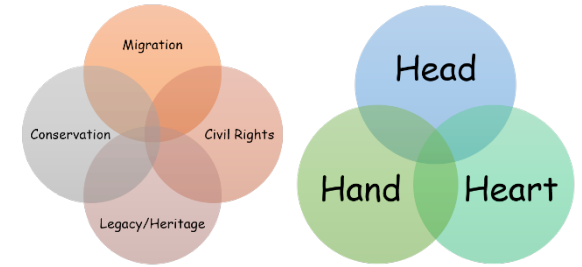




# Riversdale Primary School

## Medium Term Planning



Year Group	Glitter Class
Term	Spring 1

Learning Overview
<p><b>English</b></p> <p>This term, pupils will engage with a range of rich and stimulating texts, including <i>If Sharks disappeared by Lilly Williams</i> and <i>The Giant Jam Sandwich by John Vernon Lord /Janet Burroway</i>. These thoughtfully chosen narrative and non-fiction texts offer valuable opportunities to enhance communication, reading, and writing skills. Through guided activities, pupils will examine character development, organize events in sequence, tackle problems, and articulate their ideas. Learning is reinforced with storytelling, sensory experiences, and visual prompts to ensure both accessibility and engagement.</p>
<p><b>Mathematics</b></p> <p>Pupils will further consolidate and expand their mathematical understanding through the Power Math scheme of work. Lessons will build on prior knowledge and aim to strengthen confidence in applying key concepts in practical, meaningful contexts.</p>
<p><b>Science</b></p> <p>This term, the focus is on Sounds. Pupils will explore the topic through hands-on, sensory-rich activities that encourage investigation and discovery. Lessons are carefully structured and supported with visual aids, allowing pupils to identify different sounds, explore how they are made, and consolidate key vocabulary. This approach fosters curiosity, early scientific thinking, communication, and attention skills, while promoting turn-taking and collaborative learning in a safe, calm environment.</p>
<p><b>Geography</b></p> <p>The central theme for this term is Extreme Earth: Volcanoes. Pupils will learn what a volcano is, how eruptions happen, and the different parts of a volcano, including the crater, vent, and lava flow. They will explore how volcanoes can change the land and why people sometimes live near them. Lessons will use visual aids, hands-on activities, and sensory experiences to help pupils observe, predict, and discuss volcanic activity, supporting understanding, communication, and engagement.</p>
<p><b>History</b></p> <p>Pupils will learn about significant historical figures in British history, focusing on kings and queens. Lessons will help pupils sequence events, understand cause and effect, and explore the past through visual aids, hands-on activities, and sensory experiences. This approach supports engagement, communication, and participation, allowing pupils to experience history in an accessible and meaningful way.</p>
<p><b>Religious Education (RE)</b></p> <p>This term, pupils will continue to develop their understanding of different religions and beliefs through stories, discussions, and creative activities. The focus will be on Hinduism.</p>
<p><b>Design and Technology (DT)</b></p> <p>This term, pupils will focus on <b>Mechanisms</b>, exploring the topic through hands-on, sensory-based activities that encourage investigation and discovery. Lessons are carefully structured</p>

and supported with visual aids, helping pupils predict how mechanisms function, observe results, and reinforce key vocabulary. This approach nurtures curiosity, early scientific thinking, communication, and attention skills, while offering opportunities for turn-taking and collaborative learning in a calm, safe environment.

### Computing

Learning will focus on programming and controlling Bee-Bots.

### Physical Education (PE)

Pupils will participate in a range of physical activities and swimming lessons to develop coordination, strength, and overall fitness.

### Music

This term, pupils will engage in music through singing and instrumental activities, building listening and performance skills.

### Art

Pupils will continue to develop their artistic techniques and creativity through a range of media.

### Personal Development

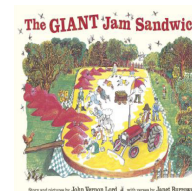
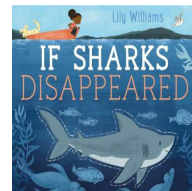
Through the *My Happy Mind* program, pupils will build strategies for understanding and managing emotions, promoting resilience, self-awareness, and positive mental health.

### Note:

Teaching and learning will be carefully planned, adapted, and supported to meet the unique needs, strengths, and learning styles of all pupils. A range of strategies and resources will be used to ensure accessibility, engagement, and inclusion, creating a supportive environment where every child can participate fully and make meaningful progress.

### Quality Stimulus Text(s)

- If Sharks Disappeared
- The Giant Jam Sandwich




### Linked UNCRC Articles

- Article 3: Best Interests of the Child
- Article 5: Family Guidance as Children Develop
- Article 10: Contact with Parents Across Countries

- Article 12: Respect for Children's Views
- Article 13: Sharing Thoughts Freely
- Article 14: Freedom of Thought & Religion

Subject	<b>Consolidating:</b> What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated?	<b>Head*</b> What substantive KNOWLEDGE should the children learn?	<b>Hand*</b> What disciplinary knowledge and SKILLS should the children learn?	<b>Heart*</b> What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Know that a story has a beginning, middle and an end.</li> <li>• Recognise that many stories signal the beginning using phrases such as “One day,”.</li> <li>• Identify that stories might be written in third person.</li> <li>• Know that that third person means when you write about someone else.</li> <li>• Recognise pronouns for other people such as he, she or they, will be used in a 3rd person narrative.</li> <li>• Understand that most stories are written in the past tense as they are about fictional events that have happened in a fictional world.</li> <li>• Recognise that simple conjunctions can be used to link two ideas, e.g.: and</li> <li>• Identify a range of adjectives that can help to add detail to a narrative and engage the reader.</li> </ul>	<p><u>Write Stuff – Adapted</u></p> <p><u>REPORT: Introduction to report writing</u></p> <ul style="list-style-type: none"> <li>• Know that a report is a type of writing that gives information about a topic.</li> <li>• Know that reports are used to explain facts, not to tell a story.</li> <li>• Recognise that reports can be about animals, places, people, or things.</li> <li>• Know that reports usually have a title to show what the report is about.</li> <li>• Know that reports are often organised into sections (for example: appearance, habitat, diet).</li> <li>• Know that reports use headings to help the reader find information.</li> <li>• Know that reports use simple sentences to share clear facts.</li> <li>• Know that reports usually use the present tense (e.g. “Lions live in Africa”).</li> <li>• Know that pictures, labels, or diagrams can help explain information in a report.</li> </ul> <p><u>NARRATIVE: 3rd PERSON NARRATIVE:</u></p> <ul style="list-style-type: none"> <li>• Know that narratives are written in the order that events happen (chronologically).</li> <li>• Recognise that adverbs of time help show the sequence of events.</li> <li>• Know that sentences must include a subject and a verb.</li> <li>• Know that subordinating conjunctions help to link ideas.</li> <li>• Recognise that sentences can be linked with simple conjunctions.</li> <li>• Know that sentences can be joined with words like but, so, and because to give more detail.</li> </ul>	<p>Pupils to apply grammar, purpose for writing and specific text type features in Writing to Inform:</p> <p>Non-chronological report about Animals:</p> <ul style="list-style-type: none"> <li>• Handle and explore books, pictures, objects, or videos to gather information for a report.</li> <li>• Point to, match, or select words, sentences, pictures and symbols related to the report topic.</li> <li>• Orally say simple facts about a topic (e.g. “A frog lives in water”).</li> <li>• Copy, trace, or write key words linked to the report subject.</li> <li>• Write or build simple factual sentences using capital letters and full stops.</li> <li>• Use “and” to join two facts in a sentence (e.g. “Dogs have fur and four legs”).</li> <li>• Sort information into simple sections (e.g. what it looks like / where it lives).</li> <li>• Match or place headings with the correct group of facts.</li> <li>• Sequence facts or sentences so they make sense to the reader.</li> <li>• Use pictures, labels, or diagrams to support written information.</li> <li>• Re-read work (with adult support) to check it makes sense.</li> <li>• Share a report by reading aloud, pointing, signing, or explaining information.</li> </ul> <p>Pupils to apply grammar, purpose for writing and specific text type features in Writing to Entertain:</p> <ul style="list-style-type: none"> <li>• 3rd person narrative</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>• Correct Letter and digit formation.</li> </ul>	<ul style="list-style-type: none"> <li>• Work collaboratively, listening to one another and sharing ideas.</li> <li>• Enjoying writing and listening to stories.</li> <li>• Building confidence in reading and writing.</li> <li>• Reflect on own writing and set targets for improvement, with support.</li> <li>• Respect the work of others and show empathy when providing feedback.</li> </ul>

		<ul style="list-style-type: none"> <li>• Understand that adding extra information makes a story more interesting for the reader.</li> <li>• Recognise that adjectives add description to make writing more interesting.</li> <li>• Know that adverbs describe how something happens.</li> </ul>	<ul style="list-style-type: none"> <li>• Using finger spaces between words.</li> <li>• Apply an appropriate pencil grip.</li> <li>• Practice joining letters.</li> <li>• Practice writing on the line.</li> <li>• Increase the legibility of their handwriting.</li> </ul>	
<b>Phonics</b>	<ul style="list-style-type: none"> <li>• Revision of Phase 2 and 3 sounds</li> <li>• Revision of Phase 2 blending</li> </ul>	<p style="text-align: center;">Little Wandle Letters and Sounds Revised SEND Scheme</p> <p style="text-align: center;">Consolidate / Practice Phase 2 and Phase 3 Grapheme/Phoneme Correspondence and Blending Spelling as per Phonics Scheme</p>		
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Read sentences with increasing accuracy and fluency.</li> <li>• Self-correction words.</li> <li>• Read aloud with attention to punctuation, including full stops, question, exclamation and intonation.</li> <li>• Re-reading sentences for clarity.</li> <li>• Talk about book preferences.</li> <li>• Show good understanding of books they have read and listened to drawing on what they already know, with background information and vocabulary provided by the teacher.</li> <li>• Make some predictions of what might happen on the basis of what has been read so far.</li> <li>• Answer and ask questions.</li> <li>• Check the text makes sense to them and correct inaccurate reading</li> </ul>	<p>Ready, Steady Read Together Scheme</p> <div style="text-align: center;">  </div> <p>Comprehension: Adapted</p> <ul style="list-style-type: none"> <li>• Listen to and talk about lots of books: stories, poems, plays, non-fiction, and reference books.</li> <li>• Learn many stories, including fairy tales, and retell them in your own words.</li> <li>• Read different kinds of books for different purposes.</li> <li>• Join discussions about books you read and books that are read to you.</li> <li>• Notice simple themes and common features in stories.</li> <li>• Find and record information from non-fiction books.</li> <li>• See how language, structure, and layout help meaning.</li> <li>• Prepare and read short poems or play scripts aloud, using voice, expression, and actions.</li> </ul>	<p>Reading skills:</p> <ul style="list-style-type: none"> <li>• Connect what you already know with what you read.</li> <li>• Look for and talk about new words you have learned to understand the text.</li> <li>• Use phonics, word meanings, and text clues to understand words and sentences.</li> <li>• Read different texts more accurately and fluently.</li> <li>• Share your ideas about what you read, with support.</li> <li>• Enjoy reading and try to understand what you read.</li> <li>• Read aloud using punctuation to help with expression and voice.</li> <li>• Check your reading: re-read, read ahead, or correct mistakes.</li> <li>• Re-read sentences to make sense of them.</li> <li>• Skim a text to get an idea of the topic or purpose.</li> <li>• Notice the purpose of a text: to inform, explain, or give instructions.</li> <li>• Read short information texts by yourself with focus.</li> <li>• Notice how texts are organised, e.g., lists or numbered points</li> </ul>	<ul style="list-style-type: none"> <li>• Listen Respectfully: We listen carefully when others read or talk about books. We respect different characters, cultures, and ideas.</li> <li>• Share Opinions: We can say what we think about a book. We explain why we like or dislike it. We notice how characters feel, think, and act.</li> <li>• Value Reading: We enjoy lots of different books. Some books give information, some make us laugh, and some teach us new things.</li> <li>• Take Ownership: We choose books we like and can read. We use strategies like looking again at words, checking our understanding, and fixing mistakes.</li> <li>• Reflect: We think about the story, characters' actions, and what we have learned. We explain our ideas using parts of the book.</li> <li>• Share and Present: We share our thoughts in groups. We read poems and plays out loud. We can present information or stories to the class.</li> <li>• Take Turns and Respect Views: We wait for our turn to speak. We</li> </ul>

		<ul style="list-style-type: none"> <li>• Predict what might happen using clues from the story.</li> <li>• Check that what you read makes sense and explain the meaning of some words.</li> <li>• Understand characters' feelings, thoughts, and motives from what they do, and explain using evidence.</li> <li>• Ask questions to help understand the text better.</li> <li>• Identify main ideas from several paragraphs and summarise them.</li> <li>• Notice interesting words and phrases that make reading enjoyable.</li> </ul>		<p>listen to other people's ideas. We make fair choices together.</p> <ul style="list-style-type: none"> <li>• Aspire to Improve: We try to read more fluently and understand more. We learn new words and read more challenging books.</li> <li>• Love Reading: We enjoy stories, poems, and information books. We talk about books we like with excitement.</li> </ul>
<p><b>Mathematics:</b></p>	<p>Adapted Power Maths Scheme</p> <p>Glitter:</p> <ul style="list-style-type: none"> <li>• Additions and subtractions within 1000</li> <li>• Add 1s across 10</li> <li>• Add 10s across 100</li> <li>• Subtract 1s across 10</li> <li>• Subtract 10s across 100</li> <li>• Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</li> <li>• Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> <li>• Multiplications and divisions</li> <li>• Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</li> <li>• Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li> <li>• Addition and subtractions</li> <li>• Add whole numbers with more than 4 digits</li> <li>• Subtract whole numbers with more than 4 digits</li> <li>• Inverse operations (additions and subtractions)</li> <li>• Multi-step addition and subtractions problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Working collaboratively with partners and in groups.</li> <li>• Using appropriate listening skills and turn taking in group discussion.</li> <li>• Showing empathy and kindness by helping each other to understand.</li> <li>• Knowing that giving your partner the answer is not helpful but explaining it is.</li> <li>• To recognise the value in making mistakes.</li> <li>• To identify the importance of resilience in problem solving.</li> <li>• To find different ways to solve the same problem.</li> </ul>		
<p><b>Science:</b></p>	<ul style="list-style-type: none"> <li>• Pupils can explain that some devices need electricity to work (e.g., torches, buzzers, lights).</li> <li>• Pupils can describe basic electrical components (battery, bulb, wire, switch) and their roles in a circuit.</li> <li>• Pupils can explain how a complete circuit makes a device work and what happens when the circuit is broken.</li> </ul>	<p>Sound:</p> <ul style="list-style-type: none"> <li>• Understand what sound is and how it is produced.</li> <li>• Recognize different sources of sound in the classroom and at home.</li> <li>• Identify materials that produce sounds when they vibrate and materials that do not.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore how sounds are made using instruments and everyday objects.</li> <li>• Identify which materials or objects produce sounds when they vibrate and which do not.</li> <li>• Make predictions about how sounds will change (e.g., louder, softer, higher, lower).</li> </ul>	<ul style="list-style-type: none"> <li>• Develop curiosity by exploring how sounds are made and how they behave.</li> <li>• Show responsibility by following safety rules when making or investigating sounds.</li> <li>• Develop perseverance when experiments with sounds do not work as expected.</li> </ul>

	<ul style="list-style-type: none"> <li>• Pupils can explain the role of a switch in turning a device on and off.</li> <li>• Pupils can identify materials that conduct or insulate electricity and explain why this matter in a circuit.</li> <li>• Pupils can describe cause-and-effect relationships in circuits (e.g., “When I close the switch, the bulb/buzzer works”).</li> <li>• Pupils can explain how to use electrical equipment safely (e.g., connecting wires, inserting batteries).</li> <li>• Pupils can describe their observations clearly when exploring circuits and electricity.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that sound travels through solids, liquids, and gases.</li> <li>• Explore making sounds using simple instruments or everyday objects (e.g., drums, bells, strings).</li> <li>• Recognize differences in sounds: louder/softer, higher/lower pitch.</li> <li>• Identify and follow safety rules when exploring or making sounds (e.g., not hitting objects too hard, using listening equipment safely).</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and record what happens when making or changing sounds.</li> <li>• Draw simple diagrams to show how sounds are produced or how vibrations travel.</li> <li>• Check and explain why some objects make sounds and others do not.</li> <li>• Ask questions to investigate sounds and understand how they behave.</li> <li>• Explore patterns in sound, such as pitch and volume, and record findings systematically.</li> <li>• Use equipment safely when exploring sound (e.g., instruments, tuning forks, headphones).</li> </ul>	<ul style="list-style-type: none"> <li>• Share ideas and listen respectfully to classmates during sound investigations.</li> <li>• Work together and take turns when using instruments or sound-making equipment.</li> <li>• Reflect on learning by explaining what they discovered about sounds and vibrations.</li> <li>• Appreciate the importance and impact of sound in everyday life.</li> <li>•</li> </ul>
<p><b>Art:</b></p>	<ul style="list-style-type: none"> <li>• Natural materials like leaves, stones, and twigs can be used to create various shapes.</li> <li>• Leaves can be overlapped or twisted to create different shapes and patterns.</li> <li>• Stones can be stacked or balanced to build tall structures.</li> <li>• Glue, sticky tape or string could be used to join different materials.</li> <li>• A collage is a piece of art made by sticking various materials onto a surface.</li> <li>• Cutting is a skill we use to carefully remove pictures and shapes from magazines.</li> <li>• We can also tear or crumple papers to give them an interesting look and texture.</li> <li>• Glue (or adhesive) is used to attach materials to the background.</li> </ul>	<p><b>Sculpture:</b></p> <ul style="list-style-type: none"> <li>• Malleable materials include: <ul style="list-style-type: none"> <li>- Playdough, Plasticine, and Modelling clay</li> </ul> </li> <li>• We can manipulate malleable materials by rolling, kneading, and shaping.</li> <li>• Patterns can be added by carving or painting onto the surface of the sculpture.</li> <li>• Pinching the edges of the two pieces helps them stick together securely.</li> <li>• Pressing the edges of the two pieces against each other creates a bond that holds them together.</li> </ul> <p><i>Vocabulary:</i> rolling, kneading, shaping, pinching, pressing, carving</p> <p><b>Collage Revisited:</b></p> <ul style="list-style-type: none"> <li>• A collage is a piece of art made by sticking various materials onto a surface.</li> <li>• Cutting is a skill we use to carefully remove pictures and shapes from magazines.</li> </ul>	<p><b>Sculpture:</b></p> <p><b>Exploring &amp; Developing Ideas:</b></p> <ul style="list-style-type: none"> <li>• Use a sketchbook to record media experimentations including textures and patterns to inform own work.</li> <li>• Use a sketchbook to plan and develop simple ideas based on experimentation.</li> </ul> <p><b>Responding to Art:</b></p> <ul style="list-style-type: none"> <li>• Talk about own work, explaining the process they have used and begin to identify likes and dislikes.</li> </ul> <p><b>Sculpture:</b></p> <ul style="list-style-type: none"> <li>• Manipulate malleable materials to make simple 3D forms by rolling, kneading and shaping.</li> <li>• Experiment with simple joins.</li> <li>• Use some decorative techniques such as adding lines and shapes to clay work.</li> </ul> <p><b>Collage Revisited:</b></p> <p><b>Exploring &amp; Developing Ideas:</b></p> <ul style="list-style-type: none"> <li>• Use a sketchbook to record media experimentations including textures and patterns to inform own work.</li> </ul>	<p><b>Values: Respect, Individuality, Value, Share, Aspire, Love, Empathy</b></p> <ul style="list-style-type: none"> <li>• Discuss the value and importance of experimentation and how we learn from this what works and what does not.</li> <li>• Encourage students to share their ideas and techniques for creating textures and patterns with each other.</li> <li>• Discuss how planning and developing ideas are important steps in achieving artistic aspirations.</li> <li>• Encourage students to respect and consider each other’s ideas and perspectives during the planning process.</li> <li>• Encourage students to approach their sculpture/collage-making with love and care, as they shape their ideas.</li> <li>• Encourage students to empathise with their peers by listening attentively to their reflections on their artwork, understanding the effort and emotions invested in the creative process.</li> </ul>

		<ul style="list-style-type: none"> <li>• We can also tear or crumple papers to give them an interesting look and texture.</li> <li>• Glue (or adhesive) is used to attach materials to the background.</li> </ul> <p><i>Vocabulary:</i> collage, material, adhesive, cut, fold, crumple, tear, background</p>	<ul style="list-style-type: none"> <li>• Use a sketchbook to plan and develop simple ideas based on experimentation.</li> </ul> <p>Responding to Art:</p> <ul style="list-style-type: none"> <li>• Talk about own work, explaining the process they have used and begin to identify likes and dislikes.</li> </ul> <p>Collage:</p> <ul style="list-style-type: none"> <li>• Create images from a variety of media e.g., magazines, fabric, crepe paper.</li> <li>• Arrange and glue materials to different backgrounds.</li> <li>• Sort and group materials by properties e.g., colour and textures.</li> <li>• Collect, sort, name, and match colours appropriate for an image.</li> <li>• Create and arrange shapes appropriately.</li> <li>• Select and use textured paper for an image.</li> <li>• Cut, fold, crumple, tear and overlap papers and other materials.</li> </ul>	
<p><b>Computing:</b></p>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>• Learning how to explore and tinker with hardware to find out how it works.</li> <li>• Learning how to operate a camera to take photos and videos.</li> <li>• Using decomposition to solve unplugged challenges.</li> <li>• Using logical reasoning to predict the behaviour of simple programs.</li> <li>• Developing the skills associated with sequencing in unplugged activities.</li> <li>• Following a basic set of instructions.</li> <li>• Assembling instructions into a simple algorithm.</li> <li>• Programming a floor robot to follow a planned route.</li> </ul>	<p>Kapow Scheme Y2 – Stop Motion (Adapted)</p> <ul style="list-style-type: none"> <li>• To understand that an animation is made up of a sequence of photographs.</li> <li>• To know that small changes in my frames will create a smoother looking animation.</li> <li>• To understand what software creates simple animations and some of its features e.g. onion skinning.</li> </ul> <p><i>Vocabulary:</i> Animation, background, decompose, digital device, drawing, flipbook, frames, moving, images, object, plan, still images</p>	<p>Animations</p> <ul style="list-style-type: none"> <li>• Using greater control when taking photos with cameras, tablets or computers.</li> <li>• Using logical thinking to explore software, predicting, testing and explaining what it does</li> </ul>	<ul style="list-style-type: none"> <li>• Patience – taking time to add small changes to each frame.</li> <li>• Resilience – trying again if the animation doesn't work first time.</li> <li>• Pride – feeling proud of effort and improvements made.</li> <li>• Respect – listening to others' ideas and using equipment carefully.</li> <li>• Teamwork – helping each other and sharing ideas kindly.</li> </ul>

<p><b>DT</b></p>	<ul style="list-style-type: none"> <li>Knowing that materials can be things like paper, card, and fabric.</li> <li>Being able to use basic tools like scissors and pencils safely.</li> <li>Knowing simple shapes like circles, squares, and triangles.</li> <li>Being able to cut along a line carefully.</li> <li>Understanding that things can be joined together using glue or tape.</li> <li>Knowing words for materials and tools, like fabric, scissors, and pencil.</li> </ul>	<p><b>CONTEXT:</b>  “Hi everyone, my name is Ella. It’s my nephew’s 6th birthday next month. I want to make him a birthday card that is going to be interactive. But, I don’t know how and I don’t know what six-year-old children like. Can you help me design and make something for him?”</p> <p><b>Sliders &amp; Levers Lessons 1 – 3:</b></p> <ul style="list-style-type: none"> <li>Simple mechanisms move in different ways: <ul style="list-style-type: none"> <li>in a straight line</li> <li>in a straight line, both backwards and forwards</li> <li>round and round</li> <li>in a curve/arch</li> </ul> </li> <li>Sliders move in straight lines, for example up and down.</li> <li>They can also move in straight lines, left to right.</li> <li>Here a track has been cut out of the backing card to let the slider through.</li> <li>A decorative item is then attached the to the top.</li> <li>The bottom is the handle.</li> <li>Levers move in a curve, left to right, around the pivot (split pin/paper fastener).</li> <li>Here a card strip is used as the lever and is pushed through a slot in the backing card.</li> <li>The top is then attached to a decorative item.</li> <li>The bottom is the handle.</li> </ul> <p><i>Vocabulary:</i>  push, pull, slider, lever, fulcrum, pivot, slot, design, evaluate, audience</p>	<p><b>Mechanisms</b></p> <ul style="list-style-type: none"> <li>Identify simple levers and sliders in context, e.g. story books, and explain how they work.</li> <li>Use correct vocabulary to describe slider and level mechanisms and how they move, e.g. pivots, slots, etc.</li> <li>Draw simple products to show how they work using directional arrows.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>Discuss existing products: <ul style="list-style-type: none"> <li>what products are,</li> <li>who products are for,</li> <li>what products are for,</li> <li>how products work,</li> <li>how products are used,</li> <li>where products might be used,</li> <li>what materials products are made of.</li> </ul> </li> </ul> <p><b>Designing</b></p> <ul style="list-style-type: none"> <li>Work within a range of contexts.</li> <li>State what products they are designing and making.</li> <li>Say whether their products are for themselves or other users.</li> <li>Describe what their products are for.</li> <li>Say how their products will work.</li> <li>Say how they will make their products suitable for their intended users.</li> <li>Use simple design criteria to help develop their ideas.</li> <li>Generate ideas by drawing on their own experiences.</li> <li>Use knowledge of existing products to help come up with ideas.</li> <li>Develop and communicate ideas.</li> </ul>	<p><b>Value: Respect, Individuality, Reflect, Share</b></p> <ul style="list-style-type: none"> <li>Encourage students to handle sliders and levers with care, respecting the materials and mechanisms.</li> <li>Highlight the individual characteristics of sliders, noting how they can be uniquely designed and manipulated.</li> <li>Encourage students to reflect on their own learning and design process, considering how they can apply what they've learned to their own ideas.</li> <li>Foster a culture of sharing ideas and resources among students, promoting collaboration and teamwork as they discuss and plan their designs together.</li> </ul>
<p><b>Geography</b></p>	<ul style="list-style-type: none"> <li>Pupils can explain what a village is and describe some of its typical features (e.g., small population, fewer buildings, more open space).</li> </ul>	<p><b>Extreme Earth: Volcanos</b></p> <ul style="list-style-type: none"> <li>What a volcano is: A volcano is a mountain that can let out hot melted rock called lava, along with ash and smoke.</li> </ul>	<ul style="list-style-type: none"> <li>Geographical Enquiry &amp; Map Skills</li> <li>Use maps and globes to locate countries, continents, and famous volcanoes.</li> </ul>	<ul style="list-style-type: none"> <li>Develop curiosity by exploring how volcanoes form and behave.</li> <li>Show responsibility by following safety rules during experiments or when using models and materials.</li> </ul>

	<ul style="list-style-type: none"> <li>• Pupils can explain what a city is and describe some of its typical features (e.g., large population, many buildings, shops, and services).</li> <li>• Pupils can compare and contrast villages and cities, identifying similarities and differences.</li> <li>• Pupils can name examples of villages and cities they have studied or visited.</li> <li>• Pupils can describe the types of jobs or activities people do in villages and cities.</li> <li>• Pupils can recognize key landmarks or facilities commonly found in villages and cities.</li> <li>• Pupils can use simple maps or pictures to identify villages and cities.</li> </ul>	<ul style="list-style-type: none"> <li>• How they erupt: Pressure builds up inside the Earth, and sometimes it pushes lava and gases out through the top.</li> <li>• Parts of a volcano: Key parts include the crater (top), lava flow (molten rock moving down), and vent (the opening).</li> <li>• Different types: Some volcanoes are tall and pointy (cone-shaped), others are flat and wide (shield volcanoes).</li> <li>• Effects of eruptions: Lava can burn things, ash can cover land, and eruptions can change the landscape.</li> <li>• Volcano locations: Volcanoes often happen near the edges of tectonic plates or under the sea.</li> <li>• Living near volcanoes: People live near volcanoes because the soil is fertile, but it can be dangerous if the volcano erupts.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify physical features of volcanoes (e.g., crater, lava, ash) through photos, videos, and models.</li> <li>• Sort and match images or symbols of different types of volcanoes (e.g., active, dormant, extinct).</li> <li>• Build simple 3D models or collages of volcanoes using clay, paper, or other everyday materials.</li> <li>• Use compass directions and simple locational language to describe where volcanoes are (e.g., north of Italy, south of Japan).</li> <li>• Observation</li> <li>• Observe and describe the shapes, sizes, and features of different volcanoes.</li> <li>• Compare volcanic landscapes with other landscapes (e.g., mountains, plains).</li> <li>• Notice and describe patterns in eruptions or lava flow through videos or demonstrations.</li> <li>• Communication &amp; Recording</li> <li>• Use symbols, photos, and key words to talk about volcanoes.</li> <li>• Build simple sentences orally or symbolically (e.g., "Lava flows from the volcano." "Some volcanoes are active.").</li> <li>• Record understanding through drawings, labelled diagrams, group displays, or matching sheets.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop perseverance when models or investigations do not work as expected.</li> <li>• Share ideas and listen respectfully to classmates when discussing volcanoes or presenting findings.</li> <li>• Work together and take turns when building models or conducting investigations.</li> <li>• Reflect on learning by explaining discoveries about volcanoes, eruptions, and landscapes.</li> <li>• Appreciate the power of nature and the impact volcanoes have on people, animals, and the environment.</li> <li>• Develop empathy by considering how communities are affected by volcanic eruptions.</li> </ul>
<p><b>History</b></p>	<ul style="list-style-type: none"> <li>• Recognising and naming people from the past (e.g., Kings, Queens, historical figures).</li> <li>• Listening to and recalling simple stories from history (e.g., events like the Great Fire of London).</li> <li>• Sequencing simple events in order (e.g., first, next, last).</li> <li>• Looking closely at pictures and objects to find clues (basic observation skills).</li> </ul>	<p>King Henry VIII – "The King with Six Wives"</p> <ul style="list-style-type: none"> <li>• Know who Henry VIII was and that he had six wives.</li> <li>• Know the names or symbols of his wives.</li> <li>• Know that he was King of England a long time ago (1509–1547).</li> <li>• Understand why he married several times.</li> <li>• Know one important fact about him, such as building castles or changing religion.</li> </ul> <p>Queen Elizabeth I – "The Virgin Queen"</p>	<ul style="list-style-type: none"> <li>• Sequence events in the lives of these monarchs.</li> <li>• Match pictures or symbols to historical figures.</li> <li>• Recall key facts verbally, visually, or through simple writing/drawing.</li> <li>• Observe historical images and artefacts.</li> <li>• Describe features of dress, crowns, and other historical objects.</li> <li>• Create simple craft representations (crowns, costumes).</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the importance of learning from history and understanding past leaders.</li> <li>• Develop curiosity and interest in people, events, and cultures from the past.</li> <li>• Practice respect for different perspectives and historical contexts.</li> <li>• Build confidence in sharing ideas and participating in discussions.</li> </ul>

	<ul style="list-style-type: none"> <li>Asking and answering questions about familiar events (Who? What? Where?).</li> <li>Know who Guy Fawkes was and that he was part of a plan called the Gunpowder Plot.</li> <li>Know that the plot was to blow up the Houses of Parliament.</li> <li>Know that the event happened a long time ago, in 1605, and is remembered on 5th November (Bonfire Night).</li> <li>Be able to explain why the men wanted to hurt the King in simple terms.</li> <li>Know what happened after the plot failed and why people celebrate Bonfire Night today.</li> <li>Be able to sequence the events of the plot using pictures or simple words.</li> <li>Recognise simple symbols related to the plot, like fire, bonfires, and masks.</li> </ul>	<ul style="list-style-type: none"> <li>Know who Elizabeth I was and that she was a queen for a long time.</li> <li>Know that she ruled England for 45 years.</li> <li>Know that she is remembered as the Virgin Queen.</li> <li>Understand that she helped England become strong and famous.</li> <li>Know about some features of the Elizabethan period, such as dress and crowns.</li> </ul> <p>King George III – “The Long-Reigning King”</p> <ul style="list-style-type: none"> <li>Know who George III was and that he was king during important historical events.</li> <li>Know that he was king when the American colonies were involved in wars.</li> <li>Know that he ruled England for a long time (1760–1820).</li> <li>Understand why people might remember him today.</li> <li>Know simple facts about his life and reign.</li> </ul> <p>Queen Victoria – “The Victorian Era”</p> <ul style="list-style-type: none"> <li>Know who Queen Victoria was and that she was queen for a long time (1837–1901).</li> <li>Know that a historical period is named after her: the Victorian Era.</li> <li>Know about life during her time, including changes in houses, clothes, and transport.</li> <li>Understand how life was different in the Victorian period compared to today.</li> <li>Know why she is an important monarch in British history.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise chronological order and duration of reigns.</li> <li>Engage in discussion and ask/answer questions about historical figures and events.</li> </ul>	<ul style="list-style-type: none"> <li>Foster patience and turn-taking during group activities and collaborative tasks.</li> <li>Encourage empathy by imagining how people lived and felt during different historical periods.</li> </ul>
<p><b>Music:</b></p>	<p>Know that:</p> <ul style="list-style-type: none"> <li>Sound can be high or low (pitch).</li> <li>Music has a steady beat (like a heartbeat).</li> <li>We can make sound with our voice and instruments.</li> </ul>	<p><b>Kapow Music Scheme (Adapted)</b></p> <p>Dynamics (The Seaside):</p> <ul style="list-style-type: none"> <li>To know that sections of music can be described as loud, quiet or silent and the meaning of these terms.</li> </ul>	<p>Listening and Evaluating</p> <ul style="list-style-type: none"> <li>Listening with to short pieces of music</li> <li>Engaging with and responding to longer pieces of music.</li> <li>Coordinating the speed of their movements to match the speed of the music (not the beat).</li> </ul>	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> <li>Respect different musical traditions, genres, and cultures.</li> <li>Appreciate the skills and efforts of their peers and musicians.</li> </ul>

	<ul style="list-style-type: none"> <li>• Symbols or pictures can show sounds (basic visual representation).</li> <li>• We listen to music and take turns (basic performance etiquette).</li> <li>• Listen and respond to a sound (e.g., stop when the sound stops).</li> <li>• Copy a simple rhythm (clap or tap along with an adult).</li> <li>• Sing or hum a short tune or rhyme (with or without words).</li> <li>• Hold and use a simple instrument safely (e.g., drum, shaker).</li> <li>• Follow a simple visual cue from left to right (like pictures or arrows).</li> </ul>	<ul style="list-style-type: none"> <li>• Know that notation is read from left to right.</li> <li>• To be able to recognise and name up to three instruments from Groups A and B.</li> </ul> <p><i>Vocabulary:</i> <i>dynamics, instrument, seaside, soundscape, symbol, volume</i></p>	<ul style="list-style-type: none"> <li>• Beginning to articulate how a piece of music affects them (e.g. it makes them feel sleepy, it makes them want to dance, it makes them happy).</li> <li>• Identifying some common instruments when listening to music.</li> <li>• Relating sounds in music to real-world experiences (e.g. 'It sounds like squelching mud').</li> <li>• Talking about the tempo of music using the vocabulary fast and slow.</li> <li>• Talking about the dynamics of the music, using the vocabulary loud, quiet and silent.</li> <li>• Talking about the pitch of music, using the vocabulary high and low.</li> <li>• To recognise and name the following instruments: up to three instruments from Group A and B.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect for the instruments and equipment used in music-making.</li> <li>• Develop a love for music through exposure to various genres and styles.</li> <li>• Listen to and understand each other in teamwork.</li> </ul>
<b>PE</b>	<p><u>Linking Shapes &amp; Movement</u></p> <p>Activities will focus on:</p> <ul style="list-style-type: none"> <li>• Copying - Copy adult-led movements</li> <li>• Sequencing - Link movements together</li> <li>• Performance - Perform movements to others</li> <li>• Control - Start and stop movement</li> </ul>			<ul style="list-style-type: none"> <li>• Celebrate participate and effort.</li> <li>• Encourage turn taking.</li> <li>• Use buddy system for peer support.</li> </ul>
<b>RE</b>	<ul style="list-style-type: none"> <li>• Know that people have different beliefs and cultures</li> <li>• Builds on sequencing events and listening to stories from different cultures</li> <li>• Builds on knowledge of rules/routines and values across cultures</li> <li>• Builds on routines and structured sequences, physical awareness</li> <li>• Builds on previous celebration topics (e.g., Christmas, Diwali)</li> <li>• Builds on knowledge of places of worship and special buildings</li> </ul>	<ul style="list-style-type: none"> <li>• Learn that Hinduism is a religion followed by people mainly in India and Nepal, and also around the world.</li> <li>• Know that Hindus believe in many gods and goddesses, such as Brahma, Vishnu, Shiva, and Lakshmi.</li> <li>• Know key Hindu beliefs, such as karma (actions have consequences), reincarnation (rebirth of the soul), and dharma (living a good life).</li> <li>• Know that Hindus may pray daily or at special times, often at home or in a temple (mandir).</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising religious symbols (Aum, statue of a deity, temple, diya), locating countries with Hindu populations on a map.</li> <li>• Listening to a Hindu story (e.g., from Ramayana or Mahabharata), sequencing events using picture cards, creating a simple timeline.</li> <li>• Matching activity: symbols to Hindu practices (e.g., diya → prayer/puja, statue → offering); sorting images by festival (Diwali, Holi); physical movement to represent stories or actions (e.g., folding hands in prayer, giving an offering).</li> </ul>	<ul style="list-style-type: none"> <li>• Respecting differences; awareness that people celebrate and believe in different ways</li> <li>• Understanding the importance of kindness, honesty, and care for others</li> <li>• Recognising dedication, generosity, and self-discipline as positive values</li> <li>• Appreciating calm, reflection, and the need for quiet spaces</li> <li>• Recognising the joy of sharing, community, and gratitude</li> <li>• Respect for places of worship and understanding that they are important to others</li> </ul>

	<ul style="list-style-type: none"> <li>• Builds on discussion of right/wrong, kindness, and helping others</li> <li>• Builds on recall, communication, and self-expression</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about Hindu festivals such as Diwali (festival of lights) and Holi (festival of colours), and what they represent.</li> <li>• Identify features of a Hindu temple, such as the shrine, offerings, bell, and Aum symbol.</li> <li>• Learn about respect, honesty, kindness, and compassion in Hindu teaching.</li> <li>• Review facts about Hinduism: people (Hindus, gods and goddesses), places (temple), practices (prayer, festival celebration), and values (respect, honesty, kindness, compassion).</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring prayer/puja positions using visuals (without religious text), sequencing a simple puja routine.</li> <li>• Creating Diwali or Holi cards; sensory activities (e.g., smelling incense, handling colourful powders, tasting sweets or fruits); role-playing festival celebrations with family/friends.</li> <li>• Building a model of a mandir or shrine; exploring textures (e.g., clay for statues, fabric for offerings, wax for diya); virtual or visual tour of a temple with visual supports.</li> <li>• Sorting acts of kindness and respect; circle time discussion with visual prompts; matching actions to feelings (respect, compassion, sharing).</li> </ul>	<ul style="list-style-type: none"> <li>• Developing empathy; recognising good deeds; feeling proud of helping others</li> <li>• Confidence in sharing; pride in learning about others; showing appreciation for others' cultures</li> </ul>
<b>RHW</b>	<b>MyHappyMind Scheme (Adapted)</b>			

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