

Brown Clee C.E. Primary School

Two Year Rolling Programme (EYFS & Y1)



Aspire
Believe
Persevere
Succeed

Date: 28th September 2023

Brown Clee C.E. Primary School

AUTUMN TERM A:

AMAZING ME!



A	Class text: Fairy Tales / Funnybones					
		On-going objectives	Narrative Genres	Non-Fiction Genres	Poetry Genres	S&L / Drama
		<p>Word Reading Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings Read other words of more than one syllable that contain taught GPCs Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Re-read these books to build up their fluency and confidence in word reading.</p> <p>Reading Comprehension Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently/ Being encouraged to link what they read or hear read to their own experiences. Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Recognising and joining in with predictable phrases. Learning to appreciate rhymes and poems, and to recite some by heart. Discussing word meanings, linking new meanings to those already known. <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> Drawing on what they already know or on background information and vocabulary provided by the teacher. Checking that the text makes sense to them as they read and correcting inaccurate reading. Discussing the significance of the title and events. Making inferences on the basis of what is being said and done. Predicting what might happen on the basis of what has been read so far. <p>Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.</p> <p>Writing Composition Write sentences by:</p> <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher. 	<p>(1.) Fairy Tales: (a.) <u>Letters vs. sounds vs. words</u> - naming the letters of the alphabet in order - develop their understanding of the concepts set out in English appendix 2: letter, word, "separation of words with spaces" (b.) <u>Nouns as "things"</u> - develop their understanding of the concepts set out in English appendix 2: noun, singular, plural - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs (c.) <u>Verbs as "actions"</u> - develop their understanding of the concepts set out in English appendix 2: verb - the present and past tenses correctly and consistently</p> <p>(2.) Fiction (Stories): Funnybones (a.) <u>Verbal sentences – very simple (i.e NP + V – e.g. A dog barks.)</u> - composing a sentence orally before writing it - leaving spaces between words - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - Recognise sentence boundaries in spoken sentences - develop their understanding of the concepts set out in English appendix 2: sentence, full stop, capital letter, - joining words and joining clauses using 'and' (b.) <u>Written sentences – very simple (i.e. NP + V)</u> - naming the letters of the alphabet in order - develop their understanding of the concepts set out in English appendix 2: letter, word, "separation of words with spaces" - composing a sentence orally before writing it - leaving spaces between words - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - Recognise sentence boundaries in spoken sentences - develop their understanding of the concepts set out in English appendix 2: sentence, full stop, capital letter</p> <p>Handwriting Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9 Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p>Spellings Write from memory simple dictated sentences. Make phonically-plausible attempts to spell words that have not yet been learnt. Spell some words containing previously taught phonemes Phonemes are spelt accurately Some common exception words are spelt accurately Days of the week are spelt accurately.</p>	<p>(3.) Non-Fiction: (a.) <u>Oral and written sentences about self</u> - composing a sentence orally before writing it - leaving spaces between words - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - Recognise sentence boundaries in spoken sentences - develop their understanding of the concepts set out in English appendix 2: sentence, full stop, capital letter, "Capital letters for names and for the personal pronoun I" - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Spoken Language Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play, improvisations and debates. Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication.</p>	<p>Rhymes and Riddles: Learning to appreciate rhymes and poems, and to recite some by heart.</p> <p>Syllables: Understand books: Express feelings about stories and poems.</p>	<p>Nativity: Recite poems and rhymes by heart: Participate in discussions, presentations, performances, role play, improvisations and debates. Speak audibly and fluently with an increasing command of Standard English.</p>

A	Science			
AUTUMN: AMAZING ME!	Programme of Study			
	<p>Animals including humans (Y1): Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense(Y1).</p> <p><u>Vocabulary:</u> head, neck, face, ears, nose, eye, eyebrow, hair, mouth, teeth, arm, elbow, wrist, finger, thumb, leg, hip, knee, ankle, toe</p> <p><u>Scientific Enquiry</u> Investigation: Identifying, grouping and classifying – Name and locate the different parts of the human body. Investigation: Identifying, grouping and classifying-/pattern seeking – Identify the 5 senses and how/why they are used.</p>			
	Working scientifically			
	<p>Plan:</p> <ul style="list-style-type: none"> Explore the world around them and begin to ask simple questions Choose ways to try and answer questions with support Make simple predictions if appropriate (based on observations but without an explanation) 	<p>Do:</p> <ul style="list-style-type: none"> Make own suggestions on how to collect data with support Able to observe closely Use simple measurements and equipment (for example, hand lenses, egg timers) to gather data with support. Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them. Talk about what they have done in their investigation 	<p>Record:</p> <ul style="list-style-type: none"> Gather and record data with support Draw pictures of an experiment Help create a graph Describe simple observations 	<p>Review:</p> <ul style="list-style-type: none"> Describe observations Able to say what they found out

A	Design Technology	Art & Design	Computing
	Nutrition: The Harvest: <i>Where does our food come from?</i> <ul style="list-style-type: none"> Sort foods by where they are grown eg under, on or above ground. Design a salad from a selection of fruit and vegetables that can be grown under, on or above the ground. Create design criteria based on taste, colour, texture. Select and use basic tools to cut, shape and mix. Make a salad following their design criteria. Follow procedures for safety and hygiene. Describe the odour, appearance, texture and taste of the foods using sensory vocabulary. Describe the changes that take place when food is shaped and mixed. Investigate different fruit and vegetables using their senses. Research where these foods are found in relation to the ground. Recall that all food comes from plants or animals Recall that food has to be farmed, grown elsewhere (e.g. home) or caught. Identify and name foods that grow above, on and beneath the ground and in the sea. Explain why food hygiene is important. 	Self Portraits: <i>Observational Drawing / Painting</i> <ul style="list-style-type: none"> Recall that a “sketchbook” is a place to record individual responses to the world. Use the senses to explore a variety of drawing materials including pencil, graphite, pen, chalk, soft pastel, wax and charcoal. Explore what happens when colours are mixed together. Recall that a self-portrait is a drawing of yourself. Create a first-hand observational sketch of themselves using symmetry and different materials. Recall the meaning of the following formal elements: line, shape, and colour. Say what they like about their own self-portrait. Compare their self-portrait to Van Gogh’s Kahlo’s and Picasso’s. Enjoy looking at self-portraits by Van Gogh, Picasso and Kahlo. Describe the differences and similarities between Van Gogh’s Kahlo’s and Picasso’s self-portraits. 	Technology Around Us: <i>Computing Systems and Networks</i> Information Technology: <ul style="list-style-type: none"> Identify technology. Identify a computer and its main parts. Use a mouse in different ways. Use a keyboard to type. Use the keyboard to edit text. Digital Literacy: <ul style="list-style-type: none"> Create rules for using technology responsibly.
	Music	RSHE	R.E
	Beat/Pulse / Classical/Mozart/Rondo Alla Turco / Live Music <ul style="list-style-type: none"> Move in any way suitable to the beat of the music. Talk about feelings created by the music. Talk about any instruments they might hear and perhaps identify them. Identify a fast or slow tempo. Recall that Mozart was an Austrian composer from the Classical era. Enjoy listening to recorded and live music. Stand up straight and breathe from deep within. Sing a wide range of call-and-response songs to control voice pitch and pitch match. Incorporate actions. Sing and recognise high and low sounds. Treat instruments carefully and with respect. Play and perform an instrumental part by ear (C/D). Recall the names of the instruments they are playing. Recall that performance is sharing music with other people, called an 'audience'. Enjoy performing their own compositions. Recall that improvisation is about making up your own tunes on the spot. Improvise using notes with the backing track of the song provided. Begin to create personal musical ideas using the notes C,D,E. Recognise how graphic notation can represent created sounds. Recall that the beat is a steady and repetitive pulse that keeps the time in music. Move in time with a steady beat/pulse. Copy back simple long and short rhythms with clapping. Copy back singing simple high and low patterns. Respond to the pulse in recorded/live music through movement and dance, 	Essential Skills: Listening: <ul style="list-style-type: none"> Listen to others without interrupting. Listen to others and remember short instructions. Essential Skills: Problem Solving: <ul style="list-style-type: none"> Complete tasks by following instructions. Complete tasks by finding someone else to help if needed. Essential Skills: Speaking: <ul style="list-style-type: none"> Speak clearly to someone known. Speak clearly to small groups of known people. Essential Skills: Teamwork: <ul style="list-style-type: none"> Work with others in a positive way. Work well with others by behaving appropriately. Families and people who care for me <ul style="list-style-type: none"> Understand that families are important. Understand characteristics of healthy family life. Know that families are different. Know that caring relationships are different and important. Recognise when relationships make them feel sad and how to seek advice. 	Incarnation: <i>Why is Christmas special for Christians? (R)</i> Making Sense: <ul style="list-style-type: none"> Begin to recognise the word ‘incarnation’ as describing the belief that God came to Earth as Jesus Understanding Impact: <ul style="list-style-type: none"> Recall simply what happens at a traditional Christian festival (Christmas) Making Connections: <ul style="list-style-type: none"> Talk about people who are special to them Say what makes their family and friends special to them Retell religious stories, making connections with personal experiences.

A	Physical Education				
AUTUMN: AMAZING ME!	Fundamental Movement skills <ul style="list-style-type: none"> Master basic movements: Running, Jumping, Throwing, Catching, Striking with a body part, Striking with an object Developing: Balance, Agility, Co-ordination, Flexibility, Speed, Power, Stamina, Reaction time. 	Tactics and Team Games <ul style="list-style-type: none"> Participate in team games, developing simple tactics for attacking and defending Engage in competitive (both against self and against others) and co-operative sport and physical activities 	Sport-specific Activities <ul style="list-style-type: none"> Perform dances using simple movement patterns Engage in competitive (both against self and against others) and co-operative sport and physical activities Develop competence to excel in a broad range of physical activities 	Evaluation <ul style="list-style-type: none"> Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Recognise when an action has been performed correctly Recognise improvements in physical activities Compare their performances with previous ones and demonstrate improvement to achieve their personal best [KS2] 	Sporting Values <ul style="list-style-type: none"> Compete in sport and other activities to build character and help to embed values such as fairness and respect. School Games Values: <ul style="list-style-type: none"> Passion Determination Self-Belief Honesty Respect Teamwork
	Running: <ul style="list-style-type: none"> Recall the difference between walking and running Run at predetermined different speeds Explain that running quicker will usually use energy more quickly Begin to show the correct running technique (slight lean, straight form from hips to shoulders, head still, arms moving in time with legs) Change direction (suddenly and gradually) whilst running Jumping <ul style="list-style-type: none"> Recall that we can jump for height or jump for distance Jump with a two-footed take-off to a two-footed landing (bending knees and swinging arms, leaning forward to determine travel) Jump with a one-footed take-off to a same-footed landing (hopping; see technique above) Jump with a two-footed take-off to a one-footed landing (see technique above) Jump with a one-footed take-off to a different-footed landing (leaping; see technique above) Jump in a forwards, backwards and sideways direction Jump in time (e.g. using a skipping rope) 	Running: <ul style="list-style-type: none"> Recall the aims of a simple game involving running Describe the difference between attacking and defending in simple games involving running Use understanding of game aims and rules to adjust the way in which they are playing a game involving running Use simple tactics in order to improve attack (e.g. finding gaps in games such as foxes and rabbits) Using simple tactics in order to improve defence (e.g. using boundaries as way to trap others in games such as foxes and rabbits). Work together as a team to attack or defend in simple games involving running. Jumping: <ul style="list-style-type: none"> Recall the aims of a simple game involving jumping Describe the difference between attacking and defending in simple games involving jumping Use understanding of game aims and rules to adjust the way in which they are playing a game involving jumping Use simple tactics in order to improve attack (e.g. finding spaces in games using jumping) Using simple tactics in order to improve defence (e.g. predicting oppositions moves based on game situation). Work together as a team to attack or defend in simple games involving jumping. <p>Compete in games involving running and jumping in combination using the above</p>	Dance: <ul style="list-style-type: none"> Copy basic body movements, beginning to build their own repertoire of movements Copy increasingly difficult dance sequences, including those with changes in speed and direction Begin to memorise basic dance sequences Begin to choreograph group and singular routines. Describe simple short dances using appropriate vocabulary. <p>Forest School</p>	Running: <ul style="list-style-type: none"> Recognise when others have executed effective running Recall some of the basic technique points for effective running Begin to recognise why the execution of running was effective or not Begin to recognise why the performance in a game involving running was effective or not. Jumping: <ul style="list-style-type: none"> Recognise when others have executed an effective jump Recall some of the basic technique points for an effective jump Begin to recognise why the execution of a jump was effective or not. Begin to recognise why the performance in a game involving jumping was effective or not. Dance: <ul style="list-style-type: none"> Recognise and describe effective elements of group and singular routines Begin to suggest ways to improve group and singular routines. Begin to evaluate the effectiveness of implementation of simple techniques when dancing (e.g. jumping higher). 	<ul style="list-style-type: none"> Recognise that, although the aim of competition is to win, there are other important aspects to consider Recall what is meant by passion when participating in physical activity or games Recall what is meant by determination when participating in physical activity or games Demonstrate passion and determination when participating in physical activity or games (e.g. by continuing to run when tired)
EYFS ELG	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 				

Brown Clee C.E. Primary School

SPRING TERM A:

PLANES, TRAINS & AUTOMOBILES



A	Class text: Narratives / Information Texts				
	On-going objectives	Narrative Genres	Non-Fiction Genres	Poetry Genres	S&L / Drama
	<p>Word Reading Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings Read other words of more than one syllable that contain taught GPCs Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Re-read these books to build up their fluency and confidence in word reading.</p> <p>Reading Comprehension Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently/ Being encouraged to link what they read or hear read to their own experiences. Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Recognising and joining in with predictable phrases. Learning to appreciate rhymes and poems, and to recite some by heart. Discussing word meanings, linking new meanings to those already known. <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> Drawing on what they already know or on background information and vocabulary provided by the teacher. Checking that the text makes sense to them as they read and correcting inaccurate reading. Discussing the significance of the title and events. Making inferences on the basis of what is being said and done. Predicting what might happen on the basis of what has been read so far. <p>Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.</p> <p>Writing Composition Write sentences by:</p> <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher. 	<p>(1.) Narrative: The Train Ride (a.) Wider range of sentences – including changes in verbs - naming the letters of the alphabet in order - composing a sentence orally before writing it - leaving spaces between words - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - Recognise sentence boundaries in spoken sentences - Sequencing sentences to form short narratives - Re-read what they have written to check that it makes sense - develop their understanding of the concepts set out in English appendix 2: letter, word, “separation of words with spaces”, sentence, full stop, capital letter, verb, tense (past, present), - the present and past tenses correctly and consistently (b.) Sentences – joining ideas using ‘and’ - composing a sentence orally before writing it - leaving spaces between words - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - Recognise sentence boundaries in spoken sentences - develop their understanding of the concepts set out in English appendix 2: sentence, full stop, capital letter - joining words and joining clauses using ‘and’</p> <p>(2.) Narrative Mr Gumpy’s Motor Car (a.) Questions - develop their understanding of the concepts set out in English appendix 2: full stop, question mark</p> <p>Handwriting Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9 Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</p> <p>Spellings Write from memory simple dictated sentences. Make phonically-plausible attempts to spell words that have not yet been learnt. Spell some words containing previously taught phonemes Phonemes are spelt accurately Some common exception words are spelt accurately Days of the week are spelt accurately.</p>	<p>(3.) Information The First Train (a.) Capital letters for proper nouns - develop their understanding of the concepts set out in English appendix 2: capital letter, “Capital letters for names and for the personal pronoun I” - using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</p>	<p>Performance Poetry: The Wheels on the Bus</p> <p>Recite poems and rhymes by heart: Perform in unison, following the rhythm and rhyme. Imitate and invent actions.</p>	<p>Presentations: My favourite Transport</p>

Maths												
A	NC Y1 Objectives	WRM Y1 Objectives	EYFS Objective									
SPRING: PLANES, TRAINS & AUTOMOBILES	Wk 1	Wk 2	Wk 3	Wk4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12
	Consolidation	Number – Addition and Subtraction (within 20)					Number – Place Value (within 50)					Consolidation
		Add and subtract one-digit and two-digit numbers to 20, including zero Solve addition by counting on from a given number. Understand that addition is commutative and it is more efficient to start from biggest number. Recognise and use the subtraction symbol within 20. Know that when nothing is taken away, the start number remains the same or when the whole group is taken away, there will be nothing left. Subtract numbers, within 20, crossing the 10. Understand the different structures of subtraction (taking away, partitioning, difference). Know addition and subtraction fact families for numbers within 20. Recognise that addition and subtraction are inverse operations. Compare number sentences within 20 using inequality symbols. Represent and use number bonds and related subtraction facts within 20. Work systematically helps them to find all the possible number bonds to 20. Use their knowledge of number bonds to 10 to find number bonds to 20. Add numbers within 20 using their knowledge of number bonds.					Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count forwards within 50. Count backwards within 50. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Use practical equipment to represent numbers to 50. Group equipment into tens. Give a number, identify one more and one less. Find one more than a number up to 50. Find one less than a number up to 50. Compare two sets of objects using the language ‘more than’, ‘less than’ and ‘equal to’. Use the inequality symbols to compare the sets of objects. Compare two numbers within 50 using the inequality symbols. Order numbers using the language, ‘largest’, ‘smallest’, ‘more than’, ‘less than’, ‘least’, ‘most’ and ‘equal to’. Justify the order of numbers using their place value knowledge. Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. Count in multiples of 2 up to 50. Count in multiples of 5 up to 50.					
	Measurement: Length and Height						Measurement: Weight and Volume					
	Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]. Use and understand the language of length such as long, longer, short, shorter, tall, taller. Understand that height is a type of length. Measure and begin to record the following: lengths and heights. Use non-standard units, such as cubes, hands and straws to measure length and height. Understand the units they use need to be of equal length. Recognise that longer, non-standard units are more suitable for measuring the length and height of longer/taller objects. Understand that non-standard units should be exactly in line with one end of the object with no gaps between them to get an accurate measurement. Understand that objects can vary in length and size, so a standard unit of measurement is required.						Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]. Use vocabulary such as heavy, light, heavier than, lighter than before using the scales to check. Compare the volume in a container by describing whether it is full, nearly full, empty or nearly empty. Compare the capacity of different containers using non-standard units of measure. Measure and begin to record the following: mass/weight; capacity and volume. Use a variety of non-standard units (e.g. cubes, bricks) to measure the mass of an object. Use non-standard units to weigh objects and compare the mass of two objects. Use balance scales to compare two objects and use the language of ‘heavier’, ‘lighter’ and ‘equal to’. Use <, > and = to compare mass. Measure the capacity of different containers using non-standard units of measure. Understand to measure accurately, they must make each container or non-standard measure full.					

A	Science			
	Programme of Study			
	<p>Everyday Materials (Y1):</p> <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. <p>Seasonal Changes: (Forest School)</p> <ul style="list-style-type: none"> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. <p>Vocabulary: Plastic, wood, metal, glass, water, rock, hard, soft, shiny, dull, bendy, smooth. Spring, Summer, Autumn, Winter, Seasons, weather, sunny, rain, windy, foggy, hot, cold.</p> <p>Scientific Enquiry: Investigation: Identifying, Grouping and Classifying/Pattern Seeking – Sorting a range of materials.</p>			
	Working scientifically			
	Plan:	Do:	Record:	Review:
<div>SPRING: PLANES, TRAINS & AUTOMOBILES</div> <ul style="list-style-type: none"> Explore the world around them and begin to ask simple questions Choose ways to try and answer questions with support Make simple predictions if appropriate (based on observations but without an explanation) <ul style="list-style-type: none"> Make own suggestions on how to collect data with support Able to observe closely Use simple measurements and equipment (for example, hand lenses, egg timers) to gather data with support. Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them. Talk about what they have done in their investigation <ul style="list-style-type: none"> Gather and record data with support Draw pictures of an experiment Help create a graph Describe simple observations <ul style="list-style-type: none"> Describe observations Able to say what they found out 				

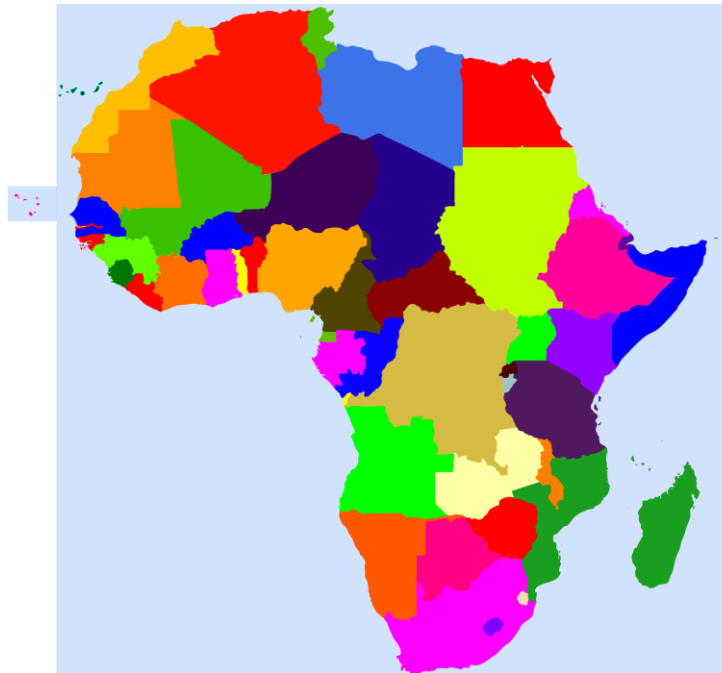
A	History				
	Key Lines of Historical Enquiry: How have planes, trains and cars changed over the last 100 years?				
SPRING: PLANES, TRAINS & AUTOMOBILES	Changes within Living Memory (that reveal aspects of change in national life). <ul style="list-style-type: none">Identify similarities and differences between ways of life in different periods.	Events beyond Living Memory that are significant nationally or globally. <ul style="list-style-type: none">Know where the events fit within a chronological framework.Develop an awareness of the past.	Lives of Significant Individuals in the past who have contributed to national and international achievements. <ul style="list-style-type: none">Know where the people fit within a chronological framework.	Historical Skills: <ul style="list-style-type: none">Ask and answer questions.Use parts of stories and other sources to show that they know and understand key features of events.Understand some ways in which we find out about the past.Identify different ways the past is represented.	Historical Vocabulary: <ul style="list-style-type: none">Use common words and phrases relating to the passing of time.Use a wide vocabulary of everyday historical terms.
	<ul style="list-style-type: none">Identify differences between the Rocket and trains today. Eg steam/electric power, slow/fast, capacity.Identify differences between first aircraft and modern aircraft eg big/small, fast/slow, distance travelled, number of passengers, facilities.	<ul style="list-style-type: none">Recall that the first flight took place in 1903 and locate this on a timeline.Recall that the first passenger steam-powered train ran in 1825 and locate this on a timeline.	<ul style="list-style-type: none">Explain what being famous means.Recall that the Wright brothers built the first powered aircraft in North Carolina, America.Recall that George Stephenson built the first railway and steam-powered passenger train in Northumberland, UK.	<ul style="list-style-type: none">Ask questions about the first trains and planes.Explain that we know about these from photographs and newspapers/books, and that some old steam trains/ planes still exist.	Today, yesterday, tomorrow, the present, the past, the future, day, week, month, long ago, old, new, recent, clue, memory, lifetime, calendar, Who? What? When? Where? Why? Remember, timeline, artefact, photography, film, book, newspaper, camera, living memory, invention, ancient, modern, same, different.
	EYFS: Understanding the World: Past and Present: Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling.				
	Geography: Maps and Charts				
	Key Lines of Geographical Enquiry: Is Every Country in the World the same?				
	Physical Geography: <ul style="list-style-type: none">Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	Human Geography: <ul style="list-style-type: none">Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Geographical Skills: <ul style="list-style-type: none">Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stageUse simple compass directions and locational and directional language.Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.	Fieldwork: <ul style="list-style-type: none">Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	
	<ul style="list-style-type: none">Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. (Deserts, Arctic, Antarctic)Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	<ul style="list-style-type: none">Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	<ul style="list-style-type: none">Use Google Earth to locate and name: The UK, England, Scotland, Wales, Northern Ireland, Europe, The English Channel, Atlantic Ocean, North America, Africa, North Pole, South Pole, Spain.Use Atlases to locate: The UK, England, Scotland, Wales, Northern Ireland, Europe, The English Channel, Atlantic Ocean, North America, Africa, North Pole, South Pole, Spain.Discuss location of countries using terms North, South, East and West.	<ul style="list-style-type: none">Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment eg traffic survey	
	EYFS: Understanding the World: People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; 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; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate – maps.				

A	Design & Technology	Art & Design	Computing
	<p>Mechanisms: Axles: <i>Why do Wheels Spin?</i></p> <ul style="list-style-type: none"> Describe, explore and investigate products that have been disassembled. Explain how an axle works. Plan their design using pictures and words. Create design criteria based on material and axle design. Select and use basic tools to cut, shape and join. Assemble, join and combine components to create functional wheels and axles. Follow procedures for safety and hygiene. Investigate wheeled toys and talk about how/why they move. Describe what worked well with their own wheels/axle combination. Explain how they would improve their wheels. Investigate how pencils or tubes act as rollers to move an object. Attach wheels to a chassis using an axle. Recall that wheels need a chassis and axle in order to rotate. 	<p>Vehicles: <i>Observational Drawing & Painting</i></p> <ul style="list-style-type: none"> Use the senses to explore different ways to use a pencil to create different effects. Use a pencil to draw continuous line drawings. Explore what happens when different colours are mixed together. Recall that an observational drawing is drawing what you can see. Create a first-hand observational sketch of a vehicle. Recall the meaning of the following formal elements: line, shape, colour, texture. Say what they like about other children's vehicle painting. Compare their self-portrait to Fitzpatrick's and Patterson's. Recall who Fitzpatrick and Patterson are. Describe the work of Art Fitzpatrick. Describe the work of Bill Patterson. Describe the differences between the art of Patterson and Fitzpatrick. 	<p><i>Creating Media: Digital Painting:</i></p> <p>Information Technology</p> <ul style="list-style-type: none"> Describe what different freehand tools do. Use the shape tool and the line tools. Make careful choices when painting a digital picture. Explain the reason for the choice of tools. Use a computer independently to paint a picture. Compare painting a picture on a computer and on paper
	<p>Music</p> <p>Rhythm and Pitch: Jazz/Duke Ellington/Take the A Train:</p> <ul style="list-style-type: none"> Listen with increasing concentration. Enjoy moving in any way suitable to the rhythm and beat of the music. Talk about 'Take the A Train' and say what they like and don't like. Recall that Jazz is a style of music that came from America in the 1920s. Recall that Duke Ellington was a famous American jazz pianist and led a band in the 1920s. Sing songs with a very small range e.g. mi-so and pentatonic songs. Move to the music. Describe what the song is about. Sing and recognise high and low sounds. Play and perform an instrumental part by ear (D/F#). Recall the names of the notes in an instrumental part. Play a tuned instrumental part with the song they perform. Listen to and follow musical instructions from a leader. Create and present a holistic performance. Recall that improvisation is not written down. Improvise notes with the backing track of the song provided. Improvise simple riffs using question and answer phrases. Create personal musical ideas using the notes C,D,E,F,G. Experiment using graphic notation can represent created sounds. Recall that the rhythm refers to the pattern of sounds and silence throughout music. Recall that pitch is how high or low a sound is. Copy back simple rhythmic patterns using long and short (ostinati) Copy back simple melodic patterns using high and low. 	<p>RSHE</p> <p>Essential Skills: Aiming High:</p> <ul style="list-style-type: none"> Know when something is too difficult. Know what doing well looks like. <p>Essential Skills: Staying Positive:</p> <ul style="list-style-type: none"> Identify when they feel positive or negative. Identify when others feel positive or negative. <p>Health & Well-Being: Sleep and Hygiene</p> <ul style="list-style-type: none"> Understand the importance of a goodnight's sleep. Know that a lack of sleep can affect mood and health. Know about personal hygiene and germs including how they are spread and treated, and the importance of handwashing. Know about the importance of dental health. 	<p>R.E</p> <p>Salvation: <i>Why is Easter special for Christians? (R)</i></p> <p>Making Sense:</p> <ul style="list-style-type: none"> Recognise and retell stories connected with celebration of Easter <p>Understanding Impact:</p> <ul style="list-style-type: none"> Talk about ideas of new life in nature Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature <p>Making Connections:</p> <ul style="list-style-type: none"> Say why Easter is a special time for Christians Talk about some ways Christians remember these stories at Easter.

A	Physical Education				
<div>SPRING: PLANES, TRAINS AND AUTOMOBILES</div>	Fundamental Movement skills <ul style="list-style-type: none"> Master basic movements: Running, Jumping, Throwing, Catching, Striking with a body part, Striking with an object Developing: Balance, Agility, Co-ordination, Flexibility, Speed, Power, Stamina, Reaction time. 	Tactics and Team Games <ul style="list-style-type: none"> Participate in team games, developing simple tactics for attacking and defending Engage in competitive (both against self and against others) and co-operative sport and physical activities 	Sport-specific Activities <ul style="list-style-type: none"> Perform dances using simple movement patterns Engage in competitive (both against self and against others) and co-operative sport and physical activities Develop competence to excel in a broad range of physical activities 	Evaluation <ul style="list-style-type: none"> Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Recognise when an action has been performed correctly Recognise improvements in physical activities Compare their performances with previous ones and demonstrate improvement to achieve their personal best [KS2] 	Sporting Values <ul style="list-style-type: none"> Compete in sport and other activities to build character and help to embed values such as fairness and respect. School Games Values: <ul style="list-style-type: none"> Passion Determination Self-Belief Honesty Respect Teamwork
	Throwing: <ul style="list-style-type: none"> Throw a ball underarm using correct timing of back swing and release of ball timed with a step forward Throw a ball overarm (initially with just a bent arm and high elbow, move to side on stance and hip rotation, introduce single step, introduce 2nd follow through step, increase speed and flow of movement) Throw a ball at different trajectories (i.e. high and low) Throw a ball different distances (i.e. short and long) Throw a ball in different directions (i.e. left and right) Catching: <ul style="list-style-type: none"> Catch an object which is falling from directly above (i.e. by either throwing it in the air by self or someone else dropping) with by ensuring hands are cupped and bringing ball into body after catching Catch an object which is moving towards catcher (below shoulder height) by cupping hands and bringing ball in Catch an object which is moving towards catcher (above shoulder height) by placing thumbs together and bringing ball in) Begin to adjust body before catching Catch different sized objects 	Throwing: <ul style="list-style-type: none"> Recall the aims of a simple game involving throwing Describe the difference between attacking and defending in simple games involving throwing Use understanding of game aims and rules to adjust the way in which they are playing a game involving throwing Use simple tactics in order to improve attack (e.g. using different types of throws in games involving throwing) Using simple tactics in order to improve defence (e.g. positioning for teammates) Catching: <ul style="list-style-type: none"> Recall the aims of a simple game involving catching Describe the difference between attacking and defending in simple games involving catching Use understanding of game aims and rules to adjust the way in which they are playing a game involving catching Use simple tactics in order to improve attack (e.g. finding spaces in games involving catching) Using simple tactics in order to improve defence (e.g. predicting best positioning before catching) Work together as a team to attack or defend in simple games involving catching <p>Compete in games involving running, jumping, throwing and catching in different combinations using the above.</p>	Gymnastics: <ul style="list-style-type: none"> Perform simple balances on different small body parts Make different shapes with body (e.g. straddle, tuck, star, straddle and pike) Move in different ways (e.g. skipping, walking and crawling) Move using body revolutions (e.g. teddy bear rolls) Jump vertically Land carefully by bending knees and trying to avoid movement on landing Demonstrate flexibility by stretching joints in different ways (e.g touching toes, split action) Link different jumps, movements and balances in simple routines. <p>Forest School</p>	Throwing: <ul style="list-style-type: none"> Recognise when others have executed Recognise when others have executed an effective throw Recall some of the basic technique points for an effective throw Begin to recognise why the execution of a throw was effective or not Begin to recognise why the performance in a game involving throwing was effective or not Catching: <ul style="list-style-type: none"> Recognise when others have executed an effective catch Recall some of the basic technique points for an effective catch Begin to recognise why the execution of a catch was effective or not Begin to recognise why the performance in a game involving catching was effective or not. Gymnastics: <ul style="list-style-type: none"> Recognise when a balance, shape or movement is executed effectively Recognise when a landing is effective Suggest ways a balance, shape or movement could be improved Suggest ways a landing could be improved Recognise and describe effective elements of group and singular routines Begin to suggest ways to improve group and singular routines. 	<ul style="list-style-type: none"> Recognise that, although the aim of competition is to win, there are other important aspects to consider Recall what is meant by self-belief when participating in physical activity or games Recall what is meant by honesty when participating in physical activity or games Demonstrate self-belief and honesty when participating in physical activity or games (e.g. by admitting when out without being told).
EYFS ELG	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 				

Brown Clee C.E. Primary School

SUMMER TERM A:
AFRICAN WILDERNESS



A		On-going objectives	Narrative Genres	Non-Fiction Genres	Poetry Genres	S&L / Drama
SUMMER: AFRICAN WILDERNESS	Class text: Handa's Surprise / Information Texts	<p>Word Reading Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings Read other words of more than one syllable that contain taught GPCs Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Re-read these books to build up their fluency and confidence in word reading.</p> <p>Reading Comprehension Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently/ Being encouraged to link what they read or hear read to their own experiences. Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Recognising and joining in with predictable phrases. Learning to appreciate rhymes and poems, and to recite some by heart. Discussing word meanings, linking new meanings to those already known. <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> Drawing on what they already know or on background information and vocabulary provided by the teacher. Checking that the text makes sense to them as they read and correcting inaccurate reading. Discussing the significance of the title and events. Making inferences on the basis of what is being said and done. Predicting what might happen on the basis of what has been read so far. <p>Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.</p> <p>Writing Composition Write sentences by:</p> <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher. 	<p>(1.) Stories from other Cultures: Handa's Surprise (a.) Nouns – begin to use adjectives to describe nouns - expanded noun phrases to describe and specify [for example, the blue butterfly] - develop their understanding of the concepts set out in English appendix 2: noun, adjective, singular, plural (3.) Narrative: Giraffe's Can't Dance (a.) Sentences – further secure in wider range of contexts - composing a sentence orally before writing it - leaving spaces between words - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - <i>Recognise sentence boundaries in spoken sentences</i> - Sequencing sentences to form short narratives - Re-read what they have written to check that it makes sense - develop their understanding of the concepts set out in English appendix 2: sentence, full stop, capital letter, - joining words and joining clauses using 'and'</p> <p>Handwriting Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9 Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p>Spellings Write from memory simple dictated sentences. Make phonically-plausible attempts to spell words that have not yet been learnt. Spell some words containing previously taught phonemes Phonemes are spelt accurately Some common exception words are spelt accurately Days of the week are spelt accurately.</p>	<p>(2.) Information Texts: African Animals (a.) Verbs – further secure in different contexts & begin to understand past and present tense - composing a sentence orally before writing it - leaving spaces between words - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - the present and past tenses correctly and consistently - develop their understanding of the concepts set out in English appendix 2: verb, tense (past, present), sentence, full stop, capital letter Glossaries: Using alphabetical order to create a glossary of African Animals.</p> <p>Spoken Language Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play, improvisations and debates. Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication.</p>	<p>Acrostic Poems: Writing descriptive poems using African animals. Understand books: Express feelings about stories and poems.</p>	<p>Performance Poetry: African Chants Recite poems and rhymes by heart: Perform in unison, following the rhythm and rhyme. Imitate and invent actions</p>

A		Maths																					
NC Y1 Objectives		WRM Y1 Objectives		EYFS Objective																			
Wk 1		Wk 2		Wk 3		Wk4		Wk 5		Wk 6		Wk 7		Wk 8		Wk 9		Wk 10		Wk 11		Wk 12	
Consolidation		Number – Multiplication and Division				Fractions				Number – Place Value (to 100)				Money				Consolidation					
SUMMER: AFRICAN WILDERNESS		Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. Count in multiples of 2 up to 50. Count in multiples of 5 to 50. Count in multiples of 10 to 100. Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Use stories which link to pictures and concrete manipulatives to explore making equal groups and write statements such as ‘there are ___ groups of ____.’ Recognise and explain how they know when groups are equal or not. Use equal groups to find a total. Make arrays by making equal groups and building them up in columns or rows. Find doubles with numbers up to 20. Understand that ‘double’ is two groups of a number or an amount. Make groups of an equal amount. Use 1 : 1 correspondence to share concrete objects into equal groups. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.				Finding a half for the first time using shapes and sets of objects. Find a half using shapes and sets of objects. Use the vocabulary ‘half’ and ‘whole’. Know that a half means ‘one of two equal parts’. Use their understanding of finding half of an object or shape and apply this to finding half of a small quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Find a quarter using shapes and sets of objects. Use the vocabulary ‘quarter’ and ‘whole’. Know that a quarter means ‘one of four equal parts’. Use their understanding of finding quarter of an object or shape and apply this to finding quarter of a small quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.				Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s Group in 10s to make counting quicker and more efficient. Count forwards in ones within 100. Count backwards in ones within 100. Group in 10s to identify how many tens and ones are within a number. Use their partitioning knowledge to begin comparing numbers within 100. Have a deep understanding of number to 10, including the composition of each number; Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Compare numbers and amounts to 100 using comparison language, more than, less than, equal to as well as the symbols < , > and =. Order sets of objects and numbers from smallest to largest and largest to smallest. Use the language ‘most’, ‘bigger’, ‘biggest’, ‘larger’, ‘largest’, ‘smaller’, ‘smallest’ and ‘least’. Revisit and practise position and ordinal numbers. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Given a number, identify 1 more and 1 less. Find one more than a given number within 100. Find one less than a given number within 100.				Recognise and know the value of different denominations of coins and notes. Recognise and know the value of different denominations of coins. Use their knowledge of place value to match coins with equivalent values. Recognise and know the value of different denominations of notes. Use their understanding of place value to see that one note can represent many pounds. Combine their knowledge of money with counting in 2s, 5s and 10s to count money efficiently. Subitise (recognise quantities without counting) up to 5.									
		Geometry: Position and Direction								Measurement: Time													
		Describe position, direction and movement, including whole, half, quarter and three-quarter turns. Use the language ‘full’, ‘half’, ‘quarter’ and ‘three quarter’ to describe turns made by shapes/objects. Use ‘left’, ‘right’, ‘forwards’ and ‘backwards’ to describe position and direction. Describe the position of objects and shapes from different starting positions. Describe position using: ‘top’, ‘in between’, ‘bottom’, ‘above’ and ‘below’.								Measure and begin to record the following: time (hours, minutes, seconds); sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]. Use before and after to describe, sort and order events. Use first and next to describe an order of events. Recognise and use language relating to dates, including days of the week, weeks, months and years. Recall the days of the week and know there are 7 days in a week. Recall the months of the year and can pick out special dates within the year, for example, their birthday. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Use the language of o'clock. Understand the hour hand is the shorter hand and the minute hand is the longer hand. Read the time to the hour and know when the minute hand is pointing upwards to the number 12 it is an o'clock time, Read the time to the half hour. Know that, at half past the hour, the minute hand has travelled half way around the clock from the twelve and is pointing at the six and the hour hand is half way between the hours. Know the difference between seconds, minutes and hours. Compare, describe and solve practical problems for: time [for example, quicker, slower, earlier, later]. Compare amounts of time using the language faster, slower, earlier and later.													

A	Science			
SUMMER: AFRICAN WILDERNESS	Programme of Study			
	<p>African Animals</p> <p>Animals (Y1):</p> <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). <p>Seasonal Changes (Forest School):</p> <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. <p>Vocabulary: Fish, amphibian, reptile, bird, mammal, carnivore, omnivore, herbivore. Spring, Summer, Autumn, Winter, Seasons, weather, sunny, rain, windy, foggy, hot, cold,</p> <p>Scientific Enquiry: Investigation: Identifying, grouping and classifying – Sorting African animals according to diet/group. Investigation: Data - Creating a pictogram to show favourite African animals in Class 1. Investigation: Secondary resources - Researching information about African animals.</p>			
	Working scientifically			
	<p>Plan:</p> <ul style="list-style-type: none"> Explore the world around them and begin to ask simple questions Choose ways to try and answer questions with support Make simple predictions if appropriate (based on observations but without an explanation) 	<p>Do:</p> <ul style="list-style-type: none"> Make own suggestions on how to collect data with support Able to observe closely Use simple measurements and equipment (for example, hand lenses, egg timers) to gather data with support. Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them. Talk about what they have done in their investigation 	<p>Record:</p> <ul style="list-style-type: none"> Gather and record data with support Draw pictures of an experiment Help create a graph Describe simple observations 	<p>Review:</p> <ul style="list-style-type: none"> Describe observations Able to say what they found out

A	Geography: Africa: Climate/Topography					
	Key Lines of Geographical Enquiry: What is Africa and what is it like to live there?					
	Location Knowledge: <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. 	Place Knowledge: <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country. 	Physical Geography: <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 	Human Geography: <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 	Geographical Skills: <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions and locational and directional language. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. 	Fieldwork: <ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
	<ul style="list-style-type: none"> Locate Africa on a world map. Locate Kenya on a map of Africa. Locate the village of Tharaka on a map of Kenya. 	<ul style="list-style-type: none"> Understand Africa is a continent. Understand that Africa has cities and villages, like the UK. Understand geographical similarities and differences between Ditton Priors and Tharaka, a village in Kenya. 	<ul style="list-style-type: none"> Describe the different physical geography features in Africa (desert, savannah, mountain, river, lake, waterfall). Describe the physical geography of Tharaka (plains, grass, desert, sand, mountain, river). 	<ul style="list-style-type: none"> Describe the human geography of Tharaka (village, farm, house, factory, shop, farm). 	<ul style="list-style-type: none"> Use a globe and Google Earth to locate Ditton Priors. Use an atlas to locate Shropshire and Ditton Priors. Use aerial maps to study Ditton Priors and its key features: school, church, medical centre, Oak Farm, Garage Create their own map of Ditton Priors. 	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment eg parents job survey, weather survey. Local Area Walk
	EYFS: Understanding the World: People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; 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; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate – maps.					

A	Design & Technology	Art & Design	Computing
SUMMER: AFRICAN WILDERNESS	<p>Textiles: Weaving: <i>How is fabric made?</i></p> <ul style="list-style-type: none"> Explore, sort and group textiles by colour, pattern texture, pattern and colour. Explore weaving with a range of large and small looms. Create design criteria for a loomfish based on texture, pattern and colour. Make a fish-shaped loom out of a twig. Manipulate and explore loosely woven fabric to see how it has been constructed Copy their loomfish design to create finished product. Investigate different examples of looms and weaving. Look at everyone's loomfish and say what they like. Draw their favourite loomfish and annotate why they like it against the design criteria. Investigate weaving techniques, to experiment with texture, pattern and colour in their design. 	<p>African Animals: 3D Modelling – Clay</p> <ul style="list-style-type: none"> Practise tracing around outlines of shapes with a pencil. Manipulate plasticene using a variety of actions eg pulling, rolling, stretching, pinching, carving, smoothing, squeezing. Use everyday objects to make marks in modelling materials eg cotton reels, sticks, wheels on cars. Create a simple representation of an African animal from a picture. Recall the meaning of the following formal elements: form, colour, texture. Create a 3D model of an African animal using clay. Paint a 3D model of an African animal using realistic colours. Share work to others in small groups, and listen to their opinions. Express and share an opinion about the artwork. Recall who Nick Mackmann is. Describe the work of Nick Mackmann. Compare their own work to Nick Mackmanns. 	<p>Programming: Using a Robot:</p> <p>Computer Science:</p> <ul style="list-style-type: none"> Explain what a given command will do. Act out a given word. Combine forwards and backwards commands to make a sequence. Combine four direction commands to make sequences. Plan a simple program. Find more than one solution to a problem.
	Music	RSHE	R.E
SUMMER: AFRICAN WILDERNESS	<p>High/Low, Long/Short, Loud/Quiet: Modern Classical/ Prokofiev/Cinderella:</p> <ul style="list-style-type: none"> Move in a way suitable to the beat of the music. Share your thoughts and feelings about the music. Identify when musical notes are long and short. Describe dynamics as loud and quiet. Explain that Prokofiev's Cinderella is a Waltz because the beat is grouped in 3s. Recall that Prokofiev was a Russian composer who wrote Cinderella in 1945. Sing simple chants and rhymes together, in tune and from memory, following visual cues Understand what the song is about, what the words mean. Explain why it is important to listen to each other when singing as an ensemble. Sing in unison. Play and perform an instrumental part by ear (F/G). Learn the names of the notes in their instrumental part from memory. Play an instrumental part as part of an ensemble. Perform short repeating rhythm patterns (ostinati or riffs) and keep the beat. Recall that improvisation means that the music has never been heard before. Recall that improvised music isn't written down. Improvise simple riffs using question and answer phrases. Create personal musical ideas using the notes C,D,E,F,G,A,B, F#. Recognise how graphic notation can represent created sounds. Explain the importance of warming up your voice and body. Identify when pitch is high and low. Change the beat if the speed changes. 	<p>Essential Skills: Leadership:</p> <ul style="list-style-type: none"> Identify how they are feeling about something. Know how to explain their feelings about something to their team. <p>Essential Skills: Creativity:</p> <ul style="list-style-type: none"> Imagine different situations. Imagine different situations and can say what they imagine. <p>Relationships: Respectful Relationships</p> <ul style="list-style-type: none"> Know the importance of respecting each other. Understand the conventions of courtesy and manners. Understand importance of self-respect. Know about different types of bullying. 	<p>Being Special: Where do we belong? (R)</p> <p>Making Sense:</p> <ul style="list-style-type: none"> Retell religious stories making connections with personal experiences. Recall simply what happens at a traditional Christian infant baptism and dedication. <p>Understanding Impact:</p> <ul style="list-style-type: none"> Recall simply what happens when a baby is welcomed into a religion other than Christianity. <p>Making Connections:</p> <ul style="list-style-type: none"> Share and record occasions when things have happened in their lives that made them feel special

A		Physical Education			
SUMMER: AFRICAN WILDERNESS	Fundamental Movement skills <ul style="list-style-type: none">Master basic movements: Running, Jumping, Throwing, Catching, Striking with a body part, Striking with an objectDeveloping: Balance, Agility, Co-ordination, Flexibility, Speed, Power, Stamina, Reaction time.	Tactics and Team Games <ul style="list-style-type: none">Participate in team games, developing simple tactics for attacking and defendingEngage in competitive (both against self and against others) and co-operative sport and physical activities	Sport-specific Activities <ul style="list-style-type: none">Perform dances using simple movement patternsEngage in competitive (both against self and against others) and co-operative sport and physical activitiesDevelop competence to excel in a broad range of physical activities	Evaluation <ul style="list-style-type: none">Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.Recognise when an action has been performed correctlyRecognise improvements in physical activitiesCompare their performances with previous ones and demonstrate improvement to achieve their personal best [KS2]	Sporting Values <ul style="list-style-type: none">Compete in sport and other activities to build character and help to embed values such as fairness and respect.School Games Values:<ul style="list-style-type: none">PassionDeterminationSelf-BeliefHonestyRespectTeamwork
	Striking with a Body Part: <ul style="list-style-type: none">Recall that a number of activities require striking with a body part (e.g. bouncing, kicking or blocking a ball, pulling and kicking in swimming)Block a ball travelling towards with a body part (e.g. hand, arm, leg)Punch/hit a ball in the air using hands/arms inBounce a ball with one or two handsUse bouncing with one hand and moving in combination to dribbleUse feet to stop a ball travelling towardsKick a stationary ball in different predetermined directionsKick a ball moving towards in different predetermined directionsKick a stationary or moving ball in different predetermined distances (e.g. long and short)Use slight touches to dribble a ball with feetChange direction whilst dribbling a ball with feet Striking with an Object: <ul style="list-style-type: none">Recall that a number of activities require striking with an object (e.g. tennis, rounders, cricket, golf, hockey)Use an object (e.g. hockey stick or gold club) to strike a stationary ballUse an object (e.g. tennis racket) to balance a ballUse an object (e.g. tennis racket, cricket bat) to strike a ball upwardsUse an object (e.g. tennis racket, cricket bat) to strike a ball moving towards back the way it cameUse an object (e.g. tennis racket, cricket bat) to strike a ball moving towards in different predetermined directions (i.e. left/right)Use an object (e.g. tennis racket, cricket bat) to strike a ball moving towards in different predetermined trajectories (i.e. high/low)Use an object (e.g. tennis racket, cricket bat) to strike a ball moving towards in different predetermined distance (i.e. short/long)	Striking with a Body Part: <ul style="list-style-type: none">Recall the aims of a simple game involving striking with a body partDescribe the difference between attacking and defending in simple games involving striking with a body partUse understanding of game aims and rules to adjust the way in which they are playing a game involving striking with a body partUse simple tactics in order to improve attack (e.g. aiming when kicking a ball)Using simple tactics in order to improve defence (e.g. positioning when receiving a ball).Work together as a team to attack or defend in simple games involving striking with a body part Striking with an Object: <ul style="list-style-type: none">Recall the aims of a simple game involving striking with an objectDescribe the difference between attacking and defending in simple games involving striking with an objectUse understanding of game aims and rules to adjust the way in which they are playing a game involving striking with an objectUse simple tactics in order to improve attack (e.g. aiming when hitting a ball)Using simple tactics in order to improve defence (e.g. positioning when receiving a ball)Work together as a team to attack or defend in simple games involving striking with an object. Compete in games involving running, jumping, throwing, catching, striking with a body part and with an object in different combinations using the above.	Athletics: <ul style="list-style-type: none">Understand the competitive element of racingTake part in team races (e.g. relays)Run at different speeds (depending on distance)Maintain running when tiredJump for height and distanceJump in different ways (e.g. hopping and skipping)Throw different-shaped objectsCompetitively compete in races involving obstaclesCompetitively compete in races which involved additional co-ordination elements (e.g. egg and spoon races) Forest School	Striking with Body Part: <ul style="list-style-type: none">Recognise when others have executed an effective strike with a body part (e.g. a kick)Recall some of the basic technique points for striking with a body part effectivelyBegin to recognise why the execution of a strike with a body part was effective or notBegin to recognise why the performance in a game involving striking with a body part was effective or not. Striking with an Object: <ul style="list-style-type: none">Recognise when others have executed an effective strike with an object (e.g. batting)Recall some of the basic technique points for striking with an object effectivelyBegin to recognise why the execution of a strike with an object was effective or notBegin to recognise why the performance in a game involving striking with an object was effective or not. Athletics: <ul style="list-style-type: none">Recognise when running is effective and begin to suggest reasons why (inc. using understanding of technique)Recognise when jumping is effective and begin to suggest reasons why (inc. using understanding of technique)Recognise when throwing is effective and begin to suggest reasons why (inc. using understanding of technique)Begin to suggest ways to improve running, throwing and jumping in isolation and combination	<ul style="list-style-type: none">Recognise that, although the aim of competition is to win, there are other important aspects to considerRecall what is meant by respect when participating in physical activity or gamesRecall what is meant by teamwork when participating in physical activity or gamesDemonstrate respect and teamwork when participating in physical activity or games (e.g. by providing constructive feedback to a team member)
EYFS ELG	<ul style="list-style-type: none">Negotiate space and obstacles safely, with consideration for themselves and others;Demonstrate strength, balance and coordination when playing;Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.				

Brown Clee C.E. Primary School

AUTUMN TERM B:

SENSATIONAL STRUCTURES



B		On-going objectives	Narrative Genres	Non-Fiction Genres	Poetry Genres	S&L / Drama
AUTUMN: SENSATIONAL STRUCTURES	Class text: Traditional Tales / Information Texts	<p>Word Reading Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings Read other words of more than one syllable that contain taught GPCs Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Re-read these books to build up their fluency and confidence in word reading.</p> <p>Reading Comprehension Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently/ Being encouraged to link what they read or hear read to their own experiences. Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Recognising and joining in with predictable phrases. Learning to appreciate rhymes and poems, and to recite some by heart. Discussing word meanings, linking new meanings to those already known. <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> Drawing on what they already know or on background information and vocabulary provided by the teacher. Checking that the text makes sense to them as they read and correcting inaccurate reading. Discussing the significance of the title and events. Making inferences on the basis of what is being said and done. Predicting what might happen on the basis of what has been read so far. <p>Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.</p> <p>Writing Composition Write sentences by:</p> <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher. 	<p>(1.) Traditional Tales: (a.) Letters vs. sounds vs. words - naming the letters of the alphabet in order - develop their understanding of the concepts set out in English appendix 2: letter, word, "separation of words with spaces" (b.) Nouns as "things" - develop their understanding of the concepts set out in English appendix 2: noun, singular, plural - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs (c.) Verbs as "actions" - develop their understanding of the concepts set out in English appendix 2: verb - the present and past tenses correctly and consistently</p> <p>(3.) Narratives about homes: (a.) Oral and written sentences about self - composing a sentence orally before writing it - leaving spaces between words - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - <i>Recognise sentence boundaries in spoken sentences</i> - develop their understanding of the concepts set out in English appendix 2: sentence, full stop, capital letter, "Capital letters for names and for the personal pronoun I" - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Handwriting Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9 Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p>Spellings Write from memory simple dictated sentences. Make phonically-plausible attempts to spell words that have not yet been learnt. Spell some words containing previously taught phonemes Phonemes are spelt accurately Some common exception words are spelt accurately Days of the week are spelt accurately.</p>	<p>(2.) Information Texts (a.) Verbal sentences – very simple (i.e. NP + V – e.g. The dog barked.) - composing a sentence orally before writing it - leaving spaces between words - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - <i>Recognise sentence boundaries in spoken sentences</i> - develop their understanding of the concepts set out in English appendix 2: sentence, full stop, capital letter, joining words and joining clauses using 'and' (b.) Written sentences – very simple (i.e. NP + V) - naming the letters of the alphabet in order - develop their understanding of the concepts set out in English appendix 2: letter, word, "separation of words with spaces" - composing a sentence orally before writing it - leaving spaces between words - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - <i>Recognise sentence boundaries in spoken sentences</i> - develop their understanding of the concepts set out in English appendix 2: sentence, full stop, capital letter</p> <p>Spoken Language Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play, improvisations and debates. Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication.</p>	<p>Repetitive Refrains Recite poems and rhymes by heart: Perform in unison, following the rhythm and rhyme. Imitate and invent actions.</p> <p>Rhymes 1B: Familiar with stories & traditional tales: Return to favourite books and rhymes to be re-read and enjoyed.</p>	<p>Nativity: Recite poems and rhymes by heart: Perform in unison, following the rhythm and rhyme. Imitate and invent actions.</p>

B

Maths

B	Science			
AUTUMN: SENSATIONAL STRUCTURES	Programme of Study			
	<p>Everyday Materials (Y1):</p> <ul style="list-style-type: none"> Name, describe and sort everyday materials. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>Seasonal Changes: Forest school</p> <ul style="list-style-type: none"> Describe the differences between the 4 seasons. Observe and describe weather associated with the season and how day length varies. <p><u>Vocabulary:</u> Heavy, light, strong, rigid, flexible, folding, bendy, stiff, dull, smooth, shiny, hard, soft.</p> <p><u>Scientific Enquiry:</u> Investigation: Identifying, grouping and classifying – Sorting a range of different materials. Investigation-: Fair test/pattern seeking – Which materials will make the best house for the 3 little pigs?</p>			
	Working scientifically			
	Plan:	Do:	Record:	Review:
	<ul style="list-style-type: none"> Explore the world around them and begin to ask simple questions Choose ways to try and answer questions with support Make simple predictions if appropriate (based on observations but without an explanation) 	<ul style="list-style-type: none"> Make own suggestions on how to collect data with support Able to observe closely Use simple measurements and equipment (for example, hand lenses, egg timers) to gather data with support. Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them. Talk about what they have done in their investigation 	<ul style="list-style-type: none"> Gather and record data with support Draw pictures of an experiment Help create a graph Describe simple observations. 	<ul style="list-style-type: none"> Describe observations Able to say what they found out

B	History: The Sagrada Familia and Gaudi							
	Key Lines of Historical Enquiry: Who was Gaudi and why is he famous?							
AUTUMN: SENSATIONAL STRUCTURES	Lives of Significant Individuals in the past who have contributed to national and international achievements. <ul style="list-style-type: none">Know where the people fit within a chronological framework.		Historical Skills: <ul style="list-style-type: none">Ask and answer questions.Use parts of stories and other sources to show that they know and understand key features of events.Understand some ways in which we find out about the past.Identify different ways the past is represented.		Historical Vocabulary: <ul style="list-style-type: none">Use common words and phrases relating to the passing of time.Use a wide vocabulary of everyday historical terms.			
	<ul style="list-style-type: none">Recall that Gaudi lived in Barcelona, Spain between 1852 and 1926.Locate 1926 on a timeline.Recall that he designed the Sagrada Familia.Recall that the Sagrada is a church and that it is still unfinished.Explain why the Sagrada is significant.Recall that Gaudi died in 1926 and only saw one tower built.		<ul style="list-style-type: none">Ask questions about who Gaudi was and what he did.Explain that we know about Gaudi and the story of the Sagrada Familia from books, photographs and newspapers.Identify how the story building of the Sagrada Familia has been represented.		Today, yesterday, tomorrow, the present, the past, the future, day, week, month, long ago, old, new, recent, clue, memory, lifetime, calendar, Who? What? When? Where? Why? Remember, timeline, artefact, photography, film, book, newspaper, camera, living memory, invention, ancient, modern, same, different.			
	Geography: Barcelona							
	Key Lines of Geographical Enquiry: Why should we visit Barcelona?							
	Location Knowledge: <ul style="list-style-type: none">Name and locate the world’s seven continents and five oceans.Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.		Place Knowledge: <ul style="list-style-type: none">Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.		Physical Geography: <ul style="list-style-type: none">Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather		Human Geography: <ul style="list-style-type: none">Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	
	<ul style="list-style-type: none">Locate Europe, Spain, UK and Barcelona on a world map.Understand that Europe is a continent.		<ul style="list-style-type: none">Compare and contrast the weather in the UK to Spain.		<ul style="list-style-type: none">Use basic geographical vocabulary to refer to key physical features, including: coast, beach, Mediterranean Sea, weather, river.		<ul style="list-style-type: none">Use basic geographical vocabulary to refer to key human features, including: port, city, house, office, harbour, shop, factory.	
					Geographical Skills: <ul style="list-style-type: none">Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stageUse simple compass directions and locational and directional language.Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.		Fieldwork: <ul style="list-style-type: none">Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	
					<ul style="list-style-type: none">Use a globe and Google Earth to locate and name: Europe, Spain, Barcelona, Mediterranean Sea, Atlantic Ocean.Use atlases to locate and name: Europe, Spain, Barcelona, Mediterranean Sea, Atlantic Ocean.Use an aerial photograph of Barcelona to recognise human and physical features.		<ul style="list-style-type: none">Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment eg weather survey	
	EYFS: Understanding the World: People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; 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; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate – maps.							

B	Design & Technology	Art & Design	Computing
AUTUMN: SENSATIONAL STRUCTURES	<p>Structures: Building a model house: <i>What material would build the strongest house?</i></p> <ul style="list-style-type: none"> Describe the product they are making. Use knowledge of existing products to help come up with ideas. Model ideas by exploring materials and by making mockups. Create design criteria based on strength and shape. Select from a range of materials and components according to their characteristics. Use simple tools and materials with support, cut paper/card using scissors. Follow procedures for safety and hygiene. Investigate different building materials and their strength. Talk about what has been made and the steps taken to achieve the outcome. Evaluate their house against their design criteria. Investigate the strength of a range of different materials. Identify which building material and shape was strongest. Explain how they can make their building stronger. 	<p>Buildings: 3D Modelling - Paper</p> <ul style="list-style-type: none"> Recall that a “sketchbook” is a place to record individual responses to the world. Use the senses to explore a variety of drawing materials including pencil, graphite, pen, chalk, soft pastel, wax and charcoal. Explore, discover and invent ways for 2D to transform into 3D sculpture. Recall that an observational drawing is drawing what you can see. Create a first-hand observational sketch of a church. Create a 3D structure of a church using paper. Use basic tools to help deconstruct (scissors) and then construct (glue). Recall the meaning of the following formal elements: line, shape, form, texture. Say what they like about their own church drawing. Say what went well with their 3D model and what they would do to improve it. Compare their drawing to Gaudi and Gornalls. Recall who Gaudi and Gornall are. Describe the work of Antoni Gaudí. Describe the work of Phil Gornall. 	<p>Data & Information: Grouping Data: Information Technology:</p> <ul style="list-style-type: none"> Label objects. Identify that objects can be counted. Describe objects in different ways. Count objects with the same properties. Compare groups of objects. Answer questions about groups of objects
	Music	RSHE	R.E
	<p>Beat/Pulse: Samba/ Sérgio Mendes /Fanfarra (Cabua-Le-Le) / Live Music:</p> <ul style="list-style-type: none"> Move in any way suitable to the beat of the music. Talk about feelings created by the music. Talk about ‘Fanfarra’ and say what they like and don’t like. Identify the instruments they can hear. Recall that samba is a rhythmic music that originates from South America that people often dance to. Enjoy listening to recorded and live music. Sing together as a group. Stand up straight and breathe from deep within. Sing a wide range of call-and-response songs to control voice pitch and pitch match. Sing and recognise high and low sounds. Treat instruments carefully and with respect. Play and perform an instrumental part by ear (F/G/A). Recall the names of the instruments they are playing. Recall that performance is sharing music with other people, called an ‘audience’. Enjoy performing their own compositions. Recall that improvisation is about making up your own tunes on the spot. Improvise using notes with the backing track of the song provided. Begin to create personal musical ideas using the notes C,D,E. Recall that the beat is a steady and repetitive pulse that keeps the time in music. Move in time with a steady beat/pulse. Copy back simple long and short rhythms with clapping. Copy back singing simple high and low patterns. Respond to the pulse in recorded/live music through movement and dance. 	<p>Essential Skills: Listening:</p> <ul style="list-style-type: none"> Listen to others without interrupting. Listen to others and remember short instructions. <p>Essential Skills: Problem Solving:</p> <ul style="list-style-type: none"> Complete tasks by following instructions. Complete tasks by finding someone else to help if needed. <p>Essential Skills: Speaking:</p> <ul style="list-style-type: none"> Speak clearly to someone known. Speak clearly to small groups of known people. <p>Essential Skills: Teamwork:</p> <ul style="list-style-type: none"> Work with others in a positive way. Work well with others by behaving appropriately. <p>Health and Wellbeing: Mental Health</p> <ul style="list-style-type: none"> Know that mental wellbeing is a normal part of daily life Know that there is a normal range and scale of emotions. Learn how to recognise and talk about emotions. Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Know the benefits of physical exercise. 	<p>Which Places are special and why? (R)</p> <p>Making Sense:</p> <ul style="list-style-type: none"> Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God <p>Understanding Impact:</p> <ul style="list-style-type: none"> Talk about somewhere that is special to themselves, saying why Recognise that some religious people have places which have special meaning for them Talk about the things that are special and valued in a place of worship <p>Making Connections:</p> <ul style="list-style-type: none"> Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. Express a personal response to the natural world.

B	Physical Education				
AUTUMN: SENSATIONAL STRUCTURES	Fundamental Movement skills <ul style="list-style-type: none"> Master basic movements: Running, Jumping, Throwing, Catching, Striking with a body part, Striking with an object Developing: Balance, Agility, Co-ordination, Flexibility, Speed, Power, Stamina, Reaction time. 	Tactics and Team Games <ul style="list-style-type: none"> Participate in team games, developing simple tactics for attacking and defending Engage in competitive (both against self and against others) and co-operative sport and physical activities 	Sport-specific Activities <ul style="list-style-type: none"> Perform dances using simple movement patterns Engage in competitive (both against self and against others) and co-operative sport and physical activities Develop competence to excel in a broad range of physical activities 	Evaluation <ul style="list-style-type: none"> Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Recognise when an action has been performed correctly Recognise improvements in physical activities Compare their performances with previous ones and demonstrate improvement to achieve their personal best [KS2] 	Sporting Values <ul style="list-style-type: none"> Compete in sport and other activities to build character and help to embed values such as fairness and respect. School Games Values: <ul style="list-style-type: none"> Passion Determination Self-Belief Honesty Respect Teamwork
	Running: <ul style="list-style-type: none"> Recall the difference between walking and running Run at predetermined different speeds Explain that running quicker will usually use energy more quickly Begin to show the correct running technique (slight lean, straight form from hips to shoulders, head still, arms moving in time with legs) Change direction (suddenly and gradually) whilst running Jumping <ul style="list-style-type: none"> Recall that we can jump for height or jump for distance Jump with a two-footed take-off to a two-footed landing (bending knees and swinging arms, leaning forward to determine travel) Jump with a one-footed take-off to a same-footed landing (hopping; see technique above) Jump with a two-footed take-off to a one-footed landing (see technique above) Jump with a one-footed take-off to a different-footed landing (leaping; see technique above) Jump in a forwards, backwards and sideways direction Jump in time (e.g. using a skipping rope) 	Running: <ul style="list-style-type: none"> Recall the aims of a simple game involving running Describe the difference between attacking and defending in simple games involving running Use understanding of game aims and rules to adjust the way in which they are playing a game involving running Use simple tactics in order to improve attack (e.g. finding gaps in games such as foxes and rabbits) Using simple tactics in order to improve defence (e.g. using boundaries as way to trap others in games such as foxes and rabbits). Work together as a team to attack or defend in simple games involving running. Jumping: <ul style="list-style-type: none"> Recall the aims of a simple game involving jumping Describe the difference between attacking and defending in simple games involving jumping Use understanding of game aims and rules to adjust the way in which they are playing a game involving jumping Use simple tactics in order to improve attack (e.g. finding spaces in games using jumping) Using simple tactics in order to improve defence (e.g. predicting oppositions moves based on game situation). Work together as a team to attack or defend in simple games involving jumping. <p>Compete in games involving running and jumping in combination using the above</p>	Dance: <ul style="list-style-type: none"> Copy basic body movements, beginning to build their own repertoire of movements Copy increasingly difficult dance sequences, including those with changes in speed and direction Begin to memorise basic dance sequences Begin to choreograph group and singular routines. Describe simple short dances using appropriate vocabulary. <p>Forest School</p>	Running: <ul style="list-style-type: none"> Recognise when others have executed effective running Recall some of the basic technique points for effective running Begin to recognise why the execution of running was effective or not Begin to recognise why the performance in a game involving running was effective or not. Jumping: <ul style="list-style-type: none"> Recognise when others have executed an effective jump Recall some of the basic technique points for an effective jump Begin to recognise why the execution of a jump was effective or not. Begin to recognise why the performance in a game involving jumping was effective or not. Dance: <ul style="list-style-type: none"> Recognise and describe effective elements of group and singular routines Begin to suggest ways to improve group and singular routines. Begin to evaluate the effectiveness of implementation of simple techniques when dancing (e.g. jumping higher). 	<ul style="list-style-type: none"> Recognise that, although the aim of competition is to win, there are other important aspects to consider Recall what is meant by passion when participating in physical activity or games Recall what is meant by determination when participating in physical activity or games Demonstrate passion and determination when participating in physical activity or games (e.g. by continuing to run when tired)
EYFS ELG	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 				

Brown Clee C.E. Primary School

SPRING TERM B:

MINIBEAST MADNESS



B		On-going objectives	Narrative Genres	Non-Fiction Genres	Poetry Genres	S&L / Drama
SPRING: MINIBEAST MADNESS	Class text: Stories by the Same Author / Explanations	<p>Word Reading Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings Read other words of more than one syllable that contain taught GPCs Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Re-read these books to build up their fluency and confidence in word reading.</p> <p>Reading Comprehension Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently/ Being encouraged to link what they read or hear read to their own experiences. Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Recognising and joining in with predictable phrases. Learning to appreciate rhymes and poems, and to recite some by heart. Discussing word meanings, linking new meanings to those already known. <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> Drawing on what they already know or on background information and vocabulary provided by the teacher. Checking that the text makes sense to them as they read and correcting inaccurate reading. Discussing the significance of the title and events. Making inferences on the basis of what is being said and done. Predicting what might happen on the basis of what has been read so far. <p>Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.</p> <p>Writing Composition Write sentences by:</p> <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher. 	<p>(1.) Stories by the same author: The Very Quiet Cricket The Very Lonely Firefly <u>(a.) Wider range of sentences – including changes in verbs</u> - naming the letters of the alphabet in order - composing a sentence orally before writing it - leaving spaces between words - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - Recognise sentence boundaries in spoken sentences - Sequencing sentences to form short narratives - Re-read what they have written to check that it makes sense - develop their understanding of the concepts set out in English appendix 2: letter, word, "separation of words with spaces", sentence, full stop, capital letter, verb, tense (past, present), - the present and past tenses correctly and consistently <u>(b.) Questions</u> - develop their understanding of the concepts set out in English appendix 2: full stop, question mark</p> <p>Handwriting Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9 Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p>Spellings Write from memory simple dictated sentences. Make phonically-plausible attempts to spell words that have not yet been learnt. Spell some words containing previously taught phonemes Phonemes are spelt accurately Some common exception words are spelt accurately Days of the week are spelt accurately.</p>	<p>(2.) Explanations: The life cycle of a butterfly. <u>(a.) Sentences – joining ideas using 'and'</u> - composing a sentence orally before writing it - leaving spaces between words - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - Recognise sentence boundaries in spoken sentences - develop their understanding of the concepts set out in English appendix 2: sentence, full stop, capital letter - joining words and joining clauses using 'and'</p> <p>Spoken Language Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play, improvisations and debates. Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication.</p>	<p>Spring poetry: 1B: Familiar with stories & traditional tales: Say how they feel about stories and poems during and after reading.</p>	<p>Performance: Minibeast Madness (dance & movement):</p>

B	Maths											
	NC Y1 Objectives		WRM Y1 Objectives		EYFS Objective							
	Wk 1	Wk 2	Wk 3	Wk4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12
	Consolidation	Number – Addition and Subtraction (within 20)					Number – Place Value (within 50)					Consolidation
		<p>Add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>Solve addition by counting on from a given number.</p> <p>Understand that addition is commutative and it is more efficient to start from biggest number.</p> <p>Recognise and use the subtraction symbol within 20.</p> <p>Know that when nothing is taken away, the start number remains the same or when the whole group is taken away, there will be nothing left.</p> <p>Subtract numbers, within 20, crossing the 10.</p> <p>Understand the different structures of subtraction (taking away, partitioning, difference).</p> <p>Know addition and subtraction fact families for numbers within 20.</p> <p>Recognise that addition and subtraction are inverse operations.</p> <p>Compare number sentences within 20 using inequality symbols.</p> <p>Represent and use number bonds and related subtraction facts within 20.</p> <p>Work systematically helps them to find all the possible number bonds to 20.</p> <p>Use their knowledge of number bonds to 10 to find number bonds to 20.</p> <p>Add numbers within 20 using their knowledge of number bonds.</p>					<p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count forwards within 50.</p> <p>Count backwards within 50.</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p> <p>Use practical equipment to represent numbers to 50.</p> <p>Group equipment into tens.</p> <p>Give a number, identify one more and one less.</p> <p>Find one more than a number up to 50.</p> <p>Find one less than a number up to 50.</p> <p>Compare two sets of objects using the language ‘more than’, ‘less than’ and ‘equal to’.</p> <p>Use the inequality symbols to compare the sets of objects.</p> <p>Compare two numbers within 50 using the inequality symbols.</p> <p>Order numbers using the language, ‘largest’, ‘smallest’, ‘more than’, ‘less than’, ‘least’, ‘most’ and ‘equal to’.</p> <p>Justify the order of numbers using their place value knowledge.</p> <p>Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.</p> <p>Count in multiples of 2 up to 50.</p> <p>Count in multiples of 5 up to 50.</p>					
	Measurement: Length and Height						Measurement: Weight and Volume					
	<p>Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half].</p> <p>Use and understand the language of length such as long, longer, short, shorter, tall, taller.</p> <p>Understand that height is a type of length.</p> <p>Measure and begin to record the following: lengths and heights.</p> <p>Use non-standard units, such as cubes, hands and straws to measure length and height.</p> <p>Understand the units they use need to be of equal length.</p> <p>Recognise that longer, non-standard units are more suitable for measuring the length and height of longer/taller objects.</p> <p>Understand that non-standard units should be exactly in line with one end of the object with no gaps between them to get an accurate measurement.</p> <p>Understand that objects can vary in length and size, so a standard unit of measurement is required.</p>						<p>Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter].</p> <p>Use vocabulary such as heavy, light, heavier than, lighter than before using the scales to check.</p> <p>Compare the volume in a container by describing whether it is full, nearly full, empty or nearly empty.</p> <p>Compare the capacity of different containers using non-standard units of measure.</p> <p>Measure and begin to record the following: mass/weight; capacity and volume.</p> <p>Use a variety of non-standard units (e.g. cubes, bricks) to measure the mass of an object.</p> <p>Use non-standard units to weigh objects and compare the mass of two objects.</p> <p>Use balance scales to compare two objects and use the language of ‘heavier’, ‘lighter’ and ‘equal to’.</p> <p>Use <, > and = to compare mass.</p> <p>Measure the capacity of different containers using non-standard units of measure.</p> <p>Understand to measure accurately, they must make each container or non-standard measure full.</p>					

SPRING: MINIBEAST MADNESS

<div> <div></div> <div>SPRING: MINIBEAST MADNESS</div> </div>	B	Science		
		Programme of Study		
		Minibeasts Animals (Y1) <ul style="list-style-type: none"> Identify and name a variety of minibeasts. Describe and understand the lifecycle of a butterfly. Plants (Y1) <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants. Identify and describe the basic structure of a variety of common flowering plants. Vocabulary: spiders, beetles, flies, wasps, bees, caterpillars, millipedes, centipedes, butterflies, petal, stem, leaf, roots, stamen, pollen, anther.		
		Scientific enquiry: Investigation: Observing changes over time – To observe the life cycle of a butterfly. Investigation: Identifying, grouping and classifying/ Secondary sources –To identify and name common wild and garden plants. Investigation: Observing changes over time – Growing Sunflowers.		
		Working scientifically		
	Focus:	Do:	Record:	Review:
	<ul style="list-style-type: none"> Explore the world around them and begin to ask simple questions Choose ways to try and answer questions with support Make simple predictions if appropriate (based on observations but without an explanation) 	<ul style="list-style-type: none"> Make own suggestions on how to collect data with support Able to observe closely Use simple measurements and equipment (for example, hand lenses, egg timers) to gather data with support. Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them. Talk about what they have done in their investigation 	<ul style="list-style-type: none"> Gather and record data with support Draw pictures of an experiment Help create a graph Describe simple observations 	<ul style="list-style-type: none"> Describe observations Able to say what they found out

B		History: Charles Darwin			
		Key Lines of Historical Enquiry: Who was Charles Darwin and why is he famous?			
SPRING: MINIBEAST MADNESS	Changes within Living Memory (that reveal aspects of change in national life). <ul style="list-style-type: none">Identify similarities and differences between ways of life in different periods.	Significant historical events, people and places in their locality. <ul style="list-style-type: none">Develop an awareness of the past.	Historical Skills: <ul style="list-style-type: none">Ask and answer questions.Use parts of stories and other sources to show that they know and understand key features of events.Understand some ways in which we find out about the past.Identify different ways the past is represented.	Historical Vocabulary: <ul style="list-style-type: none">Use common words and phrases relating to the passing of time.Use a wide vocabulary of everyday historical terms.	
	<ul style="list-style-type: none">Identify similarities and differences between life in Darwin’s time and life today. Eg transport, clothes, food.	<ul style="list-style-type: none">Recall that Darwin was born in Shrewsbury in 1809.Locate 1809 on a timeline.Recall that he was famous for studying the natural world.Recall that he took a 5 year voyage on the HMS Beagle.Recall that he visited the Galapagos Islands and in his studies came up with a famous theory about evolution.Describe what everyday life was like in Darwin’s time.	<ul style="list-style-type: none">Ask questions about who Darwin was and what he did.Explain that we know about Darwin from books, photographs and newspapers.	Today, yesterday, tomorrow, the present, the past, the future, day, week, month, long ago, old, new, recent, clue, memory, lifetime, calendar, Who? What? When? Where? Why? Remember, timeline, artefact, photography, film, book, newspaper, camera, living memory, invention, ancient, modern, same, different.	
EYFS: Understanding the World: Past and Present: Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling.					

B	Design Technology	Art & Design	Computing
	<p>Nutrition: <i>Is Vegetarian Pizza healthy?</i></p> <ul style="list-style-type: none"> • Use senses to explore a wide range of familiar products. • Sort foods into fruits or vegetables. • Plan their pizza topping using pictures and words. • Create design criteria based on fruit, vegetable, colour and taste. • Use techniques such as cutting, peeling and grating. • Make a pizza topping following their design. • Follow procedures for safety and hygiene. • Make simple judgements about their pizza toppings. • Suggest how their pizza topping could be improved. • Identify which foods are healthy. • Identify which foods are treats. • Identify and name fruits. • Identify and name vegetables. • Recall that everyone should eat at least five portions of fruit and vegetables every day. • Explain that food ingredients should be combined according to their sensory characteristics. • Prepare a pizza safely and hygienically, without using a heat source 	<p>Sunflowers: <i>Observational Drawing/Painting</i></p> <ul style="list-style-type: none"> • Use the senses to explore different ways to use a pencil to create different effects. • Use a pencil to draw continuous line drawings. • Recall the 3 primary colours. • Explore what happens when yellow is mixed with black and white. • Recall that an observational drawing is drawing what you can see. • Create a first-hand observational sketch of sunflowers. • Recall the meaning of the following formal elements: line, shape, colour, texture. • Find appropriate materials to create different textures and apply appropriate textures to Van Gogh's sunflowers. • Create an Art Gallery as a class. • Share work to others in small groups, and listen to their opinions. • Recall who Vincent Van Gogh is. • Describe Van Gogh's 'Sunflowers'. • Explain how Van Gogh created texture. • Compare their own painting of sunflowers to Van Gogh's. 	<p>Creating Media: <i>Digital Writing:</i></p> <p>Information Technology:</p> <ul style="list-style-type: none"> • Use a computer to write. • Add and remove text on a computer. • Identify that the look of text can be changed on a computer. • Make careful choices when changing text. • Explain the reason for the choice of tools. • Compare writing on a computer with writing on paper
	Music	RSHE	R.E
	<p>Rhythm / Pitch: <i>Classical/Haydn/Sonata In C Major:</i></p> <ul style="list-style-type: none"> • Share, write or draw their comments/responses to listening. • Move, dance, march to the rhythm and beat of the music. • Talk about any instruments they might hear and perhaps identify them. • Identify a fast or slow tempo. • Recall that Haydn was an Austrian composer from the Classical era. • Identify the sound a piano makes. • Sing songs with a very small range e.g. mi-so and pentatonic songs. • Describe what the song is about. • Sing and recognise high and low sounds. • Play and perform an instrumental part by ear (D/F#). • Recall the names of the notes in their instrumental part. • Play a tuned instrumental part with the song they perform. • Perform short repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat • Respond to a recording of their own performance. • Recall that improvisation is not written down. • Improvise using notes with the backing track of the song provided. • Create personal musical ideas using the notes C,D,E,F,G. • Experiment using graphic notation can represent created sounds. • Improvise simple riffs using question and answer phrases. • Recall that the rhythm refers to the pattern of sounds and silence throughout music. • Recall that pitch is how high or low a sound is. • Copy back simple rhythmic patterns using long and short. • Copy back simple melodic patterns using high and low. 	<p>Essential Skills: <i>Aiming High:</i></p> <ul style="list-style-type: none"> • Know when something is too difficult. • Know what doing well looks like. <p>Essential Skills: <i>Staying Positive:</i></p> <ul style="list-style-type: none"> • Identify when they feel positive or negative. • Identify when others feel positive or negative. <p>Relationships: <i>Caring Friendships</i></p> <ul style="list-style-type: none"> • Know the characteristics of friendships. • Know that friendships are positive but have ups and downs. <p>Health: <i>Healthy Eating</i></p> <ul style="list-style-type: none"> • Know what constitutes a healthy diet. • Know the principles of planning and preparing a range of healthy meals. 	<p>God/Creation: <i>Why is the word 'God' so important to Christians? (R)</i></p> <p>Making Sense:</p> <ul style="list-style-type: none"> • Retell stories, talking about what they say about the world, God, human beings. <p>Understanding Impact:</p> <ul style="list-style-type: none"> • Say how and when Christians like to thank their Creator <p>Making Connections:</p> <ul style="list-style-type: none"> • Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world • Think about the wonders of the natural world, expressing ideas and feelings. • Talk about what people do to mess up the world and what they do to look after it.

B	Physical Education				
<div> <div>MINIBEAST MADNESS</div> <div>SPRING:</div> </div>	Fundamental Movement skills <ul style="list-style-type: none"> Master basic movements: Running, Jumping, Throwing, Catching, Striking with a body part, Striking with an object Developing: Balance, Agility, Co-ordination, Flexibility, Speed, Power, Stamina, Reaction time. 	Tactics and Team Games <ul style="list-style-type: none"> Participate in team games, developing simple tactics for attacking and defending Engage in competitive (both against self and against others) and co-operative sport and physical activities 	Sport-specific Activities <ul style="list-style-type: none"> Perform dances using simple movement patterns Engage in competitive (both against self and against others) and co-operative sport and physical activities Develop competence to excel in a broad range of physical activities 	Evaluation <ul style="list-style-type: none"> Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Recognise when an action has been performed correctly Recognise improvements in physical activities Compare their performances with previous ones and demonstrate improvement to achieve their personal best [KS2] 	Sporting Values <ul style="list-style-type: none"> Compete in sport and other activities to build character and help to embed values such as fairness and respect. School Games Values: <ul style="list-style-type: none"> Passion Determination Self-Belief Honesty Respect Teamwork
	Throwing: <ul style="list-style-type: none"> Throw a ball underarm using correct timing of back swing and release of ball timed with a step forward Throw a ball overarm (initially with just a bent arm and high elbow, move to side on stance and hip rotation, introduce single step, introduce 2nd follow through step, increase speed and flow of movement) Throw a ball at different trajectories (i.e. high and low) Throw a ball different distances (i.e. short and long) Throw a ball in different directions (i.e. left and right) Catching: <ul style="list-style-type: none"> Catch an object which is falling from directly above (i.e. by either throwing it in the air by self or someone else dropping) with by ensuring hands are cupped and bringing ball into body after catching Catch an object which is moving towards catcher (below shoulder height) by cupping hands and bringing ball in Catch an object which is moving towards catcher (above shoulder height) by placing thumbs together and bringing ball in) Begin to adjust body before catching Catch different sized objects 	Throwing: <ul style="list-style-type: none"> Recall the aims of a simple game involving throwing Describe the difference between attacking and defending in simple games involving throwing Use understanding of game aims and rules to adjust the way in which they are playing a game involving throwing Use simple tactics in order to improve attack (e.g. using different types of throws in games involving throwing) Using simple tactics in order to improve defence (e.g. positioning for teammates) Catching: <ul style="list-style-type: none"> Recall the aims of a simple game involving catching Describe the difference between attacking and defending in simple games involving catching Use understanding of game aims and rules to adjust the way in which they are playing a game involving catching Use simple tactics in order to improve attack (e.g. finding spaces in games involving catching) Using simple tactics in order to improve defence (e.g. predicting best positioning before catching) Work together as a team to attack or defend in simple games involving catching <p>Compete in games involving running, jumping, throwing and catching in different combinations using the above.</p>	Gymnastics: <ul style="list-style-type: none"> Perform simple balances on different small body parts Make different shapes with body (e.g. straddle, tuck, star, straddle and pike) Move in different ways (e.g. skipping, walking and crawling) Move using body revolutions (e.g. teddy bear rolls) Jump vertically Land carefully by bending knees and trying to avoid movement on landing Demonstrate flexibility by stretching joints in different ways (e.g. touching toes, split action) Link different jumps, movements and balances in simple routines. <p>Forest School</p>	Throwing: <ul style="list-style-type: none"> Recognise when others have executed Recognise when others have executed an effective throw Recall some of the basic technique points for an effective throw Begin to recognise why the execution of a throw was effective or not Begin to recognise why the performance in a game involving throwing was effective or not Catching: <ul style="list-style-type: none"> Recognise when others have executed an effective catch Recall some of the basic technique points for an effective catch Begin to recognise why the execution of a catch was effective or not Begin to recognise why the performance in a game involving catching was effective or not. Gymnastics: <ul style="list-style-type: none"> Recognise when a balance, shape or movement is executed effectively Recognise when a landing is effective Suggest ways a balance, shape or movement could be improved Suggest ways a landing could be improved Recognise and describe effective elements of group and singular routines Begin to suggest ways to improve group and singular routines. 	<ul style="list-style-type: none"> Recognise that, although the aim of competition is to win, there are other important aspects to consider Recall what is meant by self-belief when participating in physical activity or games Recall what is meant by honesty when participating in physical activity or games Demonstrate self-belief and honesty when participating in physical activity or games (e.g. by admitting when out without being told).
EYFS ELG	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 				

Brown Clee C.E. Primary School

SUMMER TERM B:

ON THE BEACH



SUMMER: ON THE BEACH

B		On-going objectives	Narrative Genres	Non-Fiction Genres	Poetry Genres	S&L / Drama
	Class text: Stories about the Seaside / Persuasive Text	<p>Word Reading Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings Read other words of more than one syllable that contain taught GPCs Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Re-read these books to build up their fluency and confidence in word reading.</p> <p>Reading Comprehension Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently/ Being encouraged to link what they read or hear read to their own experiences. Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Recognising and joining in with predictable phrases. Learning to appreciate rhymes and poems, and to recite some by heart. Discussing word meanings, linking new meanings to those already known. <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> Drawing on what they already know or on background information and vocabulary provided by the teacher. Checking that the text makes sense to them as they read and correcting inaccurate reading. Discussing the significance of the title and events. Making inferences on the basis of what is being said and done. Predicting what might happen on the basis of what has been read so far. <p>Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.</p> <p>Writing Composition Write sentences by:</p> <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher. 	<p>(1.) Stories about the Seaside: The Lighthouse Keeper's Lunch (a.) Nouns – begin to use adjectives to describe nouns - expanded noun phrases to describe and specify [for example, the blue butterfly] - develop their understanding of the concepts set out in English appendix 2: noun, adjective, singular, plural</p> <p>(3.) Stories: Sharing a Shell (RSHE Link) (a.) Sentences – further secure in wider range of contexts - composing a sentence orally before writing it - leaving spaces between words - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - <i>Recognise sentence boundaries in spoken sentences</i> - Sequencing sentences to form short narratives - Re-read what they have written to check that it makes sense - develop their understanding of the concepts set out in English appendix 2: sentence, full stop, capital letter, - joining words and joining clauses using 'and'</p>	<p>(2.) Persuasive Text: Come and visit.....? (a.) Verbs – further secure in different contexts & begin to understand past and present tense - composing a sentence orally before writing it - leaving spaces between words - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - the present and past tenses correctly and consistently - develop their understanding of the concepts set out in English appendix 2: verb, tense (past, present), sentence, full stop, capital letter</p> <p>Information: The seaside</p>	<p>Alliteration Poetry: Seaside themed 1B: Familiar with stories & traditional tales: Say how they feel about stories and poems during and after reading.</p> <p>Patterns on a page: Seaside shaped poems 1B: Familiar with stories & traditional tales: Return to favourite books and rhymes to be re-read and enjoyed.</p>	<p>Presentation: Poetry recital (alliteration poems) Recite poems and rhymes by heart: Perform in unison, following the rhythm and rhyme. Imitate and invent actions.</p>
			<p>Handwriting Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9 Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>Spoken Language Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play, improvisations and debates. Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication.</p>		
			<p>Spellings Write from memory simple dictated sentences. Make phonically-plausible attempts to spell words that have not yet been learnt. Spell some words containing previously taught phonemes Phonemes are spelt accurately Some common exception words are spelt accurately Days of the week are spelt accurately.</p>			

B	Maths											
	NC Y1 Objectives	WRM Y1 Objectives	EYFS Objective									
	Wk 1	Wk 2	Wk 3	Wk4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12
SUMMER: ON THE BEACH	Consolidation	Number – Multiplication and Division			Fractions			Number – Place Value (to 100)		Money		Consolidation
		Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. Count in multiples of 2 up to 50. Count in multiples of 5 to 50. Count in multiples of 10 to 100. Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Use stories which link to pictures and concrete manipulatives to explore making equal groups and write statements such as ‘there are ___ groups of ___.’ Recognise and explain how they know when groups are equal or not. Use equal groups to find a total. Make arrays by making equal groups and building them up in columns or rows. Find doubles with numbers up to 20. Understand that ‘double’ is two groups of a number or an amount. Make groups of an equal amount. Use 1 : 1 correspondence to share concrete objects into equal groups. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.			Finding a half for the first time using shapes and sets of objects. Find a half using shapes and sets of objects. Use the vocabulary ‘half’ and ‘whole’. Know that a half means ‘one of two equal parts’. Use their understanding of finding half of an object or shape and apply this to finding half of a small quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Find a quarter using shapes and sets of objects. Use the vocabulary ‘quarter’ and ‘whole’. Know that a quarter means ‘one of four equal parts’. Use their understanding of finding quarter of an object or shape and apply this to finding quarter of a small quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.			Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s Group in 10s to make counting quicker and more efficient. Count forwards in ones within 100. Count backwards in ones within 100. Group in 10s to identify how many tens and ones are within a number. Use their partitioning knowledge to begin comparing numbers within 100. Have a deep understanding of number to 10, including the composition of each number; Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Compare numbers and amounts to 100 using comparison language, more than, less than, equal to as well as the symbols < , > and =. Order sets of objects and numbers from smallest to largest and largest to smallest. Use the language ‘most’, ‘bigger’, ‘biggest’, ‘larger’, ‘largest’, ‘smaller’, ‘smallest’ and ‘least’. Revisit and practise position and ordinal numbers. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Given a number, identify 1 more and 1 less. Find one more than a given number within 100. Find one less than a given number within 100.		Recognise and know the value of different denominations of coins and notes. Recognise and know the value of different denominations of coins. Use their knowledge of place value to match coins with equivalent values. Recognise and know the value of different denominations of notes. Use their understanding of place value to see that one note can represent many pounds. Combine their knowledge of money with counting in 2s, 5s and 10s to count money efficiently. Subitise (recognise quantities without counting) up to 5.		
	Geometry: Position and Direction							Measurement: Time				
	Describe position, direction and movement, including whole, half, quarter and three-quarter turns. Use the language ‘full’, ‘half’, ‘quarter’ and ‘three quarter’ to describe turns made by shapes/objects. Use ‘left’, ‘right’, ‘forwards’ and ‘backwards’ to describe position and direction. Describe the position of objects and shapes from different starting positions. Describe position using: ‘top’, ‘in between’, ‘bottom’, ‘above’ and ‘below’.							Measure and begin to record the following: time (hours, minutes, seconds); sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]. Use before and after to describe, sort and order events. Use first and next to describe an order of events. Recognise and use language relating to dates, including days of the week, weeks, months and years. Recall the days of the week and know there are 7 days in a week. Recall the months of the year and can pick out special dates within the year, for example, their birthday. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Use the language of o'clock. Understand the hour hand is the shorter hand and the minute hand is the longer hand. Read the time to the hour and know when the minute hand is pointing upwards to the number 12 it is an o'clock time, Read the time to the half hour. Know that, at half past the hour, the minute hand has travelled half way around the clock from the twelve and is pointing at the six and the hour hand is half way between the hours. Know the difference between seconds, minutes and hours. Compare, describe and solve practical problems for: time [for example, quicker, slower, earlier, later]. Compare amounts of time using the language faster, slower, earlier and later.				

SUMMER: ON THE BEACH	B	Science			
	Programme of Study				
	<p>Animals (Y1)</p> <ul style="list-style-type: none">Identify and name a variety of common sea animals.Describe and compare the structure of common sea animals. <p>Materials (Y1):</p> <ul style="list-style-type: none">Compare and group together a variety of everyday materials on the basis of their simple physical properties <p>Seasonal Changes (Forest School)</p> <ul style="list-style-type: none">Observe changes across the four seasonsObserve and describe weather associated with the seasons and how day length varies. <p>Vocabulary: Sea Animals – fish (cod, mackerel, fish); Mammal (dolphin, whale, sealion, seal); Reptile (turtle, sea snake); Mollusc (Octopus, Squid); Crustacea (Limpet, Crab, Lobster) Heavy, light, strong, rigid, flexible, hard, soft.</p> <p>Scientific Enquiry: Investigation: Identifying, grouping and classifying/Secondary sources – Identify, group and compare the structure of common sea animals. Investigation: Fair test/pattern seeking- Investigate which mixture will make the best sandcastle</p>				
	Working scientifically				
	<p>Plan:</p> <ul style="list-style-type: none">Explore the world around them and begin to ask simple questionsChoose ways to try and answer questions with supportMake simple predictions if appropriate (based on observations but without an Explanation)	<p>Do:</p> <ul style="list-style-type: none">Make own suggestions on how to collect data with supportAble to observe closelyUse simple measurements and equipment (for example, hand lenses, egg timers) to gather data with support.Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them.Talk about what they have done in their investigation	<p>Record:</p> <ul style="list-style-type: none">Gather and record data with supportDraw pictures of an experimentHelp create a graphDescribe simple observations	<p>Review:</p> <ul style="list-style-type: none">Describe observationsAble to say what they found out	

B	History: Seaside 100 Years ago				
	Key Lines of Historical Enquiry: What were seaside holidays like 100 years ago?				
SUMMER: ON THE BEACH	Changes within Living Memory (that reveal aspects of change in national life). <ul style="list-style-type: none">Identify similarities and differences between ways of life in different periods.	Significant historical events, people and places in their locality. <ul style="list-style-type: none">Develop an awareness of the past.	Historical Skills: <ul style="list-style-type: none">Ask and answer questions.Use parts of stories and other sources to show that they know and understand key features of events.Understand some ways in which we find out about the past. Identify different ways the past is represented.		Historical Vocabulary: <ul style="list-style-type: none">Use common words and phrases relating to the passing of time.Use a wide vocabulary of everyday historical terms.
	<ul style="list-style-type: none">Identify similarities and differences between seaside holidays now and 100 years ago.	<ul style="list-style-type: none">Describe seaside buildings 100 years ago eg piers, bathing houses, beach chalet, fairground rides, helter skelters, music hall.Describe seaside clothing 100 years ago.Describe what the seaside activities were 100 years ago: punch and judy, sandcastles, donkey rides, eating ice cream, paddling, paddle boats.	<ul style="list-style-type: none">Ask and answer questions about seaside holidays 100 years ago.Use parts of stories and other sources to show that they know and understand key features of seaside holidays 100 years ago.Identify different ways Victorian seaside holidays are represented.		Today, yesterday, tomorrow, the present, the past, the future, day, week, month, long ago, old, new, recent, clue, memory, lifetime, calendar, Who? What? When? Where? Why? Remember, timeline, artefact, photography, film, book, newspaper, camera, living memory, invention, ancient, modern, same, different.
	EYFS: Understanding the World: Past and Present: Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling.				
	Geography: The Seaside				
	Key Lines of Geographical Enquiry: What is the seaside?				
	Location Knowledge: <ul style="list-style-type: none">Name and locate the world’s seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.	Physical Geography: <ul style="list-style-type: none">Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	Human Geography: <ul style="list-style-type: none">Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Geographical Skills: <ul style="list-style-type: none">Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stageUse simple compass directions and locational and directional language.Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.	Fieldwork: <ul style="list-style-type: none">Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
	Locate and name the seas surrounding the UK (North Sea, English Channel, Irish Sea, Atlantic Ocean)	<ul style="list-style-type: none">Use basic geographical vocabulary to refer to key physical features, including: sea, beach, coast, sand, weather.	<ul style="list-style-type: none">Use basic geographical vocabulary to refer to key human features, including:, harbour, port, dock, shops, amusement arcades, fairgrounds.	<ul style="list-style-type: none">Identify some simple features on an OS map of a seaside town.Create a map of a seaside town to include knowledge from their physical and human geography.Use simple compass directions and locational and directional language.	<ul style="list-style-type: none">Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment eg holiday survey
	EYFS ELG				
	Understanding the World: People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; 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; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate – maps.				

B	Design & Technology	Art & Design	Computing
SUMMER: ON THE BEACH	Textiles: Puppets: <i>How do we make a puppet?</i> <ul style="list-style-type: none"> Recall that puppets are made of different parts. Explain how their puppet will work. Plan a puppet design using pictures and words. Create design criteria based on colour, shape and size. Select the appropriate tools to cut, shape and join their puppet. Explain their choices of tools. Assemble, join and combine their puppet parts. Follow procedures for safety and hygiene. Investigate different finger and hand puppets. Talk about what they like/dislike about their puppet. Evaluate their puppet against their design criteria. Investigate different ways of joining fabric (without sewing). 	Seashells: <i>Printing</i> <ul style="list-style-type: none"> Explore simple printmaking using different items eg foam, plasticene, fruit/veg. Use everyday objects to make marks. e.g. cotton reels, sticks, wheels on cars. Understand the concept of positive and negative. Describe what monoprinting is. Use rollers or the backs of spoon to create pressure to make a print. Explore pattern, line, shape and texture. Create a montage of seashell prints using plasticene. www.accessart.org.uk/teachers-play-with-plasticine-to-make-prints-in-the-education-room-at-the-fitzwilliam-museum-cambridge/ Share work to others in small groups, and listen to their opinions. Express and share an opinion about the artwork. 	Programming: <i>Programming Animations</i> <p>Computer Science:</p> <ul style="list-style-type: none"> Choose a command for a given purpose. Show that a series of commands can be joined together. Identify the effect of changing a value. Explain that each sprite has its own instructions. Design the parts of a project. Use my algorithm to create a program.
	Music	RSHE	R.E
SUMMER: ON THE BEACH	High/Low, Long/Short, Loud/Quiet: Folk / Sea Shanties: <ul style="list-style-type: none"> Move in a way suitable to the beat of the music. Share your thoughts and feelings about the music. Identify when musical notes are long and short. Describe dynamics as loud and quiet. Listen attentively to a range of sea shanties. Recall that sea shanties are a type of folk song sung by sailors. Sing simple chants and rhymes together, in tune and from memory, following visual cues. Describe what the song is about. Explain why it is important to listen to each other when singing as an ensemble. Sing in unison. Play and perform an instrumental part by ear (C, D, E, F). Learn the names of the notes in their instrumental part from memory. Play an instrumental part as part of an ensemble. Perform short repeating rhythm patterns (ostinati or riffs) and keep the beat. Recall that improvisation means that the music has never been heard before. Create personal musical ideas using the notes C,D,E,F,G,A,B, F#. Improvise simple riffs using question and answer phrases. Recognise how graphic notation can represent created sounds. Explain the importance of warming up your voice and body. Identify when pitch is high and low. Change the beat if the speed changes. Copy back rhythmic words 	Essential Skills: Leadership: <ul style="list-style-type: none"> Identify how they are feeling about something. Know how to explain their feelings about something to their team. Essential Skills: Creativity: <ul style="list-style-type: none"> Imagine different situations. Imagine different situations and can say what they imagine. Health and Well-Being: Know about water safety Know about safety in the sun The Wider World: Describe and explain what improves and harms their local, natural and built environments and about some of the ways people look after them. Describe and explain the impact of waste in the sea on wildlife.	Which Stories are special and why? (R) Making Sense: <ul style="list-style-type: none"> Talk about some religious stories Recognise some religious words, e.g. about God Identify a sacred text e.g. Bible, Torah. Understanding Impact: <ul style="list-style-type: none"> Identify some of their own feelings in the stories they hear Making Connections: Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc.

B		Physical Education				
SUMMER: ON THE BEACH	Fundamental Movement skills <ul style="list-style-type: none">Master basic movements: Running, Jumping, Throwing, Catching, Striking with a body part, Striking with an objectDeveloping: Balance, Agility, Co-ordination, Flexibility, Speed, Power, Stamina, Reaction time.	Tactics and Team Games <ul style="list-style-type: none">Participate in team games, developing simple tactics for attacking and defendingEngage in competitive (both against self and against others) and co-operative sport and physical activities	Sport-specific Activities <ul style="list-style-type: none">Perform dances using simple movement patternsEngage in competitive (both against self and against others) and co-operative sport and physical activitiesDevelop competence to excel in a broad range of physical activities	Evaluation <ul style="list-style-type: none">Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.Recognise when an action has been performed correctlyRecognise improvements in physical activitiesCompare their performances with previous ones and demonstrate improvement to achieve their personal best [KS2]	Sporting Values <ul style="list-style-type: none">Compete in sport and other activities to build character and help to embed values such as fairness and respect.School Games Values:<ul style="list-style-type: none">PassionDeterminationSelf-BeliefHonestyRespectTeamwork	
	Striking with a Body Part: <ul style="list-style-type: none">Recall that a number of activities require striking with a body part (e.g. bouncing, kicking or blocking a ball, pulling and kicking in swimming)Block a ball travelling towards with a body part (e.g. hand, arm, leg)Punch/hit a ball in the air using hands/arms inBounce a ball with one or two handsUse bouncing with one hand and moving in combination to dribbleUse feet to stop a ball travelling towardsKick a stationary ball in different predetermined directionsKick a ball moving towards in different predetermined directionsKick a stationary or moving ball in different predetermined distances (e.g. long and short)Use slight touches to dribble a ball with feetChange direction whilst dribbling a ball with feet Striking with an Object: <ul style="list-style-type: none">Recall that a number of activities require striking with an object (e.g. tennis, rounders, cricket, golf, hockey)Use an object (e.g. hockey stick or gold club) to strike a stationary ballUse an object (e.g. tennis racket) to balance a ballUse an object (e.g. tennis racket, cricket bat) to strike a ball upwardsUse an object (e.g. tennis racket, cricket bat) to strike a ball moving towards back the way it cameUse an object (e.g. tennis racket, cricket bat) to strike a ball moving towards in different predetermined directions (i.e. left/right)Use an object (e.g. tennis racket, cricket bat) to strike a ball moving towards in different predetermined trajectories (i.e. high/low)Use an object (e.g. tennis racket, cricket bat) to strike a ball moving towards in different predetermined distance (i.e. short/long)	Striking with a Body Part: <ul style="list-style-type: none">Recall the aims of a simple game involving striking with a body partDescribe the difference between attacking and defending in simple games involving striking with a body partUse understanding of game aims and rules to adjust the way in which they are playing a game involving striking with a body partUse simple tactics in order to improve attack (e.g. aiming when kicking a ball)Using simple tactics in order to improve defence (e.g. positioning when receiving a ball).Work together as a team to attack or defend in simple games involving striking with a body part Striking with an Object: <ul style="list-style-type: none">Recall the aims of a simple game involving striking with an objectDescribe the difference between attacking and defending in simple games involving striking with an objectUse understanding of game aims and rules to adjust the way in which they are playing a game involving striking with an objectUse simple tactics in order to improve attack (e.g. aiming when hitting a ball)Using simple tactics in order to improve defence (e.g. positioning when receiving a ball)Work together as a team to attack or defend in simple games involving striking with an object. <p>Compete in games involving running, jumping, throwing, catching, striking with a body part and with an object in different combinations using the above.</p>	Athletics: <ul style="list-style-type: none">Understand the competitive element of racingTake part in team races (e.g. relays)Run at different speeds (depending on distance)Maintain running when tiredJump for height and distanceJump in different ways (e.g. hopping and skipping)Throw different-shaped objectsCompetitively compete in races involving obstaclesCompetitively compete in races which involved additional co-ordination elements (e.g. egg and spoon races) <p>Forest School</p>	Striking with Body Part: <ul style="list-style-type: none">Recognise when others have executed an effective strike with a body part (e.g. a kick)Recall some of the basic technique points for striking with a body part effectivelyBegin to recognise why the execution of a strike with a body part was effective or notBegin to recognise why the performance in a game involving striking with a body part was effective or not. Striking with an Object: <ul style="list-style-type: none">Recognise when others have executed an effective strike with an object (e.g. batting)Recall some of the basic technique points for striking with an object effectivelyBegin to recognise why the execution of a strike with an object was effective or notBegin to recognise why the performance in a game involving striking with an object was effective or not. Athletics: <ul style="list-style-type: none">Recognise when running is effective and begin to suggest reasons why (inc. using understanding of technique)Recognise when jumping is effective and begin to suggest reasons why (inc. using understanding of technique)Recognise when throwing is effective and begin to suggest reasons why (inc. using understanding of technique)Begin to suggest ways to improve running, throwing and jumping in isolation and combination	<ul style="list-style-type: none">Recognise that, although the aim of competition is to win, there are other important aspects to considerRecall what is meant by respect when participating in physical activity or gamesRecall what is meant by teamwork when participating in physical activity or gamesDemonstrate respect and teamwork when participating in physical activity or games (e.g. by providing constructive feedback to a team member)	
EYFS ELG	<ul style="list-style-type: none">Negotiate space and obstacles safely, with consideration for themselves and others;Demonstrate strength, balance and coordination when playing;Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.					