

Ballifield Primary School Long Term Plan 2026-2027

Year 1

		Autumn		Spring		Summer	
English	Read	Read Write Inc	Read Write Inc	Read Write Inc	Read Write Inc	Read Write Inc	Read Write Inc
	Text	Traditional Tales - Little Red Riding Hood - Three Billy Goats Gruff - Goldilocks and the Three Bears - Dear Fairy Godmother Michael Rosen	Not a Stick Antoinette Portis Stick Man Julia Donaldson Winter writing opportunities linked to science learning	The Tiger that Came to Tea Judith Kerr Augustus and His Smile Catherine Rayner Safari Readers – Tigers Tristan Walters	Beegu Alexis Deacon Room on the Broom Julia Donaldson Wriggle and Roar Julia Donaldson <i>(poetry - listen, discuss and appreciate)</i>	Billy's Bucket Kes Gray Safari Readers – Sea Turtles Tristan Walters Wriggle and Roar Julia Donaldson <i>(poetry - reciting poems)</i>	I Completely Know About Guinea Pigs Lauren Child Bog Baby Jeanne Willis
	Key Learning Outcomes	- To learn correct writing position BBC TNT - To learn correct letter formation - To learn the letter handwriting families - To hold a pencil correctly (tripod grip) - To become familiar with handwriting lines - To leave spaces between words - Use capital letters for names This will be achieved through: - Word banks - Lists - Dictated simple captions - Practising letter formation	- To learn correct writing position BBC TNT - To learn correct letter formation. - To know the letter handwriting families - To hold a pencil correctly (tripod grip) - To become familiar with handwriting lines, ascenders and descenders. - To leave spaces between words - To add capital letters and full stops - To begin to use pronouns I, he she This will be achieved through: - Word banks - Lists - Dictated captions. - Practising letter formation - Proof read and edit text	- To continue from autumn term, revisiting writing position, handwriting families, letter placement and direction if needed - To hold a pencil correctly (tripod grip) - To use ascenders and descenders correctly with handwriting lines - To leave even spaces between words - To add capital letters and full stops - To begin to use pronouns I, he she This will be achieved through: - Word banks - Lists - Dictated sentences - Practising letter formation - Proof read and editing text	- To continue from autumn term, revisiting writing position, handwriting families, letter placement and direction if needed - To hold a pencil correctly (tripod grip) - To use ascenders and descenders correctly with handwriting lines - To leave even spaces between words - To add capital letters and full stops - To begin to use pronouns I, he, she - To begin to use adjectives to describe - To join words using 'and' This will be achieved through: - Word banks - Lists - Dictated sentences - Practising letter formation - Proof read and edit text	- To continue from autumn and spring terms, revisiting writing position, pencil hold, handwriting families, letter placement and direction if needed - To leave even spaces between words - To use capital letters and full stops. - To use pronouns I, he, she - To begin to spell some words with simple suffixes and prefixes correctly ('singular and plural's' and verb endings 'ed', 'ing') - To join 2 clauses with and - To combine words to form grammatically accurate sentences This will be achieved through: - Word banks	- To continue from autumn and spring terms, revisiting writing position, pencil hold, handwriting families, letter placement and direction if needed - To add capital letters and full stops - To use pronouns I, he, she - To spell words with simple suffixes and prefixes correctly ('un', singular and plural - 's' and 'es', verb endings 'ed', 'ing' 'er' and 'est') - To join 2 clauses with 'and' - To combine words to form grammatically accurate sentences - To use the imperative verb in a sentence - To demarcate sentences with capital letters and end with punctuation (full

					Identify and use adjectives to describe	- Dictated sentences - Practising letter formation - Proof read and edit text - Selecting the correct verb for a clause - Write sentences containing common exception words	stops, question marks & exclamation marks) This will be achieved through: - Word banks - Dictated sentences. - Practising letter formation - Proof read and edit text - Write sentences containing common exception words - Write instructions using the imperative verb
	Writing Skills	Transcription (handwriting): - BBC, TNT, pencil grip etc - To use the lines - To use lower case letter placement - To use lower case letter direction - To begin to use handwriting families Transcription (spelling): - To spell words that contain set one and set two sounds - To spell CEWs at a level appropriate to the cohort - To use phonic knowledge and skills from FS and Y1 to spell phonetically regular words correctly and make phonically-plausible attempts at others Composition: - to write phrases - To say out loud what they are going to write about - To compose a phrase orally before writing it - To discuss my writing with an adult	Transcription (handwriting): - BBC, TNT, pencil grip etc - To use the lines - To use lower case letter placement - To use lower case letter direction - To begin to use handwriting families Transcription (spelling): - To spell words that contain set one and set two sounds - To spell CEWs at a level appropriate to the cohort - To use phonic knowledge and skills from FS and Y1 to spell phonetically regular words correctly and make phonically-plausible attempts at others Composition: - to write phrases - To begin to write simple sentences. - To say out loud what they are going to write about - To compose a phrase orally before writing it.	Transcription (handwriting): - To begin to learn capital letter formation - To recap lower case letter formation, orientation & direction - To know handwriting families Transcription (spelling): - To spell words that contain sets 1 to 3 sounds - To spell CEWs at a level appropriate to the cohort. - To use phonic knowledge and skills from FS and Y1 to spell phonetically regular words correctly and make phonically-plausible attempts at others - To write sentences dictated by the teacher Composition: - To write sentences - To say out loud what they are going to write about - To compose a sentence orally before writing it	Transcription (handwriting): - To form digits correctly - To recap lower case letter formation, orientation & direction - To know handwriting families Transcription (spelling): - To spell words that contain sets 1-3 sounds - To spell CEWs at a level appropriate to the cohort - To use phonic knowledge and skills from FS and Y1 to spell phonetically regular words correctly and make phonically-plausible attempts at others - To write sentences dictated by the teacher - To name the letters of the alphabet (in order & letter names) Composition: - To write sentences - To say out loud what they are going to write about - To compose a sentence orally before writing it	Transcription (handwriting): - To recap all handwriting, focusing on common errors and misconceptions Transcription (spelling): - To spell words that contain sets 1-3 sounds - To spell CEWs at a level appropriate to the cohort - To use phonic knowledge and skills from FS and Y1 to spell phonetically regular words correctly and make phonically-plausible attempts at others - To write sentences dictated by the teacher Composition: - To write sentences - To say out loud what they are going to write about - To compose a sentence orally before writing it - To begin to sequence sentences to form short narratives	Transcription (handwriting): - To recap all handwriting, focusing on common errors and misconceptions Transcription (spelling): - To spell words that contain set 1-3 sounds with increasing accuracy - To spell CEWs at a level appropriate to the cohort - To use phonic knowledge to spell phonetically regular words correctly and make phonically-plausible attempts at others - To write sentences dictated by the teacher Composition: - To write sentences with increasing detail and accuracy - To say out loud what they are going to write about - To compose a sentence orally before writing it - To begin to sequence sentences to form short narratives

		Vocabulary, grammar and punctuation: - To begin to leave spaces between words - To begin to use a capital letter and full stop	- To discuss my writing with an adult Vocabulary, grammar and punctuation: - To leave spaces between words - To begin to use a capital letter and full stop - To begin to use some vocabulary learn through the books	- To discuss my writing with an adult Vocabulary, grammar and punctuation: - To use a capital letter for names of places - To learn about the suffix ed ending	- To begin to sequence sentences - To re-read what they have written to check it makes sense - To discuss their writing with an adult or other pupils Vocabulary, grammar and punctuation: - To learn about the prefix – un - To use and’ to join clauses. - To learn about the suffix ed ending	- To re-read what they have written to check it makes sense - To discuss their writing with an adult or other pupils - To read aloud their writing clearly enough to be heard by their peers and the teacher Vocabulary, grammar and punctuation: - To begin to use adjectives - To know why we use an exclamation and a question mark to punctuate a sentence	- To re-read what they have written to check it makes sense - To discuss their writing with an adult or other pupils Vocabulary, grammar and punctuation: - To punctuate sentences using a capital letter, full stop, question mark or exclamation mark - To Use a capital letter for names and names of places - To identify the verbs and adjectives in a simple sentence
Maths	Number and Place Value (Within 10) Step 1 Sort objects Step 2 Count objects Step 3 Count objects from a larger group Step 4 Represent objects Step 5 Recognise numbers as words Step 6 Count on from any number Step 7 1 more Step 8 Count backwards within 10 Step 9 1 less Step 10 Compare groups by matching Step 11 Fewer, more, same Step 12 Less than, greater than, equal to Step 13 Compare numbers Step 14 Order objects and numbers Step 15 The number line. Addition and Subtraction (within 10) Step 1 Introduce parts and wholes Step 2 Part-whole model Step 3 Write number sentences Step 4 Fact families – addition facts Step 5 Number bonds within 10 Step 6 Systematic number bonds within 10 Step 7 Number bonds to 10 Step 8 Addition – add together	Addition and Subtraction Step 9 Addition – add more Step 10 Addition problems Step 11 Find a part Step 12 Subtraction – find a part Step 13 Fact families – the eight facts Step 14 Subtraction – take away/cross out (How many left?) Step 15 Take away (How many left?) Step 16 Subtraction on a number line Step 17 Add or subtract 1 or 2 Geometry (Shape) Step 1 Recognise and name 3-D shapes Step 2 Sort 3-D shapes Step 3 Recognise and name 2-D shapes Step 4 Sort 2-D shapes Step 5 Patterns with 2-D and 3-D shapes	Number and Place Value (Within 20) Step 1 Count within 20 Step 2 Understand 10 Step 3 Understand 11, 12 and 13 Step 4 Understand 14, 15 and 16 Step 5 Understand 17, 18 and 19 Step 6 Understand 20 Step 7 1 more and 1 less Step 8 The number line to 20 Step 9 Use a number line to 20 Step 10 Estimate on a number line to 20 Step 11 Compare numbers to 20 Step 12 Order numbers to 20 Addition and Subtraction (Within 20) Step 1 Add by counting on within 20 Step 2 Add ones using number bonds Step 3 Find and make number bonds to 20 Step 4 Doubles Step 5 Near doubles Step 6 Subtract ones using number bonds Step 7 Subtraction – counting back Step 8 Subtraction – finding the difference Step 9 Related facts Step 10 Missing number problems	Measurement (Length and Height) Step 1 Compare lengths and heights Step 2 Measure length using objects Step 3 Measure length in centimetres Measurement (Mass and Volume) Step 1 Heavier and lighter Step 2 Measure mass Step 3 Compare mass Step 4 Full and empty Step 5 Compare volume Step 6 Measure capacity Step 7 Compare capacity	Multiplication and Division Step 1 Count in 2s Step 2 Count in 10s Step 3 Count in 5s Step 4 Recognise equal groups Step 5 Add equal groups Step 6 Make arrays Step 7 Make doubles Step 8 Make equal groups – grouping Step 9 Make equal groups – sharing Fractions Step 1 Recognise a half of an object or a shape Step 2 Find a half of an object or a shape Step 3 Recognise a half of a quantity Step 4 Find a half of a quantity Step 5 Recognise a quarter of an object or a shape Step 6 Find a quarter of an object or a shape Step 7 Recognise a quarter of a quantity Step 8 Find a quarter of a quantity Geometry (Position and Direction) Step 1 Describe turns Step 2 Describe position – left and right	Number and Place Value (Numbers to 100) Step 1 Count from 50 to 100 Step 2 Tens to 100 Step 3 Partition into tens and ones Step 4 The number line to 100 Step 5 1 more, 1 less Step 6 Compare numbers with the same number of tens Step 7 Compare any two numbers Measurement (Money) Step 1 Unitising Step 2 Recognise coins Step 3 Recognise notes Step 4 Count in coins Measurement (Time) Step 1 Before and after Step 2 Days of the week Step 3 Months of the year Step 4 Hours, minutes and seconds Step 5 Tell the time to the hour	

			Number and Place Value (Within 50) Step 1 Count from 20 to 50 Step 2 20, 30, 40 and 50 Step 3 Count by making groups of tens Step 4 Groups of tens and ones Step 5 Partition into tens and ones Step 6 The number line to 50 Step 7 Estimate on a number line to 50 Step 8 1 more, 1 less		Step 3 Describe position – forwards and backwards Step 4 Describe position – above and below Step 5 Ordinal numbers	Step 6 Tell the time to the half hour
Science	The Human Body Identify, name draw and label the basic parts of the human body and say which parts of the body is associated with each sense. Growth Adaptation Variation Observe Identify Classify	Materials We will: Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, water and rock. 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 physical properties. Observe Identify Investigate	Planting A	Caring for the planet	Plants We will: Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen Identify and describe the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers.	Growing and Cooking
			Animals We will: Identify and name a variety of common animals that are birds, fish, amphibians, reptiles 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 (birds, fish,	Planting B	Planting C	Seasonal Changes (Summer) We will: Observe changes across the four seasons. Observe and describe weather associated with

	<u>Seasonal Changes (autumn)</u> We will: Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.	<u>Seasonal Changes (winter)</u> We will: Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.	amphibians, reptiles and mammals, and including pets).	<u>Seasonal Changes (spring)</u> We will: Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.		the seasons and how day length varies
Geography	<u>Our local area</u> Local area study In the first Geography unit for the children. We begin by looking at the Communicate in print symbol for this subject and find out what 'Geography' means. We begin with a location that the children already know: our school. The character Barnaby Bear helps the children to learn about their own school, and its position in the local area. They will then expand their learning to the very immediate vicinity and area around school by learning about different homes around Ballifield, their own address and their journey to school. They will begin to learn about, use and create simple maps of the local area, and learn the 4 points of a compass. Place knowledge and locational knowledge Pupils know what a city and a country is. Geographical skills and field work Pupils can identify a familiar place on a map. Pupils begin to use compass points to describe position.	<u>Investigating our street</u> Local area study/field work In the Autumn term, the Year one children began to learn about their immediate local area, focusing on their school. Following on from this, the children will continue to investigate their local area in more depth and look at other features, such as building use and the local environment around them. They will go on a visit in the local area and observe how it is currently used, find out how it has changed over time and make suggestions to improve the area. A lot of the children from our school will live in and travel through this area all the time, and through this unit, we want the children to see their local area in more depth, and begin to appreciate and evaluate where they live. Place knowledge and locational knowledge Pupils locate features of our local area on maps, Digi maps, and google earth Pupils use maps to locate and record a range of features/buildings and other landmarks.	<u>Investigating the UK – (with Barnaby Bear)</u> Investigating the UK Moving on from studying our local area, the Year Ones will begin to look at how where we live is not the same for everyone. The children will investigate the UK more widely, discovering that where they live is located in the UK. Barnaby bear will help the children to begin to learn about places that are further afield from where they live and what they know. We will support the children to begin using maps to identify places and begin to learn the differences between countryside, seaside, city and town. The children will be taught that they live in the UK, in England and that the UK is made up 4 different countries, with each having a capital city Place knowledge and locational knowledge Pupils know the 4 countries that make up the UK, and each of their respective Capital cities. Pupils know what the countryside is like and know how it is different to the town and how there are similarities. Pupils know what the seaside is like and why people choose to go there.			

	Pupils begin to draw simple routes and plans. Understanding Pupils understand the purpose of a map. Pupils understand the need for road signs and what they mean. Key objectives: To use maps and relate them to the real World. To sequence a journey. To identify features of where they live. To know what an address is for. To locate a place on a map. To draw a simple map of a familiar journey. Key concepts: Place Space Scale Environment	Fieldwork-pupils will go for a walk from school to explore the local area. Geographical skills and field work Pupils use photographs including aerial photographs to identify local features. Pupils Identify local places on a map. Pupils use Compass Points NSEW directional language Understanding Pupils understand and can talk about the issues in their local area. Pupils begin to show an understanding that places change over time. Key objectives: To use maps and relate them to the real world To collect information via a simple survey. To recognise that a street is comprised of a variety of features and activities. To identify features in the area. To discuss how an area can be changed. To recognise how people can change the environment. To explain why and how places are changing.	Geographical skills and field work Pupils can use maps, atlases and globes to locate the UK and other countries on a world map. Pupils can locate the countries and capital cities of the UK. Pupils use observational skills to study the weather. Pupils use simple compass directions and locational and directional language. Understanding Pupils understand the purpose of a map. Pupils understand the weather in different parts of the UK can vary. Key objectives To be able to locate the UK on a world map To be able to identify the four countries of the UK and locate them on a map To understand that UK weather is seasonal and to name the four seasons To be able to describe different types of weather found in the UK To recall the four capital cities in the UK To describe some of the features of a capital city and of a focus city. Key concepts Place Space
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		To recognise how a place may change in the future Key concepts: Place Environment Physical processes Human processes	Scale Environment Physical processes Human processes
History	How am I making History? Children will begin to understand what history actually is. They will understand what we meant by the 'past' and look into their own past. They will begin using timelines and ordering events. Children will then look further into the past and investigate what it was like for children at that point in time. Children will create their own time capsule and predict what they think may change in the future. CONCEPTS Celebrations KNOWLEDGE Understand that history is the past. Know that there are things in the past that are the same/similar to now. Know that there are things in the past that are different to now. SKILLS Order three photographs correctly on a simple timeline. Use the terms 'before' and 'after' when discussing their timelines. Talk about three memories and place one of them on a timeline. Explain why memories are special and name four events that they celebrate throughout the year.	Photographs from history: what can they tell us about our recent past? Children will build on their understanding of the past by exploring how their local area, Handsworth, has changed over time. They will use historical photographs — especially aerial images — as evidence to spot clues, ask questions, and identify what has changed and what has stayed the same. They will also use oral history to find out what people remember about the past and consider why it is important to remember local history. By the end of the unit, children will be able to talk about how and why places change and place these changes on a simple timeline. CONCEPTS Local History KNOWLEDGE Know that a photograph can show us what the past looked like Know that an aerial photograph is taken from above and shows the layout of a place Know that places can change over time, and some things can stay the same Know that people can tell us about the past from their own memory Know that we can use photos and memories to find out how Handsworth has changed	Victorians Children will learn about changes that have happened in the country over the past 200 years. They will learn about Queen Victoria and why she is a significant individual. They will look at toys and talk about ways of determining their age. They will use sources of evidence to find out about Victorian schools and holidays to be able to answer the enquiry question 'Is life better now or in the Victorian times?' CONCEPTS Power (monarchy, government and empire) KNOWLEDGE Know about changes in their own lives, their families lives and others around them Know some differences between how people used to live at different times The time Queen Victoria was queen was called the Victorians. What Victorian schools were like What Victorian holidays were like Know some ways to find out about the past Who Queen Victoria was and that she reigned from 1837-1901 SKILLS Match objects to people of different ages

	Think of three ways they celebrate their birthday. Ask a visitor one question about childhood in the past. Know a similarity and a difference between childhood now and in the past. Add three ideas to a time capsule about themselves. Use key vocabulary to compare the present, the past and possible changes in the future. VOCABULARY Celebrate, celebration, change, childhood, different, event, family, future, grandparent, lifetime, living memory, memory, now, present, past, remember, significant, similar, time capsule, timeline	SKILLS Ask questions about the past using a photograph as evidence Describe what an aerial photograph shows about a place in the past Spot similarities and differences between past and present Listen to what someone remembers about the past and identify what has changed or stayed the same Talk about how and why Handsworth has changed using photos and memories Place aerial photographs on a simple timeline in chronological order. VOCABULARY past, present, change, same, different, memory, remember, photograph, aerial photograph, bird's eye view, evidence, clue, question, timeline, Handsworth, road, house, school, park, fields, shops, history, now, then, important, stayed the same, old, new	Use common words and phrases relating to the passing of time Recognise the difference between past and present in their own and others' lives They know and recount episodes from stories about the past Find answers to simple questions about the past from sources of information e.g. artefacts Ask simple questions about the past VOCABULARY before, next, after, then, first, old, new, Victorian, period, reign, past, present, Queen, empire, monarch, cane, blackboard, seaside, rich, crown, significant, source of evidence
Art	Drawing and sketching <u>Spirals</u> Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks. Disciplines: Drawing, Collage, Sketchbooks Key Concepts: That drawing is a physical and emotional activity. That when we draw, we can move our whole body.	Paint, Surface, Texture <u>Exploring Watercolour</u> Exploring watercolour and discovering we can use accidental marks to help us make art. Disciplines: Painting (Watercolour) Key Concepts: - That watercolour paint has special characteristics. - That we can use the elements of surprise and accident to help us create art.	Working in three dimensions <u>Making Birds</u> Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2D to 3D to make a bird. Disciplines: Sculpture, Drawing, Collage Key Concepts:

	• That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move. • That we can draw from observation or imagination. • That we can use colour to help our drawings engage others.	• That we can develop our painting by reflecting upon what we see, and adding new lines and shapes to help develop imagery.	That there is a relationship between drawing & making – we can transform 2d to 3d. • That we can use observational drawing and experimental mark-making together to make art. • That we can work from similar stimulus or starting point but end up with very different individual results. • That the individual results can then be brought together to make a whole artwork.
DT	Structures Freestanding structures Make a bear enclosure or bear playground for Barnaby Bear and his friends. NC: build structures, exploring how they can be made stronger, stiffer and more stable Investigate & evaluate • investigate and evaluate existing playground equipment Focus Practical tasks • Demonstrate measuring, marking out, cutting, shaping, joining and finishing techniques with a range of tools and new and reclaimed materials • Build and explore a variety of freestanding structures using construction kits, • Explore folding and joining techniques Design • Generate some simple design criteria.	Mechanisms Wheels and axles Make an emergency service vehicle, farm vehicle, car vehicle for imaginary/story character NC: Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products Investigate & evaluate • Look at variety of different vehicles and their purposes • See how axles and wheels work by disassembling a vehicle • Investigate whether thin or thick wheels work best on a muddy surface • Explore objects and designs to identify likes and dislikes. • Explore how products have been created. Focus Practical tasks • Name and label parts of a car.	Food Preparing fruit (including cooking and nutrition requirements for KS1) Make a fruit kebab NC: use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. Investigate & evaluate Understand where food comes from. • Group familiar food products e.g. fruit and vegetables. • Investigate different snacks - packaging, ingredients, looks etc. • Describe appearance, taste, texture of different food groups Focus Practical tasks • Sample a range of different snacks and evaluate them • Discuss hygiene and devise hygiene poster

	- Who will your product be for? What will be its purpose? - What materials will be use? How will it be made strong and stable? - Develop ideas through talking, drawing and making mock-ups of their ideas with construction kits and other materials. - Plan the order in which the structures will be made. - Evaluate developing ideas and final products against original design criteria. Make - Plan by suggesting what to do next. - Select and use tools, skills and techniques, explaining their choices. - Select new and reclaimed materials and construction kits to build their structures. - Use simple finishing techniques suitable for the structure they are creating. Evaluate - Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria. Concepts - Design - Make - Evaluate					
	- Attach wheels via an axle on a chassis and investigate different - ways - Inverting boxes to create a base for our vehicles Design - Generate initial ideas and simple design criteria through talking and using own experiences. - Develop and communicate ideas through drawings and mock-ups. Making - Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. - Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics. Evaluating - Explore and evaluate a range of products with wheels and axles. - Evaluate their ideas throughout and their products against original criteria. Concepts - Design - Make - Evaluate					
	- Cut ingredients safely. - Prepare simple dishes-safely and hygienically-without using a heat source. - Investigate measuring and weighing of ingredients Design - Design appealing products for a particular user based on simple design criteria. - Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. - Communicate these ideas through talk and drawings. Making - Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. - Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. Evaluating - Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. - Evaluate ideas and finished products against design criteria, including intended user and purpose. Concepts - Design - Make - Evaluate					
PSHE	M1) Where do feelings come from?	Fa1) Who's in my family?	Fr1) Who is my friend?	C1) How do we make a happy school?	P1) How do I help my body stay healthy?	Os) Communicating online S3*
	- Understand that we have a	- Understand that families	- Understand that there is a		- Understand that active	Give examples of how they might use

	range of emotions, depending on our experiences and situations - Know what to do when we experience strong emotions - Build language to talk about feelings Key vocabulary: Angry, happy, nervous, scared, sad, calm, surprised M2) Who am I? - Understand that each of us has skills and talents that are valuable - Understand that we are important, unique people who deserve kindness and respect - Appreciate that other people are important, no matter how good they are at certain things	are made up of a special group of people, which changes gradually over time. - Understand that these people are all connected in different ways, and that these connections are important Key vocabulary: People, roles, change, loss Fa2) Do Families always stay the same? - Understand how changes and events can influence our feelings Key vocabulary: Change, moving, forever, feelings Fa3) How should families treat each other? - Understand that children and adults both have	difference between close friends, friends, acquaintances and strangers Key vocabulary: Friend, family, stranger, acquaintance, member of my community Fr2) What makes a good friend? - Understand that friends do not always agree with each other, but we can resolve our differences kindly, and with mutual respect. - Understand that difference can be a positive thing in our relationships Key vocabulary: Kind, sorry, apologise, difference, different, feelings, thoughts, opinions, perfect, team	- Understand why we have rules and how they help us learn and be happy - Understand how to behave appropriately and how to contribute to school life - Appreciate how important school is to them - Identify their special people in school Key vocabulary: Rules, right, wrong C2) Who lives in my neighbourhood? - Know what range of communities live near school - Appreciate that they should treat people with respect and kindness, regardless of difference - Understand what to do if they feel uncomfortable, either with strangers or with people they know Key vocabulary:	lifestyles including regular exercise can keep our bodies more healthy - Appreciate that some people live with disabilities or are differently abled and that - Understand that we can't always have healthy bodies, because sometimes we get ill or injured Key vocabulary: Exercise, diet, sleep, brushing, teeth P2) How do I decide what to eat? - Identify the components of a balanced diet Key vocabulary: Diet, healthy, unhealthy, fruit, vegetable, Os) Searching safely P3*	technology to communicate with others they don't know well Understand what information we share with people who we don't know Os) Being kind online S2* Understand that being kind online is just as important as it is in real life Identify what makes a good online friend and what to do when people are unkind online First Aid – Emergencies and calling for help. Consent KS1: Asking for permission (recap) British Values: summary/evaluation

	Key vocabulary: Pride, unique, Os) Passwords C1 * Understand why we need passwords Consent KS1: Asking for permission British Values Introduction	responsibilities to each other. - Understand that we should feel loved, cared for and safe in our homes. - Know what to do if our needs are not being met Key vocabulary: Responsibility, kindness Os1) Screen time (L1) - Understand that people need to get the correct balance of time spent online and offline Key vocabulary: Screen, connect, active, Creative British Values: rule of law	Os) What is the internet? C2* Understand the basics of what the internet is R9. how to ask for help if a friendship is making them feel unhappy Anti-discrimination lessons British Values: democracy	Community, different Os) Choosing what to do online L2* Understand that we must decide what to do and not do online L10. what money is; forms that money comes in; that money comes from different sources L13. that money needs to be looked after; different ways of doing this British Values: individual liberty	Understand how to search safely British Values: respect & tolerance	
PE	Team Building Children develop their communication and problem solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are	Fitness Children will take part in a range of fitness activities to develop components of fitness. Children will begin to explore and develop agility, balance, coordination, speed and stamina. Children will	Sending and Receiving Children will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use	Target Games Children will develop their ball skills. Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling	Invasion Games Children develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of	Athletics Children will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, children will

	given the opportunity to discuss and plan their ideas. Fundamentals Children will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Children will be given opportunities to work with a range of different equipment. Children will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Children will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.	be given the opportunity to work independently and with others. Children will develop perseverance and show determination to work for longer periods of time. Gymnastics Children learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Children are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Children begin to understand the use of levels, directions and shapes when travelling and balancing.	equipment to send and receive a ball. Children will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe. Dance Children will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Children will copy and repeat actions linking them together to make short dance phrases. Children will work individually and with a partner to create ideas in relation to the theme. Children will be given the opportunity to perform and also to	with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner. Net and Wall Games Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.	attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents. Ball Skills Children will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Children will have the opportunity to work independently, in pairs and small groups. Children will be able to explore their own ideas in response to tasks.	engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. Striking and Fielding Striking and Fielding Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills.
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			provide feedback, beginning to use dance terminology to do so.			
Computing	Data and Information – Grouping Data To label objects To identify that objects can be counted To describe objects in different ways To count objects with the same properties To compare groups of objects To answer questions about groups of objects	Programming A – Moving a Robot To explain what a given command will do To act out a given word To combine forwards and backwards commands to make a sequence To combine four direction commands to make sequences To plan a simple program To find more than one solution to a problem	Computer Systems and Networks - Technology Around Us To identify technology To identify a computer and its main parts To use a mouse in different ways To use a keyboard to type To use the keyboard to edit text To create rules for using technology responsibly	Creating Media - Digital Painting To describe what different freehand tools do To use the shape tool and the line tools To make careful choices when painting a digital picture To explain why I chose the tools I used To use a computer on my own to paint a picture To compare painting a picture on a computer and on paper	Creating Media – Digital Writing To use a computer to write To add and remove text on a computer To identify that the look of text can be changed on a computer To make careful choices when changing text To explain why I used the tools that I chose To compare writing on a computer with writing on paper	Programming B – Intr Animation To choose a command for a given purpose To show that a series of commands can be joined together To identify the effect of changing a value To explain that each sprite has its own instructions To design the parts of a project To use my algorithm to create a program
Music	Charanga Unit - Hey You! <u>Listen and Appraise only</u> Genre - Old Style Hip Hop Listen and Appraise songs: - Hey You! by Joanna Mangona - Me, Myself And I by De La Soul - Fresh Prince of Bel Air by Will Smith	Charanga Unit - Rhythm In The Way We Walk and Banana Rap <u>Listen and Appraise only</u> Genre - Reggae and Hip Hop Listen and Appraise songs: - Rhythm In The Way We Walk by Joanna Mangona - The Planets: Mars by Gustav Holst	Charanga – Unit - In the Groove <u>Listen and Appraise only</u> Genre - Blues, Latin, Folk, Funk, Baroque, Bhangra Listen and Appraise songs: - In The Groove – Joanna Mangona - How Blue Can You Get - B.B. King	Charanga – Unit - Round And Round <u>Listen and Appraise only</u> Genre - Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin Fusion Listen and Appraise songs: Round And Round (Bossa Nova) by Joanna Mangona	Charanga – Unit - Your Imagination <u>Listen and Appraise only</u> Genre - Film, Pop, Musicals Listen and Appraise songs: - Your Imagination by Joanna Mangona and Pete Readman - Supercalifragilisticexpialidocious from Mary Poppins	Charanga – Unit - Reflect, Rewind And Replay <u>Listen and Appraise only</u> Genre - Western Classical music Listen and Appraise songs: A Song Before Sunrise by Delius - 20th Century

• Rapper's Delight by The Sugarhill Gang • U Can't Touch This by MC Hammer • It's Like That by Run DMC <u>Sheffield Music Hub Singing - Pulse and Rhythm</u> Exploring pulse and rhythm to provide a bedrock of music making and quality listening. Children should explore walking/moving/clapping to a steady beat and identifying changes in speed (tempo) Repeat copy-cat rhythms using both notation and word-pattern chants including crochet, quavers and rests While each class may differ in their fluency of reading, they should have the opportunity to see and read simple bars of music and may write some rhythms of their own. By using; raps, rhymes, chants, body percussion, tongue twisters students will start to feel the weight and stress on words to indicate bars, beat groupings, and begin to understand pulse keeping	• Tubular Bells by Mike Oldeld • The Banana Rap • Happy by Pharrell Williams • When I'm 64 by The Beatles <u>Sheffield Music Hub Singing – Seasonal Repertoire</u> The repertoire builds on the Pulse and Rhythm skills being developed in Autumn 1, as well as encouraging vocal confidence. When teaching the music, we will use language and visuals used to teach musicianship including beat, pulse, or rests. Building on the culture of learning raps and chants, students will be taught lyrics to songs using the same methods, encouraging a strong sense of pulse and rhythm. At this point in the year we aspire to students singing songs with a confident sense of pulse, rhythms and expressive voices.	• Livin' La Vida Loca - Ricky Martin • Jai Ho - J.R. Rahman • Lord Of The Dance - Ronan Hardiman • Diggin' On James Brown - Tower of Power <u>Sheffield Music Hub Singing – Pitch and Harmony</u> Focus on exploring pitch, understanding the relationship between notes as higher and lower, and exploring notes happening at the same time to create a harmony. By using; • Kodaly Method (do-so) • Rounds • Match Songs • Visualisation/Notation students will learn about the pitch capabilities of their own voice. They will sing songs regularly with a pitch range of do-so with increasing vocal control. Groups will sing collectively and at the same pitch to develop a strong sense of unison singing. Students will sing songs with a small pitch range, focussing on pitching accurately.	• Livin' La Vida Loca (Latin/Pop) by Ricky Martin • The Imperial March, Darth Vader's Theme (March Of The Empire) by John Williams • It Had Better Be Tonight (Latin/Big Band) by Michael Bubl� • Why Don't You by (Dance/Big Band) Gramophonedzie • Oye Como Va (Latin/Jazz) by Santana <u>Sheffield Music Hub Singing – Seasonal Repertoire</u> At this point in the year we expect students to have developed a more secure sense of pitch accuracy. We hope to explore singing in more than 1 part using simple rounds and match songs. There will be opportunities for solo singing or small groups Small performance opportunities may be offered (e.g. performing to another class or recording a performance to share)	• Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack • Daydream Believer by The Monkees • Rainbow Connection from The Muppet Movie • A Whole New World from Aladdin <u>Sheffield Music Hub Singing – Singing and performance technique</u> We will focus on good physical preparation for singing; warming up, breath control, posture, in order to make sure they are best prepared for good singing technique. They will use their voices expressively and creatively by singing songs and speaking chants and rhymes Students will be comfortable using vocabulary describing the dimensions of music and make appropriate choices of dimensions of music when singing such as; • Dynamics • Tempo • Structure • Articulation • Expression Students will take ownership of their sound	• The Firebird by Stravinsky - 20th Century • The Bird by Prokofiev - 20th Century • Grand March from Aida by Verdi – Classical • Bol�ro by Ravel - 20th Century • The Lamb by John Tavener – Contemporary <u>Sheffield Music Hub Singing – Seasonal Repertoire</u> We will see assured performances that are technically sound and engaging to listen to. Students should feel a shared responsibility for the quality of the outcome and a sense of pride in their accomplishments. We will also open a discussion as to where they can take their music making next. Now that this package has ended, what will they do now as a class and as individuals to continue their musical development?
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	to aid musical precision and speed. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Experiment with sounds using the inter-related dimensions of music.		They will focus on singing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy. They will experiment with, create, select and combine sounds using the inter-related dimensions of music		and apply their understanding of music making to their voices. What makes a good performance? Students will develop a sense of confidence and ownership regardless of the size or nature of the stage or performing/ recording space; engage with an audience; respect fellow performers and acknowledge applause. They will compare different performance styles and examine what decisions performers have made to best affect their audience. Begin to perform using expression, including understanding the context and lyrics of a song, and the impact of their performance decisions on an audience. Encourage peer feedback. Create an environment where pupils can constructively express their thoughts on performances. This is a valuable way to develop listening skills and musical vocabulary.	
RE	1.10 What does it mean to belong to a faith community?	1.1 What do Christians believe God is like?	1.7 Who is Jewish and how do they live?	1.2 Who do Christians say made the world?	1.9 How should we care for the world and for	

					others, and why does it matter? (C, J, NR)
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