Year One Yearly Overview 2021-22

	Autumn 1 (7)	Autumn 2 (7)	Spring 1 (6)	Spring 2 (6)	Summer 1 (5 ½)	Summer 2 (7)
English	Write simple sentences which can be read by themselves and others. (ELG) Phonics phases 2 -4 **Focus Book 1 (3+):** **The Naughty Bus** Letters, diaries, sequels, non-chronological reports. **Main Outcome:** own adventure story. **CC Link:** *History* (changes within living memory – changes in national life eg transport?) **Phonics Phase 5** Wks 1-2: Baselining/revise phases 2/3 Wks3-7: intro phase 5 - new graphemes, about 4 per week (18 in total). Learn new phoneme /zh/ **Grammar and Punctuation** • Making sentences • Using 'and' • Sequencing sentences • Finger spaces • Capitals, full stops, ?, ! • Expanded noun phrases (Y2) • Basic subordination and co-ordination. (Y2)	Write simple sentences which can be read by themselves and others. (ELG) Phonics phases 2 -4 **Focus Book 2 (2):** **Dinosaurs and all that Rubbish** Letters, setting descriptions, narrative retellings, pamphlets, posters. **Main Outcome:** Pamphlet **CC Links:** *Science* (materials) **Focus Book 3 (3):** **Billy and the Beast** Wanted posters, summary, emails, character descriptions, recipes. **Main Outcome:** Own version 'defeat a monster' narrative. **CC Links**: *Science* (habitats and forest creatures) *DT* - Food and Nutrition?? **Phonics Phase 5** Wks 1-3: intro alternative pronunciations of graphemes, about 4 per week (13 in total) Wks 4-7: begin teaching alternative spellings of phonemes. **Grammar and Punctuation** • Regular verb suffixes • Plural noun suffixes • Making sentences • Finger spaces • Using 'and' • Sequencing sentences • Capitals, full stops, ?, ! • Capitals for names and 'I' • Basic use of present and past progressive (Y2) • Apostrophes for singular possession. (Y2) Basic subordination and co-ordination. (Y2)	Write simple sentences which can be read by themselves and others. (ELG) Phonics phases 2 -4 **Focus Book 1 (3):** **I Want My Hat Back** Questions, speech bubbles, letters, lists. **Main Outcome:** Story Sequel. **CC Links:** *Science* (habitats and forest creatures) *PSHE* – Me and My Relationships (friendship/ saying sorry/jealousy/ anger) **Focus Book 2 (2):** **The Odd Egg** Thought and speech bubbles, diaries, letter, certificate. **Main Outcome:** Egg-spotter's guide (non-fiction report). **CC Links:** *Science* (life-cycles) *PSHE* – Valuing Difference **Phonics Phase 5** Wks 1-6: continue teaching alternative spellings of phonemes. **Grammar and Punctuation** • Making sentences • Finger spaces • Using 'and' • Capitals, full stops, ?, ! • Capitals for names and 'I' • Prefix –un • Sequencing sentences • Apostrophes for singular possession (Y2)	Write simple sentences which can be read by themselves and others. (ELG) Phonics phases 2 -4 **Focus Book 3 (3):** **Yeti and the Bird** List of rules, letters, postcards, character descriptions. **Main Outcome:** Own version narrative about unlikely friendships **CC Links:** *Geography* (comparing locations) **Focus Book 4 (2):** **Beegu** Descriptions, commands, letters, nonsense-word dictionary, poems, non-fiction report. **Main Outcome:** Own version 'alien' narrative. **CC Links:** *DT* – Textiles **Phonics Phase 5** Wks 1-6: continue teaching alternative spellings of phonemes. **Grammar and Punctuation** • Making sentences • Finger spaces • Capitals, full stops, ?, ! • Using 'and' • Capitals for proper nouns • Regular verb suffixes • Adjectival/adverbial (-er, -est, -ly) • Consistent use of present and past tense (Y2) • Basic subordination and co-ordination (Y2) • Apostrophes for singular possession (Y2) • Expanded noun phrases (Y2)	Write simple sentences which can be read by themselves and others. (ELG) Phonics phases 2 -4 **Focus Book 1 (3+):** **Pig the Pug** and **How to be a Dog** Character comparisons, fact sheets, shared poem, own version narratives. **Main Outcome:** 'How to' guide. **CC Links:** *Science* (animals) *PSHE* – (greed/kindness etc) **Phonics Phase 5** Wks 1-6 (wk1 is 3 days): continue teaching alternative spellings of phonemes. **Grammar and Punctuation** • Finger spaces • Using 'and' • Capitals, full stops, ?, ! • Capitals for proper nouns • Co-ordination (Y2)	Write simple sentences which can be read by themselves and others. (ELG) Phonics phases 2 -4 **Focus Book 2 (2):** **Iggy Peck, Architect** Labels, captions, character comparisons, thought and speech bubbles. **Main Outcome:** Fact File **CC Links:** *Science* (materials) **Focus Book 3 (2+):** **Julian is a Mermaid** Instructions, writing in role, advertisements. **Main Outcome:** Three-verse poem **CC Links:** *PSHE* (valuing difference) **Phonics Phase 5** Wk 1: finish teaching alternative spellings of phonemes. Wk 2-7: Revision, assessment and gap filling. **Grammar and Punctuation** • Making sentences • Finger spaces • Using 'and' • Capitals, full stops, ?, ! • Capitals for names and 'I' • Co-ordination (Y2)

• Phonics phase 6 • Formation of adjectives using suffixes (-ful, -ness) • Formation of nouns using suffixes (-ness, -er) • Compound words • Suffixes to turn adjectives into adverbs (-ly)	• Suffixes in adjectives (-er, -est) • Subordination (when, if , that, because) and co-ordination (or, but) • Expanded noun phrases • Recognising statement, question, exclamation or command • Consistent use of present and past tense	• Use of progressive forms of verbs in present and past • Commas in a list • Apostrophes for singular possession

Maths					
Counts reliably with numbers from 1-20, places them in order and says which number is one more or one less than a given number (ELG) Adds and subtracts, using quantities and objects, 2 single-digit numbers, and counts on or back to find the answer (ELG)	Adds and subtracts, using quantities and objects, 2 single-digit numbers, and counts on or back to find the answer (ELG) Explores characteristics of everyday objects and shapes and uses mathematical language to describe them (ELG)	Counts reliably with numbers from 1-20, places them in order and says which number is one more or one less than a given number (ELG) Adds and subtracts, using quantities and objects, 2 single-digit numbers, and counts on or back to find the answer (ELG)	Counts reliably with numbers from 1-20, places them in order and says which number is one more or one less than a given number (ELG) Uses everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems (ELG)	Adds and subtracts, using quantities and objects, 2 single-digit numbers, and counts on or back to find the answer (ELG) Solves problems, including doubling, halving and sharing (ELG)	Counts reliably with numbers from 1-20, places them in order and says which number is one more or one less than a given number (ELG) Uses everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems (ELG)
Number: Place Value Power Maths LPs: Wks 1-2: settling/baselining/consolidation Wks 3-5 (12): Unit 1, Numbers to 10. **Number: Addition & Subtraction** Wks 6-7 (5): Unit 2, Part-whole within 10. **Times Tables** 2s	**Number: Addition & Subtraction Cont'd…** Power Maths LPs: Wks 1-2 (6): Unit 3, Addition and subtraction within 10 (1) Wks 3-5 (12): Unit 4, Addition and subtraction within 10 (2) **Geometry: Shape** Wks 6-7 (5): Unit 5, 2D and 3D shapes. **Times Tables** 5s	**Number: Place Value (within 20)** Power Maths LPs: Wks 1-2 (7): Unit 6, Numbers to 20. **Number: Addition & Subtraction** Wks 3-4 (6): Unit 7, Addition within 20. Wks 5-6 (8): Unit 8, Subtraction within 20. **Times Tables** 10s	**Number: Place Value (within 50)** Power Maths LPs: Wks 1-3 (11): Unit 9, Numbers to 50. **Measurement: Length and Height** Wks 4-5 (5): Unit 10, Introducing Length and height. **Measurement: Weight and Volume** Wks 5-6 (7): Unit 11, Introducing weight and volume. **Times Tables** 2s	**Number: Multiplication & Division** Power Maths LPs: Wks 1-2 (6): Unit 12, Multiplication. Wks 3-4 (5): Unit 13, Division. **Number: Fractions** Wks 5-6 (5): Unit 14, Halves and Quarters. **Times Tables** 5s	**Geometry: Position and Direction** Power Maths LPs: Wk 1 (3): Unit 15, Position and direction. **Number: Place Value (to 100)** Wks 1-3 (9): Unit 16, Numbers to 100. **Measurement: Time** Wks 4-5 (7): Unit 17, Time. **Measurement: Money** Wk 6 (3): Unit 18, Money. Wk7: Assessment/gap-filling/catch-up. **Times Tables** 10s
Recognise the place value of each digit in a two-digit number (tens, ones) Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships.	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Identify and describe the properties of 2D shapes including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.	Partition two-digit numbers into different combinations of tens and ones using apparatus if needed. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including two digit numbers	Choose and use appropriate standard units to measure length/height, mass, capacity to the nearest appropriate unit, using rulers, scales, and measuring vessels.	Solve problems involving multiplication and division, using concrete materials and mental methods. Recognise , find, name and write fractions 1/3, ¼, 2/4, and ¾ or a length, shape, set of objects or quantity.	Use mathematical vocabulary to describe position, direction and movement. Use place value and number facts to solve problems. Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Find different combinations of coins that equal the same amounts of money.

Talks about the features of his/her own immediate environment and how environments might vary from one another. (ELG)	Knows about similarities and differences in relation to places, objects, materials and living things (ELG)	Makes observations of animals and plants and explains why some things occur, and talk about changes (ELG)	Makes observations of animals and plants and explains why some things occur, and talk about changes (ELG)	Makes observations of animals and plants and explains why some things occur, and talk about changes (ELG)	Makes observations of animals and plants and explains why some things occur, and talk about changes (ELG)

Science

Seasonal Changes	**Everyday Materials**	**Animals & Humans**	**Animals & Humans Cont…**	**Plants**	**Plants Cont…**
PZAZ LPs:	PZAZ LPs:	PZAZ LPs:	PZAZ LPs:	PZAZ LPs:	PZAZ LPs
1.1 – The Seasons	1.4 – An Intro to materials	1.7 – Seasons review	1.11 – The human body and taste	1.10 – Planting(1st wk)	1.15 – Planting review
CCLinks:	**CCLinks:**	**CCLinks:**	**CCLinks:**	**CCLinks:**	**CCLinks:**
Eng (reading comp)	*Eng* (writing descriptions)	*Eng* (reading comp)	*Art* (draw diagram of human body)	*Maths* (measuring length)	*Maths* (Measuring length)
Maths (measuring temp)	*DT* (design a house & justify material choices)	*Maths* (graph)	*DT* (make blindfolds)	*DT* (making greenhouses)	*PSHE/DT* (produce recipe for fruit salad and why fruit is healthy??)
Art (drawing/ painting)	*History* (compare differences between stone/bronze and iron ages?)	*DT* (making an anemometer)	*Maths* (bar chart)	*Eng* (write guide on planting??)	*Eng* (write guide on planting??)
			History (explore da Vinci's anatomy investigations??)		
1.2 – Day length		1.8 – Zoology		1.14 – Identifying plants	1.16 - Seasons Review
CCLinks:	1.5 - Testing materials	**CCLinks:**	1.12 - Eyesight & Hearing	**CCLinks:**	**CCLinks:**
Geog (locations of continents & countries) *Maths* (volume)	**CCLinks:**	*Eng* (writing descriptions of animal characteristics)	**CCLinks:**	*Maths* (Measuring time)	*Eng* (write seasons report)
DT (make an hourglass)	*Eng* (write construction guide for building houses)	*Maths* (graph)	*Art* (colour wheels)	Eng (describing features of leaves)	*Maths* (graphs)
	DT (make underwater base)	*Geog* (continents & countries where dif animals live??)	*Maths* (measuring angles)	*Art* (Draw leaves and plants)	
1.3 – Weather around the world.	*History* (research materials of Egyptian pyramids?)		*Eng* (write desc of how sound travels through balloon??)	*Geog* (classify plants by location around world??)	
CCLinks:		1.9 - Animal diets			
Geog (locations of continents/countries)	1.6 - Other properties of materials	**CCLinks:**	1.13 – Touch and Smell		
Maths (data analysis)	**CCLinks:**	*Art* (drawing animals & food)	**CCLinks:**		
DT (making solar furnaces)	*Maths* (measuring length)	*DT* (make model teeth) *Geog* (where animals live??)	*Maths* (measuring time and distance)		
	Eng (Write obs of elasticity & bounciness?)		*Art* (draw anatomical diagram of head & nose??)		
	History (explore where Mayans got rubber to make balls for their ball games?)		*Eng* (write expl of how air freshener diffused around room??)		

CCLinks highlighted in grey are optional extra projects should we have time and/or feel they are appropriate

| Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Light YR3
Earth and Space YR5 | Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. | Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | Describe the basic needs of animals, including humans, for survival (water, food and air)

Understand that animals, including humans, have offspring which grow into adults. | Describe how plants need water, light and a suitable temperature to grow and stay healthy, and describe the impact of changing these. | Observe and describe how seeds and bulbs grow into mature plants. |

Computing	Recognises that a range of technology is used in places such as homes and schools (ELG) Selects and uses technology for particular purposes (ELG)	Recognises that a range of technology is used in places such as homes and schools (ELG) Selects and uses technology for particular purposes (ELG)	Recognises that a range of technology is used in places such as homes and schools (ELG) Selects and uses technology for particular purposes (ELG)	Recognises that a range of technology is used in places such as homes and schools (ELG) Selects and uses technology for particular purposes (ELG)	Recognises that a range of technology is used in places such as homes and schools (ELG) Selects and uses technology for particular purposes (ELG)	Recognises that a range of technology is used in places such as homes and schools (ELG) Selects and uses technology for particular purposes (ELG)
	Programmable Robots Learn to use and control Beebots, create routes for them etc and make them move in the directions pupils want them to.	**Coding** Use coding programmes such as: • Code-a-pillar • Code for Life games • Scratch	**Creating Digital Content** Learn to use programmes to present work such as: Word Paint	**Coding** Use coding programmes such as: • Code-a-pillar • Code for Life games • Scratch	**E Safety** Hector's World x7 LPs	**Creating Digital Content** Learn to use programmes to present work such as: Word Paint
	Use logical reasoning to predict the behaviour of simple programs. Understand that programs execute by following precise and unambiguous instructions.	Create simple programs. Create and debug simple programs. Debug simple programs by using logical reasoning to predict the actions instructed by the code.	Use technology purposefully to create digital content, comparing the benefits of different programs. Recognise common uses of information technology beyond school.	Create simple programs. Create and debug simple programs. Debug simple programs by using logical reasoning to predict the actions instructed by the code.	Use technology safely and keep personal information private	Use technology purposefully to create digital content, comparing the benefits of different programs. Recognise common uses of information technology beyond school.
History	Knows about similarities and differences in relation to places, objects, materials and living things (ELG)	Talk about past and present events in his/her own life and in the lives of family members (ELG)				
	Toys: past and present (changes within living memory) comparing modern toys to those from Victorian Period and from within the lifetime of family members. CCLinks: Art – compare to toys from Tudor period (time of artist) and maybe Ancient Egypt (time of Moses)	**Gunpowder plot** (significant event beyond living memory) CCLinks: Art - fireworks				
	Describe changes within living memory and aspects of change in national life.	Describe events beyond living memory that are significant nationally or globally. Discuss the lives of significant individuals in the past who have contributed to national and international achievements.				

Geography	Talk about the features of his/her own immediate environment and how environments might vary from one another (ELG)			Talk about the features of his/her own immediate environment and how environments might vary from one another (ELG)		
	Weather: see Sci Unit: Seasonal Changes • Name and locate some places in their locality, the UK and wider world. • Describe some places and features using basic geographical vocab. • Ask and answer some simple geographical questions • Describe some similarities and differences when studying places and features eg hot and cold places of the world. • Observe and describe daily weather patterns		Interpret range of sources of geographical information: See Sci lesson 'zoology' • Use a range of sources such as simple maps, globes, atlases and images.	**Our School** (Twinkl LPs) • Express their views on some features of their environment • Ask and answer simple geographical questions. • Use simple fieldwork and observational skills when studying the geography of their school and its grounds. • Know that symbols mean something on maps. • Use maps and other images to talk about every day life (eg where they live, journeys to school etc) Communicate geographical information: See Eng focus book 'Yeti and the Bird' • Draw, speak or write about simple geographical concepts such as what they can see where.		
	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 world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. Name, locate and identify characteristics of the seas surrounding the United Kingdom.	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.		

RE	Know about the similarities and differences between himself/herself and others, and among families, communities and traditions (ELG)		Know about the similarities and differences between himself/herself and others, and among families, communities and traditions (ELG)		Know about the similarities and differences between himself/herself and others, and among families, communities and traditions (ELG)	
	Christians What do Christians believe God is like? Why does Christmas matter to Christians? How and why do we celebrate special times?		**Jews/Christians** Who is a Jew? What do they believe and how do they live? Why does Easter matter to Christians?		**Muslims/Christians/Jews** Who is a Muslim? What do they believe and how do they live? What makes some places significant? What makes some places sacred to believers?	
	Christians • How and why do we celebrate significant times? • What makes some celebrations sacred to believers? • What can we learn from sacred books and stories?		**Jews/Christians** • How do we show we care for others? Why does it matter? • How do we show we care for the Earth? Why does it matter?		**Muslims/Christians/Jews** • Who is an inspiring person? What stories inspire Christian, Muslim and/or Jewish people? • What is the 'good news' Christians believe Jesus brings?	
PE	Show good control and co-ordination in large and small movements. (ELG) Move confidently in a range of ways, safely negotiating space. (ELG)	Show good control and co-ordination in large and small movements. (ELG) Sing songs, make music and dance and experiment with ways of changing them. (ELG) Move confidently in a range of ways, safely negotiating space. (ELG)	Show good control and co-ordination in large and small movements. (ELG) Move confidently in a range of ways, safely negotiating space. (ELG)	Show good control and co-ordination in large and small movements. (ELG) Move confidently in a range of ways, safely negotiating space. (ELG)	Show good control and co-ordination in large and small movements. (ELG) Move confidently in a range of ways, safely negotiating space. (ELG)	Show good control and co-ordination in large and small movements. (ELG) Move confidently in a range of ways, safely negotiating space. (ELG)
	Team Building Get Set 4 PE LPs **Fundamental Skills** Premier Sport	**Dance** Get Set 4 PE LPs **Fitness** Premier Sport	**Gymnastics** Get Set 4 PE LPs **Gymnastics – Large Equipment** Premier Sport	**Invasion** Get Set 4 PE LPs **Target Games** Premier Sport .	**Athletics** Get Set 4 PE LPs **Sports Day Athletics** Premier Sport	**Net and Wall** Get Set 4 PE LPs **Striking and Fielding – Cricket** Premier Sport
	Understand the difference between fair and unfair Structure sequences of actions and skills in different orders to improve performance	Expand their knowledge of travelling actions and use them in relation to a stimulus. Compare his/her performance with others. Identify and name some large bones and muscles and explain why they are important.	Learn to work safely with and around others and whilst using apparatus. Develop skills of jumping, rolling, balancing and travelling.	Develop understanding of invasion games and the principles of defending and attacking. Develop the skills of throwing, rolling, kicking and striking to targets.	Develop skills such as running at different speeds, jumping and throwing. Engage in performing skills and measuring performance, competing to improve on their own score and against others.	Develop understanding of the principles of net and wall games such as using the ready position to defend their space and sending the ball away from an opponent to maximise their chances of scoring.

Art and Design	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG) Represent his/her own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. (ELG)	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG) Represent his/her own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. (ELG)	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG) Represent his/her own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. (ELG)
	Main Foci: • Drawing • painting • History of Art/Artists Theme: Take One Picture Artist: Orazio Gentileschi Painting: The Finding of Moses	**Main Foci:** • Drawing • Sculpture and 3D Theme: Human and Animal Bodies Artists: Da Vinci/Picasso/Giacometti/Moore? **Art-Linked Science projects:** • Make model teeth	**Main Foci:** • Drawing • Printing • Collage Theme: Nature? Artists: Andy Warhol/Matisse Paintings: The Snail/The Sheaf (Matisse)
	Many skills will be practised across the year and curriculum, but each term will have specific foci when these skills are taught and practised in more detail.		
	Experiment with tones using pencils, chalk or charcoal. Represent things observed, remembered or imagined using colour/tools in two and three dimensions	Represent things observed, remembered or imagined using colour/tools in two and three dimensions Experiment with basic tools on rigid and flexible materials.	Use a variety of techniques such as carbon printing, relief, press and fabric printing and rubbings. Able to make textured collages from a variety of media and by folding, crumpling and tearing materials.
Design and Technology	Use what he/she learns about media and materials in original ways, thinking about uses and purposes. (ELG) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG) Represent his/her own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. (ELG)	Use what he/she learns about media and materials in original ways, thinking about uses and purposes. (ELG) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG) Represent his/her own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. (ELG)	Know the importance for good health, of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. (ELG) Represent his/her own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. (ELG)

	Main Foci:
	• Materials and Structures - CCLink: Sci 'Materials'
	• Mechanisms (levers/slides) – CCLink: Eng 'Dinosaurs and all that Rubbish
	
	DT-Linked Science projects:
	• Make an hourglass
	• Make a solar furnace
	• Design a house and justify materials
	• Make underwater base
		Main Focus:
		• Textiles – make an alien puppet – see Eng book 'Beegu'
		
		DT-Linked Science projects:
		• Make an anemometer
		• Make blindfolds
			Main Focus:
			• Food and Nutrition: make a variety of snacks and dishes such as:
			  - Make smoothie (see PSHE 'Being My Best Wk2)
			  - Make salad/fruit salad (see Sci 'Plants' – 1.15)
			  - Make biscuits/cupcakes/breakfast bars and decorate
			
			DT-Linked Science projects:
			• Make a greenhouse

	Many skills will be practised across the year and curriculum, but each term will have specific foci when these skills are taught and practised in more detail.		
	Choose appropriate tools, equipment, techniques and materials from a wide range. Safely measure, mark out, cut and shape materials and components using a range of tools. Explore and use mechanisms such as levers, sliders, wheels and axles in his/her products.	Design purposeful, functional, appealing products for himself/herself and other users based on design criteria. Safely measure, mark out, cut and shape materials and components using a range of tools.	Understand the need for a variety of food in a diet. Understand that all food has to be farmed, grown or caught. Use a wider range of cookery techniques to prepare food safely.

Music

Sing songs, make music and dance and experiments with ways of changing them. (ELG)	Sing songs, make music and dance and experiments with ways of changing them. (ELG)		Sing songs, make music and dance and experiments with ways of changing them. (ELG)
Christmas Production – singing, learning and performing

. | **'In the Groove' Unit**
Charanga LPs
A very easy song to learn that has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. | **'Rhythm in the Way We Walk and Banana Rap' Unit**
Charanga LPs
Explore reggae and hip-hop. Action songs that link to foundations of music. | **BBC 10 Pieces Project**
PIECE TO BE DECIDED |
| Sing a song in two parts.

Practice, rehearse and present performances to audiences with a growing awareness of the people watching. | Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions.

Use tuned and untuned classroom percussion to play accompaniments and tunes. | Use voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence.

Understand that structure describes how different sections of music are ordered. | |

PSHE

Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. (ELG)	Use everyday language to talk about size, weigh, capacity, position, time and money to compare quantities and objects and to solve problems. (ELG)

Manage own basic hygiene and personal needs successfully. (ELG) | Know that other children don't always enjoy the same things, and are sensitive to this. (ELG)

Know about similarities and differences between themselves and others, and among families, communities and traditions. (ELG) | Know the importance for good health, of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. (ELG) | Make observations of animals and plants and explain why some things occur, and talk about changes. (ELG) | Know the importance for good health, of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. (ELG) |
| **Me and My Relationships**
SCARF LPs:
Wk1 – Why we have classroom rules

Wk2 – Thinking about feelings

Wk 3 – Our feelings

Wk 4 – Feelings & Bodies

Wk 5 – Our special people balloons.
CCLinks:
Art (drawing)

Wk 6 – Good friends

Wk 7 – How are you listening? | **Rights and Responsibilities**
SCARF LPs:
Wk1 – Harold's wash & brush up.
CCLinks:
Maths (measurement of time)
Music (singing/speaking chants & rhymes)

Wk2 – Around & about the school.
CCLinks:
Geog (fieldwork)
Art (drawing/painting)

Wk3 – Taking care of something

Wk 4 – Harold's money. **CCLinks:**
Maths (money)

Wk5 – How should we look after our money? **CCLinks:**
Maths (money)

Wk6 – (xmas)
Wk7 – (xmas) | **Valuing Difference**
SCARF LPs:
Wk1 – Same or Different?

Wk2 – Unkind, tease or bully?

Wk 3 – Harold's school rules.

Wk 4 – Who are our special people?
CCLinks:
Art (drawing/painting)

Wk 5 – It's not fair!

Wk 6 – (nothing) | **Keeping Myself Safe**
SCARF LPs:
Wk 1 – Healthy me

Wk2 – Super sleep

Wk3 – Who can help? (1)
CCLinks:
English (writing)

Wk4 – Harold loses Geoffrey.

*Wk5 – What could Harold do?

Wk6 – Good or bad touches? | **Growing and Changing**
SCARF LPs:
Wk1 (half wk) – Inside my wonderful body.
CCLinks:
Sci – animals and humans

Wk2 – Taking care of a baby.

Wk3 – Then & Now. **CCLinks:**
Eng (writing)

Wk4 – Who can help? (2)

Wk5 – Surprises and secrets.

Wk6 – Keeping privates private.
CCLinks:
Sci – animals and humans. | **Being my Best**
SCARF LPs:
Wk1 – I can eat a rainbow

Wk2 – Eat Well.
CCLinks:
DT – Food (healthy diet)

Wk3 – Catch it! Bin it! Kill it!

Wk4 – Harold learns to ride his bike.
CCLinks:
Eng (writing)

Wk5 – Pass on the praise.

Wk6 – Harold has a bad day.
CCLinks:
Eng (writing)

Wk 7 – LAST WK |
| Use a range of words to describe feelings.

Understand the differene between teasing and bullying.

Identify some of the ways that good friends care for each other. | Make suggestions for improving the school environment and recognise everyone has a responsibility for looking after it.

Understand that people have choices about what they do with their money. | Identify people who are special and explain some of the ways those people are special.

Recognise and explain how a person's behaviour can affect other people. | Identify how inappropriate touch can make someone feel.

Identify situations in which one would feel safe or unsafe.

Suggest actions for dealing with unsafe situations including who they could ask for help. | Identify different stages of growth (eg baby, toddler, child, teenager, adult) and describe some of the things that people are capable of at these different stages.

Identify which parts of the human body are private. | Explain how germs can be spread.

Understand that the body gets energy from food, water and oxygen.

Recognise that exercise and sleep are important to health. |

French

- Children express themselves effectively, showing awareness of listeners' needs. (ELG)

- LISTENING - Show understanding of a basic greeting/word such as 'bonjour' or 'merci' and begin to attempt a verbal or non-verbal response.
- LISTENING - Listen to and begin to attempt to repeat particular phonemes, for example in songs and rhymes or repetitive phrases.
- SPEAKING - Be able to repeat a single word heard.
- SPEAKING - Begin to attempt pronunciation that is recognisable as a French word.

TOPICS:					
• Basic greetings/name • Classroom commands • Colours	• Numbers 0-10 • Days of the week • Christmas (in England/France)	• Months of the year • Basic weather • Seasons	• Body • (Clothes) • Easter (in England/France)	• Classroom Objects	• Topical

SKILLS:
- LISTENING - Show understanding of familiar spoken phrase, such as a simple classroom instruction and/or basic greeting. Begin to respond to them appropriately.
- LISTENING - Listen to and begin to attempt to repeat particular phonemes, for example in songs and rhymes or repetitive phrases.
- SPEAKING - Be able to answer a simple question, for example about personal information.
- SPEAKING - Be able to repeat a word/phrase heard.
- SPEAKING - Begin to attempt accurate pronunciation when speaking.
- READING - Begin to recognise one or two familiar words in written form.

- LISTENING - Show understanding of a couple of familiar spoken phrases, such as simple classroom instructions or greetings, and respond to them appropriately.
- LISTENING - Listen to and attempt to repeat particular phonemes, for example in songs and rhymes or repetitive phrases.
- SPEAKING - Ask and answer a simple question, for example about personal information.
- SPEAKING - Be able to repeat sentences heard.
- SPEAKING - Begin to attempt accurate pronunciation when speaking, particularly with more 'tricky' French sounds.
- READING - Begin to recognise some familiar words and phrases in written form.
- READING - Begin to read some familiar words aloud using a reasonable attempt at accurate pronunciation.
- WRITING - Remember the initial sounds of single familiar words when writing.
- WRITING - Create a sentence using a word bank and a modelled example sentence.
- GRAMMAR - Begin to recognise nouns
- GRAMMAR - Begin to understand that French nouns have genders called 'masculine' and 'feminine'.