



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
PROJECT	Moon Zoom!		Childhood		Bright Lights, Big City	
ENRICHMENT OPPORTUNITIES						
<b>READING</b>	<p><b>Decoding</b> Apply phonic knowledge and skills as the route to decode words.</p> <p>Read common exception words.</p> <p>Blend sounds in unfamiliar words using the GPCs that have been taught.</p> <p>Read words containing taught GPCs</p> <p>Read with some fluency and accuracy.</p> <p><b>Fluency</b> Reread texts to build up fluency and confidence in word reading.</p> <p>Read aloud accurately books that are consistent with my developing phonic knowledge.</p> <p>Check that the text makes sense I can self-correct.</p> <p><b>Vocabulary</b> Explain the meaning of new words by linking to vocabulary I already know e.g unkind=not kind</p> <p><b>Inference</b> Show a good understanding of simple stories.</p> <p><b>Prediction</b> Recognise and use predictable phrases in known stories.</p> <p><b>Summary</b> Retell familiar stories</p> <p><b>Discuss it</b> Say what I like and dislike</p> <p>Link what I have read or have had read to me to my own experiences</p>	<p><b>Decoding</b> Apply phonic knowledge and skills as the route to decode words.</p> <p>Read common exception words.</p> <p>Blend sounds in unfamiliar words using the GPCs that have been taught.</p> <p>Read words containing taught GPCs</p> <p>Read with some awareness of punctuation marks.</p> <p>Read words containing -s, -es, -ing, - ed and -est endings.</p> <p><b>Fluency</b> Reread texts to build up fluency and confidence in word reading.</p> <p>Read aloud accurately books that are consistent with my developing phonic knowledge.</p> <p>Check that the text makes sense I can self-correct.</p> <p><b>Vocabulary</b> Explain the meaning of new words by linking to vocabulary I already know e.g unkind=not kind</p> <p><b>Inference</b> Show a good understanding of simple stories.</p> <p><b>Prediction</b> Recognise and use predictable phrases in known stories.</p> <p><b>Summary</b> Retell familiar stories</p> <p><b>Discuss it</b> Say what I like and dislike</p> <p>Link what I have read or have had read to me to my own experiences</p>	<p><b>Decoding</b> Apply phonic knowledge and skills as the route to decode words.</p> <p>Read common exception words.</p> <p>Blend sounds in unfamiliar words using the GPCs that have been taught.</p> <p>Read words containing taught GPCs</p> <p>Read words of more than one syllable.</p> <p>Read words containing -s, -es, -ing, - ed and -est endings.</p> <p><b>Fluency</b> Reread texts to build up fluency and confidence in word reading.</p> <p>Read aloud accurately books that are consistent with my developing phonic knowledge.</p> <p>Check that the text makes sense I can self-correct.</p> <p><b>Vocabulary</b> Explain the meaning of new words by linking to vocabulary I already know e.g unkind=not kind</p> <p><b>Retrieval</b> Recognise repetition and rhyme</p> <p><b>Inference</b> Say how a character might feel based on what has been said or done.</p> <p><b>Prediction</b> Predict what might happen based on what has been read in the story</p> <p><b>Summary</b> Retell familiar stories in increasing detail.</p>	<p><b>Decoding</b> Apply phonic knowledge and skills as the route to decode words.</p> <p>Read common exception words.</p> <p>Blend sounds in unfamiliar words using the GPCs that have been taught.</p> <p>Read words containing taught GPCs</p> <p>Respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>Read words containing -s, -es, -ing, - ed and -est endings.</p> <p>Read words with contractions, e.g. I'm, I'll and we'll.</p> <p><b>Fluency</b> Reread texts to build up fluency and confidence in word reading.</p> <p>Read aloud accurately books that are consistent with my developing phonic knowledge.</p> <p>Check that the text makes sense I can self-correct.</p> <p><b>Vocabulary</b> Explain the meaning of new words by linking to vocabulary I already know e.g unkind=not kind.</p> <p><b>Retrieval</b> Recognise repetition and rhyme</p> <p><b>Inference</b> Say how a character might feel based on what has been said or done.</p> <p><b>Prediction</b> Predict what might happen based on what has been read in the story</p>	<p><b>Decoding</b> Apply phonic knowledge and skills as the route to decode words.</p> <p>Read common exception words.</p> <p>Blend sounds in unfamiliar words using the GPCs that have been taught.</p> <p>Read words containing taught GPCs</p> <p>Respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes</p> <p>Read words containing -s, -es, -ing, - ed and -est endings.</p> <p>Read words with contractions, e.g. I'm, I'll and we'll.</p> <p><b>Fluency</b> Reread texts to build up fluency and confidence in word reading.</p> <p>Read aloud accurately books that are consistent with my developing phonic knowledge.</p> <p>Check that the text makes sense I can self-correct.</p> <p><b>Vocabulary</b> Explain the meaning of new words by linking to vocabulary I already know e.g unkind=not kind</p> <p><b>Retrieval</b> Recognise repetition and rhyme</p> <p><b>Inference</b> Can infer meaning based on what I have read.</p> <p><b>Prediction</b> Make plausible predictions about what might happen in unfamiliar texts.</p> <p><b>Summary</b> Retell familiar stories in increasing detail.</p>	<p><b>Decoding</b> Apply phonic knowledge and skills as the route to decode words.</p> <p>Read common exception words.</p> <p>Blend sounds in unfamiliar words using the GPCs that have been taught.</p> <p>Read words containing taught GPCs</p> <p>Respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes</p> <p>Read words containing -s, -es, -ing, - ed and -est endings.</p> <p>Read words with contractions, e.g. I'm, I'll and we'll.</p> <p><b>Fluency</b> Reread texts to build up fluency and confidence in word reading.</p> <p>Read aloud accurately books that are consistent with my developing phonic knowledge.</p> <p>Check that the text makes sense I can self-correct.</p> <p><b>Vocabulary</b> Explain the meaning of new words by linking to vocabulary I already know e.g unkind=not kind</p> <p><b>Retrieval</b> Recognise repetition and rhyme</p> <p><b>Inference</b> Can infer meaning based on what I have read.</p> <p><b>Prediction</b> Make plausible predictions about what might happen in unfamiliar texts.</p> <p><b>Summary</b> Retell familiar stories in increasing detail.</p>

			<p><b>Discuss it</b> Talk about a book that I like</p> <p>Link what I have read or have had read to me to my own experiences.</p> <p>Discuss a wide range of poems, stories and non-fiction beyond my independent reading</p>	<p><b>Summary</b> Retell familiar stories in increasing detail.</p> <p><b>Author Intent</b> Discuss why the title is important</p> <p><b>Discuss it</b> Talk about a book that I like</p> <p>Link what I have read or have had read to me to my own experiences.</p> <p>Discuss a wide range of poems, stories and non-fiction beyond my independent reading.</p>	<p><b>Author Intent</b> Discuss why the title is important</p> <p><b>Discuss it</b> Talk about a book that I like and explain why</p> <p>Link what I have read or have had read to me to my own experiences.</p> <p>Discuss a wide range of poems, stories and non-fiction beyond my independent reading.</p>	<p><b>Author Intent</b> Discuss why the title is important</p> <p><b>Discuss it</b> Talk about a book that I like and explain why</p> <p>Link what I have read or have had read to me to my own experiences.</p> <p>Discuss a wide range of poems, stories and non-fiction beyond my independent reading.</p>
<b>WRITING</b>	<p><b>Grammar</b></p> <p><b>Basic sentence punctuation (including statements, questions and exclamations)</b></p> <p>I recognise statements, questions and exclamations</p> <p>I am beginning to punctuate sentences using capital letter and full stop, question mark or exclamation mark</p> <p><b>Spelling</b></p> <p><b>(Ongoing)</b> I can spell words that include the sounds I have been taught in <b>Floppy Phonics</b>:</p> <p>nk ai ee igh oa -oo oo ar or ur ow oi ear</p> <p><b>(Ongoing)</b> I can spell irregular/red/common exception words I can spell the days of the week</p> <p><b>I can name the letters of the alphabet in order and use letter names to</b></p>	<p><b>Grammar</b></p> <p><b>Basic sentence punctuation (including statements, questions and exclamations)</b></p> <p>I recognise statements, questions and exclamations</p> <p>I am beginning to punctuate sentences using capital letter and full stop, question mark or exclamation mark</p> <p><b>Spelling</b></p> <p><b>(Ongoing)</b> I can spell words that include the sounds I have been taught in <b>Floppy Phonics</b>:</p> <p>air er er ue/ue ure dge ve wh cks tch ay oy ea ie ow ew ou</p> <p><b>(Ongoing)</b> I can spell irregular/red/common exception words I can spell plural nouns and some verbs by adding -s or -es</p>	<p><b>Grammar</b></p> <p><b>Nouns (including proper nouns)</b></p> <p>I recognise nouns (singular and plural) as objects, people and places, and use them appropriately</p> <p>I can use capital letters for names of people, places, days of the week and the pronoun "I".</p> <p><b>Spelling</b></p> <p><b>(Ongoing)</b> I can spell words that include the sounds I have been taught in <b>Floppy Phonics</b>:</p> <p>ir aw eer -are a_e / e_e i_e / o_e / u_e eigh ey a -ae -ea ce ed y</p> <p><b>(Ongoing)</b> I can spell irregular/red/common exception words I can remember sentences my teacher reads to me and write them down correctly</p>	<p><b>Grammar</b></p> <p><b>Verbs, clauses and connecting clauses using conjunctions</b></p> <p>I recognise verbs as action/doing words and use them appropriately</p> <p>I recognise regular and irregular verbs (eg jump/jumped; take/took)</p> <p>I can write in the present and past tense</p> <p><b>Spelling</b></p> <p><b>(Ongoing)</b> I can spell words that include the sounds I have been taught in <b>Floppy Phonics</b>:</p> <p>-y e -ey -ie -y i o -ough -eau ci cy</p> <p><b>(Ongoing)</b> I can spell irregular/red/common exception words I can use the prefix un- to change the meaning of words (eg unhappy, unfair, undo) <b>I can remember sentences my teacher</b></p>	<p><b>Grammar</b></p> <p><b>Noun Phrases and pronouns to replace nouns</b></p> <p>I understand the job of an adjective and am beginning to use them to create simple noun phrases</p> <p>I can identify and use pronouns to make my work more varied</p> <p><b>Spelling</b></p> <p><b>(Ongoing)</b> I can spell words that include the sounds I have been taught in <b>Floppy Phonics</b>:</p> <p>st sc j ge gi gy ge u ew u-e eu</p> <p><b>(Ongoing)</b> I can spell irregular/red/common exception words</p> <p><b>I can remember sentences my teacher reads to me and write them down correctly</b></p>	<p><b>Grammar</b></p> <p><b>Verbs, clauses and connecting clauses using conjunctions</b></p> <p>I can join words and clauses using <b>and, or, but, so, because</b></p> <p>I know some words can be contracted using an apostrophe and where it would go.</p> <p><b>Spelling</b></p> <p><b>(Ongoing)</b> I can spell words that include the sounds I have been taught in <b>Floppy Phonics</b>:</p> <p>oo u-e -o -ou -ue -ew -ui -u</p> <p><b>(Ongoing)</b> I can spell irregular/red/common exception words</p> <p>I am beginning to spell some contracted words (eg didn't, won't)</p> <p><b>I can remember sentences my teacher reads to me and write them down correctly</b></p>

	<p>say when the same sound is spelt differently</p> <p><b>Handwriting</b></p> <p>I can sit correctly at a table, holding a pencil correctly and comfortably</p> <p>I am beginning to write my letters correctly</p> <p>I can write capital letters and numbers 0-9</p> <p>I know which letters to form in similar ways</p> <p><b>Composition</b></p> <p>I can understand what a sentence is and recognise sentences in my writing</p> <p>I can say my sentences out loud</p> <p><b>Autumn Term One</b></p> <p><b>Writing Outcome 1: Labels, lists and captions</b></p> <p>I can write captions in full sentences.</p> <p><b>Writing Outcome 2: Instructions</b></p> <p>I can write a set of instructions as a class.</p> <p>I can write a set of instructions independently</p>	<p><b>Handwriting</b></p> <p>I can sit correctly at a table, holding a pencil correctly and comfortably</p> <p>I am beginning to write my letters correctly</p> <p>I can write capital letters and numbers 0-9</p> <p>I know which letters to form in similar ways</p> <p><b>Composition</b></p> <p>I can write sentences, captions and lists, sequencing them to create a logical order</p> <p>I can leave finger spaces between words</p> <p>I can put my words in an order that make logical sense</p> <p><b>Autumn Term Two</b></p> <p><b>Writing Outcome 1: Information texts</b></p> <p>I can write a simple non-chronological report by writing sentences about pictures.</p> <p><b>Writing Outcome 2: Recounts/diary</b></p> <p>I can talk about an actual event using photographs and pictures to support. I can write a short first-person account from my own experiences. I can write extended captions for a class display.</p>	<p><b>Handwriting</b></p> <p>I can sit correctly at a table, holding a pencil correctly and comfortably</p> <p>I am beginning to write my letters correctly</p> <p>I can write capital letters and numbers 0-9</p> <p>I know which letters to form in similar ways</p> <p><b>Composition</b></p> <p>I can write sentences, sequencing them to innovate short narratives from a story I know, or recount events</p> <p>I can discuss what I've written with my teacher or other children</p> <p><b>Spring Term One</b></p> <p><b>Writing Outcome 1: Traditional and fairy tales</b></p> <p>I can write a character profile using words, captions and pictures.</p> <p>I can retell a story I know. I can write my own version of a traditional tale or fairy tale.</p> <p><b>Writing Outcome 2: Stories about fantasy worlds</b></p> <p>I can create an imaginary setting and character as a class. I can record main events for a class story.</p>	<p>reads to me and write them down correctly</p> <p><b>Handwriting</b></p> <p>I can sit correctly at a table, holding a pencil correctly and comfortably</p> <p>I am beginning to write my letters correctly</p> <p>I can write capital letters and numbers 0-9</p> <p>I know which letters to form in similar ways</p> <p><b>Composition</b></p> <p>I can write sentences, sequencing them to form short narratives of my own, or recount events</p> <p>I can write sentences, re-reading what I've written to check it makes sense</p> <p><b>Spring Term Two</b></p> <p><b>Writing Outcome 1: Stories with familiar settings</b></p> <p>I can write my own version of a story I know.</p> <p>I can write a story based on my own experiences</p> <p><b>Writing Outcome 2: Stories from other cultures with predictable patterned language</b></p> <p>I can write new sentences using patterns from those read. I can add sentences to the middle of a story</p>	<p><b>Handwriting</b></p> <p>I can sit correctly at a table, holding a pencil correctly and comfortably</p> <p>I am beginning to write my letters correctly</p> <p>I know which letters to form in similar ways</p> <p>I can use the diagonal and horizontal strokes needed to join some letters.</p> <p><b>Composition</b></p> <p>I can write sentences, sequencing them to form short narratives from a story I know, or recount events</p> <p><b>Summer Term One</b></p> <p><b>Writing Outcome 1: Recount/fact or fiction</b></p> <p>I can write a simple personal recount independently.</p> <p><b>Writing Outcome 2: Recount/fact or fiction</b></p> <p>I can write a simple personal recount independently.</p>	<p><b>Handwriting</b></p> <p>I can sit correctly at a table, holding a pencil correctly and comfortably</p> <p>I am beginning to write my letters correctly</p> <p>I know which letters to form in similar ways</p> <p>I can use the diagonal and horizontal strokes needed to join some letters.</p> <p><b>Composition</b></p> <p>I can use a writing frame to help present my work</p> <p>I can use words to describe my surroundings</p> <p><b>Summer Term Two</b></p> <p><b>Writing Outcome 1: Using the senses</b></p> <p>I can use simple words and phrases to describe my surroundings.</p> <p>I can use these in a simple poem.</p> <p><b>Writing Outcome 2: Pattern and rhyme</b></p> <p>I can use a simple model from reading as a writing frame.</p> <p>I can write my own simple patterned poem.</p> <p><b>Poems on a theme</b></p> <p>I can collaboratively write a simple poem/song of rhyme. I can write my own simple patterned poem on a given theme.</p>
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			I can write my own version of a story using class ideas.	following the same patterns. I can write a new story using predictable patterns in language.		
<b>MATHEMATICS</b>	<p><b><u>Number and Place Value: Up to 20</u></b></p> <ul style="list-style-type: none"> <li>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> <li>Given a number, identify one more and one less</li> <li>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</li> <li>Read and write numbers from 1 to 20 in numerals and words</li> </ul> <p><b><u>Geometry: Properties of Shape</u></b></p> <ul style="list-style-type: none"> <li>Recognise and name common 2D and 3D shapes, including 2D shapes e.g. rectangles (including squares), circles and triangles, and 3D shapes, e.g. cuboids, including cubes, pyramids and spheres</li> </ul> <p><b><u>Addition &amp; Subtraction</u></b></p> <ul style="list-style-type: none"> <li>Read, write and interpret mathematical statements involving addition (+),</li> </ul>	<p><b><u>Number and Place Value: Up to 100</u></b></p> <ul style="list-style-type: none"> <li>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> <li>Given a number, identify one more and one less</li> <li>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</li> </ul> <p><b><u>Addition &amp; Subtraction: Facts of 7 – 11</u></b></p> <ul style="list-style-type: none"> <li>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>Represent and use number bonds and related subtraction facts within 20</li> <li>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math></li> </ul>	<p><b><u>Addition and Subtraction: Facts of 11 – 16</u></b></p> <ul style="list-style-type: none"> <li>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>Represent and use number bonds and related subtraction facts within 20</li> <li>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math></li> </ul> <p><b><u>Measurement: Length</u></b></p> <ul style="list-style-type: none"> <li>Compare, describe and solve practical problems for length and height</li> <li>Measure and begin to record lengths and heights</li> </ul>	<p><b><u>Addition &amp; Subtraction: Facts of 17 – 20</u></b></p> <ul style="list-style-type: none"> <li>Represent and use number bonds and related subtraction facts within 20</li> <li>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math></li> <li>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> </ul> <p><b><u>Fractions</u></b></p> <ul style="list-style-type: none"> <li>Recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</li> </ul> <p><b><u>Geometry: Position &amp; Direction</u></b></p> <ul style="list-style-type: none"> <li>Describe position, direction and movement, including whole, half, quarter and three-quarter turns</li> </ul>	<p><b><u>Addition and Subtraction</u></b></p> <ul style="list-style-type: none"> <li>Add and subtract one-digit and two-digit numbers to 20, including zero</li> </ul> <p><b><u>Measurement: Time</u></b></p> <ul style="list-style-type: none"> <li>Compare, describe and solve practical problems for time</li> <li>Measure and begin to record time</li> <li>Sequence events in chronological order using language e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening</li> <li>Recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</li> </ul>	<p><b><u>Multiplication &amp; Division</u></b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b><u>Measurement: Money</u></b></p> <ul style="list-style-type: none"> <li>Recognise and know the value of different denominations of coins and notes</li> </ul> <p><b><u>Measurement: Mass &amp; Capacity</u></b></p> <ul style="list-style-type: none"> <li>Compare, describe and solve practical problems for mass or weight, capacity or volume</li> <li>Measure and begin to record mass or weight, capacity or volume</li> </ul>



	<p><b>subtraction (-) and equals (=) signs</b></p> <ul style="list-style-type: none"> <li>• Represent and use number bonds and related subtraction facts within 20</li> <li>• Add and subtract 1-digit and 2-digit numbers to 20, including zero</li> <li>• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math></li> </ul>	<p><b>Geometry: Properties of Shape</b></p> <ul style="list-style-type: none"> <li>• Recognise and name common 2D and 3D shapes, including 2D shapes e.g. rectangles (including squares), circles and triangles, and 3D shapes, e.g. cuboids, including cubes, pyramids and spheres</li> </ul>				
<p><b>SCIENCE</b></p>	<p><b>SCIENTIFIC ENQUIRY:</b></p> <p><i>Pupils will be taught to:</i></p> <ul style="list-style-type: none"> <li>▪ Ask simple questions and recognise that they can be answered in different ways.</li> <li>▪ Observe closely, using simple equipment.</li> <li>▪ Perform simple tests.</li> <li>▪ Identify and classify.</li> <li>▪ Use their observations and ideas to suggest answers to questions.</li> <li>▪ Gather and record data to help in answering questions.</li> </ul>					
<p><b>Materials – Exploring Everyday Materials</b></p> <ol style="list-style-type: none"> <li>1. Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock</li> <li>2. Distinguish between an object and the material it is made from</li> <li>3. Describe the properties of everyday materials</li> </ol> <p><b>Compare and group together a variety of everyday materials on the basis of their simple physical properties</b></p> <ol style="list-style-type: none"> <li>4. Identify objects that are natural and those that are manmade</li> <li>5. Predict and identify if an object will float or sink</li> <li>6. Explore which materials are best for different objects</li> </ol>	<p><b>Everyday Materials Continued</b> <i>(Based on the 3 Little Pigs)</i></p> <ol style="list-style-type: none"> <li>1. Build a structure strong enough to withstand wind</li> <li>2. Build a waterproof structure</li> <li>3. Understand the properties of glass and its uses</li> <li>4. Understand that materials are used to create a variety of furniture</li> <li>5. Explore a variety of fabrics and understand their different properties</li> <li>6. Explain the uses of materials and why they are suitable</li> </ol> <p><i>Key Vocab: Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears,</i></p>	<p><b>Animals inc. Humans</b></p> <p><u>All About Animals</u></p> <p><b>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</b></p> <ol style="list-style-type: none"> <li>1. Discover animal families</li> </ol> <p><b>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</b></p> <ol style="list-style-type: none"> <li>2. Learn about the differences between mammals and birds</li> <li>3. Learn about the differences between amphibians, reptiles and fish</li> <li>2. Explore the difference between wild animals and pets</li> </ol> <p><b>Identify and name a variety of common animals that are</b></p>	<p><b>Animals inc. Humans – All About Me</b></p> <p><u>All About Me</u></p> <p><b>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</b></p> <ol style="list-style-type: none"> <li>1. Discover the basic parts of the human body</li> <li>2. Learn about eyes and sight</li> <li>3. Learn about ears and hearing</li> <li>4. Explore the tongue and taste</li> <li>5. Explore the sense of touch</li> <li>6. Discover how your nose smells</li> </ol> <p><i>Senses, touch, see, smell, taste, hear, fingers (skin), eyes, nose, ear and tongue</i></p>	<p><b>Plants</b></p> <p><b>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</b></p> <ol style="list-style-type: none"> <li>2. Identify the basic parts of a plant and tree</li> <li>3. Understand that different plants can grow in the same environment</li> <li>4. Know the difference between deciduous and evergreen trees</li> </ol> <p><b>Identify and describe the basic structure of a variety of common flowering plants, including trees.</b></p> <ol style="list-style-type: none"> <li>1. Understand that seeds grow into plants</li> <li>5. Know that fruit trees and vegetables are varieties of plants</li> <li>6. Record the growth of a plant</li> </ol> <p><i>Key Vocab: Leaf, flower, blossom, petal, fruit, berry,</i></p>	<p><b>Plants continued</b></p> <p><b>Seasonal Changes (Ongoing)</b></p> <p><b>Observe changes across the four seasons</b></p> <p><b>Observe and describe weather associated with Summer and how day length varies</b></p> <p><i>Weather (sunny, rainy, windy, snowy etc.), seasons (Winter, Summer, Spring, Autumn), sun, sunrise, sunset, day length, monsoon, khareef, thunderstorm</i></p> <ul style="list-style-type: none"> <li>✓ Weather can change</li> <li>✓ There are lots of different types of weather: Rain, Sun, Cloud, Wind, Snow, etc</li> <li>✓ Days are longer and hotter in the summer</li> <li>✓ Days are shorter and colder in the winter</li> <li>✓ There are four seasons: Spring, Summer, Autumn, Winter</li> </ul> <p><i>Linked Text: Sun Up, Sun Down by Gail Gibbons</i></p>	



	<p><i>Key Vocabulary: Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see through, not see through</i></p> <p><b>Linked Text: The Adventures of a Plastic Bottle: A Story About Recycling by Alison Inches</b></p> <p><b>Seasonal Changes</b></p> <p><b>Observe changes across the four seasons</b></p> <p><b>Observe and describe weather associated with <u>Autumn</u> and how day length varies</b></p> <ol style="list-style-type: none"> <li>1. Understand the there are four seasons</li> <li>2. Understand the changes that take place in Autumn</li> </ol> <p><i>Key Vocab: Weather (sunny, rainy, windy, snowy etc.), seasons (Winter, Summer, Spring, Autumn), sun, sunrise, sunset, day length, monsoon, thunderstorm</i></p> <p><b>Linked Text: Leaf Many by Lois Ehler</b></p>	<p><i>rough, smooth, shiny, dull, see through, not see through</i></p> <ul style="list-style-type: none"> <li>✓ <b>There are many different materials that have different describable and measurable properties.</b></li> <li>✓ <b>Materials that have similar properties are grouped into metals, rocks, fabrics, wood, plastic and ceramics (including glass).</b></li> <li>✓ <b>The properties of a material determine whether they are suitable for a purpose</b></li> </ul> <p><b>Linked Text: The Three Little Pigs</b></p>	<p><b>carnivores, herbivores and omnivores</b></p> <ol style="list-style-type: none"> <li>4. Discover the types of food living things eat</li> <li>3.Explain the characteristics of an animal</li> </ol> <p><i>Key Vocab: Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves</i></p> <ul style="list-style-type: none"> <li>✓ <b>There are many different animals with different characteristics.</b></li> <li>✓ <b>Animals have senses to help individuals survive. When animals sense things they are able to respond.</b></li> <li>✓ <b>Animals need food to survive.</b></li> <li>✓ <b>Animals need a variety of food to help them grow, repair their bodies, be active and stay healthy.</b></li> </ul> <p><b>Linked Text: Superworm by Julia Donaldson</b></p> <p><b>Seasonal Changes (Ongoing)</b></p> <p>Observe changes across the four seasons</p> <p>Observe and describe weather associated with <b>Winter</b> and how day length varies</p> <p><i>Key Vocab: Weather (sunny, rainy, windy, snowy etc.), seasons (Winter, Summer, Spring, Autumn), sun, sunrise, sunset, day length, monsoon, thunderstorm</i></p> <p><b>Linked Text: Tree: Seasons Come, Seasons Go by Patricia Hegarty and Britta Teckentrup</b></p>	<p><b>Linked Text: Titch by Pat Hutchinson</b></p> <p><b>Seasonal Changes (Ongoing)</b></p> <p><b>Observe changes across the four seasons</b></p> <p><b>Observe and describe weather associated with <u>Spring</u> and how day length varies</b></p> <ol style="list-style-type: none"> <li>3. Understand the changes that take place in winter</li> </ol> <p><i>Key Vocab: Weather (sunny, rainy, windy, snowy etc.), seasons (Winter, Summer, Spring, Autumn), sun, sunrise, sunset, day length, monsoon, thunderstorm</i></p> <p><b>Linked Text: Ferdie's Springtime Blossom by Julia Rawlinson</b></p>	<p><i>root, seed, trunk, branch, stem, bark, stalk, bud</i></p> <ul style="list-style-type: none"> <li>✓ <b>Plants grow from seeds/bulbs</b></li> <li>✓ <b>Plants need light and water to grow and survive</b></li> <li>✓ <b>Plants are important</b></li> <li>✓ <b>We can eat lots of plants</b></li> </ul>	
<p><b>HISTORY</b></p>	<p><b><u>Moon Zoom</u></b></p> <p>Learn about events beyond living memory that are significant nationally or globally.</p> <p>Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>	<p><b><u>Childhood</u></b></p> <p>Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Learn about events beyond living memory that are significant nationally or globally.</p> <p>Learn about significant historical events, people and places in their own locality.</p> <p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p>	<p><b><u>Bright Lights, Big city</u></b></p> <p>Learn about events beyond living memory that are significant nationally or globally.</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p>			

		<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>	
<p><b>GEOGRAPHY</b></p>	<p><b><u>Moon Zoom</u></b> Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time</p> <p>Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p> <p>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.</p>	<p><b><u>Childhood</u></b> Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p> <p><b><u>Our Wonderful Planet</u></b> Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>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.</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>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.</p> <p>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.</p>	<p><b><u>Bright Lights, Big city</u></b> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>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.</p> <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>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.</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>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.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p> <p>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.</p> <p>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.</p>



				Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.	
<b>RELIGIOUS EDUCATION</b> (following the Gloucestershire Agreed Syllabus)	<b>Autumn 1 Unit 1.10</b> <u>What does it mean to belong to a faith community?</u>  Recognise that loving others is important in lots of communities • Say simply what Jesus and one other religious leader taught about loving other people • Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean • Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) • Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences • Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.	<b>Autumn 2 Unit 1.1</b> <u>What do Christians believe God is like?</u>  • Identify what a parable is • Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father • Give clear, simple accounts of what the story means to Christians • Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) • Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) • Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas • Give a reason for the ideas they have and the connections they make.	<b>Spring 1/2 Unit 1.7</b> <u>Who is Jewish and how do they live?</u>  • Recognise the words of the Shema as a Jewish prayer • Retell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live • Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too	<b>Summer 1 Unit 1.2</b> <u>Who do Christians say made the world?</u>  • Retell the story of creation from Genesis 1:1–2:3 simply • Recognise that 'Creation' is the beginning of the 'big story' of the Bible • Say what the story tells Christians about God, Creation and the world • Give at least one example of what Christians do to say 'thank you' to God for Creation • Think, talk and ask questions about living in an amazing world • Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in	<b>Summer 2 Unit 1.9</b> <u>How should we care for the world and for others and why does it matter?</u>  • Identify a story or text that says something about each person being unique and valuable • Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) • Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world • Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories • Give examples of how Christians and Jews can show care for the natural earth • Say why Christians and Jews might look after the natural world • Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world • Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.
	<b>PHYSICAL EDUCATION</b>				



	<p><b>Agility</b> Make body curled, tense, stretched and relaxed Control body when travelling and balancing Copy sequences and repeat them Roll, curl, travel and balance in different ways</p> <p><b>Component Knowledge</b></p> <ul style="list-style-type: none"> <li>Secure proprioception of torso and limbs</li> <li>Core stability and limb control</li> <li>Agility/ turning</li> <li>Rhythm/ timing</li> </ul> <p><b>Key Vocabulary</b> Tight/ loose Curl/ tense/ stretch/ relax Travel/ing Balance/d Sequence/ plan Feedback/ advice/ coaching</p>	<p><b>Balance</b> Make body curled, tense, stretched and relaxed Control body when travelling and balancing Copy sequences and repeat them Roll, curl, travel and balance in different ways</p> <p><b>Component Knowledge</b></p> <ul style="list-style-type: none"> <li>Secure proprioception of torso and limbs</li> <li>Core stability and limb control</li> <li>Agility/ turning</li> <li>Rhythm/ timing</li> </ul> <p><b>Key Vocabulary</b> Tight/ loose Curl/ tense/ stretch/ relax Travel/ing Balance/d Sequence/ plan Feedback/ advice/ coaching</p>	<p><b>Co-ordination</b> throw underarm throw and kick in different ways Control body when travelling and balancing</p> <p><b>Component Knowledge</b></p> <ul style="list-style-type: none"> <li>Co-ordination</li> <li>Secure proprioception of torso and limbs</li> <li>Timing</li> <li>Strength/ power</li> </ul> <p><b>Key Vocabulary</b> Throw Kick Strike Timing</p>	<p><b>Gymnastics</b> Make body curled, tense, stretched and relaxed Control body when travelling and balancing Copy sequences and repeat them Roll, curl, travel and balance in different ways</p> <p><b>Component Knowledge</b></p> <ul style="list-style-type: none"> <li>Secure proprioception of torso and limbs</li> <li>Core stability and limb control</li> <li>Agility/ turning</li> <li>Rhythm/ timing</li> </ul> <p><b>Key Vocabulary</b> Tight/ loose Curl/ tense/ stretch/ relax Travel/ing Balance/d Sequence/ plan Feedback/ advice/ coaching</p>	<p><b>Dance</b> perform own dance moves copy or make up a short dance routine move safely in a space</p> <p><b>Component Knowledge</b></p> <ul style="list-style-type: none"> <li>Co-ordination</li> <li>Range of movement across joint/s</li> <li>Rhythm/ timing</li> </ul> <p><b>Key Vocabulary</b> Moves/ routines/ sequence/ sequencing Timing/ rhythm Safe/ safety/ space</p>	<p><b>Invasion Games</b> throw underarm throw and kick in different ways Control body when travelling and balancing</p> <p><b>Component Knowledge</b></p> <ul style="list-style-type: none"> <li>Co-ordination</li> <li>Range of movement across joint/s</li> <li>Rhythm/ timing</li> <li>Secure proprioception of torso and limbs</li> <li>Core stability and limb control</li> <li>Agility/ turning</li> </ul> <p><b>Key Vocabulary</b> Moves/ routines/ sequence/ sequencing Timing/ rhythm Safe/ safety/ space</p>
<p><b>PSHE</b> (using Jigsaw with DfE Statutory Relationships and Health Education as part of Essential Knowledge in bold)</p>	<p><b>Growth</b></p> <ul style="list-style-type: none"> <li>Understand their own rights and responsibilities with their classroom</li> <li>Know how to set simple goals</li> <li>Know how to achieve a goal</li> <li>Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them</li> <li>Know when a goal has been achieved</li> </ul>	<p><b>Being Me</b></p> <ul style="list-style-type: none"> <li>Understand that their choices have consequences</li> <li>Understand that their views are important</li> <li>Know what bullying means</li> <li>Know who to tell if they or someone else is being bullied or is feeling unhappy</li> <li>Know how to keep safe when crossing the road</li> </ul>	<p><b>Celebrating Differences</b></p> <ul style="list-style-type: none"> <li>Know that people are unique and that it is OK to be different</li> <li>Know skills to make friendships</li> <li>Know that people have differences and similarities</li> </ul>	<p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>Know the difference between being healthy and unhealthy</li> <li>Know some ways to keep healthy</li> <li>Know how to make healthy lifestyle choices</li> <li>Know that medicines can help them if they feel poorly</li> <li>Know how to keep themselves clean and healthy</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>Know that everyone's family is different</li> <li>Know that families are founded on belonging, love and care</li> <li>Know that physical contact can be used as a greeting</li> <li>Know how to make a friend</li> <li>Know who to ask for help in the school community</li> </ul>	<p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>Know the male and female private body parts</li> <li>Know that there are correct names for private body parts and nicknames, and when to use them</li> <li>Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these</li> </ul>

	<ul style="list-style-type: none"> <li>• Know how to work well with a partner</li> <li>• Know tackling a challenge can stretch their learning</li> <li>• Understand the rights and responsibilities of a member of a class</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know that all household products, including medicines, can be harmful if not used properly</b></li> </ul>		<ul style="list-style-type: none"> <li>• Know that germs cause disease/illness</li> <li>• Know about people who can keep them safe</li> </ul>	<ul style="list-style-type: none"> <li>• Know that there are lots of different types of families</li> <li>• Know the characteristics of healthy and safe friends</li> <li>• Know about the different people in the school community and how they help</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know who to ask for help if they are worried or frightened</b></li> <li>• Know that animals including humans have a life cycle</li> <li>• Know that changes happen when we grow up</li> <li>• Know that people grow up at different rates and that is normal</li> <li>• Know that learning brings about change</li> </ul>
<b>ART &amp; DESIGN</b>	<p><b><u>Moon Zoom!</u></b> Use a range of materials creatively to design and make products</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p><b><u>Mix it!</u></b> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p>	<p><b><u>Childhood</u></b> Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p><b><u>Funny Faces</u></b> Use a range of materials creatively to design and make products</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p>		<p><b><u>Bright Lights, Big city</u></b></p> <p><b><u>London Landmarks Drawing &amp; Collagraphy</u></b></p> <p>Use a range of materials creatively to design and make products</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Use a range of materials creatively to design and make products</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Produce creative work, exploring their ideas and recording their experiences.</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p>		
	<p><b><u>Moon Zoom!</u></b> Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p>	<p><b><u>Funny Faces (linked to Art &amp; Design)</u></b> Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>		<p><b><u>Chop, slice, mash (Food Technology)</u></b> Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p>		

	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Explore and evaluate a range of existing products.</p> <p>Evaluate their ideas and products against design criteria.</p> <p>Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products.</p>	<p><b>Shade and Shelter</b></p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Explore and evaluate a range of existing products.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.</p>	<p>Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).</p> <p>Explore and evaluate a range of existing products.</p> <p>Evaluate their ideas and products against design criteria.</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Understand where food comes from.</p> <p>Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.</p>			
<p><b>MUSIC</b> (using Charanga)</p>	<p><b><u>How can we make friends when we sing together?</u></b></p> <p><b><u>Musical Focus:</u></b> <b><u>Introducing beat</u></b> To demonstrate an understanding and appropriate use of musical language (including basic musical elements) from both prior and new learning.</p> <p>To demonstrate a basic understanding of how feelings can connect with / relate to music</p> <p>To demonstrate some basic understanding of musical style</p> <p>To demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short)</p> <p>To demonstrate an understanding of the basic concepts of improvisation and composition</p> <p>To demonstrate an awareness of pulse / beat when listening, moving to and performing music</p> <p>To demonstrate a basic understanding of the importance of posture and technique when performing</p>	<p><b><u>How does music tell stories about the past?</u></b></p> <p><b><u>Musical Focus:</u></b> <b><u>Adding rhythm and pitch</u></b> To demonstrate an understanding and appropriate use of musical language (including basic musical elements) from both prior and new learning.</p> <p>To demonstrate a basic understanding of how feelings can connect with / relate to music</p> <p>To demonstrate some basic understanding of musical style</p> <p>To demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short)</p> <p>To demonstrate an understanding of the basic concepts of improvisation and composition</p> <p>To demonstrate an awareness of pulse / beat when listening, moving to and performing music</p> <p>To demonstrate a basic understanding of the importance of posture and technique when performing</p>	<p><b><u>How does music make the world a better place?</u></b></p> <p><b><u>Musical Focus:</u></b> <b><u>Introducing tempo and dynamics</u></b> To demonstrate an understanding and appropriate use of musical language (including basic musical elements) from both prior and new learning.</p> <p>To demonstrate a basic understanding of how feelings can connect with / relate to music</p> <p>To demonstrate some basic understanding of musical style</p> <p>To demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short)</p> <p>To demonstrate an understanding of the basic concepts of improvisation and composition</p> <p>To demonstrate an awareness of pulse / beat when listening, moving to and performing music</p> <p>To demonstrate a basic understanding of the importance of posture and technique when performing</p>	<p><b><u>How does music help us to understand our neighbours?</u></b></p> <p><b><u>Musical Focus:</u></b> <b><u>Combining pulse, rhythm and pitch</u></b> To demonstrate an understanding and appropriate use of musical language (including basic musical elements) from both prior and new learning.</p> <p>To demonstrate a basic understanding of how feelings can connect with / relate to music</p> <p>To demonstrate some basic understanding of musical style</p> <p>To demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short)</p> <p>To demonstrate an understanding of the basic concepts of improvisation and composition</p> <p>To demonstrate an awareness of pulse / beat when listening, moving to and performing music</p> <p>To demonstrate a basic understanding of the importance of posture and technique when performing</p>	<p><b><u>What songs can we sing to help us through the day?</u></b></p> <p><b><u>Musical Focus:</u></b> <b><u>Having fun with improvisation</u></b> To demonstrate an understanding and appropriate use of musical language (including basic musical elements) from both prior and new learning.</p> <p>To demonstrate a basic understanding of how feelings can connect with / relate to music</p> <p>To demonstrate some basic understanding of musical style</p> <p>To demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short)</p> <p>To demonstrate an understanding of the basic concepts of improvisation and composition</p> <p>To demonstrate an awareness of pulse / beat when listening, moving to and performing music</p> <p>To demonstrate a basic understanding of the importance of posture and technique when performing</p>	<p><b><u>How does music teach us about looking after our planet?</u></b></p> <p><b><u>Musical Focus:</u></b> <b><u>Explore sound and create a story</u></b> To demonstrate an understanding and appropriate use of musical language (including basic musical elements) from both prior and new learning.</p> <p>To demonstrate a basic understanding of how feelings can connect with / relate to music</p> <p>To demonstrate some basic understanding of musical style</p> <p>To demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short)</p> <p>To demonstrate an understanding of the basic concepts of improvisation and composition</p> <p>To demonstrate an awareness of pulse / beat when listening, moving to and performing music</p> <p>To demonstrate a basic understanding of the importance of posture and technique when performing</p>



	To introduce my performance	To introduce my performance	importance of posture and technique when performing To introduce my performance	To introduce my performance	To introduce my performance	importance of posture and technique when performing To introduce my performance
<b>COMPUTING</b>	<p><b><u>Technology all around us</u></b></p> <ul style="list-style-type: none"> <li>- I can identify technology</li> <li>- I can identify a computer and its main parts</li> <li>- I can use a mouse in different ways</li> <li>- I can use a keyboard to type</li> <li>- I can use a keyboard to edit</li> </ul> <p>I can create rules for using technology responsibly.</p>	<p><b><u>Digital Painting</u></b></p> <ul style="list-style-type: none"> <li>- I can describe what different freehand tools do</li> <li>- I can use the shape tool and the line tools</li> <li>- I can make careful choices when painting a digital picture</li> <li>- I can explain why I choose the tools I used</li> <li>- I can use a computer on my own to paint a picture</li> <li>- I can compare painting a picture on a computer and on paper</li> </ul>	<p><b><u>Moving a robot</u></b></p> <ul style="list-style-type: none"> <li>- I can predict what a given command will do</li> <li>- I can act out a given word</li> <li>- I can combine forwards and backwards commands to make a sequence</li> <li>- I can plan a simple program</li> <li>- I can find more than one solution to a problem</li> </ul>	<p><b><u>Grouping Data</u></b></p> <ul style="list-style-type: none"> <li>- I can label objects</li> <li>- I can identify that objects can be counted</li> <li>- I can describe objects in different ways</li> <li>- I can count objects with the same properties</li> <li>- I can compare groups of objects</li> <li>- I can answer questions about groups of objects</li> </ul>	<p><b><u>Digital Writing</u></b></p> <ul style="list-style-type: none"> <li>- I can use a computer to write</li> <li>- I can add and remove text on a computer</li> <li>- I can identify that the look of text can be changed on a computer</li> <li>- I can make careful choices when changing text</li> <li>- I can explain why I used the tools that I chose</li> <li>- I can compare writing on a computer with writing on paper</li> </ul>	<p><b><u>Programming Animations</u></b></p> <ul style="list-style-type: none"> <li>- I can choose a command for a given purpose</li> <li>- I can show that a series of commands can be joined together</li> <li>- I can identify the effect of changing a value</li> <li>- I can explain that each sprite has its own instructions</li> <li>- I can design the parts of a project</li> <li>- I can use my algorithm to create a program</li> </ul>