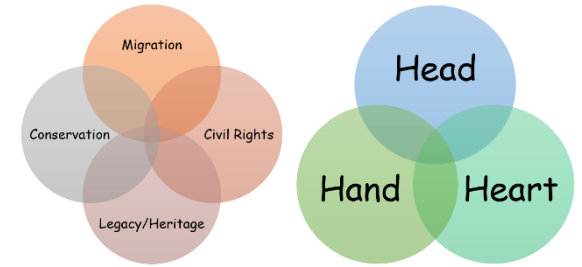


Riversdale Primary School

Medium Term Planning



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| Year Group | Year 1 |
| Term | Autumn 2 |

Learning Overview

This half term, pupils in Year 1 will use toys as an inspiration for their writing, helping them to build their descriptive vocabulary and sentence structure. In science, they will continue to learn about animals including humans, building on their understanding of body parts, to help them classify a range of animals into groups based on their characteristics. In geography, the pupils will be introduced to the concept of physical and human features, exploring the local area to identify them. In history, they will continue to look at significant people from history and the present day, specifically looking at social activists that have worked to secure rights for people and animals alike. Finally, in RE, the pupils will look at the concept of belonging and community, for both a religious and non-religious perspective.

Engaging Starting Points/Hooks

- Create a table top display with a range of toys from across the world and across history which children can interact with throughout the half term.

Quality Stimulus Text(s)

- The Adventures of Egg Box Dragon
- Toys in Space
- Lost in the Toy Museum

Significant People Past & Present

- Lynette Yiadom-Boakye (Art)
- Rosa Parks (History)
- David Attenborough (History)

Linked UNCRC Articles

- Article 3: Best interests of the child
- Article 13: Freedom of expression
- Article 27: Adequate standard of living
- Article 31: Leisure, play and culture

| Subject | Consolidating: What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated? | Head* What substantive KNOWLEDGE should the children learn? | Hand* What disciplinary knowledge and SKILLS should the children learn? | Heart* What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop? |
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| English: | EYFS: <ul style="list-style-type: none"> • Phase 2 and 3 Grapheme/Phoneme Correspondence (Little Wandle Letters and Sounds) • Consistently read words which use Phase 2 and 3 GPCs by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. • 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. Year 1: <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. | <u>SETTING DESCRIPTION:</u> <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. • describing a person, place or thing by comparing it to something else, using the words 'like' or 'as'. • Identify similes in a given text. • Know that similes are a more engaging and creative way to describe. <u>RHYMING POEM:</u> <ul style="list-style-type: none"> • Know that a poem is a piece of writing that uses imaginative words to share ideas, emotions or a story with the reader. • Explain the term rhyme. • Identify words that rhyme from a given list. | Pupils to apply grammar, purpose for writing and specific text type features in Writing to Entertain: <ul style="list-style-type: none"> • A setting description to describe a part of the Toy Museum. (Sentence Stacking) • A setting description based on a given photograph. (Independent) • Short poem inspired by Toys in Space, using rhyming couplets. (Sentence Stacking) Pupils to apply grammar, purpose for writing and specific text type features in Writing to Inform: <ul style="list-style-type: none"> • Simple instructions for making and decorating their Christmas themed puppet. (Sentence Stacking) (DT Link) Composition: <ul style="list-style-type: none"> • Developing accuracy by saying the sentence before they write. • Read back their work/stories – blending and segmenting. • Applying learnt word classes to build descriptive sentences. Handwriting: <ul style="list-style-type: none"> • Correct Letter and digit formation. • Using finger spaces between words. • Apply an appropriate pencil grip. | <ul style="list-style-type: none"> • Listening to one another and sharing ideas. • Enjoying writing and listening to stories • Building confidence in reading and writing. |

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| | <ul style="list-style-type: none"> • 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>INSTRUCTIONS:</u></p> <ul style="list-style-type: none"> • Understand why a clear title is needed for instructions. • Know that instructions are written in steps which are in time sequence. • Recognise that imperative verbs are sometimes used at the start of an instructional sentence. • Understand that instructions can be ordered using simple time conjunctions (first, then, next) or numbers (1, 2, 3, 4, 5) for each step. • Recognise that sentences do not include pronouns and are written impersonally. | | |
| <p>Mathematics:</p> | <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. <p>Year 1:</p> <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. | <p>Subtraction:</p> <ul style="list-style-type: none"> • Recognise the appropriate symbols for subtraction (-), and equals (=). • Understand the concept of subtraction as "taking away" or finding the difference between two numbers. • Number bonds are pairs of numbers that add up to a given total. • 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. • Recall subtractions facts in association with their corresponding number bonds. • Define regrouping and renaming where appropriate. <p>Position and Direction:</p> | <p>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 and related subtraction facts within 20. • Add and subtract one-digit and two-digit numbers to 20, including 0. • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$. <p>Position and Direction:</p> <ul style="list-style-type: none"> • Describe position, directions and movements. <p>Number & Place Value:</p> <ul style="list-style-type: none"> • Consolidation of concepts from Autumn 1 with a focus on numbers up to 20. | <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. |

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| | <ul style="list-style-type: none"> • 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 up to 10. | <ul style="list-style-type: none"> • Identify the basic positional words like "above," "below," "next to," "in front of," "behind," "between," and "beside" to describe the location of objects or shapes. • Recognise directional terms such as "left," "right," "up," "down," "forwards," and "backwards" to describe movement or the relative positions of objects. <p>Number & Place Value:</p> <ul style="list-style-type: none"> • Identify the sequence of numbers from 0 to 20. • 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 20). • 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 up to 20. | | |
| <p>Science:</p> | <p>EYFS:</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. <p>Year 1:</p> <ul style="list-style-type: none"> • Develop the ability to ask questions such as: what something is, how things are similar and different. • Use practical resources provided to gather evidence to answer questions generated by themselves or the teacher. | <p>Animals Including Humans Lessons (6 – 10):</p> <ul style="list-style-type: none"> • Scientists sort animals in to “classes” based on what they have in common. • Examples include: what the animals look like, where the animals live, what the animals eat. • Fish... <ul style="list-style-type: none"> - have scales. - only live in the water. - breathe through gills. - have fins. - lay eggs in water. • Amphibians... | <p>Ask Questions:</p> <ul style="list-style-type: none"> • Develop the ability to ask questions such as: what something is, how things are similar and different. <p>Enquiry:</p> <ul style="list-style-type: none"> • Sort and group things, identifying their own criteria for sorting. • Use practical resources provided to gather evidence to answer questions generated by themselves or the teacher. • With support carry out: tests to classify; comparative tests and pattern seeking enquiries. | <p>Values: Respect, Individuality, Share, Entrust, Reflect, Empathy</p> <ul style="list-style-type: none"> • Encourage respect for the diversity of animals. • Discuss how each species is unique and valuable in its own way. • Consider how both fish and amphibians may need to share a habitat, working together to keep it safe for their young. • Discuss the importance of protecting aquatic environments to ensure the well-being of fish and amphibians. |

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| | <ul style="list-style-type: none"> • With support carry out: tests to classify; comparative tests and pattern seeking enquiries. • Use their observations and testing to compare objects and materials. • Sort and group things, identifying their own criteria for sorting. • Make careful observations to support identification and comparison. • Record observations, for example: using photographs, videos, drawings, labelled diagrams or in writing. • Classify using simple prepared tables and sorting rings. • Use experiences of the world around them to suggest appropriate answers to questions. • Orally communicate findings to an audience, using appropriate scientific language. | <ul style="list-style-type: none"> - live both in water and on land. - use gills when they are babies but use lungs when they are adults. - lay eggs in water. • Birds... <ul style="list-style-type: none"> - have feathers. - have beaks. - lay hard shelled eggs. • Reptiles... <ul style="list-style-type: none"> - have scales. - mostly have teeth, apart from turtles. - lay leathery eggs. • Mammals... <ul style="list-style-type: none"> - have fur or hair on their bodies. - feed their babies milk. - give birth to live babies apart from the platypus and echidna. • There are three categories of diet: Herbivore, Carnivore and Omnivore. <p><i>Vocabulary:</i> <i>animal class, characteristics, similarities, differences, classify, diet, herbivore, carnivore, omnivore</i></p> | <p>Observe:</p> <ul style="list-style-type: none"> • Make careful observations to support identification and comparison. <p>Record/Present:</p> <ul style="list-style-type: none"> • Classify using simple prepared tables and sorting rings. • Record observations, for example: using photographs, videos, drawings, labelled diagrams or in writing. <p>Conclusion:</p> <ul style="list-style-type: none"> • Use experiences of the world around them to suggest appropriate answers to questions. <p>Communicate:</p> <ul style="list-style-type: none"> • Orally communicate findings to an audience, using appropriate scientific language. | <ul style="list-style-type: none"> • Encourage reflection on the similarities and differences between the two animal classes. • Foster empathy by exploring the baby mammal's reliance on its mother for survival. • Emphasise the importance of respecting the dietary needs of different animals in the ecosystem. |
| <p>Art:</p> | <p>EYFS:</p> <ul style="list-style-type: none"> • Name the primary colours (red, blue, yellow). • Identify favourite colours and what they might be used for (e.g. light blue for the sky). <p>Year 1:</p> <ul style="list-style-type: none"> • Start to record simple media explorations in a sketch book. • Begin to build information on colour theory. • Talk about own work, explaining simply the process they have used. • Look at and talk about the work of other artists expressing their likes and dislikes in simple terms. | <p>Painting:</p> <ul style="list-style-type: none"> • The primary colours are blue, red and yellow. • Mixing two primary colours makes a secondary colour. • The colour wheel shows us how the primary and secondary colours are related. • When colours are bright, they can make us feel happy. • When colours are dark, they can make us feel sad. • Cool colours can make us feel calm. • Warm colours can make us feel excited. | <p>Exploring & Developing Ideas:</p> <ul style="list-style-type: none"> • Start to record simple media explorations in a sketch book. • Begin to build information on colour theory. <p>Responding to Art:</p> <ul style="list-style-type: none"> • Talk about own work, explaining simply the process they have used. • Look at and talk about the work of other artists expressing their likes and dislikes in simple terms. • Begin to explore the work of a range of artists and designers, describing simple differences and similarities. <p>Painting:</p> | <p>Values: Individuality, Value, Reflect, Respect</p> <ul style="list-style-type: none"> • Show individuality in the marks and patterns we create and how we can each use the same colours differently. • Value and reflect on how different colours are created and used. • Value the use of different tools to create our paintings and that each one has a different purpose. • Respect the work of Lynette and how she uses colour to show emotion. • Reflect on what we have learnt throughout the term and think |

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| | <ul style="list-style-type: none"> Begin to explore the work of a range of artists and designers, describing simple differences and similarities. | <ul style="list-style-type: none"> Thin brushes can be used for details or thin lines. Thick or wide brushes can cover a bigger surface. <p>Significant People: Lynette Yiadom-Boakye</p> <ul style="list-style-type: none"> known for portrait paintings. she uses colour to show emotions and feelings. <p><i>Vocabulary:</i> primary colours, secondary colours, colour wheel, collection, brush, brush stroke, experiment, control</p> | <ul style="list-style-type: none"> Name the primary colours and identify them on a colour wheel. Mix primary colours to make secondary colours and place them on a colour wheel. Describe collections of colours and their uses. Experiment with painting with different brush sizes and types. | <p>carefully about how we use those skills to create our art.</p> <ul style="list-style-type: none"> Reflect on what we have learnt throughout the term and think carefully about how we use those skills to create our art. |
| <p>Computing:</p> | <p>Year 1:</p> <ul style="list-style-type: none"> Learning how to explore and tinker with hardware to find out how it works. Recognising that some devices are input devices and others are output devices. Learning where keys are located on the keyboard. Learning how to operate a camera to take photos and videos. Learning that decomposition means breaking a problem down into smaller parts. Using decomposition to solve unplugged challenges. Using logical reasoning to predict the behaviour of simple programs. Developing the skills associated with sequencing in unplugged activities. Using a basic range of tools within graphic editing software. Taking and editing photographs. Developing control of the mouse through dragging, clicking and resizing of images to create different effects. Developing understanding of different software tools. | <p>Kapow Computing Scheme:</p> <p>Creating Media: Digital Imagery (Lessons 1 – 3 only):</p> <ul style="list-style-type: none"> To understand that holding the camera still and considering angles and light are important to take good pictures. To know that you can edit, crop and filter photographs. <p><i>Vocabulary:</i> background, blurred, camera, clear, crop, delete, device, digital camera, download, drag and drop, edit, editing software, filter, image, import, photograph, resize, save as screen, sequence, software storage space, visual effects</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. Learning how to operate a camera to take photos and videos. Developing the skills associated with sequencing in unplugged activities. Using a basic range of tools within graphic editing software. Taking and editing photographs. Developing control of the mouse through dragging, clicking and resizing of images to create different effects. Developing understanding of different software tools. | <p>Values: Respect, Individuality, Value, Reflect, Share, Democracy</p> <ul style="list-style-type: none"> Show respect when taking photographs of people, places or things. Understand that you MUST ask permission to take somebody's photograph (consent) and respect their choice. Photography is a form of art and everybody has their own individual style, likes and dislikes. Value how technology can make our lives easier for examples the ability to edit and format photographs. Reflect on the importance of treating technology carefully and make sensible/safe decisions when using technology. Share resources kindly and fairly. Be democratic when deciding what to take photographs of and take turns in making decisions. |

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| <p>DT:</p> | <p>Year 1:</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. • 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>Christmas Puppets (Lessons 4 – 6):</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. • Sewing or gluing items like buttons, beads, sequins, braids, and ribbons help to decorate fabric products. • Colour can be added using fabric pens, printing/stamps, and painting. <p><i>Vocabulary:</i> <i>materials, tools, felt, scissors, needle, join, running stitch, decoration, product</i></p> | <p>Evaluating:</p> <ul style="list-style-type: none"> • Discuss existing products: • what products are, • who products are for, • what products are for, • what materials products are made of, • what they like and dislike about products. • Talk about their design ideas and what they are making. • Make simple judgements about their products and ideas against design criteria. <p>Designing:</p> <ul style="list-style-type: none"> • State what products they are designing and making. • Say whether their products are for themselves or other users. • Use simple design criteria to help develop their ideas. • Use knowledge of existing products to help come up with ideas. • Develop and communicate ideas by talking and drawing. • Model ideas by exploring materials, components and construction kits and by making templates and mock-ups. <p>Making:</p> <ul style="list-style-type: none"> • Select from a range of tools and equipment, explaining their choices. • Select from a range of materials and components according to their characteristics. • Follow procedures for safety and hygiene. • Measure, mark out, cut and shape materials and components. • Assemble, join and combine materials and components. <p>Textiles:</p> <ul style="list-style-type: none"> • Decorate fabrics with attached items, e.g. buttons, beads, sequins, braids, ribbons. | <p>Value: Individuality, Love, Empathy</p> <ul style="list-style-type: none"> • Each child's design will reflect their individuality; encourage children to follow their ideas within the design brief. • As students add decorations to their fabric toys they should be encouraged to show care and affection for their creations. • Students learn to consider user needs and preferences when evaluating their fabric toys, promoting empathy towards others. |
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| | | | <ul style="list-style-type: none"> Colour fabrics using a range of techniques, e.g. fabric pens, fabric paints, printing. | |
| Geography: | <p>Year 1:</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. Use photographs to recognise landmarks and basic human and physical features. Recognise if a place is a city, town or village. Describe some of the observed human and physical geography features of the local area. Recognise that physical features mean any feature of an area that is on the Earth naturally. 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. | <p>Where are We? (Lessons 4 – 6):</p> <ul style="list-style-type: none"> Southfields is part of a city making it an urban area. Physical features in our local area includes the River Wandle. Human features in our local area includes: <ul style="list-style-type: none"> streets and roads, shops, restaurants, schools, parks, and the local underground station. <p><i>Vocabulary:</i> <i>local, city, town, village, urban, rural, map, physical features, human features, river</i></p> | <p>Place Knowledge:</p> <ul style="list-style-type: none"> Observe simple human and physical features of the local area (Southfields). 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"> Key physical features may include: hill, river, vegetation, season, weather. Key human features may include: city, town, village, house, office and shop. Identify the physical and human features around the school/local area. <p>Fieldwork:</p> <ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the key human and physical features of the surrounding environment. <p>Enquiry & Investigation:</p> <ul style="list-style-type: none"> Ask geographical questions such as ‘why is this place like this?’ and ‘how is this place changing?’. Asking simple questions about features of their school grounds and/or local area. Collect quantitative data through a small survey of a local area to answer an enquiry question. <p>Communicate Geographical Information:</p> <ul style="list-style-type: none"> Use simple recording techniques to express their feelings about a specific place and explain why they like/dislike some of its features. Present data in simple tally charts or pictograms commenting on what the data shows. | <p>Value: Individuality, Democracy, Share</p> <ul style="list-style-type: none"> Observe and recognise the unique features of their local area, embracing the individuality of the places around them. Encourage pupils to see the importance to collaborating with others for the improvement of their lives and that everyone should be able to share their opinions. Supporting pupils in sharing their ideas and findings, and to work collaboratively on presenting these to a given audience. |
| History: | <p>Year 1:</p> | <p>We Are All Special (Lessons 4 – 6):</p> <p>Significant People:</p> | <p>Historical Significance:</p> | <p>Values: Respect, Individuality, Entrust, Value, Empathy</p> |

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| | <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. • 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. • Recognise why people did things or why events happened. • Begin to explain what happened as a result of events or people's actions. • Know that history is the study of change over time. | <p>Rosa Parks</p> <ul style="list-style-type: none"> • People were being treated unfairly because of their skin colour. • Refused to give up her bus seat to a white person. • Part of a significant event in the Civil Rights Movement. <p>David Attenborough</p> <ul style="list-style-type: none"> • Produces wildlife documentaries. • Raised awareness about issues with the environment. • Does conservation work to look after the environment. <p><i>Vocabulary:</i> <i>past, present, before, after, earliest, latest, significant, commemorate, timeline, civil rights, conservation, legacy</i></p> | <ul style="list-style-type: none"> • 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. • 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. <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>Chronology:</p> <ul style="list-style-type: none"> • Begin to sequence artefacts, photographs and events that are in time order. • Begin to understand where people and events fit on a timeline. • Develop an awareness of the past, using common words and phrases relating to the passing of time, such as past, present, before and after. | <ul style="list-style-type: none"> • Fostering bravery and standing up for what is right, even when faced with challenges. • Encouraging care and empathy for nature and its creatures. • Developing gratitude and appreciation for the contributions of significant individuals. |
| <p>Music:</p> | <p>Year 1:</p> <ul style="list-style-type: none"> • Listening with concentration to short pieces of music or excerpts from longer pieces of music. • Engaging with and responding to longer pieces of music. • 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. | <p>Kapow Music Scheme</p> <p>To know:</p> <ul style="list-style-type: none"> • That sound can help tell a story. • That an instrument or voice can be played at different speeds. • That pulse can be fast and slow. <p><i>Vocabulary:</i> <i>beat, fast, singing voice, slow, speaking voice, warm up</i></p> | <ul style="list-style-type: none"> • Recognising basic tempo changes. • Describing the character, mood, or 'story' of music they listen to (verbally or through movement). • Describing the differences between two pieces of music. • Listening to and repeating short, simple rhythmic patterns. • Listening and responding to other performers by playing as part of a group. • Combining instrumental and vocal sounds within a given structure. • Beginning to make improvements to their work as suggested by the teacher. | <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. |

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| | <ul style="list-style-type: none"> • Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. • 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. • Reading different types of notation by moving eyes from left to right as sound occurs. • 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. • Improvising simple question and answer phrases, using untuned percussion or voices. • 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. | | <ul style="list-style-type: none"> • Using their voices expressively to speak and chant. • Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. • Responding to simple musical instructions such as tempo changes. • Competently singing songs with a very small pitch range (two notes that are different but close together). | <ul style="list-style-type: none"> • Share musical talents and skills through performances. • Share ideas, insights, and responsibilities. • Listen to and understand each other in teamwork. |
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| <p>PE:</p> | <p>EYFS:</p> <ul style="list-style-type: none"> Swimming Negotiate space and obstacles safely. Demonstrate strength, balance and coordination when playing. | <ul style="list-style-type: none"> Learn vocabulary associated with: <ul style="list-style-type: none"> Swimming Team Games Multisport Begin to explain the concept of getting into space. Begin to describe how to make movements using large or smaller body parts. Explain different ways of sending, receiving, striking. <p><i>Vocabulary:</i> <i>jump, catch, throw, balance, Pattern, combination, run, forwards, backwards, skills, control, safely, arms, legs, tuck, link, movement.</i></p> | <ul style="list-style-type: none"> Begin to consciously make movements using large or smaller body parts. Send, receive, strike a ball in a variety of ways depending on the needs of the game. Describe what they and others are doing through peer and self-assessment. | <p>Values: Respect, Value, Entrust, Reflect, Share, Democracy, Aspire, Empathy</p> <ul style="list-style-type: none"> Carry out activities to improve their work with support and understand why they are useful. Work collaboratively and share ideas with others. Value the efforts of others and show empathy when providing peer-assessment/feedback. Entrust each other to be kind and supportive, showing good sportsmanship. Show resilience when receiving feedback and reflect on how this can be used. |
| <p>RE:</p> | <p>Year 1:</p> <ul style="list-style-type: none"> Identify religious stories and talk about them. Use the right names for things that are special to believers. Use some religious words to describe some religious practices. Talk about religious art, symbols and words. Say what some symbols stand for and what some of the art and music is about. Tell religious stories and talk about them. Talk about things that happen to them. Talk about what they find interesting or puzzling. Ask about what happens to others with respect for their feelings. Talk about some things in stories that make people ask questions. Talk about what is important to them and to others with respect for their feelings. | <p>Who is my Family and Where do I Belong?</p> <ul style="list-style-type: none"> Know the definition of a family as a group of two or more people that are connected by birth, marriage and/or adoption. Know that all families are different, but that the love in these is the same. Explain the importance of brothers and sisters, cousins or friends. Recall examples of what families might share (characteristics, objects, experiences, etc.) Identify different ways that we show that we belong at school. Recognise that we belong to different groups in different ways. Make connections between belonging and identity. Give non-religious reasons for going to the mosque. Show an understanding of why the mosque is important in the Muslim community. Give non-religious reasons for going to the synagogue. Show an understanding of why the synagogue is important in the Jewish community. | <p>Learning About Religion & Belief:</p> <ul style="list-style-type: none"> Identify religious stories and talk about them. Use the right names for things that are special to believers. Use some religious words to describe some religious practices. Talk about religious art, symbols and words. Say what some symbols stand for and what some of the art and music is about. Tell religious stories and talk about them. <p>Learning From Religion & Belief:</p> <ul style="list-style-type: none"> Talk about things that happen to them. Talk about what they find interesting or puzzling. Ask about what happens to others with respect for their feelings. Talk about some things in stories that make people ask questions. Talk about what is important to them and to others with respect for their feelings. | <p>Values: Respect, Individuality, Value, Share, Love, Empathy</p> <ul style="list-style-type: none"> Exploring the idea of what family members may share (characteristics, objects, experiences etc.). Understand that all families are different and have their own individual characteristics. Express the concept of different families, same love. Being respectful of different faiths, regardless of own belief. Identifying the value of different religious buildings for members of that community, and in some cases non-members. Displaying empathy for those people who may feel lonely within a community. Making the connection between belonging and identify. |

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| | | <ul style="list-style-type: none"> • Give reasons why a Christian might go to church at Christmas. • Show an awareness that meditating and being mindful helps people to feel connected to others and the world around them. <p><i>Vocabulary:</i> family, school, world, religion, belief, belong, community, place of worship, symbol, identity</p> | | |
| RSE: | <p>Year 1:</p> <ul style="list-style-type: none"> • Define the terms difference and similarity. • Identify what they like/dislike and are good at. • Explain what makes them special and how everyone has different strengths. • State that their personal features or qualities are unique to them. • Identify how they are similar or different to others, and what they have in common. • Use the correct names for the main parts of the body, including external genitalia. • Explain that parts of bodies covered with underwear are private. | <ul style="list-style-type: none"> • Identify that family is one of the groups they belong to, as well as, for example, school, friends, clubs. • Recognise the different people in their family/those that love and care for them. • Explain what their family members, or people that are special to them, do to make them feel loved and cared for • State how families are all different but share common features – what is the same and different about them. • List different features of family life, including what families do/enjoy together. • Explain that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried. | <p>Relationships:</p> <ul style="list-style-type: none"> • Observe ourselves and others. • Identifying similarities and differences. • Identify examples of individuality. | <p>Values: Respect, Individuality, Value, Entrust, Share, Love, Empathy</p> <ul style="list-style-type: none"> • Respect that all families are different from each other. • Recognise that within a family each person is an individual and contributes different things to the relationship. • Value each person in our family as they are special to us in different ways. • Know that if they share something, the trusted adult is being entrusted to keep them safe. • Even though families may be different, each family has the same love. • Show empathy for those that may not have their families with/near them for various reasons. |

*Links to Curriculum Themes: Migration, Civil Rights, Conservation, Legacy/Heritage