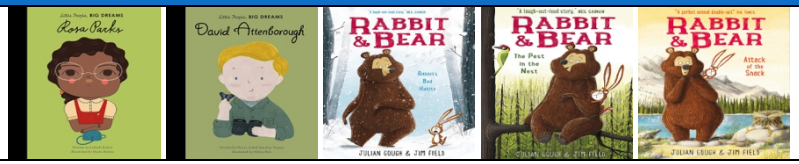
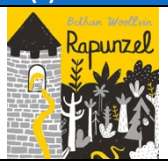
Riversdale Primary School

MEDIUM TERM PLANNING

YEAR GROUP	**Year 1**
TERM	**Autumn 2**

CLASS READERS	**VEHICLE TEXT(S) FOR WRITING**
	

LEARNING OVERVIEW

This half term, Year 1 will explore what makes people, animals and communities special. In Science, pupils will discover how animals can be grouped according to their characteristics and diets, while Geography will take them into their local area to investigate the human and physical features of Southfields through simple fieldwork. In History, they will learn how Rosa Parks stood up against unfair treatment and how David Attenborough has helped people understand the importance of protecting wildlife and the natural world. Creativity will flourish in Art, where pupils will explore colour and portraiture inspired by Lynette Yiadom-Boakye, and in Design and Technology, where they will use textiles and simple joining techniques to create colourful Christmas puppets. In Computing, pupils will develop their confidence using computers and saving their work, while Music will encourage them to explore how changes in tempo affect the way music sounds and feels. Through gymnastics in PE, they will develop balance, control and safe movement, while Religious Education will explore family, belonging and how different religious communities worship and come together. In RHW, pupils will learn how to recognise bullying, show kindness online and offline, and celebrate the individual character strengths that make everyone unique.

SIGNIFICANT PEOPLE PAST & PRESENT

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

UNCRC LINKED ARTICLES

• Article 2 – Non-discrimination • Article 14 – Freedom of thought, belief and religion • Article 19 – Protection from violence, abuse and neglect	• Article 29 – Goals of education • Article 30 – Culture, language and religion • Article 31 – Leisure, play and

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:	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	Phase 5 GPCs Week 1: • /ur/ ir bird • /igh/ ie pie • /oo/ /yoo/ ue blue rescue • /yoo/ u unicorn • Tricky Words: their, people, oh, your Week 2: • /oa/ o go • /igh/ i tiger • /ai/ a paper • /ee/ e he • Tricky Words: Mr, Mrs, Ms, ask Week 3: • /ai/ a-e shake • /igh/ i-e time • /oa/ o-e home • /oo/ /yoo/ u-e rude cute • Tricky Words: could, would, should, our Week 4: • /ee/ e-e these • /oo/ /yoo/ ew chew new • /ee/ ie shield • /or/ aw claw • Tricky Words: house, mouse, water, want Week 5: Grow the code: • /igh/ ie i i-e • /ai/ ay a a-e • /oa/ oa o o-e • /ee/ e ie e-e ea • /oo/ /yoo/ ew u-e u ue	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. • Write simple phrases and sentences that can be read by others. • Write short sentences using words with known sound–letter correspondences, using a capital letter and full stop. • Re-read what they have written to check that it makes sense. • Form lower-case and capital letters correctly. • Understand that words in writing are separated by spaces.	Ready, Steady, Write Scheme: Vehicle Text: • Rapunzel Grammar: Word • Reinforce plural noun suffix -s -es • Adding the suffix -er to verbs 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 *Vocabulary:* *letter, capital letter, word, sentence, plural, singular, full stop, question mark, exclamation mark, punctuation*	Pupils to apply grammar, purpose for writing and specific text type features in **Writing to Narrate**: • Traditional Tale Sentences Pupils to apply grammar, purpose for writing and specific text type features in **Writing to Instruct**: • How to Catch a Witch 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.

				• 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. Year 1: • Identify the sequence of numbers from 0 to 10.	Subtraction: • 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. Position and Direction:	Subtraction: • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • Represent and use number bonds and related subtraction facts within 10. • Add and subtract one-digit and two-digit numbers to 10, 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. Position and Direction: • Describe position, directions and movements. Number & Place Value: • Consolidation of concepts from Autumn 1 with a focus on numbers up to 20. Addition & Subtraction within 20: • Read, write, and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.	• 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.

	• 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 up to 10.	• 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. Number & Place Value: • 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. Addition & Subtraction: • Recognise the appropriate symbols • for addition (+) subtraction (-), and equals (=). • Understand the concept of addition as combining values to create a larger value. • Understand the concept of subtraction as "taking away" or	• 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.	• 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.

		finding the difference between two numbers. • Know that number bonds are pairs of numbers that add up to a given total. • Understand that number bonds can also 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 the place value of digits within a two-digit number up to 20. • Recognise that subtraction is breaking down a number into its parts. • Recall addition and subtractions facts in association with their corresponding number bonds. • Define regrouping and renaming where appropriate.		
SCIENCE:	EYFS: • Explore the natural world around them, making observations and drawing pictures of animals and plants. Year 1: • 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. • With support carry out: tests to classify; comparative tests and pattern seeking enquiries. • Use their observations and testing to compare objects and materials.	Animals Including Humans: Lessons 6 – 10 • 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… - have scales. - only live in the water. - breathe through gills. - have fins. - lay eggs in water. • Amphibians… - live both in water and on land.	Ask Questions: • Develop the ability to ask questions such as what something is, how things are similar and different. Enquiry: • 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. Observe: • Make careful observations to support identification and comparison.	• Pupils will develop reflection by comparing animals carefully, noticing similarities and differences, and using these to decide how they can be grouped. • Pupils will demonstrate responsibility by making careful observations and using scientific vocabulary accurately when describing and classifying animals. • Pupils will reflect on the characteristics of reptiles and birds and use these similarities and differences to explain how each group is classified. • Pupils will develop respect by recognising the diversity of mammals and appreciating that living things can share key

	• 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.	- use gills when they are babies. - use lungs when they are adults. - lay eggs in water. • Birds… - have feathers. - have beaks. - lay hard shelled eggs. • Reptiles… - have scales. - mostly have teeth, apart from turtles. - lay leathery eggs. • Mammals… - have fur or hair on their bodies. - feed their babies milk. - give birth to live babies. • There are three categories of diet: Herbivore, Carnivore and Omnivore. *Vocabulary:* *animal class, characteristics, similarities, differences, classify, diet, herbivore, carnivore, omnivore*	Record/Present: • Classify using simple prepared tables and sorting rings. • Record observations, for example: using photographs, videos, drawings, labelled diagrams or in writing. Conclusion: • Use experiences of the world around them to suggest appropriate answers to questions. Communicate: • Orally communicate findings to an audience, using appropriate scientific language.	characteristics while still being very different. • Pupils will take responsibility for classifying animals accurately as herbivores, carnivores or omnivores using evidence about what they eat.
ART:	EYFS: • Name the primary colours (red, blue, yellow). • Identify favourite colours and what they might be used for (e.g. light blue for the sky). Year 1: • Start to record simple media explorations in a sketch book. • 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.	Painting: • The primary colours are Red, Yellow and Blue. • The secondary colours are Orange, Green and Purple. • The colour wheel shows how primary colours can be mixed to make secondary colours. • Different colours are used for specific things. • Greens are used for nature, like grass and leaves. • Blues are used for the sky and sea. • Different brushes have different uses.	Exploring & Developing Ideas: • Start to record simple media explorations in a sketch book. • Use a sketchbook to show the progression of their work. Responding to Art: • 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. Painting: • Name the primary colours and identify them on a colour wheel.	• Pupils will develop resilience by trying different ways of using and layering primary colours and continuing to experiment when the outcome is unexpected. • Pupils will demonstrate responsibility by mixing colours carefully and accurately to create the secondary colours. • Pupils will develop resilience by practising with different brush sizes and refining their control through repeated attempts. • Pupils will show respect by exploring Yiadom-Boakye's work and appreciating how artists can

		• Thin brushes can be used for details or thin lines. • Thick or wide brushes can cover a bigger surface. **Significant People:** Lynette Yiadom-Boakye • Is an artist. • Famous for portrait paintings (paintings of people). • She uses colour to show different feelings. *Vocabulary:* *primary colours, secondary colours, painting, experiment, brush, width*	• Describe collections of colours and their uses. • Mix primary colours to create secondary colours. • Experiment with painting with different brush sizes and types.	use colour and portraiture to communicate feelings and ideas. • Pupils will take responsibility for their creative choices by selecting colours and brushes purposefully to create their own artwork. • Pupils will reflect on their developing artwork, identify what they like and consider changes that could improve the finished piece.
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. • 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.	Kapow Computing Scheme: Using a Computer: Lessons 4 - 5 To know: • Computer files need a name so they can be found again. • Their work can be saved on a digital device. • Online means to be connected to other devices or the internet. • Some digital devices are online. *Vocabulary:* *app (application), button, computer, connect, file, internet, keyboard, mouse, online, program, save, screen, touchscreen, trackpad*	Data storage • Creating and naming a file with guidance. • Saving and retrieving their work with guidance.	• Pupils will take responsibility for their work by giving files clear names, saving them carefully and retrieving them with support. • Pupils will reflect on how digital devices can connect, share information and be used together for different purposes.
DT:	Year 1: • Begin to use appropriate vocabulary to refer to fabrics and tools. • Know that fabrics are materials used to create things like clothes and toys.	Christmas Puppets: Lessons 4 – 6 CONTEXT: *"Hello, my name is Nicholas. My grandchildren are coming to stay with me at Christmas. I want to do a craft project with*	Evaluating: • Discuss existing products: • what products are, • who products are for, • what products are for, • what materials products are made of,	• Pupils will show respect by considering the intended user's preferences and recognising that different designs and traditions may be represented. • Pupils will take responsibility for following their design, handling

	• 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.	*them where we make puppets. They are quite young, so I want the puppets to be colourful and strong. Can you help me?"* • 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. *Vocabulary:* *materials, tools, felt, scissors, needle, join, running stitch, decoration, product*	• 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. Designing: • 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. Making: • 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. Textiles: • Decorate fabrics with attached items, e.g. buttons, beads, sequins, braids, ribbons. • Colour fabrics using a range of techniques, e.g. fabric pens, fabric paints, printing.	materials carefully and assembling their toy safely and securely. • Pupils will reflect on how well their toy meets the design criteria, identify what worked well and suggest an improvement.

GEOGRAPHY:	Year 1: • 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.	Where are We? Lessons 4 – 6 • 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: - streets and roads, - shops, - restaurants, - schools, - parks, and - the local underground station. *Vocabulary:* *local, city, town, village, urban, rural, map, physical features, human features, river*	Place Knowledge: • 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. Human & Physical Geography: • 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. Fieldwork: • Use simple fieldwork and observational skills to study the key human and physical features of the surrounding environment. Enquiry & Investigation: • 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. Communicate Geographical Information: • 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.	• Pupils will take responsibility by following fieldwork expectations, observing carefully and recording what they find accurately. • Pupils will show respect by listening to different opinions and considering changes that could benefit the whole community. • Pupils will reflect on the information collected and choose a clear way to communicate what the results show.

HISTORY:	Year 1: • 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.	We Are All Special (Lessons 4 – 6): **Significant People:** Rosa Parks • 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. David Attenborough • Produces wildlife documentaries. • Raised awareness about issues with the environment. • Does conservation work to look after the environment. *Vocabulary:* *past, present, before, after, earliest, latest, significant, commemorate, timeline, civil rights, conservation, legacy*	Historical Significance: • 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. 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. Chronology: • 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.	• Pupils will develop respect by recognising the importance of equality and treating people fairly, regardless of their skin colour. • Pupils will consider our responsibility to care for wildlife and protect the natural environment. • Pupils will reflect on why societies remember significant people and how commemorations help preserve their legacy.
MUSIC:	Year 1: • 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).	Kapow Music Scheme Snail and Mouse Tempo: To know: • That sections of music can be described as fast or slow and the meaning of these terms. • That notation is read from left to right. • That pictorial representations of rhythm show sounds and rests.	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. • Coordinating the speed of their movements to match the speed of the music (not the beat). • Beginning to move in time with the beat of the music.	• Pupils will develop reflection by listening carefully to music, identifying whether it is fast or slow and considering how changes in tempo affect how music feels. • Pupils will develop resilience by practising how to coordinate their voice and movements with changes in tempo and continuing to improve their control.

	• Recognising simple patterns and repetition in pitch (e.g. do-re-mi). • To recognise and name the following instruments: up to three instruments from Group A and B. • Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. • 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.	*Vocabulary:* *fast, instrument, pulse, singing voice, slow, speaking voice, voice*	• Beginning to articulate how a piece of music affects them, e.g. 'It makes me feel sleepy', 'It makes me want to dance', 'It makes me feel happy'. • Discussing the tempo of music 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 (up to five notes that are different but close together). • Breathing at appropriate times when singing. • Exploring changing their singing voice in different ways (e.g. whispering voice, shouting voice). • Singing a range of call and response chants, attempting to match the pitch and tempo that the children hear. • Developing an awareness of how sound is affected by the way an instrument is held. • Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. • Using bilateral and hand-eye coordination to play/hold instruments using both hands. Notation • Following simple notation from left to right, recognising that it shows what happens in the music. • Using pictorial representations to stay in time with the pulse when singing or playing. • Improvising and composing	• Pupils will demonstrate responsibility by following notation carefully from left to right and using it to keep their singing or playing in time. • Pupils will demonstrate responsibility by making purposeful choices about voices, instruments and sounds when creating a simple musical sequence. • Pupils will show respect by listening attentively to others, offering positive feedback and recognising the contribution of others within a group performance.

	• 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.		• Creating simple sound sequences in response to stimuli such as stories, artwork or nature. Performing • Offering positive feedback on others' performances and beginning to notice areas for improvement in their own. • Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of 'loud', 'quiet' and 'silent'. • Starting to maintain a steady beat throughout short singing performances. • Keeping the head raised while singing. • Keeping instruments still until their part in a performance. • Performing actively as part of a group; keeping in time with the beat. • Showing an awareness of the leader, particularly when starting or ending a piece.	
PE:	Year 1: • Tension helps balance. • Pointed toes and stretched shapes improve presentation. • Safe landings protect the body. • Starting and finishing positions improve sequence quality. • Different body shapes create different effects. • Control is needed when travelling and balancing. • Perform rolls, balances, jumps and travelling actions with increasing control. • Understand starting and finishing positions and safe apparatus use.	Gymnastics: To Know that: • Tension helps balance. • Pointed toes and stretched shapes improve presentation. • Safe landings protect the body. • Starting and finishing positions improve sequence quality. • Different body shapes create different effects. • Control is needed when travelling and balancing. *Vocabulary:* *balance, control, tension, body shape, stretch, pointed toes, roll, jump, travel, landing, sequence, starting position,*	• Perform rolls, balances, jumps and travelling actions with increasing control. • Understand starting and finishing positions and safe apparatus use. • Identify successful balances, shapes and landings. • Land safely and control body tension.	• Pupils will demonstrate responsibility by using apparatus safely, following agreed routines and making choices that protect themselves and others. • Pupils will develop resilience by practising rolls, balances, jumps and travelling actions repeatedly to improve control and confidence. • Pupils will develop reflection by identifying successful balances, shapes and landings and considering how these can be improved. • Pupils will demonstrate responsibility by applying safe

	• Identify successful balances, shapes and landings. • Land safely and control body tension.	*finishing position, apparatus, presentation, safe landing.*		landing techniques and controlling body tension to reduce the risk of injury. • Pupils will develop resilience by persevering with challenging balances and movements, even when they are not successful on the first attempt. • Pupils will develop reflection by considering how body shape, pointed toes, stretched positions and clear starts and finishes improve the quality of a sequence. • Pupils will show respect by giving others space to perform safely and recognising the effort and progress of their peers.
RE:	Year 1: • 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.	Who is my family and where do I belong? • Families are our first community. • All families are different but share the same qualities. • Belonging to communities helps shape our identity. • School is a community where we feel part of a team. • Muslims go to the mosque to pray, learn, and be with others. • Praying together makes their community stronger. • Jewish people go to the synagogue to pray and learn about their faith. • The synagogue reminds Jewish people of their identity. • Christians go to church to worship God and pray together. • Christians meet, support one another, and feel part of a larger family. • On Raksha Bandhan siblings exchange gifts representing love and protection.	Learning From Religion & Belief: • 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 what is important to them and to others with respect for their feelings. Learning About Religion & Belief: • Use the right names for things that are special to believers. • Use some religious words to describe some religious practices.	• Pupils will develop respect by recognising that people belong to different communities and that these groups help shape identity and belonging • Pupils will show respect by understanding why the mosque is an important place for prayer, learning, friendship and community for many Muslims. • Pupils will show respect by recognising how the synagogue supports Jewish worship, learning, identity and a sense of belonging. • Pupils will develop respect by understanding how churches provide places for Christians to worship, celebrate and support one another. • Pupils will consider responsibility within relationships by exploring how Raksha Bandhan celebrates love, care, protection and family bonds.

		• Buddhists believe meditation helps them feel calm and peaceful. • This helps them feel connected to the world and people in their community. *Vocabulary:* *community, family, school, world, religion, belief, belong, place of worship, symbol, identity*		• Pupils will develop reflection by considering how meditation can help Buddhists feel calm, manage their feelings and develop compassion towards others.
RHW:	Year 1: • Where their brain is in their body and what it looks like. • That our brain has 3 main parts, and it works best when they work together. • The 3 parts are Team H-A-P: Hippocampus, Amygdala and Prefrontal Cortex. • That when we feel big emotions, our Amygdala can react and take over our brain, sending the Hippocampus and Prefrontal Cortex to sleep. • That Happy Breathing helps our entire body, including our brain, to relax and wakes up the Hippocampus and Prefrontal Cortex. • That if they want to improve at something, they need to practise repeatedly, and our brain helps us get better each time. This is called Neuroplasticity.	My Happy Relationships: Friendships and Showing Respect (Bullying) Lesson 1 To learn: Respecting Self and Others: • How to recognise bullying; how people may feel if they experience hurtful behaviour or bullying. • The importance of telling an adult if they experience or witness bullying. Online Life and Safety: • That it is important to be kind online • That people's feeling scan be hurt by unkindness online. *Vocabulary:* *bullying, several incidents, on purpose, trusted adult, acceptable, essential, hurtful, kind, unkindness, online* My Happy Mind: Celebrate Lessons 1 - 4 To learn: • What Character Strengths are and how they make us unique and special. • About the 5 Character Strengths and what they mean: - Love and Kindness - Bravery and Honesty	My Happy Relationships: Friendships and Showing Respect (Bullying) • Identify examples of bullying and hurtful behaviour. • Recognise and express how someone might feel when they experience unkindness or bullying. • Demonstrate kindness and respect towards others through their words and actions. • Use kind and appropriate language when communicating online. • Recognise when online behaviour may hurt someone's feelings. • Tell a trusted adult if they experience or witness bullying, either online or offline. • Show care and support for someone who has experienced unkind behaviour. My Happy Mind: Celebrate • Noticing and recognizing your own strengths. • Using your strengths to be your best and feel happy. • Telling others when they use their strengths to make them feel good.	My Happy Relationships: Friendships and Showing Respect (Bullying) • Pupils will demonstrate respect by treating others with kindness, recognising how their words and actions affect others, and knowing the importance of speaking up when they experience or witness bullying, both online and offline. My Happy Mind: Celebrate • Pupils will recognise and reflect on their own character strengths, developing an understanding of the unique qualities that make them who they are. • Pupils will recognise and appreciate the different strengths of others, valuing individuality and celebrating the contributions everyone makes. • Pupils will consider how they use their strengths in everyday life and identify ways these can support their happiness, wellbeing and personal development. • Pupils will recognise that their strengths can be developed over time through practice, perseverance and a willingness to learn and improve.

		- Exploring and Learning - Teamwork and Friendship - Love of Life and Our World • That the best way to learn more about your strengths is to notice them. • That our strengths are like superpowers, and when we use them, it helps us to be our best and feel happy. • That it is nice to tell other people when they use their strengths, as it makes them feel good. *Vocabulary:* *character strengths, love, kindness, bravery, honesty, exploring, learning, teamwork, friendship, unique, special, strengths, spotting*	• Practicing and applying your strengths in everyday situations. • Working with others to recognize and encourage strengths in a group setting.	• Pupils will celebrate the strengths and achievements of their peers, encouraging and supporting others to develop confidence in their abilities.