

CLOVER LEYS SPENCER - LONG TERM PLAN

Year Group 1

	Autumn Story Time Once Upon A Time... 13 weeks	Spring Heroes 11 Weeks	Summer Growing Up Green 12 weeks
Curriculum driver- overarching question <i>Overarching - forming an arch above or CONNECTING everything together.</i>	Who lived happily ever after....?	Who is your Hero?	Are You Environmentally Friendly?
Curriculum areas as main focus	Literacy	PSHE / History	Science
High quality texts to support curriculum delivery/ toggle texts	Three Little Pigs Little Red Riding Hood Three Billy Goats Gruff Cinderella Jack and the Beanstalk Goldilocks and the Three Bears Book of Animals: Oliver Jeffers	A Superhero Like You Even Superheros Have Bad Days Superworm: Julia Donaldson Supertato The Hospital Dog: Julia Donaldson Zog and the Flying Doctors: Julia Donaldson The Detective Dog: Julia Donaldson	Jack and the Beanstalk The Enormous Turnip Here We Are: Oliver Jeffers What a Waste: Trash, Recycling, and Protecting our Planet Guardians of the Planet: How to be an Eco-Hero Bee & Me: Alison Jay
 Identified links to previous learning	Talk for Writing – Gingerbread Man [EYFS Communication and Language]	Topic Let’s Celebrate – People Who Help Us [EYFS KUW] International Woman’s Day	Topic Wonderful World – [EYFS KUW] Topic Adventures Above and Below the Sea [EYFS KUW]
 Identified links to future learning			
Hooks/ Visits/ Visitors/ concrete	Public Footpaths – Walking and using maps in the locality	Visits from people who have made a difference / helped us in the community	Local visits in the environment Carsington Reservoir

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experiences to build knowledge	Tourist Information Centre Visit to the theatre – traditional tale	OBE Awards [AOB]	Chatsworth Burton Adventure Farm Forest Schools
Cultural Capital <i>accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work.</i>	Children will have the opportunity to show their favourite places in the local and wider environment. Pupils will be able to talk about holidays and their local environment drawing on individual skills and knowledge. What was the same? What was different?	Utilising local people who help us – NHS, police, firefighters, teachers.	Why is it important that we ALL contribute to the environment in a positive way? How can we make a difference living in the city?

Writing [Talk for Writing]	<p><u>The Three Little Pigs</u> Links with Geography – buildings/local buildings/houses Links with large outdoor construction</p> <p><u>Little Red Riding Hood</u> Links with outdoor learning (forest schools) Links with local area forests/greenary (Geography)</p> <p><u>Three Billy Goats Gruff</u> Links with large outdoor construction (build bridges for the billy goats)</p>	<p><u>A Superhero Like You by Dr Singh</u></p> <p><u>Even Superheroes Have Bad Days – Shelly Becker</u></p> <p><u>Super worm</u> Links to friendship and helping others</p>	<p><u>Jack and the Beanstalk / Jack and the Jelly Bean stalk</u> Links with growing (science) Children could plant their own flowers</p> <p><u>The Enormous Turnip</u> Links with growing (science)</p>
Reading [RWI]	<p><u>Set 2:</u> ay/ee/igh/ow/oo/oo/ar/or/air/ir/ou/oy</p> <p>Purple storybooks Pink storybooks</p>	<p><u>Set 3:</u> ea/oi/a-e/i-e/o-e/u- e/aw/are/ur/er/ow/ai/oa/ew/ire/ear/ure</p> <p>Orange storybooks Yellow storybooks</p>	<p><u>Set 3:</u> ea/oi/a-e/i-e/o-e/u- e/aw/are/ur/er/ow/ai/oa/ew/ire/ear/ure</p> <p>Yellow storybooks Blue storybooks</p>

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Groups and levels:	<p>Lions (SEN children) Set One – Oral blending/CVC blending – Photocopied Ditties</p> <p>Elephants (LA) – Have just begun set 2 sounds – Green Books</p> <p>Zebras (MA) – Have just begun set 3 sounds/ although still need to recap set 2 – Pink Books</p> <p>Cheetahs (MHA) – Are half way through set 3 sounds – Orange Books</p> <p>Giraffes (HA) – Recapping set 3 sounds – Yellow Books</p>		
Maths Overview of Power Maths Scheme	<p>Unit 1: Number – Number and Place Value Numbers to 10</p> <p>Unit 2: Number – Number and Place Value Part whole within 10</p> <p>Unit 3: Number – Addition and Subtraction Addition and Subtraction with 10</p> <p>Unit 4: Number – Addition and Subtraction Addition and Subtraction within 10</p> <p>Unit 5: Geometry – Properties of Shape 2D and 3D shapes</p> <p>Unit 6: Number – Number and Place Value Numbers to 20</p>	<p>Unit 7: Number – Addition and Subtraction Addition with 20</p> <p>Unit 8: Number – Addition and Subtraction Subtraction within 20</p> <p>Unit 9: Number – Number and Place Value Numbers to 50</p> <p>Unit 10: Measurement Introducing length and height</p> <p>Unit 11: Measurement Introducing weight and volume</p>	<p>Unit 12: Number – Multiplication and Division Multiplication</p> <p>Unit 13: Number – Multiplication and Division Division</p> <p>Unit 14: Number – Fractions Halves and quarters</p> <p>Unit 15: Geometry – Position and Direction Describing turns and positions</p> <p>Unit 16: Number – Number and Place Value Numbers to 100</p> <p>Unit 17: Measurement Time</p> <p>Unit 18: Measurement Money</p>
Maths Knowledge	Identify and represent numbers using concrete objects and pictorial representations including the	Add and subtract 1-digit and 2-digit numbers to 20, including zero	Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s

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	<p>number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</p> <p>Read and write numbers from 1 to 20 in numerals and words</p> <p>Given a number, identify one more and one less</p> <p>Represent and use number bonds and related subtraction facts within 20</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p>Represent and use number bonds and related subtraction facts within 20</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = _ - 9$</p> <p>Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</p> <p>Recognise and create repeating patterns with objects and with shapes</p>	<p>Represent and use number bonds and related subtraction facts within 20</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>Recognise the place value of each digit in a two-digit number (tens, ones) (year 2)</p> <p>Given a number, identify one more and one less</p> <p>Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</p> <p>Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</p> <p>Measure and begin to record the following: lengths and heights</p>	<p>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</p> <p>Non-statutory guidance: Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities</p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</p> <p>Describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p> <p>Identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>Recognise the place value of each digit in a two-digit number (tens, ones) (year 2)</p> <p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Represent and use number bonds and related subtraction facts within 20</p>
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	<p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Recognise the place value of each digit in a two-digit number (tens, ones) (year 2)</p> <p>Compare and order numbers from 0 up to 100; use and = signs (year 2)</p>	<p>Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]</p> <p>Measure and begin to record the following: mass and weight</p> <p>Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]</p> <p>Compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</p> <p>Measure and begin to record the following: capacity and volume</p> <p>Compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</p>	<p>Year 2) Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>Measure and begin to record the following: time (hours, minutes, seconds)</p> <p>Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]</p> <p>Recognise and know the value of different denominations of coins and notes</p>
<p>Maths Vocabulary</p>	<p>Number and Place Value Vocabulary</p> <p>backwards digit even exchange fewer first...second...</p>	<p>Number and Place Value Vocabulary</p> <p>backwards digit even exchange fewer first...second...</p>	<p>Number and Place Value Vocabulary</p> <p>backwards digit even exchange fewer first...second...</p>

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	<p>forwards half-way between least most number line number square number track numbers to 100 (and beyond) odd ones repeating pattern roughly 'teens' number tens units</p> <p>Addition and Subtraction Vocabulary</p> <p>- + = add difference between equal to how much less is...? less than minus more than number bond number fact no. sentence operation plus put together sign subtract take away total</p>	<p>forwards half-way between least most number line number square number track numbers to 100 (and beyond) odd ones repeating pattern roughly 'teens' number tens units</p> <p>Addition and Subtraction Vocabulary</p> <p>- + = add difference between equal to how much less is...? less than minus more than number bond number fact no. sentence operation plus put together sign subtract take away total</p>	<p>forwards half-way between least most number line number square number track numbers to 100 (and beyond) odd ones repeating pattern roughly 'teens' number tens units</p> <p>Addition and Subtraction Vocabulary</p> <p>- + = add difference between equal to how much less is...? less than minus more than number bond number fact no. sentence operation plus put together sign subtract take away total</p>
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	<p>Properties of Shapes</p> <p>cuboid cylinder point pointed set sort</p>	<p>Measurement Vocabulary</p> <p>capacity container fast faster fastest height length line mass metre metre stick roughly ruler volume weighing scale weight width always autumn half past how long ago...? how long will it be to...? how long will it take to...? how often...? midnight month never once sometimes spring summer twice usually weekend winter</p>	<p>Multiplication and Division Vocabulary</p> <p>array count on (2s, 5s, 10s) equal to group grouping multiple share sharing</p> <p>Fraction Vocabulary</p> <p>fraction half halve quarter whole</p> <p>Measurement Vocabulary</p> <p>capacity container fast faster fastest height length line mass metre metre stick roughly ruler volume weighing scale weight width always autumn</p>
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		<p>year names of coins</p>	<p>half past how long ago...? how long will it be to...? how long will it take to...? how often...? midnight month never once sometimes spring summer twice usually weekend winter year names of coins</p> <p>Position and Direction anti-clockwise centre clockwise direction half turn journey position quarter turn three-quarter turn turn underneath whole turn</p>
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<p>Science Knowledge</p>	<p>Animals, Including Humans</p> <p>Pupils should be taught to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals [Yr1]</p> <p>Pupils should be taught to name a variety of common animals that are carnivores, herbivores and omnivores [Yr1]</p> <p>Describe and compare the structure of a variety of common animals [fish, amphibians, reptiles, birds and mammals, including pets] [Yr1]</p> <p>Identify, name, draw, label the parts of the human body and say which part of the body is associated with each sense. [Yr1]</p> <p>Use the local environment to explore and answer questions about animals in their habitats [Yr1]</p> <p>Use vocabulary such as head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth [Yr1]</p> <p>Describe how to identify and group animals according to what they eat, live and can be grouped [Yr1]</p> <p>Significant Scientists - Jane Goodall - observed tool use and creation in apes, previously thought to be unique to humans.</p>	<p>Seasonal Changes</p> <p>Pupils should be taught to observe changes across the four seasons [Yr1]</p> <p>Observe and describe weather associated with the seasons and how the day length varies [Yr1]</p> <p>Pupils should know that it is not safe to look directly at the sun [Yr1]</p> <p>To work scientifically by making tables and charts about the weather and making displays of what happens in the world around them [Yr1]</p> <p>Significant Scientists - link with History below (significant individuals)</p>	  <p>Plants</p> <p>Pupils should be taught to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees [Yr1]</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees [Yr1]</p> <p>Ask and answer questions about plants growing in their local habitat [Yr1]</p> <p>Observe the growth of flowers and vegetables that they have planted [Yr1]</p> <p>Use vocabulary such as leaves, flowers, blossom, petals, fruit, roots, bulbs, seeds, trunk, branches, stem [Yr1]</p> <p>To keep records of how plants have changed over seasonal changes [Yr1]</p> <p>Significant Scientists - Marianne North - Botanist and botanical painter - https://www.botanicalartandartists.com/about-marianne-north.html</p>
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<p>Science Skills</p>	<p>Ask simple scientific questions including why something happens</p> <p>Observe and discuss the start and end point of a change over time using simple equipment</p> <p>Identify and classify animals, plants and trees</p> <p>Use symbols and pictures to record changes over time</p>	<p>Ask simple scientific questions including why something happens</p> <p>Observe and discuss the start and end point of a change over time using simple equipment</p> <p>Carry a fair test in a small group with an adult</p> <p>Use symbols and pictures to record changes over time</p>	<p>Ask simple scientific questions including why something happens</p> <p>Observe and discuss the start and end point of a change over time using simple equipment</p> <p>Identify and classify animals, plants and trees</p> <p>Carry a fair test in a small group with an adult</p> <p>Use symbols and pictures to record changes over time</p>
<p>Science Vocabulary</p>	<p>animal mouth baby neck beak nest bird nocturnal claw pets cub pup egg reptile eyes scales family tail feather tame fin teeth fish wild fur wing mouth neck</p>	<p>autumn rain gauge bright rainbow cold seasons dark shadow darkness snow day spring dim summer hot sun ice sunlight length weather light wind month windsock moon wind vane movement winter rain year</p>	<p>berry trunk blossom branch buds bulb flower food fruit leaf/leaves petal root seed soil stalk stem</p>

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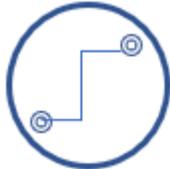
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<p>History Knowledge</p>	<p>Stories from the Past</p> <p>Compare aspects of life in different periods [KS1]</p> <p>To use a wide vocabulary of everyday historical terms [KS1]</p>	<p>The Lives of Significant Individuals</p> <p>Study the lives of significant individuals in the past who have contributed to national and international achievements [KS1]</p> <p>Study significant historical events, people and places in their own locality [KS1]</p> <p>Compare aspects of life in different periods [KS1]</p> <p>Use a chronological framework identifying similarities and differences between ways of life in different periods [KS1]</p> <p>Understand ways in which we find out about the past and identify different ways in which it is represented [KS1]</p>	  <p>Link to Year 1 Term 1 History</p> <p>Comparing Different Periods</p> <p>Compare aspects of life in different periods [KS1]</p> <p>To use a wide vocabulary of everyday historical terms [KS1]</p>
<p>History Skills</p>	<p>Organise a number of artefacts by age and know what they were used for.</p> <p>Identify and sort similarities and differences between ways of life from the past.</p> <p>Make deductions about the past, using sources of evidence.</p>	<p>Explain how people's actions have consequences (positive and negative).</p>	<p>Organise a number of artefacts by age and know what they were used for.</p> <p>Identify and sort similarities and differences between ways of life from the past.</p> <p>Make deductions about the past, using sources of evidence.</p>

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	Ask and answer questions about history, using photographs and artefacts.		
History Vocabulary	after very old around the when time of... yesterday before days first/second (etc) last long ago months next now past prehistoric present then	compare comparison curator event fiction museum non-fiction past photograph research sequence artefact	after very old around the when time of... yesterday before days first/second (etc) last long ago months next now past prehistoric present then

Geography Knowledge	<p>Map of the Local Environment</p> <p>Interpret a range of sources of geographical information, including maps, diagrams, globes,</p>			
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	<p>aerial photographs and Geographical Information Systems [GIS] [KS1 / KS2]</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 [KS1]</p>	<p>Linked to EYFS Wonderful World Spring 1</p> <p>Where in the World [Continents]?</p> <p>Name and locate the world's 7 continents and 5 oceans [KS1]</p> <p>Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas [KS1]</p>	<p>Linked to Year 1 Term 2 Geography</p> <p>Earth, Fire, Wind and Water</p> <p>An understanding of the Earth's key natural resources [KS1 / KS2]</p>
Geography Skills	<p>Identify the four countries of the UK on a map</p> <p>Use simple directional language (near, far, left, right) to explain where something is.</p> <p>Observe the geography of the school noting the key human and physical features of the surrounding environment.</p> <p>Identify landmarks from aerial photographs and plan perspectives.</p>	<p>Use simple directional language (near, far, left, right) to explain where something is.</p>	<p>Observe the geography of the school noting the key human and physical features of the surrounding environment.</p> <p>Compare seasonal weather patterns and the environments of hot and cold places.</p>

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<p>Geography Vocabulary</p>	<p>area different same</p> <p>abroad capital city country factory farm house journey seaside shop town village weekend</p> <p>compass compass point direction East Map North photograph South West</p>	<p>Africa Antarctic Ocean Antarctica Arctic Ocean Asia Atlantic Ocean Australia Belfast Capitals Cardiff Continents Edinburgh England Europe</p>	<p>flag Indian Ocean London North America Northern Ireland Oceans Pacific Ocean Scotland South America Wales</p>	<p>beach cliff coast cold continent desert forest hill hot mountain ocean rain river sea soil tide valley wind weather</p>
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 <p>Geography and Maths Vocabulary</p>	<p>above anti- clockwise below centre clockwise close to direction down equal to far further group guess half half turn high(er) journey larger least less than month more than most</p> <p>near nearly new(er) old(er) position quarter turn roughly share smaller underneath up whole year</p>
 <p>Geography Science Vocabulary</p>	<p>autumn hear season see sight smell spring summer winter</p>

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<p>Music Knowledge</p>	 <p>Linked to EYFS EAD Autumn 2</p> <p>Nativity</p> <p>To use voices expressively and creatively by singing songs and speaking chants and rhymes [KS1]</p> <p>Play tuned and un tuned instruments [KS1]</p>	 <p>Linked to EYFS Wonderful World Spring 1 and Where in the World [Continents]? Year 1 Term 2</p> <p>Music Around the World</p> <p>To understand and explore how and why music is composed and created [KS1 / KS2]</p>	<p>Untuned Instruments</p> <p>To play untuned instruments [such as the drum / tambourine / percussion] musically</p>
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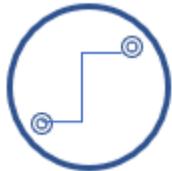
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	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression [KS2]</p> <p>Listen with attention to detail and recall sounds with increasing aural memory [KS2]</p>	<p>Evaluate music across a range of genres and traditions [KS1 / KS2]</p>	
Music Skills	<p>To use voices in different ways and perform simple rhythmic patterns</p> <p>To explore sounds and organise sounds using a simple criteria</p> <p>To identify repeated patterns and follow basic musical instructions</p>	<p>To listen to short pieces of music and talk about when and where they may hear it</p>	<p>To explore sounds and organise sounds using a simple criteria</p> <p>To identify repeated patterns and follow basic musical instructions</p>
Music Vocabulary	<p>beat clap loud notes quiet rhythm (spoken) soft tune</p>	<p>Newer</p> <p>Older</p>	<p>beat clap loud notes quiet rhythm (spoken) soft tune</p> <p>accompaniment drone instrument sing triangle voice</p>

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<p>Art Knowledge</p>	 <p>Linked to EYFS EAD [Continuous]</p> <p>Using a Range of Materials</p> <p>To use a range of materials creatively to design and make products [KS1]</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination [KS1]</p> <p>Evaluate their ideas and products against design criteria [KS1]</p> <p>Significant Artist – Louise Bourgeois – spider sculptures, foil and spray paint – link with minibeasts</p>	 <p>Linked to EYFS EAD [6 X Termly]</p> <p>Famous Artists</p> <p>Pupils should be taught about the work of a range of artists, craft makers and designers [KS1]</p> <p>Significant Artist – Roy Lichtenstein – graphic/ comic style painting and pointillism</p> <p>Kandinsky</p> <p>Matisse</p>	  <p>Linked to Year 1 Term 1 Art – Using a Range of Materials</p> <p>Collage and Display</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space [KS1]</p> <p>Explore mechanisms [for example levers, sliders, wheels and axles] in their products [KS1]</p> <p>Significant Artist – Georgia O’Keefe – large scale flower paintings</p> <p>Significant Artist – George Seurat – fingerprint pointillism</p>
<p>Art Skills</p>	<p>Draw from observations using a range of media</p>		<p>Mix secondary colours including different shades and apply these to paintings</p>

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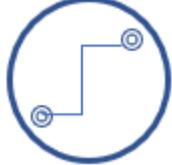
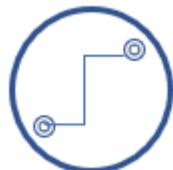
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	<p>Mix secondary colours including different shades and apply these to paintings</p> <p>Print using a range of natural and man-made objects creating a repeated pattern</p>		<p>Create textiles and collages using a range of different techniques and materials</p> <p>Construct and join models successfully using a range of materials</p> <p>Print using a range of natural and man made objects creating a repeated pattern</p>
<p>Art Vocabulary</p>	<p>border brushwork craft drawing model painting printing trace</p> <p>colour form pattern shape space</p> <p>above anticlockwise below centre direction down far further higher near position underneath</p>	<p>after before first impressionism last long ago newer next older prehistoric second then when</p> <p>colour form pattern shape space</p>	<p>card crêpe paper paint paper pencil PVA glue sugar paper tracing paper</p> <p>colour form pattern shape space</p> <p>above anticlockwise below centre direction down far further higher near position underneath up</p>

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DT Knowledge	 <p>Linked to EYFS Continuous Provision [Craft Area]</p> <p>Design / Make / Evaluate – Model of a Fairy Tale Character with Moving Parts and Joins</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-</p>	 <p>Linked to EYFS Continuous Provision [Craft Area]</p> <p>Linked to EYFS Lets Celebrate – People Who Help Us Autumn 2</p>	 <p>Linked to EYFS Continuous Provision [Craft Area]</p> <p>Linked to EYFS How Does Your Garden Grow – Spring 2</p> <p>Linked to Year 1 Term 3 Science Plants</p>
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	<p>ups and, where appropriate, information and communication technology [KS1]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. [KS1]</p> <p>Evaluate their ideas and products against design criteria [KS1]</p> <p>Technical knowledge – (Hinges/Ways to Join)</p> <p>Explore and use mechanisms [for example levers, sliders, wheels and axles] in their products] [KS1]</p>	<div style="text-align: center;">    </div> <p>Design/Make/Evaluate – Emergency Vehicle [Hero Transporter] - Year 1 DT Term 1</p> <p>Design/Make/Evaluate – Emergency Vehicle [Hero Transporter]</p> <p>Design purposeful, functional, appealing products for themselves and users based on design criteria [KS1]</p> <p>Select from and use of tools and equipment to perform practical tasks [for example cutting, shaping, joining and finishing] [KS1]</p> <p>Explore and evaluate a range of existing products [KS1]</p> <p>Technical knowledge – (Wheels/Axles)</p> <p>Explore and use mechanisms [for example levers, sliders, wheels and axles] in their products] [KS1]</p>	<div style="text-align: center;">    </div> <p>Design/Make/Evaluate – Emergency Vehicle [Hero Transporter] - Year 1 DT Term 1</p> <p>Design/Make/Evaluate – Emergency Vehicle [Hero Transporter] - Year 1 DT Term 2</p> <p>Design/Make/Evaluate – Planters</p> <p>Design purposeful, functional, appealing products for themselves and users based on design criteria [KS1]</p> <p>Select from and use of tools and equipment to perform practical tasks [for example cutting, shaping, joining and finishing] [KS1]</p> <p>Explore and evaluate a range of existing products [KS1]</p> <p>Cooking and Nutrition</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from [KS1]</p>
DT Skills	Explore a range of resources to make design choices	Explore a range of resources to make design choices	Explore a range of resources to make design choices

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	<p>Use tools safely to assemble, combine and join materials ensuring products are finished</p> <p>Talk about their product stating strengths and possible changes they could make</p>	<p>Use tools safely to assemble, combine and join materials ensuring products are finished</p> <p>Talk about their product stating strengths and possible changes they could make</p>	<p>Use tools safely to assemble, combine and join materials ensuring products are finished</p> <p>Talk about their product stating strengths and possible changes they could make</p> <p>Create a simple meal with no heat source using appropriate tools</p> <p>Talk about their product stating strengths and possible changes they could make</p>
DT Vocabulary	<p>after before design first/second (etc) generate ideas last next plan product technology then when</p> <p>construction cut drawing make measure painting printing stick trace</p>	<p>after before design first/second (etc) generate ideas last next plan product technology then when</p> <p>construction cut drawing make measure painting printing stick trace</p>	<p>after before design first/second (etc) generate ideas last next plan product technology then when</p> <p>construction cut drawing make measure painting printing stick trace</p>

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	<p>evaluate different effect improve photograph share similar</p>	<p>evaluate different effect improve photograph share similar</p>	<p>evaluate different effect improve photograph share similar</p> <p>healthy ingredients savoury surface sweet</p>
 <p>DT Vocabulary and Mathematical Vocabulary</p>	<p>anticlockwise table tally</p>		

<p>Computing Knowledge and Skills</p> <p>NCCCE Teach Computer</p>	<p>Computing Systems and Networks – Technology Around Us</p> <p><u>To identify technology</u></p>	<p>Creating Media - Digital Writing</p> <p><u>To use a computer to write</u></p>	<p>Programming A – Moving a Robot</p> <p><u>To explain what a given command will do</u></p>
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<p>Curriculum teaching resources (teachcomputing.org)</p>	<p>I can explain technology as something that helps us</p> <p>I can locate examples of technology in the classroom</p> <p>I can explain how these technology examples help us</p> <p><u>To identify a computer and its main parts</u></p> <p>I can name the main parts of a computer</p> <p>I can switch on and log into a computer</p> <p>I can use a mouse to click and drag</p> <p><u>To use a mouse in different ways</u></p> <p>I can use a mouse to open a program</p> <p>I can click and drag to make objects on a screen</p> <p>I can use a mouse to create a picture</p> <p><u>To use a keyboard to type on a computer</u></p> <p>I can say what a keyboard is for</p> <p>I can type my name on a computer</p> <p>I can save my work to a file</p> <p><u>To use the keyboard to edit text</u></p> <p>I can open my work from a file</p> <p>I can use the arrow keys to move the cursor</p> <p>I can delete letters</p>	<p>I can open a word processor</p> <p>I can recognise keys on a keyboard</p> <p>I can identify and find keys on a keyboard</p> <p><u>To add and remove text on a computer</u></p> <p>I can enter text into a computer</p> <p>I can use letter, number, and Space keys</p> <p>I can use Backspace to remove text</p> <p><u>To identify that the look of text can be changed on a computer</u></p> <p>I can type capital letters</p> <p>I can explain what the keys that I have already learnt about do</p> <p>I can identify the toolbar and use bold, italic, and underline</p> <p><u>To make careful choices when changing text</u></p> <p>I can select a word by double-clicking</p> <p>I can select all of the text by clicking and dragging</p> <p>I can change the font</p> <p><u>To explain why I used the tools that I chose</u></p> <p>I can say what tool I used to change the text</p> <p>I can decide if my changes have improved my writing</p>	<p>I can predict the outcome of a command on a device</p> <p>I can match a command to an outcome</p> <p>I can run a command on a device</p> <p><u>To act out a given word</u></p> <p>I can follow an instruction</p> <p>I can recall words that can be acted out</p> <p>I can give directions</p> <p><u>To combine 'forwards' and 'backwards' commands to make a sequence</u></p> <p>I can compare forward and backward movements</p> <p>I can start a sequence from the same place</p> <p>I can predict the outcome of a sequence involving 'forwards' and 'backwards' commands</p> <p><u>To combine four direction commands to make sequences</u></p> <p>I can compare left and right turns</p> <p>I can experiment with 'turn' and 'move' commands to move a robot</p> <p>I can predict the outcome of a sequence involving up to four commands</p> <p><u>To plan a simple program</u></p> <p>I can explain what my program should do</p>
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	<p><u>To create rules for using technology responsibly</u></p> <p>I can identify rules to keep us safe and healthy when we are using technology in and beyond the home</p> <p>I can give examples of some of these rules</p> <p>I can discuss how we benefit from these rules</p> <p>Creating Media – Digital Painting</p> <p><u>To describe what different freehand tools do</u></p> <p>I can make marks on a screen and explain which tools I used</p> <p>I can draw lines on a screen and explain which tools I used</p> <p>I can use the paint tools to draw a picture</p> <p>To use the shape tool and the line tools</p> <p>I can make marks with the square and line tools</p> <p>I can use the shape and line tools effectively</p> <p>I can use the shape and line tools to recreate the work of an artist</p> <p><u>To make careful choices when painting a digital picture</u></p> <p>I can choose appropriate shapes</p> <p>I can make appropriate colour choices</p>	<p>I can use 'Undo' to remove changes</p> <p><u>To compare typing on a computer to writing on paper</u></p> <p>I can make changes to text on a computer</p> <p>I can explain the differences between typing and writing</p> <p>I can say why I prefer typing or writing</p> <p>Data Information – Grouping Data</p> <p><u>To label objects</u></p> <p>I can describe objects using labels</p> <p>I can match objects to groups</p> <p>I can identify the label for a group of objects</p> <p><u>To identify that objects can be counted</u></p> <p>I can count objects</p> <p>I can group objects</p> <p>I can count a group of objects</p> <p><u>To describe objects in different ways</u></p> <p>I can describe an object</p> <p>I can describe a property of an object</p> <p>I can find objects with similar properties</p> <p><u>To count objects with the same properties</u></p>	<p>I can choose the order of commands in a sequence</p> <p>I can debug my program</p> <p><u>To find more than one solution to a problem</u></p> <p>I can identify several possible solutions</p> <p>I can plan two programs</p> <p>I can use two different programs to get to the same place</p> <p>Programming B – Instruction to Animation</p> <p><u>To choose a command for a given purpose</u></p> <p>I can find the commands to move a sprite</p> <p>I can use commands to move a sprite</p> <p>I can compare different programming tools</p> <p><u>To show that a series of commands can be joined together</u></p> <p>I can use more than one block by joining them together</p> <p>I can use a Start block in a program</p> <p>I can run my program</p> <p><u>To identify the effect of changing a value</u></p> <p>I can find blocks that have numbers</p>
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	<p>I can create a picture in the style of an artist</p> <p><u>To explain why I chose the tools I used</u></p> <p>I can explain that different paint tools do different jobs</p> <p>I can choose appropriate paint tools and colours to recreate the work of an artist</p> <p>I can say which tools were helpful and why</p> <p><u>To use a computer on my own to paint a picture</u></p> <p>I can make dots of colour on the page</p> <p>I can change the colour and brush sizes</p> <p>I can use dots of colour to create a picture in the style of an artist on my own</p> <p><u>To compare painting a picture on a computer and on paper</u></p> <p>I can explain that pictures can be made in lots of different ways</p> <p>I can spot the differences between painting on a computer and on paper</p> <p>I can say whether I prefer painting using a computer or using paper</p>	<p>I can group similar objects</p> <p>I can group objects in more than one way</p> <p>I can count how many objects share a property</p> <p><u>To compare groups of objects</u></p> <p>I can choose how to group objects</p> <p>I can describe groups of objects</p> <p>I can record how many objects are in a group</p> <p><u>To answer questions about groups of objects</u></p> <p>I can decide how to group objects to answer a question</p> <p>I can compare groups of objects</p> <p>I can record and share what I have found</p>	<p>I can change the value</p> <p>I can say what happens when I change a value</p> <p><u>To explain that each sprite has its own instructions</u></p> <p>I can show that a project can include more than one sprite</p> <p>I can delete a sprite</p> <p>I can add blocks to each of my sprites</p> <p><u>To design the parts of a project</u></p> <p>I can choose appropriate artwork for my project</p> <p>I can decide how each sprite will move</p> <p>I can create an algorithm for each sprite</p> <p><u>To use my algorithm to create a program</u></p> <p>I can use sprites that match my design</p> <p>I can add programming blocks based on my algorithm</p> <p>I can test the programs I have created</p>
Computing Vocabulary	<p>controls</p> <p>double-click</p> <p>keyboard</p> <p>left-click</p>	<p>controls</p> <p>double-click</p> <p>keyboard</p> <p>left-click</p>	<p>above</p> <p>anticlockwise</p> <p>below</p> <p>centre</p>

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	<p>menu</p> <p>mouse</p> <p>right-click</p> <p>screen</p> <p>shut down</p> <p>space-bar</p> <p>start</p> <p>swipe</p> <p>touchscreen</p>	<p>menu</p> <p>mouse</p> <p>right-click</p> <p>screen</p> <p>shut down</p> <p>space-bar</p> <p>start</p> <p>swipe</p> <p>touchscreen</p> <p>app</p> <p>computer</p> <p>digital</p> <p>gif</p> <p>Google</p> <p>Internet</p> <p>iPad</p> <p>multimedia</p> <p>network</p> <p>search engine</p> <p>sound</p>	<p>clockwise</p> <p>coding</p> <p>control</p> <p>design</p> <p>direction</p> <p>down</p> <p>instruction</p> <p>position</p> <p>program</p> <p>robot</p> <p>rule turtle</p> <p>underneath</p> <p>up</p>
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		web	
<p>Online Safety Knowledge</p> <p>Education for a Connected World Project Evolve</p>	<p>Managing Online Information</p> <p>I can use the internet to find things out. [Yr1]</p> <p>I can use simple keywords in search engines. [Yr1]</p> <p>I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened. [Yr1]</p>	<p>Health wellbeing and lifestyle</p> <p>I can give examples of some of these rules. [Yr1]</p> <p>I can explain rules to keep us safe when we are using technology both in and beyond the home. [Yr1]</p>	<p>Privacy and Security</p> <p>I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school). [Yr1]</p> <p>I can explain why I should always ask a trusted adult before I share any information about myself online. [Yr1]</p> <p>I can explain how passwords can be used to protect information and devices. [Yr1]</p>

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<p>PSHE / RSE / Wellbeing Knowledge including Safeguarding</p> <p>PSHE Matters</p>	<p>PSHE Matters: Being Healthy</p> <p>Explore what 'being healthy' means and why it is important.</p> <p>Understand that food is necessary to keep our bodies healthy.</p> <p>Identify that food choices can vary for families/cultures.</p> <p>Name/describe different physical activities and identify ones they enjoy.</p> <p>Explain how physical activity can help us to stay healthy.</p> <p>Understand that sleep and relaxation are important for growing and keeping healthy.</p> <p>Talk about healthy ways to feel good, calm down or change their mood.</p> <p>Demonstrate how to brush teeth.</p> <p>Explain what good dental care is understanding the foods/drinks that support it.</p> <p>Demonstrate simple hygiene routines that stop germs from spreading.</p>	<p>PSHE Matters: Exploring Emotions</p> <p>Name a range of words to describe feelings.</p> <p>Understand that all feelings are ok.</p> <p>Understand that feelings can affect how our bodies feel and behave. Explore how to recognise different feelings.</p> <p>Talk about how we recognise what others might be feeling.</p> <p>Understand that not everyone feels the same about the same things. Talk about ways to manage big and uncomfortable feelings.</p> <p>Identify who they can ask for help and can demonstrate how to ask for help.</p> <p>PSHE Matters: Relationships</p> <p>Explain what makes a good friend/ friendship.</p> <p>Talk about some ways to make friends.</p> <p>Explain basic techniques for resisting pressure.</p> <p>Recognise kind and unkind behaviour.</p> <p>Name the special people in their lives.</p> <p>Resolve conflict in simple ways e.g. choosing to share, take turns, etc.</p> <p>Tell someone if you are worried about something in a relationship/family.. Talk</p>	<p>PSHE Matters: Being Responsible</p> <p>Understand what a rule is and that we follow rules to help each other.</p> <p>Understands that rules need be fair.</p> <p>Give examples of rules from different situations. Identify simple responsibilities they have.</p> <p>Describe some simple ways to manage waste.</p> <p>Recognise that people have different needs.</p> <p>Describe some ways to care for people, animals and other living things.</p> <p>PSHE Matters: Bullying Matters</p> <p>Explore what is bullying and what is not.</p> <p>Recognise kind and unkind behaviour in themselves and others.</p> <p>Identify that bodies and feelings can be hurt by words and actions.</p> <p>Understand that hurtful behaviour is not acceptable.</p> <p>Explore simple strategies to resolve arguments between friends.</p> <p>Understand how to report bullying and who they can talk to.</p>
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	<p>Begin to recognise different ways of staying healthy in the sun.</p> <p>Understand what it means to take a break and how this is important for our health.</p> <p>PSHE Matters: Difference and Diversity</p> <p>Recognise ways they are the same as and different to others.</p> <p>Talk about some ways that they are special.</p> <p>Express their thought and opinions and recognise that others can be different.</p> <p>Talk about some ways to treat themselves and others with kindness.</p> <p>Know what it means if something is fair or unfair.</p>	<p>about some ways that their family is the same or different to others.</p> <p>Describe some things they enjoy doing with their family and how it makes them feel.</p>	
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<p>RE Knowledge and Skills</p> <p>Derbyshire and Derby City Agreed Syllabus for RE 2020 – 2025</p>	<p>1:1 Who is a Christian and what do they believe?</p> <p>Talk about the fact that Christians believe in God and follow the example of Jesus (A1).</p> <p>Recognise some Christian symbols and images used to express ideas about God (A3).</p> <p>Talk about some simple ideas about Christian beliefs about God and Jesus (A1).</p>	<p>1.2 Who is a Muslim and what do they believe?</p> <p>Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr (A1).</p>	<p>1.8 How should we care for others and the world, and why does it matter?</p> <p>Talk about how religions teach that people are valuable, giving simple examples (B1).</p> <p>Recognise that some people believe God created the world and so we should look after it (A2).</p>
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<p>Derbyshire and Derby City Agreed Syllabus for RE</p>	<p>Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).</p> <p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p> <p>Ask some questions about believing in God and offer some ideas of their own (C1).</p> <p>Make links between what Jesus taught and what Christians believe and do (A2).</p> <p>Respond thoughtfully to a piece of Christian music and a Bible text that inspired it (B1).</p> <p>1.4 What can we learn from sacred books [focus on Christianity and the Bible]</p> <p>Talk about some of the stories that are used in religion and why people still read them (A2).</p> <p>Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3).</p> <p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).</p> <p>Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).</p>	<p>Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like (A3).</p> <p>Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).</p> <p>Re-tell a story about the life of the Prophet Muhammad (A2).</p> <p>Recognise some objects used by Muslims and suggest why they are important (A2).</p> <p>Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).</p> <p>Make links between what the Holy Qur'an says and how Muslims behave (A2).</p> <p>Ask some questions about God that are hard to answer and offer some ideas of their own (C1).</p> <p>1.3 Who is Jewish and what do they believe?</p> <p>Talk about the fact that Jewish people believe in God (A1).</p> <p>Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) (A3).</p> <p>Talk about how the mezuzah in the home reminds Jewish people about God (A3).</p>	<p>Re-tell Bible stories and stories from another faith about caring for others and the world (A2).</p> <p>Identify ways that some people make a response to God by caring for others and the world (B1).</p> <p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p> <p>Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2)</p> <p>Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).</p> <p>Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1).</p> <p>Answer the title question thoughtfully, in the light of their learning in this unit (C1).</p>
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	<p>Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1).</p> <p>Talk about issues of good and bad, right and wrong from the stories (C3).</p> <p>Suggest their own ideas about stories from sacred texts and give reasons for their significance (C1).</p> <p>Make links between the messages within sacred texts and the way people live (A2).</p>	<p>Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1).</p> <p>Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2).</p> <p>Ask some questions about believing in God and offer some ideas of their own (C1).</p> <p>Make links between some Jewish teachings and how Jewish people live (A2).</p> <p>Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways.</p>	
RE Vocabulary	<p>advent</p> <p>Bible</p> <p>Christmas</p> <p>church</p> <p>cross</p> <p>disciple</p> <p>Easter</p> <p>Gospel</p>	<p>Allah</p> <p>crescent moon</p> <p>imam</p> <p>mosque</p> <p>Muslim</p> <p>Quran</p> <p>commandment</p>	<p>environment</p> <p>world</p> <p>animals</p> <p>plants</p> <p>protect</p> <p>special</p> <p>right and wrong</p> <p>peace</p>

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	Last Supper	covenant	conflict
	Lent	Egypt	unique
	Lord's Prayer	Exodus	friendship
	nativity	Hebrews	love
	New Testament	journey	charity
	Old Testament	Pesach/Passover	caring
	parable saint	pharaoh	Golden Rules
	moral	plague	
		tribes	

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<p>Cultural Diversity links</p> <p><i><u>the existence of a variety of cultural or ethnic groups within a society.</u></i></p>	<p>Stories from other settings.</p> <p>Comparing folk tales and traditional tales.</p>	<p>Talking about experiences out of Britain.</p> <p>Holidays and journeys the children have been on. What was different? What was the same?</p>	<p>What is the world doing about climate change? Are we working together?</p> <p>What do different people believe? Do we all believe the same things?</p>
<p>Theme Share with parents/community</p>	<p>Celebration of Prefect Awards</p> <p>Anti-Bullying Week</p>	<p>DT project</p> <p>First Aid – St Johns Ambulance</p> <p>Internet Safety Week</p>	<p>Leavers Service</p> <p>Transition Events</p> <p>Forest School Activities</p>