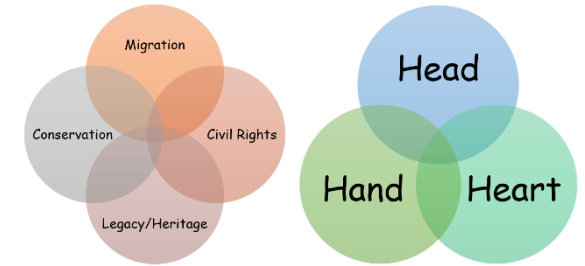


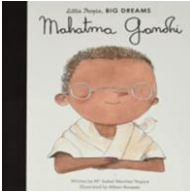
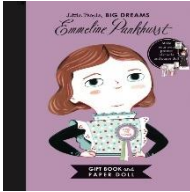
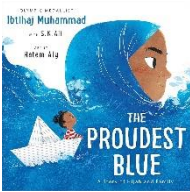
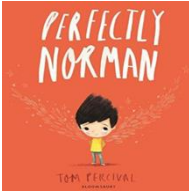
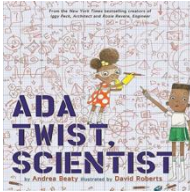
Riversdale Primary School

Medium Term Planning



Year Group	Year 1
Term	Autumn 1

Learning Overview
<p>This half term, pupils will explore themselves and their identity in relation to the others in the class, considering their similarities and differences. The learning will build on ideas of community and family with pupils exploring how each of us is unique as well as discussing the unique contributions of various social activists, both past and present. In science pupils will focus on the human body, identifying the important role that each of our main body parts has, particularly in relation to the five main senses. As well as this, the pupils will begin a year-long observation of the seasons, identifying the typical characteristics of each one, with a focus on Autumn. In geography, the pupils will begin to learn about the local area (Southfields) and begin to identify where the school is located. They will then learn about the concepts of villages, towns and cities in relation to urban vs rural areas, before identifying some of the physical and human features of the local area.</p>

Quality Stimulus Text(s)	
<ul style="list-style-type: none">• First week themed book• Ada Twist, Scientist• Perfectly Norman• The Proudest Blue• Little People, Big Dreams Series (History)	<div></div>

Significant People Past & Present	
<ul style="list-style-type: none">• Emmeline Pankhurst (History)	<ul style="list-style-type: none">• Mahatma Gandhi (History)

Linked UNCRC Articles
<ul style="list-style-type: none"> Article 7: Birth registration, name, nationality, care, Article 8: Preservation of identity, Article 14: Freedom of thought, conscience, and religion, Article 23: Children with a disability, Article 30: Children from minority or indigenous groups.

Subject	Consolidating: What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated?	Head* What substantive KNOWLEDGE should the children learn?	Hand* What disciplinary knowledge and SKILLS should the children learn?	Heart* What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?
Writing:	<ul style="list-style-type: none"> Retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate, where appropriate, key events in stories. Apply recently introduced vocabulary during discussions about texts and in play. Write recognisable letters, most of which are correctly formed. Spell words by apply GPC, mostly correctly. Write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> Identifying that words have specific jobs in a sentence. Identify specific Word Classes: nouns, verbs, and adjectives, in sentences. Define the role of a noun, a verb, and an adjective. Explain that all sentences begin with a Capital Letter. Identify a full stop and explain its purpose as the end of a statement sentence. Building on vocabulary to support with sentence development. <p><u>CHARACTER DESCRIPTION:</u></p> <ul style="list-style-type: none"> Identifying that words have specific jobs in a sentence. Identify specific Word Classes: nouns, verbs, and adjectives, in sentences. Define the role of a noun, a verb, and an adjective. Explain that all sentences begin with a Capital Letter. Identify a full stop and explain its purpose as the end of a statement sentence. Building on vocabulary to support with sentence development. Recognise that descriptions are written in third person. Know that simple coordinating conjunctions (E.g.: and, but, then, so) are used to link sentences together. 	<p>Pupils to apply grammar, purpose for writing and specific text type features in Writing to Entertain:</p> <ul style="list-style-type: none"> Setting and/or character description based on given stimuli. <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. Apply an appropriate pencil grip. 	<ul style="list-style-type: none"> Listening to one another and sharing ideas. Enjoying writing and listening to stories Building confidence in reading and writing.

Phonics:	<p>Reception Summer 2:</p> <ul style="list-style-type: none"> • long vowel sounds CVCC CCVC • long vowel sounds CCVC CCCVC CCV CCVCC • Phase 4 words ending –s /s/ • Phase 4 words ending –z /z/ • Phase 4 words ending –es • longer words • root word ending in: • –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ • Phase 4 words ending in: • –s /s/, –z /z/, –es • longer words 	<p>Phase 3 / 4 Review + Intro to Phase 5 GPCs</p> <p>Week 1:</p> <ul style="list-style-type: none"> • Review Phase 3 GPCs • ai ee igh • oa oo ar • or ur oo • ow oi ear <p>Week 2:</p> <ul style="list-style-type: none"> • air er /z/ s –es • words with two or more digraphs e.g. queen thicker <p>Week 3:</p> <ul style="list-style-type: none"> • Phase 4: CVCC CCVC CCVCC CCCVC • Phase 4 with long vowels <p>Week 4: Phase 5</p> <ul style="list-style-type: none"> • /ai/ ay play • /ow/ ou cloud • /oi/ oy toy • /ee/ ea each <p>Week 5:</p> <ul style="list-style-type: none"> • review longer words <p>PLUS: Review Phase 2 – 4 Tricky Words</p> <ul style="list-style-type: none"> • the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today 	<p>GPCs, Words & Tricky Words:</p> <ul style="list-style-type: none"> • Apply correct Grapheme/Phoneme correspondence for known GPCs. • Identify digraphs/trigraphs in know words. • Sound out and blend to read known words OR mentally sound and blend to read known words. • Sight read previously taught tricky words. • Describe what is tricky about previously taught tricky words. • Sort words by phoneme (where applicable). • Sort words by grapheme (where applicable). <p>Focus GPC:</p> <ul style="list-style-type: none"> • Apply correct Grapheme/Phoneme correspondence for new GPCs (where applicable). • Recognise that phonemes can be represented using different graphemes. • Connect new graphemes to previously learnt phonemes (where applicable). <p>Oral Blending & Focus Words/Alien Words:</p> <ul style="list-style-type: none"> • Sound talk words using learnt grapheme/phoneme correspondences. • 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. 	<p>Values: Reflect, Aspire, Value, Respect, Individuality, Share, Empathy</p> <ul style="list-style-type: none"> • Pupils will show aspiration by practising their sounds and blending to become confident readers. • Pupils will reflect on what they already know and use it to read new words. • Pupils will reflect on what makes a word tricky and how they can remember it. • Pupils will value the knowledge they've built up over time to read tricky words by sight. • Pupils will respect individuality by recognising that sounds can be represented in different ways. • Pupils will show aspiration by connecting new learning to what they already know and building on it. • Pupils will share their reading confidently with others. • Pupils will show empathy by supporting their peers as they learn to read unfamiliar words. • Pupils will reflect on the sounds in each word to spell with care and accuracy.
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			<ul style="list-style-type: none"> • Check the number of sounds written corresponds with the number of sounds spoken. • Check the grapheme/phoneme correspondence is correct. 	
Mathematics:	<p>EYFS:</p> <ul style="list-style-type: none"> • Understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<ul style="list-style-type: none"> • Identify the sequence of numbers from 0 to 10. • Explain the concept of 1s and 10s, knowing that ten 1s is equivalent to 10. • Know the numerals (digits) and what they represent (numbers from 0 to 10). • Recognise the meaning of forwards and backwards. • Understand the meaning of more and less and relate this to forwards and backwards/before and after in relation to a sequence. • Know that adding 1 to a number increases its value by 1 and subtracting 1 decreases its value by 1. • Identify the sequences of numbers when counting in multiples of 2 and 5. • Explain that equals (=) means that quantities are the same, whilst add (+) means putting quantities/values together. • Recognise the concept of greatest and least quantity in a group. • Explain what a number line is. • Know how to place numbers on a number line, with increasing numbers to the right and decreasing numbers to the left. • Recognise numbers from 1 to 10 as both numerals and words. • Understand that number bonds are pairs of numbers that add up to a given number. • Identify number bonds to 10. • Understand that physical objects can represent numbers, and each object represents one. 	<p>Number & Place Value:</p> <ul style="list-style-type: none"> • Count to and across 10, 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 2s and 5s. • Given a number, identify 1 more and 1 less. • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of most and least. • Read and write numbers from 1 to 10 in numerals and words. <p>Addition & Subtraction:</p> <ul style="list-style-type: none"> • Read, write, and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs • Represent and use number bonds facts within 10 and related subtraction facts. • Add and subtract one-digit and two-digit numbers to 10, including 0. • Solve one-step problems that involve addition, using concrete objects and pictorial representations, and missing number problems. 	<ul style="list-style-type: none"> • Working collaboratively with partners and in groups. • Using appropriate listening skills and turn taking in group discussion. • Showing empathy and kindness by helping each other to understand. • Knowing that giving your partner the answer is not helpful but explaining it is. • To recognise the value in making mistakes. • To identify the importance of resilience in problem solving. • To find different ways to solve the same problem.

		<ul style="list-style-type: none"> • Know that physical objects can be used to model the processes of addition and subtraction. • Recognise the appropriate symbols for subtraction (-), and equals (=). • Understand the concept of subtraction as "taking away" or finding the difference between two numbers. • Understand that number bonds can be used to calculate subtractions and missing number problems. • Define the term inverse. • Know the meaning and appropriate use of a part/part/whole diagram. • Recognise that subtraction is breaking down a number into its parts. 		
Science:	<p>EYFS:</p> <ul style="list-style-type: none"> • Show curiosity and ask questions. • Identify, sort and group. • Make observations using their senses and simple equipment. • Make direct comparisons. • Use their observations to help them to answer their questions. • Talk about what they have done and found out. 	<p>Animals Including Humans:</p> <ul style="list-style-type: none"> • Humans has five senses, and each sense is connected with specific body parts. • We use our senses to be aware of and understand the world around us. • The basic parts of the human body include: head, neck, arms, elbows, hands, legs, knees, feet, face, ears, eyes, hair, mouth, teeth. • Each body part does a special job, and they work together to perform actions like climbing or swimming. <p><i>Vocabulary:</i> <i>senses, limbs, torso</i></p>	<p>Ask Questions:</p> <ul style="list-style-type: none"> • Develop the ability to ask questions such as: what something is or how things are similar and different. • Where appropriate, answer these questions. <p>Enquiry:</p> <ul style="list-style-type: none"> • Sort and group things, identifying their own criteria for sorting. <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 to make observations. <p>Record/Present:</p> <ul style="list-style-type: none"> • Record observations, for example: using photographs, videos, drawings, labelled diagrams or in writing. <p>Conclusions:</p> <ul style="list-style-type: none"> • Use experiences of the world around them to suggest appropriate answers to questions. 	<p>Values: Value, Empathy, Individuality, Respect, Share, Reflect</p> <ul style="list-style-type: none"> • Appreciating the importance of our senses and the experiences they bring. • Understanding how different people experience the world through their senses and showing empathy towards others' sensory experiences. • Recognising that each individual's body may have unique characteristics. • Respecting the diversity of body types and appearances among individuals. • Appreciating the importance of different body parts and their functions in supporting life and wellbeing. • Understanding that different body parts play crucial roles for different people and showing empathy towards individual abilities and challenges.

				<ul style="list-style-type: none"> Encouraging children to reflect on their drawings and labels to ensure accuracy and understanding. Providing opportunities for children to share their labelled diagrams and measurements with others in the class and the associated responsibilities of all children.
Science: Part 1 of Year Long Observation	EYFS: <ul style="list-style-type: none"> Show curiosity and ask questions. Identify, sort and group. Make observations using their senses and simple equipment. Make direct comparisons. Use their observations to help them to answer their questions. Talk about what they have done and found out. Understand some important processes and changes in the natural world around them, including seasons and changing states of matter. 	Seasonal Changes (Earth & Space): <ul style="list-style-type: none"> There are four seasons: spring, summer, autumn, and winter, in order. The seasons are a cycle. Each season lasts around three months and has its own characteristics and the typical weather patterns. Autumn: <ul style="list-style-type: none"> The days get shorter and cooler. There is usually more wind and rain. The leaves on some trees begin to turn brown and fall. <p><i>Vocabulary:</i> <i>seasons, weather, autumn, temperature, observations, characteristics</i></p>	Ask questions: <ul style="list-style-type: none"> Develop the ability to ask questions such as: what something is, how things are similar and different. Observe: <ul style="list-style-type: none"> Make careful observations to support identification, comparison and noticing change. Record/Present: <ul style="list-style-type: none"> Record observations, for example: using photographs, videos, drawings, labelled diagrams or in writing. Conclusions: <ul style="list-style-type: none"> Use experiences of the world around them to suggest appropriate answers to questions. 	Value: Empathy, Respect <ul style="list-style-type: none"> Understanding and empathising with others' experiences of the seasons fosters a sense of connection and respect for diverse perspectives. Learning about different seasonal weather patterns fosters respect for the diversity and complexity of nature. Understanding autumn and winter characteristics cultivates empathy for those experiencing different seasonal conditions.
Art:	EYFS: <ul style="list-style-type: none"> Explore, use, refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Talk about what art is. Explain what an artist does. Recognise own work as a piece of art. Share their creations, explain the process they have used. 	Drawing – Introduction to Drawing 1: <ul style="list-style-type: none"> Lines can vary in types like straight, curved, wavy, or zigzag. Marks can be made light, heavy, short, or long. Different lines and marks create varied textures and express feelings. Artists use various materials like pencils, crayons, pastels, and charcoal, each with unique textures and effects. Shapes encompass basic forms such as circles, squares, triangles, and rectangles. 	Exploring & Developing Ideas: <ul style="list-style-type: none"> Start to record simple media explorations in a sketch book. Responding to Art: <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. Drawing: <ul style="list-style-type: none"> Explore a range of drawing implements, e.g. pencils, crayons, pastels, charcoal, chalks, to make marks. 	Values: Share, Individuality, Value, Respect, Reflect <ul style="list-style-type: none"> Students share their own marks and lines with classmates, promoting collaboration and understanding. Each student's marks reflect their individual creativity and style. Students learn to value the different shapes they create and how they contribute to patterns and designs. By exploring different media, students aspire to expand their

	<ul style="list-style-type: none"> Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or on the carpet. Hold pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. Begin to show accuracy and care when drawing. Safely use and explore a variety of materials, tools, techniques, experimenting with colour, design, texture, form, and function. 	<ul style="list-style-type: none"> Patterns emerge by repeating shapes or lines, and they can be simple or complex. <p><i>Vocabulary:</i> marks, line, shape, pattern, observation, imagination, surface, artist</p>	<ul style="list-style-type: none"> Name and draw a range of lines, shapes and marks from observation. Produce a range of patterns using different lines, shapes and marks. Begin to show control of the lines, shapes and marks made. Draw from imagination. Draw on different surfaces. 	<p>creative horizons and explore new artistic techniques.</p> <ul style="list-style-type: none"> They value the unique qualities of each medium and the effects they can achieve. Reflecting on their artwork should be encouraged to support pupils with improving their skill and knowledge application over time.
Computing: First Week of Autumn	<p>EYFS:</p> <ul style="list-style-type: none"> Understanding of what it means to be online and the importance of kindness. Building on Safer Internet Day activities from EYFS. 	<p>Kapow Computing Scheme:</p> <p>Online Safety:</p> <ul style="list-style-type: none"> Know that the internet is many devices connected to one another. Explain that you should tell a trusted adult if you feel unsafe or worried online. Identify that people you do not know on the internet (online) are strangers and are not always who they say they are. Explain that to stay safe online it is important to keep personal information safe. Know that 'sharing' online means giving something specific to someone else via the internet and 'posting' online means placing information on the internet. <p><i>Vocabulary:</i> app, appropriate, device, digital footprint, feelings, going online, in-person interactions, internet, kindness, offline activity, online activity, online experience, online interactions, online safety, personal information, pop-up, posting online, report responsible digital citizen, screen time,</p>	<ul style="list-style-type: none"> When using the internet to search for images, learning what to do if they come across something online that worries them or makes them feel uncomfortable. Interact safely with others online. Recognising how actions on the internet can affect others. Recognising what a digital footprint is and how to be careful about what we post. 	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> Using respectful language and behaviour in digital communications. Create strong, unique passwords and usernames to protect personal accounts. Explore the value of personal information and the potential consequences of sharing it recklessly. Ensure trustworthiness online, including how to identify trustworthy websites and individuals. Address the risks and benefits of sharing personal information with others on the internet. Be responsible when sharing content online, including images, videos, and personal information. Know the consequences of oversharing and how to set appropriate boundaries. Aspire to be positive digital citizens who contribute positively to online communities.

		<i>sharing online, stranger, technology, trusted adult, unkind, website</i>		<ul style="list-style-type: none"> Promote online empathy and kindness, in our actions.
Computing: Remainder of Autumn 1	<p>EYFS:</p> <ul style="list-style-type: none"> Recognising that a range of technology is used for different purposes. Learning what a keyboard is and how to locate relevant keys. Learning to log in and log out. Learning what a mouse is and developing control when using a mouse. Developing basic mouse skills, including moving and clicking and using online paint tools. Further developing mouse skills, to include the ability to click and drag. 	<p>Kapow Computing Scheme:</p> <p>Improving Mouse Skills (Lessons 1 – 3 only):</p> <ul style="list-style-type: none"> Identify where keys are on a keyboard. Explain that log in and log out mean to begin or end a connection with a computer. Recognise that a mouse can be used to select objects and manipulate them. Know that Passwords are important for security and to keep us safe. <p><i>Vocabulary: account, click, clipart, computer, drag, drag and drop, layers, log off, log on, mouse, password, predict, resize, screen (monitor), software, tool, username</i></p>	<ul style="list-style-type: none"> Learning how to explore and tinker with hardware to find out how it works. Learning where keys are located on the keyboard. Using a basic range of tools within graphic editing software. Developing control of the mouse through dragging, clicking and resizing images to create different effects. Developing an understanding of different software tools. Recognising devices that are connected to the internet. Logging in and out and saving work on their own account. 	<p>Values: Respect, Individuality, Value, Reflect, Share, Aspire</p> <ul style="list-style-type: none"> Encourage students to respect technology, the learning environment, and each other's work by properly using computers, logging out after use, and handling equipment like the mouse and keyboard carefully. Students can express their individuality by creating unique digital images. Encourage pupils to explore different software tools to create artwork that reflects their personal style. Pupils can be taught to value the importance of security, especially through the concept of passwords and why they need to keep their work safe. Encourage students to reflect on their learning process. What went well? What could they improve? Students can be encouraged to share their knowledge and skills with peers, helping each other log in, save work, or navigate software. Support pupils to aspire to improve their computing skills, whether it's mastering mouse control, learning new keys on the keyboard, or creating more complex images using editing tools.
DT:	<p>EYFS:</p> <ul style="list-style-type: none"> Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. Return to and build on their previous learning, refining ideas 	<p>Christmas Puppets (Lesson 1 – 3):</p> <p>CONTEXT: <i>"Hello, my name is Nicholas. My grandchildren are coming to stay with me at Christmas. I want to do a craft project with them where we make puppets. They are</i></p>	<p>Textiles:</p> <ul style="list-style-type: none"> Begin to use appropriate vocabulary to refer to fabrics and tools. Know that fabrics are materials used to create things like clothes and toys. 	<p>Value: Value, Respect, Share</p> <ul style="list-style-type: none"> Emphasise the value of various fabrics and tools used in textiles with a focus on purpose. Promote respect for materials and tools by teaching students to

	<p>and developing their ability to represent them.</p> <ul style="list-style-type: none"> • Create collaboratively, sharing ideas, resources and skills. • Hold pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases, • Use a range of small tools including scissors, paintbrushes, and cutlery. • Safely use and explore a variety of materials, tools, techniques, experimenting with colour, design, texture, form, and function. • Share their creations, explain the process they have used. 	<p><i>quite young, so I want the puppets to be colourful and strong. Can you help me?"</i></p> <ul style="list-style-type: none"> • Fabric is a material used to make things like clothes and toys. • Common fabrics include cotton, wool, and felt. • Shapes can be cut out by tracing around a template on to the fabric. • Tools like scissors and needles should always be used safely. • Joining fabrics together to make a 3D object, can be done using glue, staples or sewing. • A running stitch is made by sewing a line of stitches that go in and out of the material. <p><i>Vocabulary:</i> <i>materials, tools, felt, scissors, needle, join, running stitch</i></p>	<ul style="list-style-type: none"> • Identify that common fabric types include cotton, wool, and felt. • Understand that felt is a thick and sturdy fabric, ideal for crafting. • Recognise that tools used in textiles include scissors and needles, which should always be handled safely. • Cut out shapes which have been created by drawing round a template onto the fabric. • Know that a 3D textiles product can be assembled from two identical fabric shapes. • Join fabrics using simple methods e.g. running stitch, glue, staples. 	<p>handle scissors safely and respect the fabric they are cutting.</p> <ul style="list-style-type: none"> • Encourage sharing of resources so that students can work together.
Geography:	<p>EYFS:</p> <ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and when appropriate maps. 	<p>Where are We? (Lessons 1 – 3)</p> <ul style="list-style-type: none"> • The school's local area is called Southfields. • Southfields is an area within London. • London is the capital (main) city of England. • England is one of the four countries that make up the United Kingdom (UK). • Southfields is part of a city making it an urban area. • Physical features in our local area includes the River Wandle. <p><i>Vocabulary:</i> <i>local, city, town, village, urban, rural, map, physical features, human features, river</i></p>	<p>Locational Knowledge:</p> <ul style="list-style-type: none"> • Know that the local area is Southfields and is located in London. • Show on a map which country they live in (England) and what its capital is (London). • Describe and locate the features of the local area on maps. <p>Interpret a Range of Sources:</p> <ul style="list-style-type: none"> • Use photographs to recognise landmarks and basic human and physical features. <p>Place Knowledge:</p> <ul style="list-style-type: none"> • Recognise if a place is a city, town or village. • Describe some of the observed human and physical geography features of the local area. <p>Human & Physical Geography:</p> <ul style="list-style-type: none"> • Recognise that physical features mean any feature of an area that is on the Earth naturally. 	<p>Value: Aspire, Individuality, Reflect</p> <ul style="list-style-type: none"> • To aspire to know more about the world around them and develop a curiosity about different places. • Support pupils in understanding that there are many different areas in the country. Although they may fall into specific categories, they are each different and unique in their own way. • Pupils can reflect on the diversity of their local area and how different elements are captured.

			<ul style="list-style-type: none"> • Key physical features may include: hill, river, vegetation, season, weather. • Recognise that human features mean any feature of an area that is on the Earth because it was made by humans. • Key human features may include: city, town, village, house, office and shop. • Identify the physical and human features around the school/local area. 	
History:	<p>EYFS:</p> <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Talk about the past and present and place events in their own lives in chronological order. • Comment on images of familiar situations in the past. • Identify changes in characters from stories, including figures from the past and Nursery Rhymes. • Identify the reasons behind a character's actions through the use of a variety of nursery rhymes and stories. • Recalling special people in their own lives. • To know the names of people that are significant to their own lives. 	<p>We Are All Special (Lessons 1 – 3):</p> <ul style="list-style-type: none"> • Significant means something important and special. • When we study history, we look at significant people and events from the past that have changed many lives. • We can order significant events on a timeline to show when they happened. <p>Significant People:</p> <p>Emmeline Pankhurst</p> <ul style="list-style-type: none"> • Wanted women to be able to vote, just like men. • Gave speeches and led protests. • Thanks to her, women in the UK can now vote. <p>Mahatma Ghandi</p> <ul style="list-style-type: none"> • Wanted his country to be free from British rule. • Taught people peaceful ways to protest. • Inspired people to stand up for what's right. <p><i>Vocabulary:</i> <i>past, present, before, after, earliest, latest, significant, timeline, civil rights, legacy</i></p>	<p>Historical Significance:</p> <ul style="list-style-type: none"> • Know that some people and events are considered more 'special' or significant than others. • Know that 'historically significant' people or events changed many people's lives. • Discuss a significant person within a historical event and why they were important. • Discuss why a historical event was significant in relation to its impact on society. <p>Chronology:</p> <ul style="list-style-type: none"> • Begin to sequence artefacts, photographs and events that are in time order. • Develop an awareness of the past, using common words and phrases relating to the passing of time, such as past, present, before and after. <p>Cause and Consequence:</p> <ul style="list-style-type: none"> • Recognise why people did things or why events happened. • Begin to explain what happened as a result of events or people's actions. <p>Change and Continuity:</p> <ul style="list-style-type: none"> • Know that history is the study of change over time. 	<p>Values: Respect, Empathy, Democracy</p> <ul style="list-style-type: none"> • Encouraging respect for others and recognising the importance of people's actions in society. • Fostering an understanding of equality and fairness. • Encouraging peaceful conflict resolution.

Music:	<p>EYFS:</p> <ul style="list-style-type: none"> • Listening appropriately to someone leading a short musical phrase, song or rhyme. • Exploring spontaneous movement with different parts of their body in response to music. • Expressing different spontaneous emotional reactions to music, (smiling, movement, body language). • Using artwork or creative play as a way of expressing feelings and responses to music. • Identifying and imitating sounds from a variety of music. • Considering whether background music and sound effects can enhance storytelling. • Showing preferences for certain music or sounds. • Listening to music from a wide variety of cultures and historical periods. • To recognise and name at least two instruments from Groups A and B. • Singing short, rhythmic rhymes and songs. • Using both speaking and singing voices. • Unconsciously beginning to sing to the pulse of a song. • Exploring vowel sounds through call and response activities. • Exploring different ways of making sound with everyday objects and instruments. (Groups A, B and C.) • Exploring different ways of holding a range of instruments. (Groups A, B and C.) • Starting to show a preference for a dominant hand when playing instruments. (Groups A, B and C.) • Using instruments expressively to music. (Group B.) 	<p>Kapow Music Scheme:</p> <p>Keeping the Pulse (My Favourite Things):</p> <ul style="list-style-type: none"> • Know that notation is read from left to right. • Know that pictorial representations of rhythm show sounds and rests. <p><i>Vocabulary:</i> <i>pulse, singing voice, speaking voice, thinking voice</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. • Beginning to move in time with the beat of the music. Recognising simple patterns and repetition in rhythm (e.g. where a pattern of beats is repeated). • Recognising simple patterns and repetition in pitch (e.g. do-re-mi). • To recognise and name the following instruments: up to three instruments from Group A and B. • Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. <p>Creating Sound</p> <ul style="list-style-type: none"> • Singing simple songs, chants and rhymes from memory. • Competently singing songs with a very small pitch range (two notes that are different but close together). • Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. • Exploring changing their singing voice in different ways. • Breathing at appropriate times when singing. • Learning to use instruments to follow the beat, by first observing and then mimicking the teacher's modelling. • 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 notation by moving eyes from left to right as sound occurs. 	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> • Appreciate the skills and efforts of their peers and musicians. • Respect for the instruments and equipment used in music-making. • Express individual creativity through music composition and performance. • Explore different instruments and musical roles. • Maintain individual responsibilities in group performances, ensemble rehearsals, and collaborative projects. • Share musical talents and skills through performances. • Share ideas, insights, and responsibilities. • Listen to and understand each other in teamwork.
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	<ul style="list-style-type: none"> Using instruments to begin to follow a beat, with guidance. (Group A.) Finding a comfortable static position when playing instruments or singing. Developing an awareness of high and low through pictorial representations of sound. Developing an awareness of how simple marks or objects can show single beats and single beat rests. Exploring and imitating sounds from their environment and in response to events in stories. Exploring and imitating sounds. Experimenting with creating sound in different ways using instruments, body percussion and voices. Selecting classroom objects to use as instruments. Selecting sounds that make them feel a certain way or remind them of something. Playing sounds at the relevant point in a storytelling. Beginning to say what they liked about others' performances. Facing the audience when performing. Spontaneously expressing feelings around performing. Performing actively as part of a group. Demonstrating being a good audience member, by looking, listening and maintaining attention. 		<ul style="list-style-type: none"> Using pictorial representations to stay in time with the pulse when singing or playing. Confidently reading simple rhythmic patterns comprising of one beat sounds and one beat rests. <p>Composing and Improvising:</p> <ul style="list-style-type: none"> Improvising simple question and answer phrases, using untuned percussion or voices. <p>Performing:</p> <ul style="list-style-type: none"> Starting to maintain a steady beat throughout short performances. Keeping instruments still until their part in the performance. Performing actively as part of a group; keeping in time with the beat. Showing awareness of the leader, particularly when starting or ending a piece. 	
PE:	<p>EYFS:</p> <ul style="list-style-type: none"> Swimming Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. 	<ul style="list-style-type: none"> Understand that different sports have different rules. Identify the expectations for a range of team games. Learn vocabulary associated with: <ul style="list-style-type: none"> Swimming Team Games Multisport 	<ul style="list-style-type: none"> Play simple versions of attacking and defending games, collaboratively. Choose a small range of basic skills and ideas. Describe some basic rules and the way to score. 	<p>Values: Respect, Value, Entrust, Reflect, Share, Democracy, Aspire, Empathy</p> <ul style="list-style-type: none"> Carry out activities to improve their work with support and understand why they are useful. Work collaboratively and share ideas with others.

	<ul style="list-style-type: none"> Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. Develop Generic movement skills collaboratively FOM, FMS 			<ul style="list-style-type: none"> Value the efforts of others and show empathy when providing peer-assessment/feedback. Entrust each other to be kind and supportive, showing good sportsmanship. Show resilience when receiving feedback and reflect on how this can be used.
RE:	<ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. 	<p>How Do We Grow and Change?</p> <ul style="list-style-type: none"> Something that makes us special or different from others is our name, what we like, and what we can do. We are different now from when we were babies because we have grown and can do more. Lots of stories tell us about how things can change. At the end of the story, the Ugly Duckling changed by growing into a beautiful swan. As time passed, Theseus' ship changed because all the parts were replaced one by one. Jonah was still the same person after he changed his mind because he was still Jonah, but he made better choices. Since the start of Year 1 we will have changed in lots of ways. <p>Significant People:</p> <p>Jonah</p> <ul style="list-style-type: none"> Ran away because he was scared. Was swallowed by a big fish. <p>Theseus</p> <ul style="list-style-type: none"> Was a mythical Greek hero. <p>Vocabulary: <i>change, grow, same, different, special, story, forgive, identity</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. <p>Learning About Religion & Belief</p> <ul style="list-style-type: none"> Remember religious stories and talk about them. 	<p>Values: Individuality, Value, Reflect, Empathy, Aspire</p> <ul style="list-style-type: none"> Understand that everyone is different and special. Learn to value change and recognise personal growth. Consider how it feels to be scared or to make a difficult choice. Think about how people can learn and grow Explore who we are and how we stay the same inside. Celebrate progress and set goals.
RSE:	N/A	<p>My Happy... Scheme:</p> <p>My Happy Mind: Meet Your Brain Lessons 1 – 5</p>	<p>My Happy Mind: Meet Your Brain</p> <ul style="list-style-type: none"> Identify where the brain is located in the body and describe its main parts. 	<p>My Happy Mind: Meet Your Brain</p> <p>Values: Reflect, Entrust, Aspire, Empathy, Love</p>

		<p>To Learn:</p> <ul style="list-style-type: none"> • Where their brain is in their body and what it looks like. • That our brain has 3 main parts, and it works best when they work together. • The 3 parts are Team H-A-P: Hippocampus, Amygdala and Prefrontal Cortex. • That when we feel big emotions, our Amygdala can react and take over our brain, sending the Hippocampus and Prefrontal Cortex to sleep. • That Happy Breathing helps our entire body, including our brain, to relax and wakes up the Hippocampus and Prefrontal Cortex. • That if they want to improve at something, they need to practise repeatedly, and our brain helps us get better each time. This is called Neuroplasticity. <p>Vocabulary: <i>brain, cells, team H-A-P, hippocampus, amygdala, prefrontal cortex, happy breathing, neuroplasticity, big emotions</i></p> <p>My Happy Mind Places: Lessons 1 – 2</p> <p>To Learn:</p> <ul style="list-style-type: none"> • About different feelings that humans can experience. • How to recognise and name different feelings. • How feelings can affect people's bodies and how they behave. • How to recognise what others might be feeling. • To recognise that not everyone feels the same at the same time, or feels the same about the same things. • About ways of sharing feelings; a range of words to describe feelings. 	<ul style="list-style-type: none"> • Use calming strategies like Happy Breathing to help manage big emotions. • Begin to take responsibility for calming themselves and trying again after setbacks. • Develop early self-awareness of how their brain and emotions affect their learning. <p>My Happy Mind Places</p> <ul style="list-style-type: none"> • Name a range of different feelings. • Describe how feelings can affect their bodies and behaviour. • Identify how others might be feeling based on words, actions, or expressions. • Use a wide vocabulary to express and share their feelings. • Identify activities and routines that help them feel good. • Use calming strategies to manage big feelings and improve their mood. • Respond to changes by identifying emotions and using strategies to feel better. 	<ul style="list-style-type: none"> • Pupils will reflect on how their brain works and how emotions affect their learning. • Pupils will trust that their brain can learn and grow through practice and effort. • Pupils will aspire to keep improving by understanding that practise helps them get better. • Pupils will begin to recognise that others also experience big emotions and need time to calm down. • Pupils will learn to care for themselves by using calming strategies to feel better and think clearly. <p>My Happy Mind Places</p> <p>Values: Empathy, Reflect</p> <ul style="list-style-type: none"> • Pupils will recognise and respond to how others may be feeling. • Pupils will reflect on how they feel and how those feelings affect their behaviour.
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*Links to Curriculum Themes: Migration, Civil Rights, Conservation, Legacy/Heritage