



Riversdale Primary School

MEDIUM TERM PLANNING

YEAR GROUP	Year 1
TERM	Autumn 1

CLASS READERS	VEHICLE TEXT(S) FOR WRITING

LEARNING OVERVIEW
This half term, Year 1 will explore what makes people, places and experiences special. In History, pupils will discover how Emmeline Pankhurst and Mahatma Gandhi helped to bring about change by standing up for fairness and the rights of others. They will investigate the human body and five senses in Science, while observing how the weather and natural environment change during autumn. In Geography, pupils will begin to place themselves in the wider world by exploring Southfields, London, England and the United Kingdom. Creativity and independence will grow as they experiment with lines, shapes and patterns in Art, learn to operate digital devices safely in Computing, and use fabric and simple joining techniques to create colourful puppets in Design and Technology. They will explore pulse and rhythmic patterns in Music, develop balance, coordination and control through PE, and consider how people grow, change and remain unique through stories explored in Religious Education.

SIGNIFICANT PEOPLE PAST & PRESENT	
• Emmeline Pankhurst (History)	• Mahatma Gandhi (History)

UNCRC LINKED ARTICLES	
- Article 2 – Non-discrimination - Article 8 – Identity - Article 12 – Respect for the views of the child	- Article 24 – Health and health services - Article 29 – Goals of education - 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?
PHONICS:	Reception Summer 2: • long vowel sounds CVCC CCVC • long vowel sounds CCVC CCCVC • CCV CCVCC • Phase 4 words ending –s /s/ • Phase 4 words ending –s /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/, –s /z/, –es • longer words	Phase 3 / 4 Review + Intro to Phase 5 GPCs Week 1: • Review Phase 3 GPCs • ai ee igh • oa oo ar • or ur oo • ow oi ear Week 2: • air er /z/ s –es • words with two or more digraphs e.g. queen thicker Week 3: • Phase 4: CVCC CCVC CCVCC CCCVC • Phase 4 with long vowels Week 4: Phase 5 • /ai/ ay play • /ow/ ou cloud • /oi/ oy toy • /ee/ ea each Week 5: • review longer words PLUS: Review Phase 2 – 4 Tricky Words • 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	GPCs, Words & Tricky Words: • 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). Focus GPC: • 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). Oral Blending & Focus Words/Alien Words: • 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. Read the Sentence: • Identify digraphs/trigraphs.	• Pupils will develop resilience by practising sounds, blending and reading unfamiliar words, even when they find them difficult. • Pupils will use reflection by thinking about what they already know and applying it to read new words. • Pupils will develop reflection by noticing which parts of a word are difficult and choosing a strategy to help them remember it. • Pupils will take responsibility for their reading by using phonics, recognising familiar words and checking that what they read makes sense. • Pupils will show respect by recognising that the same sound can be represented by different letters and groups of letters. • Pupils will develop resilience by re-reading words and sentences to improve their accuracy, fluency and confidence. • Pupils will take responsibility by reading regularly and joining in positively during phonics and reading activities. • Pupils will show respect by listening carefully when others read and giving them time and encouragement. • Pupils will use reflection by identifying the sounds in words and applying their phonics knowledge when spelling. • Pupils will develop resilience by correcting mistakes and trying a

			- Identify previously taught tricky words. - Read words aloud when pointed to by the teacher. - Read sentences at a quicker pace. Spelling: - Segment and count the sounds within a word on their fingers. - Recognise the number of sounds within a word. - Check the number of sounds written corresponds with the number of sounds spoken. - Check the grapheme/phoneme correspondence is correct.	different strategy when their first attempt does not work.
WRITING:	EYFS: - Articulate ideas and thoughts in well-formed sentences. - Connect one idea or action to another using a range of connectives. - Retell a story once they have developed a deep familiarity with the text. - Know that spoken word can be represented in print. - Form lower-case and capital letters correctly. - Spell words by identifying the sounds and representing the sounds with letters. - Write short sentences using words with known sound-letter correspondences, using a capital letter and a full stop. - Re-read what they have written to check that it makes sense. - Write simple phrases and sentences that can be read by others. - Demonstrate understanding of stories and narratives by retelling them in their own words.	Ready, Steady, Write Scheme: Vehicle Text: - Old Bear Grammar: Word - Regular plural noun suffix -s or -es Grammar: Sentence - Combining words to make sentences Joining words and clauses using 'and' Grammar: Text - Sequencing sentences to form short narratives Grammar: Punctuation - Separation of words with spaces. - Capital letters. - Full Stops.	Pupils to apply grammar, purpose for writing and specific text type features in Writing to Retell: - Finding Story Sentences Pupils to apply grammar, purpose for writing and specific text type features in Writing to Inform: - Message Sentences Composition: - 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: - Correct Letter and digit formation. - Using finger spaces between words. - Apply an appropriate pencil grip.	- Pupils will show respect by listening to others' ideas, taking turns and valuing the words and sentences shared by their peers. - Pupils will take responsibility for their writing by using available resources and making increasingly careful choices about vocabulary, punctuation and presentation. - Pupils will show responsibility when working with others by sharing ideas, taking part and supporting their partners. - Pupils will develop reflection by reading back their writing, identifying what works well and noticing where meaning could be clearer. - Pupils will use reflection to respond to feedback and make appropriate changes to their writing with increasing independence. - Pupils will show resilience by trying new vocabulary, sentence structures and spelling patterns, even when they find them difficult.

	- Express ideas using full sentences and make use of conjunctions, with modelling and support. - Separation of words with spaces.			- Pupils will develop resilience by returning to their writing to revise, edit and improve it rather than accepting their first attempt. - Pupils will develop a positive attitude towards writing by using stories, poems and non-fiction texts as inspiration for their own ideas. - Pupils will show respect when discussing others' writing by giving supportive feedback and recognising effort as well as success.
MATHEMATICS:	EYFS: - 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.	- 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.	Number & Place Value: - 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. Addition & Subtraction: - 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	- Pupils will show respect by listening carefully to others' mathematical ideas and explanations. - Pupils will show respect by taking turns when discussing and solving problems collaboratively. - Pupils will show respect by recognising that different methods can be equally valid. - Pupils will show respect by agreeing, questioning and challenging ideas appropriately. - Pupils will demonstrate responsibility by selecting appropriate methods, equipment and resources. - Pupils will demonstrate responsibility by explaining their mathematical thinking rather than simply giving others the answer. - Pupils will demonstrate responsibility by checking their calculations and correcting errors. - Pupils will demonstrate responsibility by contributing positively when working with a partner or group.

		• 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. • 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.	objects and pictorial representations, and missing number problems.	• Pupils will develop reflection by reviewing their methods and considering whether their answers are reasonable. • Pupils will develop reflection by learning from mistakes and using feedback to improve. • Pupils will develop reflection by comparing different strategies and identifying efficient approaches. • Pupils will develop reflection by explaining what they have learned and identifying their next steps. • Pupils will develop resilience by persevering when calculations, reasoning or problems are challenging. • Pupils will develop resilience by trying a different strategy when their first approach is unsuccessful. • Pupils will develop resilience by breaking complex problems into smaller, manageable steps. • Pupils will develop resilience by recognising that mistakes and misconceptions are an important part of mathematical learning.
SCIENCE:	EYFS: • 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.	Animals Including Humans: • Humans have five senses, and each sense relates to 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,	Ask Questions: • Develop the ability to ask questions such as what something is or how things are similar and different. • Where appropriate, answer these questions. Enquiry:	• Pupils will develop reflection by using their senses to observe carefully and describe how they experience the world around them. • Pupils will show respect by recognising that people's bodies may look different while sharing the same basic body parts.

	Talk about what they have done and found out.	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. <i>Vocabulary:</i> <i>senses, limbs, torso</i>	- Sort and group things, identifying their own criteria for sorting. Observe: - Make careful observations to support identification, comparison and noticing change. - Use appropriate senses, aided by equipment such as magnifying glasses or to make observations. Record/Present: - Record observations, for example: using photographs, videos, drawings, labelled diagrams or in writing. Conclusions: - Use experiences of the world around them to suggest appropriate answers to questions.	- Pupils will consider their responsibility to look after their bodies and use different body parts safely. - Pupils will develop resilience by looking closely, correcting mistakes and continuing until their scientific drawing and labels are accurate.
SCIENCE: YEAR LONG OBSERVATION	EYFS: - 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): Lessons 1 & 2 - 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: - The days get shorter and cooler. - There is usually more wind and rain. - The leaves on some trees begin to turn brown and fall. <i>Vocabulary:</i> <i>seasons, weather, autumn, temperature, observations, characteristics</i>	Ask questions: - Develop the ability to ask questions such as what something is, how things are similar and different. Observe: - Make careful observations to support identification, comparison and noticing change. Record/Present: - Record observations, for example: using photographs, videos, drawings, labelled diagrams or in writing. Conclusions: - Use experiences of the world around them to suggest appropriate answers to questions.	- Pupils will develop reflection by thinking about what changes and what stays the same as the seasons move through the year. - Pupils will demonstrate responsibility by observing and recording autumn weather and changes in the natural environment carefully.
ART:	EYFS:	Drawing – Introduction to Drawing 1: There are many types of lines, such as:	Exploring & Developing Ideas: Start to record simple media explorations in a sketch book.	Pupils will develop reflection by looking closely and noticing the

	- 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. - 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.	- Straight: a line that doesn't bend. - Curved: a line that bends smoothly. - Zigzag: a line made of sharp turns. - Wavy: a line that moves up and down smoothly. • Simple shapes can be found in everything: - Circle: a round shape with no corners. - Square: a shape with four equal sides. - Triangle: a shape with three sides. - Rectangle: like a square but two sides are longer. • Different drawing tools make different marks. - Pencils make thin lines. - Crayons make smooth, solid marks. - Pastels make soft, smudgy marks in bright colours. - Charcoal is soft and makes bold, dark lines. - Chalks make powdery marks. • Patterns are made by repeating lines and/or shapes. • Patterns might use symmetry. <i>Vocabulary:</i> drawing tools, line, shape, mark, pattern, continuous line, symmetry, repetition, observation, imagination	Responding to Art: • 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: • Explore a range of drawing implements, e.g. pencils, crayons, pastels, charcoal, chalks, to make marks. • 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.	different lines and shapes found in objects around them. • Pupils will develop resilience by continuing their drawing without starting again when the line does not look exactly as expected. • Pupils will demonstrate responsibility by handling drawing tools carefully and choosing the most suitable tool for the marks they want to create. • Pupils will reflect on how lines, shapes and marks can be repeated and arranged to create an effective pattern. • Pupils will show respect by recognising that people may have different imaginative ideas and make different artistic choices. • Pupils will reflect on their learning by selecting and combining lines, shapes, patterns and drawing tools, then identifying what they like and what they could improve.
COMPUTING:	EYFS: • Recognising and identifying familiar letters and numbers on a keyboard. • Developing basic mouse skills such as moving and clicking. • Using a simple online paint tool to create digital art.	Kapow Computing Scheme: Using a Computer: Lessons 1 – 3 To know: • The names of common digital devices (e.g. computer, tablet, camera).	Identifying and Operating Hardware • Using a mouse, trackpad and/or touchscreen to interact with digital devices. • Using a keyboard to interact with a device.	• Pupils will develop reflection by identifying different digital devices, naming their parts and considering how technology is used in everyday life. • Pupils will demonstrate responsibility by using passwords carefully, keeping them private

	• Learning to log in and log out. • To be able to understand what a computer keyboard is and recognise some letters and numbers. • To know that a mouse can be used to click, drag and create simple drawings. • To know that to use a computer you need to log in to it and then log out at the end of your session.	• The names of the parts of the device (e.g. screen, keyboard, mouse). • People should have different passwords. • Passwords keep things safe. <i>Vocabulary:</i> <i>app (application), button, computer, connect, file, internet, keyboard, mouse, online, program, save, screen, touchscreen, trackpad</i>	• Describe where technology is used at home (e.g. playing games, watching videos). Networks • Browsing and interacting with pre-selected websites, software or videos. Digital security • Using a password to log in and log out of a common platform (this could be a visual password or with support). • Recognising a login screen.	and logging out when they have finished. • Pupils will develop resilience by practising how to use a mouse, trackpad, touchscreen or keyboard and trying again when something does not work as expected.
DT:	EYFS: • 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 and developing their ability to represent them. • 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.	Christmas Puppets: Lesson 1 – 3 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 quite young, so I want the puppets to be colourful and strong. Can you help me?"</i> • 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. <i>Vocabulary:</i>	Textiles: • 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.	• Pupils will develop reflection by comparing different fabrics and tools and considering what each is best used for. • Pupils will demonstrate responsibility by using scissors safely, placing fabric securely and cutting with care and control. • Pupils will develop resilience by practising different joining techniques and continuing when stitching or joining feels difficult.

		<i>materials, tools, felt, scissors, needle, join, running stitch</i>		
GEOGRAPHY:	EYFS: • 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.	Where are We? Lessons 1 – 3 • 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. <i>Vocabulary:</i> <i>local, city, town, village, urban, rural, map, physical features, human features, river</i>	Locational Knowledge: • 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. Interpret a Range of Sources: • Use photographs to recognise landmarks and basic human and physical features. Place Knowledge: • Recognise if a place is a city, town or village. • Describe some of the observed human and physical geography features of the local area. Human & Physical Geography: • 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.	• Pupils will develop reflection by considering how Southfields connects to London, England and the United Kingdom. • Pupils will show respect by appreciating the different human and physical features that make their local area distinctive. • Pupils will demonstrate responsibility by using maps and geographical vocabulary carefully to locate and describe features accurately.
HISTORY:	EYFS: • Begin to make sense of their own life-story and family's history.	We Are All Special: Lessons 1 – 3 • Significant means something important and special.	Historical Significance: • Know that some people and events are considered more 'special' or significant than others.	• Pupils will develop reflection by considering how a person's actions can bring about change and affect the lives of others.

	• 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.	• 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. Significant People: Emmeline Pankhurst • 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. Mahatma Ghandi • Wanted his country to be free from British rule. • Taught people peaceful ways to protest. • Inspired people to stand up for what's right. <i>Vocabulary:</i> <i>past, present, before, after, earliest, latest, significant, timeline, civil rights, legacy</i>	• 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. Chronology: • 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. Cause and Consequence: • Recognise why people did things or why events happened. • Begin to explain what happened as a result of events or people's actions. Change and Continuity: • Know that history is the study of change over time.	• Pupils will recognise Emmeline Pankhurst's resilience in continuing to campaign for women's right to vote despite opposition. • Pupils will show respect by recognising Gandhi's commitment to peaceful protest and resolving conflict without violence.
MUSIC:	EYFS: • To understand that my voice or an instrument can match an action in a song. • To recognise that different sounds can be long or short. • 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).	Kapow Music Scheme: My Favourite Things: Keeping the Pulse To know that: • Notation is read from left to right. • Pictorial representations of rhythm show sounds and rests. <i>Vocabulary:</i> <i>pulse, singing voice, speaking voice, thinking voice</i>	Listening and Evaluating • 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). • Recognising and naming the following instruments: up to three instruments from Groups A and B.	• Pupils will develop reflection by listening carefully and noticing how the steady pulse continues throughout a piece of music. • Pupils will show respect by listening to the voices around them and singing their sound pattern as part of a group. • Pupils will demonstrate responsibility by controlling when they sing aloud and when they continue the song silently in their thinking voice. • Pupils will reflect on how pictures represent sounds and rests and

	- Identifying and imitating sounds from a variety of music. - Listening to music from a wide variety of cultures and historical periods. - Singing short, rhythmic rhymes and songs. - Exploring different ways of making sound with everyday objects and instruments. (Groups A, B and C.) - Using instruments expressively to music. (Group B.) - Using instruments to begin to follow a beat, with guidance. (Group A.) - Exploring and imitating sounds. - Selecting classroom objects to use as instruments. - Selecting sounds that make them feel a certain way or remind them of something.		- Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. Creating Sound - 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. Notation - 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. Composing and Improvising - Improvising simple question and answer phrases, using untuned percussion or voices. Performing - Starting to maintain a steady beat throughout short performances.	follow the notation carefully from left to right. Pupils will develop resilience by repeating musical patterns, responding positively to mistakes and continuing until they can perform in time with the pulse.
--	---	--	---	--

			• 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:	EYFS: • Moving in different ways helps develop strength and coordination. • Space is needed to move safely. • Looking carefully helps control movement. • Balancing helps the body stay stable. • Different movements use different parts of the body. • Explore balancing, running, jumping, hopping and object control through active play. • Follow simple movement instructions and games. • Repeat movements with increasing confidence. • Develop confidence through movement exploration.	Multi Skills To Know that: • Balance supports stability. • Eyes help track objects. • Bending knees supports safe landing. • Coordination improves control. • Space awareness helps avoid collisions. <i>Vocabulary:</i> <i>balance, stability, coordination, control, space, tracking, running, jumping, throwing, catching, landing, agility</i>	• Master running, jumping, throwing, catching and balancing with increasing coordination and agility. • Understand how movement choices affect success in simple activities. • Identify how movements can be improved. • Understand how movement supports healthy development.	• Pupils will develop resilience by practising different balances and trying again when they lose stability. • Pupils will demonstrate responsibility by moving with control and using space safely to avoid collisions. • Pupils will take responsibility for their safety by bending their knees and controlling their bodies when landing. • Pupils will reflect on how watching the object and adjusting their movement can improve the accuracy of a throw. • Pupils will develop resilience by continuing to practise tracking and catching when they do not succeed immediately. • Pupils will show respect by taking turns, encouraging others and recognising that everyone develops physical skills at a different rate.
RE:	• 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.	How Do We Grow and Change? • 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.	Learning From Religion & Belief • Talk about things that happen to them. • Talk about what they find interesting or puzzling. • Talk about what is important to them. Learning About Religion & Belief	• Pupils will show respect by recognising that everyone has their own identity, interests, abilities and experiences that make them special. • Pupils will develop reflection by considering how they have grown, changed and learned new things since they were babies.

	Recognise that people have different beliefs and celebrate special times in different ways.	- 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. Significant People: Jonah - Ran away because he was scared. - Was swallowed by a big fish. Theseus - Was a mythical Greek hero. Vocabulary: <i>change, grow, same, different, special, story, forgive, identity</i>	Remember religious stories and talk about them.	- Pupils will recognise that Jonah felt scared and consider how people can face difficult choices and challenges. - Pupils will consider how Jonah took responsibility for his choices, changed his mind and tried to put things right. - Pupils will reflect on how their appearance, abilities and behaviour may change while important parts of their identity remain. - Pupils will develop resilience by identifying a positive personal goal and recognising that improvement takes time and effort.
RHW:	N/A	My Happy Mind: Meet Your Brain Lessons 1 – 5 To Learn: - 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.	My Happy Mind: Meet Your Brain - Identify where the brain is in the body and describe its main parts. - 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.	- Pupils will develop reflection by learning about their brain and beginning to notice how it affects their thoughts, feelings and actions. - Pupils will reflect on what happens in their brain and body when they experience big emotions. - Pupils will develop responsibility by learning to use Happy Breathing to help themselves feel calm and ready to think. - Pupils will develop resilience by understanding that repeated practice helps their brain to learn and improve.

		• 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. <i>Vocabulary:</i> <i>brain, cells, team H-A-P, hippocampus, amygdala, prefrontal cortex, happy breathing, neuroplasticity, big emotions</i>		• Pupils will recognise that mistakes and difficulties are part of learning and that their brain can grow stronger through continued effort.
--	--	---	--	--