

## KS1 Long Term Planning 2019-2020: Topic Overview

Topic	English	Science	History and/or Geography	Art	DT	Computing	RE, PSHCE, Music, PE	Other Ideas
Autumn term 1 & 2	Trotter Street (Shirley Hughes)	Animals including humans Y1 unit (the body parts and senses objectives)	Geog: Digimaps Maps from the past (history/geog) Mapping walking route from school – bridge Making own maps of the village Human/physical features, e.g. houses, shops, bridge, river. History: Battle day mini-project	Drawing – picture of own house Local area sketching e.g. viaduct, monument, houses, bridge (from life or photos)  Patterns – tiles, pavements, river, bricks etc. Tessellation.	Not a DT focus	Use of digimaps (geog link) Taking photographs in the village/photo editor	RE PSHE –Rights, responsibilities, Environment and Money (3 lessons per area).  Music – singing, pitch, dynamics  PE – Games skills/ outdoor and playground games	Village walks Giant village collage
Home Sweet Home	Jolly Postman  Squash and a Squeeze  Large Family stories  Traditional tales (Three little pigs, Hansel and Gretel, Rapunzel etc).  Writing ‘house for sale’ poems.  Museum of the past - captions							

Spring 1 Night-time adventure	Man in the moon Toys in space (Mini Grey) Owl babies/Owl who was afraid of the dark (guided reading Y2 – have a class set) Fact files/non chron – night time animals Recount – moon landing Explanation text – rocket design (link to algorithm in computing) Planet facts Alien stories Q Pootle Whatever Next	Seasonal Changes Y1 unit (includes weather) Hibernation Working scientifically – make rockets	History Moon landing Tim Peake	See DT →  ?Space pictures Clay animals Make rockets	Moving picture e.g .rocket in a space scene or owl flying, or pop-up card  Food. Make astronaut food.  <a href="https://feelslikehomeblog.com/2013/09/how-to-make-astronaut-pudding/">https://feelslikehomeblog.com/2013/09/how-to-make-astronaut-pudding/</a> just for fun/ writing stimulus rather than main focus.	Coding/Algorithms (Explaining how rocket design works) 2Paint (night-time pictures)	RE - Easter PSHE – Healthy lifestyles, growing and changing and Keeping Safe (3 lessons per area).  Music –tuned instruments, pitch  PE – Gymnastics/ Dance	Easter art
Spring 2 Land Before Time	Dinosaur books e.g. Tyrannosaurus Drip Gigantosaurus Dinosaur Rumpus Mary Anning biography Dinosaur non-fiction	Plants Y2 unit  Working scientifically – volcano investigation, dinosaur eggs	1 or 2 Geography lessons only Physical features (e.g. coasts, cliffs, sea – identifying where fossils are found).  History Mary Anning vs modern palaeontologist - Dinosaurs/fossils	<u>Sculpture</u> Dinosaur themed sculptures (dinosaurs, eyes, eggs, footprint, bones, fossils?) E.g. Clay, modroc or other materials  Design a dino Footprints- DT link Volcano art Dino skeleton	Not a DT focus	Use of search engines – researching dinosaurs	RE PSHCE  Music- notation, duration  PE – Gymnastics	

				cotton bud art Shape dinosaurs (maths link)				
Summer 1 & 2 Around the World	Aeroplane hook into learning Passports Non chronological reports – countries Stories from or about the countries studied Fact files about the countries studied Recipes	Animals including humans Y1 unit (the animal-based objectives)	Geography (big topic -both half terms) Continents and oceans/climates Arctic regions Japan Comparison study	Printing Ethnic prints e.g. African (depending on country studied) Printing with exotic fruit/ veg  Flags Cityscapes (silhouette art)  Famous artists Famous Japanese artist, e.g. Hashimoto Gahō.	<u>Cookery</u> (recipes from around the world)  <u>Using tools</u> e.g. woodwork, hammers – string art, etc.	Email – partner school in another country	RE  PSHCE – Feelings and Emotions, Valuing Differences and Healthy Relationships (3 lessons per area).  Music- timbre, texture, rhythm, structure, world music  PE – Fielding and striking games -Athletics	
		Living things and their habitats Y2 unit (world habitats)	History History of the Olympic games					

Design and Technology		Objectives	Activity ideas
Autumn 1 & 2	Our school and village	Materials I can cut materials safely using tools provided. I can measure and mark out to the nearest centimetre I can demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). I can demonstrate a range of joining techniques (such as gluing, hinges or	Building dens/ shelters/ houses we can get inside - outdoor learning focus. Research buildings/dens, discuss what they need - an entrance. Use a range of materials to create a den.

		<p>combining materials to strengthen)</p> <p>Construction I can use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products</p> <p>Design process I can design products that have a clear purpose and an intended user. I can make products, refining the design as work progresses. I can explore objects and designs to identify likes and dislikes of the designs. I can suggest improvements to existing designs. I can explore how products have been created.</p>	
Spring 1	Night-time Adventure	<p>Mechanics I can create products using levers, wheels and winding mechanisms.</p> <p>Materials I can cut materials safely using tools provided. I can measure and mark out to the nearest centimetre. I can demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). I can demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</p> <p>Food I can cut, peel or grate ingredients safely and hygienically. I can measure or weigh using measuring cups or electronic scales. I can assemble or cook ingredients</p>	<p>Mechanical Pictures Moving picture e.g .rocket in a space scene or owl flying, or pop-up card</p> <p>Food Make astronaut food? Look at the drying process - discuss foods which would be good to take to space - discuss why. Look at existing foods. Then, make own astronaut food. <a href="https://feelslikehomeblog.com/2013/09/how-to-make-astronaut-pudding/">https://feelslikehomeblog.com/2013/09/how-to-make-astronaut-pudding/</a> Could be used as a writing stimulus - instructions? English link.</p>
Spring 2	Land Before Time	<i>Not a DT focus</i>	

Summer 1 & 2	Around the World	<p><b>Food</b> I can cut, peel or grate ingredients safely and hygienically. I can measure or weigh using measuring cups or electronic scales. I can assemble or cook ingredients</p> <p><b>Materials</b> I can cut materials safely using tools provided. I can measure and mark out to the nearest centimetre I can demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). I can demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen)</p> <p><b>Construction</b> I can use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products</p> <p><b>Design process</b> I can design products that have a clear purpose and an intended user. I can make products, refining the design as work progresses. I can explore objects and designs to identify likes and dislikes of the designs. I can suggest improvements to existing designs. I can explore how products have been created.</p>	<p><b>Cookery</b> Look at popular food from around the world - follow a range of recipes. Food tasting event? Look at a visit to Pizza Express or Pizza Hut - they used to do free pizza making sessions!</p> <p>Famous bridges around the world Bridge building challenge. Research bridges and look at famous structures, create a prototype bridge using straws/art straws/cardboard. Create a simple bridge using wood by hammering parts together??</p>
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Art and Design		Objectives	Activity ideas
Autumn 1 & 2	Our school and village	<p>I can colour (own work) neatly following the lines. I can draw lines of different sizes and thickness I can show different tones by using coloured pencils. I can show pattern and texture by adding dots and lines. I can use repeating or overlapping shapes.</p>	<p><b>Drawing</b> Picture of own house - children could bring in a photo of their house or could look on Street View on Google Maps to find their houses. Local area sketching e.g. viaduct, monument, houses, bridge (from life or photos)</p>

		<p>I can mimic print from the environment (e.g. wallpapers).</p> <p>I can use a combination of materials that are cut, torn and glued.</p>	<p>Patterns – tiles, pavements, river, bricks etc.</p> <p>Tessellation.</p> <p>Could study an artist (like Gaudi) to look at mosaic and tiling?</p>
Spring 1	Night-time adventure	<p>Painting</p> <p>I can use thick and thin brushes.</p> <p>I can mix primary colours to make secondary.</p> <p>I can add white to colours to make tints and black to colours to make tones.</p> <p>I can create colour wheels.</p> <p>Sculpture</p> <p>I can use a combination of shapes to create a sculpture.</p> <p>I can begin to use rolled up paper, straws, paper, card and clay as materials.</p> <p>I can begin to use techniques such as rolling, cutting, moulding and carving.</p> <p>I can use rolled up paper, straws, paper, card and clay as materials.</p> <p>I can use techniques such as rolling, cutting, moulding and carving.</p>	<p>Painting</p> <p>Space pictures - look at artist Peter Thorpe (Emily has resource for KS2 but can be adapted for this)!</p> <p>Sculpture</p> <p>Clay animals - look at nocturnal animals? Create a clay model of a nocturnal animal. Read a story about nocturnal animal and then create the character - maybe an owl story?</p> <p>Make model rockets using a range of materials.</p>
Spring 2	Land Before Time	<p>Sculpture</p> <p>I can use a combination of shapes to create a sculpture.</p> <p>I can begin to use rolled up paper, straws, paper, card and clay as materials.</p> <p>I can begin to use techniques such as rolling, cutting, moulding and carving.</p> <p>I can use rolled up paper, straws, paper, card and clay as materials.</p> <p>I can use techniques such as rolling, cutting, moulding and carving.</p> <p>Drawing</p>	<p>Sculpture</p> <p>Dinosaur themed sculptures (dinosaurs, eyes, eggs, footprint, bones, fossils?) E.g. Clay, modroc or other materials</p> <p>Drawing/Painting</p> <p>Design a dino - shape dinosaurs (maths link)?</p> <p>Volcano art - study eruptions and lava, create mixed media paintings/collages</p> <p>Dino skeleton cotton bud art - aboriginal painting style</p>

		<p>I can colour (own work) neatly following the lines.  I can draw lines of different sizes and thickness  I can show different tones by using coloured pencils.  I can show pattern and texture by adding dots and lines.</p> <p>Painting  I can use thick and thin brushes.  I can mix primary colours to make secondary.  I can add white to colours to make tints and black to colours to make tones.  I can create colour wheels.</p>	
Summer 2	Around the world	<p>Printing  I can use objects to create prints (e.g. fruit, vegetables or sponges).  I can use repeating or overlapping shapes.  I can mimic print from the environment (e.g. wallpapers).  I can press, roll, rub and stamp to make prints.</p> <p>Textiles  I can join materials using glue and/or a stitch.</p> <p>Painting  I can use thick and thin brushes.  I can mix primary colours to make secondary.  I can add white to colours to make tints and black to colours to make tones.  I can create colour wheels.</p> <p>The Greats  I can describe the work of notable artists, artisans and designers.  I can use some of the ideas of artists studied to create pieces.</p>	<p>Printing  Ethnic prints e.g. African (depending on country studied)  Printing with exotic fruit/veg</p> <p>Textiles  Flags - create a flag by sewing and cutting materials - link to KS2. Could maybe be a cross KS day?</p> <p>Painting  Cityscapes (silhouette art) - watercolour background wash, look at sunset/sunrises, then create buildings using black card/paint</p> <p>Famous artists  Famous Japanese artist, e.g. Hashimoto Gahō. Study their work and create own version of famous painting. Could do a different artist per class? Mix up morning on KS1?</p>

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Computing KS1		Objectives	Activity ideas
Autumn 1 & 2	Our School and Village	<u>Use of digimaps</u> <u>E-Safety</u>  <u>To connect</u> <ul style="list-style-type: none"> <li>I can participate in class social media accounts</li> <li>I can understand the risks and the age rules for sites</li> </ul>	Online blogs  Trip reflections Pictures in the community
Spring 1	Night-time Adventure	<u>Coding</u> <u>2Paint</u>  <u>To code</u> <ul style="list-style-type: none"> <li>I can control motion by specifying the number of steps to travel, direction and turn</li> <li>I can add text strings, show and hide objects and change the features of an object</li> <li>I can select sounds and control when they are heard, their duration and volume</li> <li>I can control when drawings appear and set the pen colour, size and shape</li> <li>I can specify user inputs (such as clicks) to control events</li> <li>I can specify the nature of events (such as a single event or a loop)</li> <li>I can create conditions for actions by waiting for a user point (such as responses to questions like: What is your name?)</li> </ul>	Coding games on the iPads  Coding on the field - following simple instructions  Creating instruction for classmates to follow  Create picture using computer controls
Spring 2	Land before Time	<u>Search engines</u> <u>To collect</u> <ul style="list-style-type: none"> <li>I can use simple databases to record information in areas across the curriculum</li> </ul>	To search and collect information from a variety of search engines.  To narrow searches to find relevant information
Summer 1 & 2	Around the World	<u>Emails</u> <u>To communicate</u>	Create an email from the class to other schools.

		<ul style="list-style-type: none"> <li>I can use a range of applications and devices to communicate ideas, work and messages.</li> </ul>	<p>Reflect on the year they have had</p> <p>Email other schools about the local area and find information out about somewhere else</p>
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Science		Objectives	Ideas
Autumn 1 & 2	Our school and Village	<p><u>Animals including humans Y1</u> (body parts/ senses objectives only)</p> <p>I can identify, name, draw and label the basic parts of the human body.</p> <p>I can say which part of the body is associated with each sense.</p>	<p>Which parts of my body are involved in my senses?</p> <p>Which sense do I use to....?</p> <p>What do I use my ..... for?</p> <p>Where is my...?</p> <p>Just because I am older am I taller?</p> <p>Brilliant bodies resource</p> <p><a href="https://www.stem.org.uk/resources/elibrary/resource/34276/brilliant-bodies-ages-4-5">https://www.stem.org.uk/resources/elibrary/resource/34276/brilliant-bodies-ages-4-5</a></p>
		<p><u>Uses of everyday materials Y2</u></p> <p><i>NB will need to recap Y1 materials objectives first: in italics</i></p> <p><i>I can distinguish between an object and the material from which it is made</i></p> <p><i>I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</i></p>	<p>How can you change the shape of these materials?</p> <p>What materials can you bend and twist?</p> <p>How can we group materials by the changes that can be made to them?</p> <p>What would be the best material to build a</p>

		<p><i>I can describe the simple physical properties of a variety of everyday materials</i></p> <p><i>I can compare and group together a variety of everyday materials on the basis of their simple physical properties.</i></p> <p>I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard, for particular uses.</p> <p>I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>castle from?</p> <p>Which materials have been used to build our school?</p>
Spring 1	Night-time adventure	<p><u>Seasonal Changes Y1</u></p> <p>I can observe changes across the four seasons.</p> <p>I can observe and describe weather associated with the seasons, and how day length varies.</p>	<p>Weather charts/ diaries</p> <p>Dressing a toy for the weather each day</p> <p>Rain gauges</p>
Spring 2	Land Before Time	<p><u>Plants Y2</u></p> <p>I can observe and describe how seeds and bulbs grow into mature plants.</p> <p>I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>How long does it take for a seed to grow to grow?</p> <p>What conditions are needed for a plant to grow?</p> <p>Titch by Pat Hutchings</p> <p>The Tiny Seed by Eric Carle</p>
Summer 1 & 2	Around the world	<p><u>Animals including humans Y1 (animal objectives)</u></p> <p>I can identify and name a variety of common animals <i>(to include fish, amphibians, reptiles, birds and mammals, and carnivores, herbivores and omnivores).</i></p> <p>I can describe and compare the structure of a variety of common animals <i>(fish, amphibians, reptiles, birds and mammals).</i></p>	<p>Use the new animal x-ray cards</p> <p>Switch zoo app</p>

		<p><u>Living things and their habitats Y2 (focus on world habitats)</u></p> <p>I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>I can identify and name a variety of plants and animals in their habitats</p>	<p>Looking at different habitats e.g. polar regions, coral reef, desert and how the animals are suited to these.</p>
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Geography		Objectives	Activity ideas
<p>Autumn 1 &amp; 2</p>	<p>Our school and village</p>	<p><u>Place Knowledge:</u> Y1 &amp; Y2: I can observe and describe some features of my local area.</p> <p><u>Human &amp; Physical Geography:</u> Y1: I can talk about my local area and can name some key landmarks.</p> <p>I can begin to use basic geographical vocabulary to refer to some physical features (<i>i.e. natural environment</i>) of my school grounds and the local environment (<i>e.g. hill, river, valley</i>).</p> <p>I can begin to talk about the human environment of my local area, naming some features using key vocabulary (<i>e.g. farm, house, factory, shop</i>).</p> <p>Y2: I can talk about my local area and name and <i>locate</i> key landmarks.</p> <p>I can use geographical vocabulary to refer to a range of <i>physical</i> and <i>human</i> features of my local area and contrasting settlements</p> <p><u>Geographical Skills &amp; Fieldwork:</u> Y1: I know that maps give information about the world (<i>where and what?</i>).</p>	

I can locate places on a map of the local area using locational and directional language (*e.g. near & far; left & right*).

I can recognise simple features on maps such as buildings, roads and fields.

I can draw a simple map (*real or imaginary place*).

I can understand that symbols mean something on maps and can find a given symbol, with support.

I am beginning to realise why maps need a key.

*Digital mapping skills using Digimaps:*

- I can find places on *Digimaps* using a simple name search.
- I can draw around simple shapes and explain what they are on the map, *e.g. houses, lakes*.
- I can use vertical large scale aerial photographs to recognise some features of a locality.

Y2:

I can use simple compass directions (*North, South, East and West*) and locational and directional language to describe a journey on a map of the local area.

I know which direction North is on an Ordnance Survey map.

I can draw a simple map with symbols (own or class agreed) and a basic key.

I can look down on objects and make a plan, *e.g. objects on a desk*.

*Digital mapping skills using Digimaps:*

- I can use aerial photographs to identify physical and human features of a locality.
- I can draw a simple route.
- I can zoom in and out of a map and know that when you zoom in you see a smaller area in more detail.
- I can add simple information to maps, *e.g. labels and markers*.
- I can use the measurement tool, with support, to show distance (*e.g. my house to school*).

		<ul style="list-style-type: none"> <li>I can add an image to a map.</li> </ul>	
Spring 1	Night-time adventure	<p><u>Human &amp; Physical Geography:</u></p> <p><u>Y1:</u></p> <p>I can talk about the day-to-day weather and some of the features of the seasons in my locality.</p> <p><u>Y2:</u></p> <p>I can identify seasonal and daily weather patterns in the UK.</p>	
Spring 2	Land Before Time	<p><u>Human &amp; Physical Geography:</u></p> <p><u>Y2:</u></p> <p>I can use geographical vocabulary to refer to a range of <i>physical</i> and <i>human</i> features of my local area and <u>contrasting settlements (e.g. coasts, cliffs, sea).</u></p>	
Summer 1 & 2	Around the world	<p><u>Locational Knowledge:</u></p> <p><u>Y1:</u></p> <p>I can name and locate on a map the four countries and capital cities of the UK.</p> <p>I can recognise and name some continents and oceans on a globe or atlas.</p> <p><u>Y2:</u></p> <p>I can name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas on a map.</p> <p>I can name and locate the world's seven continents and five oceans on a globe and an atlas.</p> <p><u>Place Knowledge:</u></p> <p><u>Y2:</u></p> <p>I can describe some geographical similarities and differences between my local area and a small area in a contrasting non-European country.</p> <p><u>Human &amp; Physical Geography:</u></p> <p><u>Y1:</u></p>	

		<p>I can understand that the weather may vary in different parts of the UK and in different parts of the world.</p> <p><u>Y2:</u></p> <p>I can describe which continents have significant hot or cold areas and relate these to the poles and the equator.</p>	
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History		Objectives	Activity ideas
Autumn 1 & 2	Our school and village	<p><i>Pupils should be taught about changes within living memory.</i></p> <p><u>To Build an Overview of World History</u></p> <p>Y1: I can describe historical events.</p> <p>Y2: I can recognise that there are reasons why people in the past acted as they did.</p> <p><u>To Understand Chronology</u></p> <p>Y1: I can place events and artefacts in order on a time line.</p> <p>I can use historical vocabulary including older and newer.</p> <p>Y2: I can recount changes that have occurred in my own life.</p> <p>I can use historical vocabulary including past and present.</p> <p><u>To Communicate Historically</u></p> <p>Y1: I can use words and phrases such as: a long time ago, recently, when my parents/carers were children, years to describe the passing of time.</p> <p>Y2: I can show an understanding of concepts such as monarchy, parliament, democracy, and war and peace.</p>	
Spring 1	Night-time adventure	<p><u>To Investigate and Interpret the Past</u></p> <p>Y1: I can ask questions such as: What was it like for people? What happened? How long ago? Why?</p> <p>Y2: I can identify some of the different ways the past has been represented, for example diaries and pictures.</p> <p><u>To Understand Chronology</u></p>	

		Y2: I can use dates (if appropriate).	
Spring 2	Land Before Time	<p><i>Pupils should be taught about the lives of significant individuals in the past. Some should be used to compare aspects of life in different periods. Pupils should be taught about events beyond living memory.</i></p> <p><u>To Investigate and Interpret the Past</u>  Y1: I can observe and handle evidence to ask questions and find answers to questions about the past.  Y2: I can use artefacts, pictures, stories and online sources to find out about the past.</p>	
Summer 1 and 2	Around the world	<p><u>To Investigate and Interpret the Past</u>  Y1: I can observe and handle evidence to ask questions and find answers to questions about the past.  I can ask questions such as: What was it like for people? What happened? How long ago? Why?  Y2: I can use artefacts, pictures, stories and online sources to find out about the past.  I can identify some of the different ways the past has been represented, for example diaries and pictures.</p> <p><u>To Understand Chronology</u>  Y1: I can use historical vocabulary including older and newer.  Y2: I can use historical vocabulary including past and present.  I can use dates (if appropriate).</p>	

Music		
Autumn 1 & 2	Our school and village	<p>I can take part in singing, accurately following the melody.</p> <p>I can follow instructions on how and when to sing or play an instrument.</p> <p>I can make and control long and short sounds, using voice and instruments.</p> <p>I can imitate changes in pitch.</p>
Spring 1	Night-time adventure	<p>I can use symbols to represent a composition and use them to help with a performance.</p> <p>I can choose sounds to create an effect.</p>
Spring 2	Land Before Time	<p>I can sequence sounds to create an overall effect.</p> <p>I can create short, musical patterns.</p> <p>I can create short, rhythmic phrases.</p>
Summer 1 & 2	Around the World	<p>I can recognise changes in timbre, dynamics.</p> <p>I can identify the beat of a tune.</p> <p>I can create a sequence of long and short sounds.</p> <p>I can clap rhythms.</p> <p>I can create a mixture of different sounds (long and short, loud and quiet, high and low).</p>

P.E.		Objectives – see relevant sections below.
Autumn 1 & 2	Our school and Village	<ul style="list-style-type: none"> <li>Games</li> </ul> Y1 I can use the terms 'opponent' and 'team-mate'. I can use rolling, hitting, running, jumping, catching and kicking skills in combination. Y2 I can develop tactics. I can lead others when appropriate.
Spring 1	Night-time adventure	<ul style="list-style-type: none"> <li>Gymnastics</li> </ul> Y1 I can copy and remember actions. I can move with some control and awareness of space. I can link two or more actions to make a sequence. I can show contrasts (such as small/tall, straight/curved and wide/narrow). Y2 I can travel by rolling forwards, backwards and sideways. I can hold a position whilst balancing on different points of the body. I can climb safely on equipment. I can stretch and curl to develop flexibility. I can jump in a variety of ways and land with increasing control and balance.
Spring 2	Land Before Time	<ul style="list-style-type: none"> <li>Dance</li> </ul> Y1 I can copy and remember moves and positions. Move with careful control and coordination. Y2 I can link two or more actions to perform a sequence. I can choose movements to communicate a mood, feeling or idea.
Summer 1	Around the world	<ul style="list-style-type: none"> <li>Athletics</li> </ul> Y1 and Y2 I can run with control. I can jump with control. I can set myself targets to improve my performance.
Summer 2		<ul style="list-style-type: none"> <li>Games (applying skills)</li> </ul>

		<p>Y1</p> <p>I can use the terms 'opponent' and 'team-mate'.</p> <p>I can <i>use</i> rolling, hitting, running, jumping, catching and kicking skills in combination.</p> <p>Y2</p> <p>I can develop tactics.</p> <p>I can lead others when appropriate.</p>
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## PHSE

Term	Topics	Learning objectives	Ideas and activities
Autumn	Rights and Responsibilities	L1/L2. To learn how they can contribute to the life of the classroom and school. To help construct, and agree to follow, group and class rules and to understand how these rules help them	<p>1. Contributions and rules</p> <p>Class charter of rules developed through circle time. Class rotas or jobs. Make a directory of class responsibilities. Circle time focus on responsibility and trust in families, at school and between friends.</p> <p>Making a school brochure or display to show what makes school a safe and healthy place.</p>
		L3. To understand that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)	<p>2. Rights and responsibilities</p> <p>Including responsibilities to repair mistakes – Show mending a broken object – <i>what do we need?</i> Tray with string, Sellotape, glue, etc. <i>How can we mend things we cannot see, such as friendships?</i></p>
		L4. For pupils to learn that they belong to various groups and communities such as family and school 'them'	<p>3. Communities</p> <p>Make a class booklet on local community and services they use, including clubs and share with other classes or contribute to a whole-school one</p> <p>Visit the library and village hall etc and find out about activities outside of school</p>
		L10. About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency	<p>4. Special people who are responsible</p> <p>Making a directory of people who help across the community, demonstrating through role play</p> <p>Arrange visitors or visit shops, police station or fire station or doctors</p>
	Environment	L5. To learn about what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)	<p>Project could change each year. Ideas include:</p> <p>Plastic and pollution – see Sky Ocean Rescue resources</p> <p>Climate change for children – understand and then raise money or awareness</p>

			<p>through posters, artwork, a class assembly  Earth Art – make art out of recycled material etc.  Plant it – increase number of green spaces  Flutter Flowers – create own wildflower meadow  Costing the Earth - <a href="https://www.valuesmoneyandme.co.uk/teachers/costing-the-earth-ks1-ks2">https://www.valuesmoneyandme.co.uk/teachers/costing-the-earth-ks1-ks2</a></p>
	Money	L6/L7. To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving. To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices	<p>Visits to local shops or services, or visitors from these. Making maps and displays.  Making a card game to match costs to services or products  Role play with shops  Visit the shop to buy ingredients for recipes to make together or visit a bank  Investigate coins and fake bank cards and reasons for saving and spending</p>
Spring	Healthy Lifestyles	<p>H2. To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences  H4. To learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings</p>	<p>1. Informed choices  Brainstorm things that make us feel happy.  What goes into our bodies? – discuss in pairs or groups, and bring to class discussion.  Planning a healthy day to include all elements. Role play café, make leaflets, and/or posters for other children.</p>
			<p>2. Feeling vocabulary linked to lifestyles and strategies  Look at 10 keys to happier living, focusing on the most important for your class</p>
	Growing and Changing	<p>H3. To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals  H8/H9. To learn about the process of growing from young to old and how people’s needs change. To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring</p>	<p>1. Celebrate and goals  Structured interviews in pairs – interview each other to help clarify strengths and personal, social and academic targets.  Invite one or more visitors to be asked about their achievements and experiences, individually or on a panel.  Create a personal profile – <i>a fact file</i> on myself – to include targets, Make a <i>celebration tree</i> – for class or group – with leaves to show things they are good at.  Personal record or classbook of achievements.</p>

		H10. To know the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls	<p>2. Independence - Develop classroom routines which encourage and reward independence together and make posters that point them out, make mimes to express ideas and feelings about independence and mimes of independence around the classroom</p> <p>You could ask them to draw a picture of themselves, surrounded with what they would need to take to a desert island. Brainstorm choices they have and analyse into categories, eg: to eat, to relax, to make things, to learn about, to buy. In groups, decide what is important in making choices; make a class checklist for making choices.</p>
			<p>3. Growing and changing – body parts</p> <p>Group work to label body parts – using an outline of a child, deciding which are proper names, family names, slang terms. Discussion on respecting personal body space. (N.B. Due to the sensitive nature of the subject matter, handle carefully and be aware that disclosures may occur during these discussions)</p> <p>Circle time, music, physical education games to name parts of body.</p>
	Keeping Safe	<p>H12. To learn rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety</p> <p>H13/H14/H15. To recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention. To understand about the ways that pupils can help the people who look after them to more easily protect them. To recognise that they share a responsibility for keeping themselves and others safe, when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’ including knowing that they do not need to keep secrets.</p> <p>H16. To learn what is meant by ‘privacy’; their right to keep things private; the importance of respecting others’ privacy.</p>	<p>1. Rules and ways to keep safe</p> <p>Draw and write about what they are keeping safe from indoors and outdoors, and whose job it is to keep them safe – visit from police officer, fire officer, crossing patrol. Using pictures to discuss potential risks in different settings. Develop safety rules for physical education, playground, road safety all together; make a safe places map showing safe places to play. Bandaged teddy as starting point to talk about how teddy could have kept safe.</p>
			<p>2. people who care and your own responsibilities</p> <p>Puppets, role play and stories to consider what characters should do in different situations when asked to keep a secret – whether to tell, who to ask and how to ask for help</p>
			<p>3. privacy</p> <p>Review or have discussion on respecting personal body space if not already had in previous session. (N.B. Due to the sensitive nature of the subject matter, handle carefully and be aware that disclosures may occur during these discussions)</p> <p>Pants lesson if required</p>

Summer	Feelings and Emotions	R2/R4/R12. For pupils to recognise that their behaviour can affect other people. For pupils to recognise what is fair and unfair, kind and unkind, what is right and wrong. To recognise when people are being unkind to either them or others, how to respond, who to tell and what to say. R11. To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)	1. Fair and unfair – discuss meaning, describe situations, explain the need for everyone in a situation to feel that it is fair, describe the impact of an 'unfair' situation on someone's feelings and emotions
		Stories about feelings and bodies hurting linked to behavior and comfortable/uncomfortable; words to describe feelings; sharing feelings in circle time; use of pictures of different situations – what are the children in the pictures feeling? Charades – acting a feeling from a card. Role play and drama. The lion who wanted to love by Giles Andreae, Gordon Star by Rebecca Patterson  Revisit Pants lesson from previous term/year if required	
	Valuing Difference	R5. For pupils to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class R8. To identify and respect the differences and similarities between people	Group work on belonging to a group, making a class record of all their groups – clubs, friends, etc. Circle time. Pairs – finding out what partners are good at, stories about achievement, making positive statements in circle time. Listening activities in circle time; a debate, eg: <i>should we play football in every PE lesson?</i> Stories about others' needs – babies, elderly, disabled people, visitors – with the focus on emotional as well as physical needs. Stories about friends; draw and write about <i>my network of special people and what I do to make them happy or sad.</i>  Year 1 children helping Reception – reading a story, lunchtime buddy, playtime friend. Supporting a charity or appeal. Internet links to schools in other countries Amazing Grace, by Mary Hoffman, Cleversticks by Bernard Ashley, Piggybook by Anthony Browne, Kipper stories by Mick Inkpen, Old Bear stories by Jane Hissey
			1. Working cooperatively Discuss and model ways to play and work together, including ways to resolve arguments and give feedback Practise those skills by creating observational drawings of each other while also revisiting work from last year on individuality by discussing, highlighting benefits of and displaying individuality
	Healthy Relationships	R6/R7. To learn to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). To learn to offer constructive support and feedback to others R10. To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) R13/R14. To learn that there are different types of teasing and bullying, that these are wrong	2. Boundaries Drawn outline of a friend – qualities gathered on <i>Post-its</i> then sorted into class display if extending lesson Discuss boundaries through scenarios relevant to class and model process

		and unacceptable. To develop strategies to resist teasing or bullying, if they experience or witness it, and whom to go to and how to get help	for responding to physical contact that is unacceptable and/or makes us feel uncomfortable
			3. Teasing and bullying – what it is, strategies to resist and what to do if you experience or witness it

### Religious Education

Term	Unit of work	Activities
Autumn	<p>1.1 Looking at me, looking at you</p> <p>I can explore through faith stories what religions say about the value of each individual</p> <p>I can observe and/or participate in religious ceremonies connected with important times in life</p> <p>I can say why religious people celebrate an important life event</p> <p>I can name religious ceremonies connected with important times of life</p> <p>I can talk about religious symbols and artefacts in an important religious ceremony</p> <p>I can recognise what makes a person unique</p> <p>I can say how faith members are the same and how they are different</p> <p>I can retell faith stories about caring for others</p> <p>I can talk about their important life events</p> <p>I can say what they think matters most in a religious ceremony</p> <p>I can say why symbols and artefacts are important at certain times of life</p> <p>I can compare themselves to others</p> <p>I can talk sensitively about people of different faiths</p> <p>I can say why they think people of faith may help others</p>	<p>Christianity (baptism) contrast this to another religion.</p> <p><i>Supplement with Christmas/ Remembrance</i></p>
Spring	<p>1.2 Caring for the world</p> <p>I can explore and discuss sacred stories</p> <p>I can explore creation stories from holy books</p> <p>I can consider the ways in which the world is a special place and how faiths say it should be cared for</p> <p>I can retell a faith story</p> <p>I can know which faith a story comes from</p> <p>I can recall some creation stories from holy books of different faiths</p> <p>I can say why the world is a special place for faith members</p>	<p>Hinduism (creation) contrast to other religious creation stories.</p> <p><i>Supplement with Easter</i></p>

	<p>I can say how religious people treat the world with respect</p> <p>I can say what they think a faith story means for the believer</p> <p>I can say why the story is important to the faith member</p> <p>I can reflect on a variety of creation stories</p> <p>I can say why they think the world is a special place</p> <p>I can talk about ways that everyone can play their part in caring for the world</p>	
Summer	<p>1.3 Worship and festival</p> <p>I can explore a place of worship and how the building is used</p> <p>I can find out about different ways in which people worship</p> <p>I can find out about different religious festivals and rituals</p> <p>I can name different parts and important artefacts in a place of worship</p> <p>I can describe how the building and its artefacts are used in different ways</p> <p>I can name different ways in which people may worship</p> <p>I can describe and compare forms of worship common to more than one faith</p> <p>I can name some religious festivals and celebrations</p> <p>I can describe and explain some traditions linked to religious festivals</p> <p>I can make a response to being in a place of worship and the artefacts they see there</p> <p>I can reflect on how faith members use the place and the artefacts</p> <p>I can talk about what they find interesting or puzzling about the ways people worship</p> <p>I can share views on the importance of worship in the life of a believer</p> <p>I can reflect on important days in the year and how faith members celebrate them</p> <p>I can ask questions about the ways in which people of faith celebrate</p>	<p>Christianity (choice of festival) contrast to a Hindu festival.</p>