by forgiving others) • give an example of how Christians put their beliefs into practice in worship (e.g. by saying 'sorry' to God) Make connections • think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas • give a reason for the ideas	2 Why does Christmas matter to Christians? How and why do we celebrate special times? Learning outcomes: Make sense of belief • recognise that stories of Jesus' life come from the Gospels • give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians Understand the impact • give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas Make connections • think, talk and ask questions about Christmas for people who are Christians and for people who are not • decide what they personally have to be thankful for, giving a reason for their ideas	6 What makes some places significant? What makes some places sacred to believers? Learning outcomes: Make sense of belief • recognise that there are special places where people go to worship, and talk about what people do there • identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean • identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship Understand the impact • give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe • give simple examples of how people worship at a church, mosque or synagogue • talk about why some people like to belong to a sacred building or a community	5 Why does Easter matter to Christians? Learning outcomes: Make sense of belief • recognise that incarnation and salvation are part of a 'big story' of the Bible • tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of salvation (Jesus rescuing people) • recognise that Jesus gives instructions about how to behave Understand the impact • give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter Make connections • think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas	4 Who is a Muslim? What do they believe and how do they live? (Double unit, schools to choose either 3 or 4) Learning outcomes: Make sense of belief • recognise the words of the Shahadah and that it is very important for Muslims • identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean • give examples of how stories about the Prophet Muhammad show what Muslims believe about him Understand the impact • give examples of how Muslims use the Shahadah to show what matters to them • give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) • give examples of how Muslims put their beliefs about prayer and about Allah into action (e.g. by daily prayer, by using subhah beads) Make connections • think, talk about and ask questions about Muslim beliefs and ways of living • talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas • give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too	

	they have and the connections they make		Make connections • think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas • talk about what makes some places special to people, and what the difference is between religious and nonreligious special places			
PE	Multi skills To understand what a space is and to develop running and jumping forward To understand how we can run in many different directions To understand how we can send and receive a ball To understand how we send a chest pass To understand how we send an under arm throw To understand how we send an over arm throw Dance The Enormous Turnip Episode 1,2 and 3 Windy weather and falling leaves Rustling leaves and autumn dances Autumn Animals NC References: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these	Luton Town Football In the context of dribbling in football. • To move with the ball in a game. In the context of dodging to get free from a defender. • To use space when passing and receiving in a game. In the context of throwing and catching the ball in a game. • To use throwing and catching to pass and receive the ball in a game. In the context of dodging and marking. • To know how to make or deny space when attacking and defending in a game. In the context of shooting at and protecting a target. • To use attacking and defending skills in a game. In the context of using teamwork in an invasion game. • To apply specific skills to an invasion game. • To follow rules to play a game. Multi skills To develop rolling and stopping the ball using hands To develop sending and receiving using feet	Dance Great Fire of London Episode 1,2 and 3 Jack Frost Let's Make a Snowman Multi skills – using a racket Games – using a tennis style racket To hit a ball with a tennis style bat or racquet To balance a ball on a racket To bounce a ball on a racquet To send a ball to a partner using a racquet NC References • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement	Gymnastics To understand there are a variety of ways to travel on small & large patches To understand how to balance & jump using large body part on equipment To understand how to travel using different body shapes To understand how to balance on small & large body parts To link different movement together to form a routine Games – athletics (running and jumping) To run up to 60m To be able to replicate a basic technique for running. To understand the importance of completing a set running task in the most efficient way To be able to replicate a basic technique for running short and longer distances. To replicate the basic technique when jumping for vertical height. To explore the difference in a standing and running jumps. To replicate the basic technique for an effective horizontal distance jump. To explore the difference in jump	Luton Town Football • To know how to make or deny space when attacking and defending in a game. In the context of shooting at and protecting a target. • To use attacking and defending skills in a game. In the context of using teamwork in an invasion game. • To apply specific skills to an invasion game. • To follow rules to play a game. Cricket -games using a racket NC References • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement	Luton Town Football In the context of dribbling in football. • To move with the ball in a game. In the context of dodging to get free from a defender. • To use space when passing and receiving in a game. In the context of throwing and catching the ball in a game. • To use throwing and catching to pass and receive the ball in a game. Games – athletics (throwing and catching) Learning to throw using a range of equipment To accurately replicate the technique for throwing/slinging events. To develop the use of legs and placement of feet to achieve distance Sports Day Practise NC References • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination,

	in a range of activities • perform dances using simple movement patterns.	To dribble with a ball using hands (patting) To develop sending and receiving the ball using a racket To recap passing using a medium size ball NC References: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns.	patterns.	when swinging arms. NC References • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending	patterns.	and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending
PSHE **Spring 2020 onwards uses the Decision1 PSHE scheme**	**Relationships:** **Feelings & emotions –** 1. Grid A 2. Grid C 3. Grid D **Healthy Relationships -** 4.Grid F 5. Grid G 6. Grid J (anti-bullying week (this could incorporate Grid E) Themes: **Feelings and emotions:** recognise feelings in self; special people; behaviour and how people's bodies and feelings can be hurt **Healthy Relationships:** secrets	**Health and Wellbeing:** **Healthy Lifestyles –** 1. Grid A (focus: healthy eating) 2. Grid A (focus: bodies – physical activities, rest, dental health) 3. Grid B 4. Grid C 5. Grid D 6. Grid E Themes: **Healthy lifestyles:** Keeping our bodies healthy; likes/dislikes and choices; recognising and managing different feelings; personal hygiene	Theme – Relationships What we know so far Bullying Friendship Theme - Being Responsible What we know so far Practice makes perfect Water spillage Theme – Computer Safety What we know so far Online bullying Image sharing		Theme - Hazard Watch Is it safe to eat and drink? Is it safe to play with? Theme – Keeping and staying safe Road safety Tying Shoelaces Theme - Money matters	

	and surprises; working together; boundaries and relationships; resolving conflict; teasing and bullying		
Opportunities for Visits/other	Maulden Woods	Polar Museum	Hamerton Zoo
Visitors/Ideas		Fireman	Digeridoo player Australian tea party Aboriginal art work shop
Significant Events	Road Safety week – November Bonfire night – 5th Nov. Christmas	SID – Feb Chinese New Year – Jan/Feb World Book Day – March Science week – March Mother's Day - March Sign 2 Sing ends - Feb Valentine's day - Feb Easter – March/April World Maths day - Feb	Sports day Walk to School week – May Father's Day – June World Maths Day - May