

## Topic Plan Year 1 Lower KS2 Yellow Pathway

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>My Community</b>	<b>Kings and Queens</b>	<b>Around the World</b>	<b>Clothes</b>	<b>Homes</b>	<b>Food and Festivals</b>
<b>Curriculum enhancement opportunities</b>	Visits in the local community	Trip to Castle Rising	Multi-cultural dance visitors	Branching Out shop	Ancient House Museum Thetford	Whole school festival
<b>English</b>	Comic/storyboard (The Beano) <ul style="list-style-type: none"> <li>- Role play</li> <li>- Drawing simple pictures to compose a storyboard</li> </ul>	Traditional Tales (Princess & the Pea/George and the Dragon) <ul style="list-style-type: none"> <li>- Sequencing</li> <li>- Recognising characters</li> <li>- Oral retelling</li> </ul>	Information Texts <ul style="list-style-type: none"> <li>- Simple fact file sentences about a country</li> <li>- Fiction and non fiction differences</li> </ul>	Lists <ul style="list-style-type: none"> <li>- Features and layout of a list</li> <li>- Lists of holiday clothes etc.</li> </ul>	Julia Donaldson (Squash and a Squeeze) Identifying rhyme  Poetry <ul style="list-style-type: none"> <li>- Basic descriptive language based around the seasons</li> <li>- Simple rhyme</li> </ul>	Instructions & recipes <ul style="list-style-type: none"> <li>- Recipes for healthy meal</li> <li>- Simple following instructions</li> <li>- Ordering instructions</li> <li>- First/then/finally simple writing</li> </ul>
<b>Maths</b>	<b><u>Number, Place Value, Ordinal Numbers</u></b>  Count to 10, 20 and beyond, find 1 more and less, compare and order up to 100, read and write numbers in numerals and words, recognise place value in 2 digit numbers	<b><u>Addition and subtraction –</u></b>  Recognise + - =, add and subtract up to 2 digit nos, mental calculations, recall bonds to 10 and 20, recognise addition can be done in any order	<b><u>Geometry, positional language and directions</u></b>  Pattern and sequences, describe position, turns and movement  2D & 3D shapes – name and describe, construct with modelling materials, use vocab side, edge, vertices, face	<b><u>Measurement</u></b>  <b><u>Time</u></b> Read time to the hour and half hour minutes, recognise seconds and minutes, days, weeks and months  <b><u>Mass, length &amp; capacity</u></b> (link to making own clothes  Measure, compare, order, choose and use units to measure	<b><u>Statistics and Data Handling</u></b> Interpret data using, bar charts, pictograms and tables, solve simple problems (how many more?), construct simple charts from data  <b><u>Money</u></b> – recognise coins, equivalent amounts, add and subtract money	<b><u>Multiplication &amp; Division</u></b> – recall multiplication facts to 10), multiplication as repeated addition, sharing, introducing symbols  <b><u>Fractions</u></b> - recognise find and write fractions as numbers and objects, equivalence
<b>Science</b>	<b>Sound &amp; Senses</b>  What do we use to hear?	<b>What is it Made From?</b>  (Materials for armour/castles)	<b>Living Things and their Homes</b>  •explore and compare the differences between things that	<b>Seasonal Changes</b>  •observe changes across the four seasons •observe and describe weather associated	<b>Electricity in the Home</b>  What uses power	<b>What Do Plants Look Like?</b>  •identify and name a variety of common wild and garden

	<p>Identifying sounds in the local area</p> <p>Using your senses in the local area – what can you see/hear/smell/touch?</p> <p>Tasting traditional dishes from the local area</p> <p>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>distinguish between an object and the material from which it is made</p> <ul style="list-style-type: none"> <li>•identify and name a variety of everyday materials</li> <li>•describe the simple physical properties of a variety of materials</li> <li>•compare and group together a variety of everyday materials on the basis of physical properties.</li> <li>• STEM careers – who makes things out of these materials?</li> </ul>	<p>are living, dead, and things that have never been alive</p> <ul style="list-style-type: none"> <li>•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</li> <li>•identify and name plants and animals in their habitats, including micro-habitats</li> <li>•describe how animals obtain their food from plants and other animals, using the idea of a simple food chain</li> </ul>	<p>with the seasons and how day length varies.</p>	<p>Who can fix electrical items?</p> <p>How can we stay safe in the home?</p> <ul style="list-style-type: none"> <li>- Fire safety and matches</li> </ul>	<p>plants, including deciduous and evergreen trees</p> <ul style="list-style-type: none"> <li>•identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>
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<p><b>The World</b> <b>(History, Geography, RE)</b></p>	<p>Local History - Events - Enquiry Local Community - Features - Comparison - Basic maps</p> <p><b>RE - Special and Sacred Books</b></p> <p>- what makes a book special? - what books are special to Christians, Muslims and Jewish people? - what books are special to you? why?</p>	<p>Kings and Queens - What is a monarch? - Famous Kings and Queens</p> <p><b>RE - Gifts and Giving</b></p> <p>- what are gifts? - why are gifts given? - when do you give or receive gifts?</p>	<p>Around the World - Research features of different countries (people, language food) - Compare and contrast</p> <p><b>RE - Our Special World</b></p> <p>- what makes our world special? - how do people make our world special? - how are people different? - religious festivals that involve gifts and giving</p>	<p>Where clothes come from. Countries and continents (clothes in each one) How clothes have changed past / present What is a uniform? Who wears uniform?</p> <p><b>RE - Encounter: Christianity</b></p> <p>- who are Christians? - who founded Christianity and where? - main beliefs - Signs and symbols</p>	<p>Types of settlements - Different types in community - Comparing types of homes - Old and new homes - Who builds houses?</p> <p><b>RE - Encounter: Judaism</b></p> <p>- who founded Judaism? - main beliefs - compare to previously learned religions - Signs and symbols</p>	<p>Food Around the World - History - Tasting - Compare - Farmers</p> <p><b>RE - Encounter: Islam</b></p> <p>- who is Allah? - what are the five pillars of Islam? - Signs and symbols</p>
<p><b>Creativity</b> <b>(Art, Music, Dance)</b></p>	<p><b>Art - Drawing, painting</b> - Observational drawings of parts of the community - Recognition of shapes and tones</p> <p><b>Music - Milestone 2 Performing. Listening/working together skills.</b></p> <p>Drum circle activities (in music room) CPD - for drum circle work will be given – can also use Together</p>	<p><b>Art - Sculpting</b> - Making representations of a king or queen - Using joining and modelling techniques</p> <p><b>Music - Milestone 2 Developing singing skills. Performing. Composing.</b></p> <p>Songs based on Buckingham Palace and soldiers.</p>	<p><b>Art - Colours &amp; lines</b> - Identifying colours and lines in art from around the world and re-creating (aboriginal art, desert lines and horizons) - Dances from around the world</p> <p><b>Music - Milestone 2 Performing</b></p> <p>Using djembe – investigating rhythm/pulse/following directions. Then follow African Drumming book</p>	<p><b>Art - Textile Art</b> - Tie Dye - How do we achieve different techniques and how it works</p> <p><b>Music - Milestone 2 Describing music</b></p> <p>Linked to Science = seasons. Vivaldi – 4 seasons – music appreciation.  Investigating - timbre, dynamics, pitch, etc.</p>	<p><b>Art - Artist Focus – William Morris Textures</b> - Exploring patterns on embossed wallpaper - Printing</p> <p><b>Music - Milestone 2 To perform. To transcribe. (write music)</b></p> <p>Homes – The building blocks of music. Learning the notes. Pitch. Glockenspiels.</p>	<p><b>Art - Process based Art</b> - Paint - Crayons and Pastels Using a variety of different media to create a food based picture</p> <p><b>Music – Milestone 2 To perform.</b></p> <p>Festival – sing and play campfire songs. Learn and Play chords on ukulele. Use Chordify website – CPD will be given by Claire for Chordify.</p>

	<p>in Rhythm – book and CD for ideas – (in resources box in music room) Using names of local places to create rhythms – then use these rhythms to create own piece Possible visit from local performers?</p> <p>(All resources on O Drive and in music room.)</p>	<p>Composition based on ipad app ‘found sounds’ – and perform to Grand Old Duke of York.</p> <p>(All resources on O Drive and in music room.)</p>	<p>course. (stored in music cupboard) Can also do - Nanuma song (investigating rounds) – SING UP WEBSITE</p> <p>(All resources on O Drive and in music room.)</p>	<p>MUSIC CAN TELL A STORY Pupils create own artistic response while listening to different music.</p> <p>(All resources on O Drive and in music room.)</p>	<p>Playing colour coded music. Handbells, Boomwhackers, glocks, etc. music sheets provided. (in resources box - music room)</p> <p>(All resources on O Drive and in music room.)</p>	<p>(All resources on O Drive and in music room.)</p>
<p><b>PE</b> Weekly Yoga</p>	<p>Orienteering linked to My Community topic</p> <ul style="list-style-type: none"> <li>- Developing agility</li> <li>- Orientation and direction</li> </ul>	<p>Circuits</p> <ul style="list-style-type: none"> <li>- Developing and improving coordination</li> <li>- Agility &amp; balance</li> </ul>	<p>Dance see Creativity</p> <ul style="list-style-type: none"> <li>- Latin and mixed styles</li> <li>- Improvisation</li> </ul>	<p>Football Skills</p> <ul style="list-style-type: none"> <li>- Passing</li> <li>- Receiving the ball</li> </ul>	<p>Gymnastics</p> <ul style="list-style-type: none"> <li>- Balance and coordination</li> <li>- Floor movements</li> </ul>	<p>Athletics Skills</p> <ul style="list-style-type: none"> <li>- Running for speed</li> <li>- Fluency and coordination</li> <li>- Obstacles – fluency, efficiency and speed</li> </ul>
<p><b>PSHE/Citizenship</b></p>	<p><b>My Community</b></p> <ul style="list-style-type: none"> <li>- Who is in my community?</li> <li>- What is in my community?</li> <li>- What are the rules in my community?</li> <li>- What are the job roles in my community?</li> <li>- Wob and workplace role play</li> <li>- Local speaker</li> <li>- How do charities help my community?</li> </ul>	<p><b>Respectful Relationships</b></p> <ul style="list-style-type: none"> <li>- Respectful Relationships</li> <li>- friends vs acquaintances</li> <li>- Being kind and respectful</li> <li>- Who loves and cares for me?</li> <li>- Being a good friend</li> <li>- Maintaining friendships</li> </ul>	<p><b>Thinking Positive</b></p> <ul style="list-style-type: none"> <li>- Growth Mindset</li> <li>- What do I like about myself?</li> <li>- Ways to help when I feel negative</li> <li>- Self-help strategies</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>- What is money?</li> <li>- Different types of money</li> <li>- What is money used for?</li> </ul>	<p><b>Keeping Myself Safe</b></p> <ul style="list-style-type: none"> <li>- Identifying unsafe situations and risks</li> <li>- Road safety</li> <li>- Safety outside Sun safety</li> </ul>	<p><b>My Healthy Body</b></p> <ul style="list-style-type: none"> <li>- Importance of exercise</li> <li>- Sleep</li> <li>- Balanced diet</li> <li>- Foods in moderation E.g. sugar</li> <li>- Fruits and vegetables</li> </ul>

<b>Technology</b>  <b>(Computing, Food Tech, DT)</b>	Resistant Materials - Description - Basic properties - Design and make a house for a community - link to builders careers	Resistant Materials - Using resistant materials in the design and make process - Design and make armour (shield/helmet)	Textiles - Features of textiles - Techniques - Create a fabric flag from around the world	Textiles - Application of techniques - Design and make - Design and make an item of clothing for a specific job role	Cooking - Following instructions - Make traditional home style dishes (shepherds pie, Victoria sponge etc) - visit from a cook/chef	Cooking - Healthy eating - Following a recipe - Design and make a healthy menu
	<b>Computing</b>  <u>Digital Sound</u> Picture of community area make sounds to add to the image eg school  - record sounds on different devices/apps - use playback functions - edit sounds once recorded - choose purposeful sounds	<b>Computing</b>  <u>Online Safety: Who is Online?</u>  - how do people make me feel online and in the physical world? - how do identities change online? - how do people look different online? - what would make me feel sad/worried or happy/excited online? - what can I do if something upsets me online? - what rules keep us safe and healthy when using technology? <b>Story Book:</b> <b>Goodnight iPad</b>	<b>Computing</b>  <u>Programming: Beebots</u>  - Beebots - Control toys - Following verbal instructions – mats and obstacles	<b>Computing</b>  <u>Online Safety: What is Shared Online?</u>  - how many different ways can I put information online? - does my information stay online and can it be copied? - what information should be put online? - how long does information stay online? - how do people find your information online? - Should I wear my school uniform online?	<b>Computing</b>  <u>Online Safety: What is Shared Online?</u>  - how many different ways can I put information online? - does my information stay online and can it be copied? - what information should be put online? - how long does information stay online? - how do people find your information online? - Should I wear my school uniform online?	<b>Computing</b>  <u>Staying Safe Online</u>  - personal information - trusted people - asking an adult - passwords - what makes a strong password? - privacy and security rules

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Mother Earth</b>	<b>Arctic Explorer</b>	<b>Edwardian Era</b>	<b>Animal Kingdom</b>	<b>Good to be me</b>	<b>Pirates</b>
<b>Curriculum Enhancement Opportunities</b>	Forest Schools / Outdoor Learning	Create an arctic world at school Polar Research Cambridge	Ely Museum	Trip to the Zoo	Wellness Day	Pirate Day
<b>English</b>	Stories from other Cultures (Why the Sun and the Moon Live in the Sky) - Retelling - Simple sequencing	Recounts - Recounting an arctic experience - Use of time language - Written in the first person	Information texts - Features of non-fiction - Grouping information  Writing a postcard from on board the Titanic - What information would you need?	Classic Poetry (Owl and the Pussycat) - Performing - Watching others - Features of the poem	Instructions (Washing Hands PSHE) - Features (numbers, language) - Sequencing instructions - Following instructions - Re-writing simple instructions	Rhyming Poetry - Recognising rhyming - Creating own lines - Choosing key elements  Traditional Stories (Peter Pan) - Listening and recall - Acting out parts of the story with Captain Hook
<b>Maths</b>	<b><u>Number, Place Value</u></b>  Count in different steps to 10/20 and beyond, find 1 more and less, compare and order up to 100, count forwards and backwards beginning with any number	<b><u>Addition and subtraction</u></b>  Recognise + - = notation, add and subtract up to 2 digit nos, add and subtract mentally and by counting on, recall bonds to 10 and 20, subtract by counting back, find the difference	<b><u>Time</u></b> Recognise days of the week, months and years tell the time to the hour, half past  <b><u>Measuring mass, length and capacity</u></b> Compare, order and describe, measure and record, choose appropriate units - compare and describe	<b><u>Multiplication &amp; Division</u></b> Multiplication as repeated addition, division by sharing,  <b><u>Fractions and Percentages</u></b> Find halves and quarters of shapes and numbers, compare and order fractions	<b><u>Statistics and Data Handling</u></b> (favourite things) - interpret data using, bar charts, pictograms and tables, solve simple problems (how many more), construct simple charts from data  <b><u>Money</u></b> Recognising coins, equivalent amounts, add and subtract money	<b><u>Geometry (positional language and directions)</u></b> Describe turns, describe position and direction, prepositions  <b><u>2D &amp; 3D Shapes</u></b> Name and describe, construct with modelling materials, identify right angles

<b>Science</b>	<b>How Do Plants Grow?</b> <ul style="list-style-type: none"> <li>•observe and describe how seeds and bulbs grow into mature plants</li> <li>•find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> <li>• visit a garden centre</li> </ul>	<b>The Big Freeze</b> <ul style="list-style-type: none"> <li>- Water freezes to ice</li> <li>- Ice melts to water</li> <li>- Reversible changes</li> <li>- Make a simple prediction</li> </ul>	<b>Irreversible Changes</b> <ul style="list-style-type: none"> <li>- Simple burning</li> <li>- Recognising changes to some things cannot change back</li> </ul>	<b>Animal Survival</b> <ul style="list-style-type: none"> <li>•notice that animals, including humans, have offspring which grow into adults</li> <li>•find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>•describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> <li>- human teeth</li> </ul>	<b>Animal Identities</b> <ul style="list-style-type: none"> <li>•identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>•identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>•describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> </ul>	<b>Everyday Materials</b> <p>Which materials would you use to build a pirate ship?</p> <ul style="list-style-type: none"> <li>•identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>•find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul>
<b>The World (History, Geography, RE)</b>	<p>Rivers, Mountains and Volcanoes.</p> <ul style="list-style-type: none"> <li>- Map on a globe</li> <li>- Geographical features</li> <li>- Recycling – why would we do it?</li> <li>- Ways that we can recycle</li> </ul> <p><b>RE</b> Stories from Different Religions</p> <ul style="list-style-type: none"> <li>- compare stories from different religions</li> <li>- key themes</li> </ul>	<p>Biomes (Arctic – compare to another e.g Rainforest)</p> <ul style="list-style-type: none"> <li>- Features</li> <li>- Compare both</li> <li>- Animals within</li> <li>- Where in the world?</li> </ul> <p><b>RE</b> Encounter: Hinduism</p> <ul style="list-style-type: none"> <li>- who founded Hinduism?</li> <li>- main beliefs</li> <li>- holy book</li> <li>- important stories</li> <li>- Signs and symbols</li> </ul>	<p>Edwardians</p> <ul style="list-style-type: none"> <li>- how did the Victorian reign end?</li> <li>- who came to the throne next?</li> <li>- what happened during his reign?</li> <li>- Titanic</li> <li>- What happened?</li> <li>- What was life like on board the ship?</li> </ul> <p><b>RE</b> Encounter: Sikhism</p> <ul style="list-style-type: none"> <li>- who founded Sikhism?</li> <li>- main beliefs</li> <li>- holy book</li> <li>- ten gurus</li> </ul>	<p>Animals from around the world</p> <ul style="list-style-type: none"> <li>– locate on a globe</li> <li>- Basic evolution</li> </ul> <p><b>RE</b> Encounter: Buddhism</p> <ul style="list-style-type: none"> <li>- who founded Buddhism?</li> <li>- four noble truths</li> <li>- holy book</li> <li>- enlightenment</li> <li>- Signs and symbols</li> </ul>	<p>Family History</p> <ul style="list-style-type: none"> <li>- Short and long term history</li> <li>- Memory and others memories</li> <li>- Looking at evidence, how do you know it is old?</li> <li>- What jobs do my family do – now and in the past</li> </ul> <p><b>RE</b> Important People</p> <ul style="list-style-type: none"> <li>- what makes a person important?</li> <li>- who is important to you?</li> <li>- what people are important in different religions? Why?</li> </ul>	<p>Maps</p> <ul style="list-style-type: none"> <li>- Drawing own treasure maps</li> <li>- What is a map</li> <li>- Following a simple map</li> </ul> <p>Locating continents and oceans</p> <p><b>RE</b> Special Places</p> <ul style="list-style-type: none"> <li>- what places are special to you?</li> <li>- what places are special in different religions?</li> <li>- what makes them special?</li> </ul>

<p><b>Creativity (Art, Music, Dance)</b></p>	<p><b>Art</b> Process based Art</p> <ul style="list-style-type: none"> <li>- Colour mixing</li> <li>- Primary and secondary colours</li> <li>- Mother earth picture, exploring colour mixing</li> </ul> <p><b>Music –Milestone 2</b> <b>To perform (using voice and instruments)</b> <b>To listen</b> <b>To describe music</b> <b>To create and compose music</b> I hear thunder – in a round.</p> <p>Creating rainstorms – see you tube clips of orchestras doing it.</p> <p>Exploring ‘timbre’ – the type of sound that instruments make</p> <p>Looking at an orchestra – percussion section.</p> <p>Invite musicians in</p>	<p><b>Art</b> Process based art</p> <ul style="list-style-type: none"> <li>- Crayon &amp; pastel effects</li> <li>- Northern lights</li> </ul> <p><b>Music Milestone 2</b> <b>To listen</b> <b>To describe music</b></p> <p>BBC 10 pieces. 1-5</p>	<p>- Signs and symbols</p> <p><b>Art</b> Sculpting</p> <ul style="list-style-type: none"> <li>- Impressions in clay</li> <li>- Creating patterns</li> <li>- Creating fossils</li> </ul> <p><b>Music Milestone 2</b> <b>To listen</b> <b>To describe music</b></p> <p>BBC 10 pieces. 6-10</p>	<p><b>Art</b> Animal Art</p> <ul style="list-style-type: none"> <li>- Recognising repeating pattern and colour linked to animal prints</li> </ul> <p><b>Music Milestone 2</b> <b>To perform (using voice and instruments)</b> Ukelele fun. See ukulele ideas in staff share/music lessons/ukulele</p> <p>I went to the animal fair.</p> <p><a href="https://www.youtube.com/watch?v=GdNmHU9ioUg">https://www.youtube.com/watch?v=GdNmHU9ioUg</a></p>	<p><b>Art</b> Drawing &amp; painting</p> <ul style="list-style-type: none"> <li>- Portraits of family members</li> <li>- Looking at shape and colour to create effects</li> </ul> <p><b>Music Milestone 2</b> <b>To perform (using voice and instruments)</b> Good to be me song – sing up. <a href="https://www.youtube.com/watch?v=SnI_XRNpDq0">https://www.youtube.com/watch?v=SnI_XRNpDq0</a></p> <p>Body percussion.</p> <p><a href="https://www.youtube.com/watch?v=sW2DY1Opgrl">https://www.youtube.com/watch?v=sW2DY1Opgrl</a></p> <p><a href="https://www.youtube.com/watch?v=8xIWDirGjvM">https://www.youtube.com/watch?v=8xIWDirGjvM</a></p> <p>Creating instrument sounds – with microphones. Beat box.</p>	<p><b>Art</b> Process based Art</p> <ul style="list-style-type: none"> <li>- Paint</li> <li>- Poster &amp; watercolours</li> <li>- Create an underwater scene using watercolours</li> </ul> <p><b>Music Milestone 2</b> <b>To perform (using voice and instruments)</b> <b>To listen</b> <b>To describe music</b> <b>To create and compose music</b></p> <p>Sea shanties</p> <p><a href="https://www.youtube.com/watch?v=90Oc9XI5Aps">https://www.youtube.com/watch?v=90Oc9XI5Aps</a> t he wellerman song. Discuss songs that people work to.</p> <p>Chain gang, etc. Song at the beginning of the Les Mis film.</p> <p>Help people work together. Try drumming together to the song – keep the beat.</p> <p>Sing pirate words – to ‘the drunken sailor’ – make up own lyrics. Eg, pirates like to dig for treasure.</p> <p>Pirates like to climb the rigging.</p>
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						Pupils can play the tune – keyboard, chime bars.. I will make a backing track.
<b>Technology (Computing , DT, Food Technology )</b>	<p><b>Computing</b> <u>Multimedia Text and Images</u></p> <ul style="list-style-type: none"> <li>- add text to different documents including use of text boxes</li> <li>- use predefined layouts on PowerPoint and/or Publisher</li> <li>- insert pictures (photos and from internet)</li> <li>- Recycling Powerpoint with sound</li> </ul> <p>Materials Design and create an earth scene using recyclable materials</p>	<p><b>Computing</b> <u>Online Communication</u></p> <ul style="list-style-type: none"> <li>- different online communications e.g. online messages, video sharing, photo sharing</li> <li>- online kindness</li> <li>- communicating with strangers</li> <li>- emojis</li> <li>- risks</li> <li>- trust</li> <li>- my feelings online</li> <li>- is trusting and liking someone the same?</li> </ul> <p><b>Story Book: #Goldilocks</b></p> <p>Textiles</p> <ul style="list-style-type: none"> <li>- Apply techniques</li> <li>- Design and make a fur blanket with backing</li> </ul> <p>Explore Inuit clothing</p>	<p><b>Computing</b> <u>Searching the Web</u></p> <ul style="list-style-type: none"> <li>- internet searches</li> <li>- searching on different devices</li> <li>- search engines</li> <li>- voice activated searches</li> <li>- navigating websites e.g. home, forward, back</li> <li>- are all websites true/real?</li> <li>- ownership: work I create belongs to me</li> <li>- save it with my name</li> <li>- Search related to time periods</li> </ul> <p>Cooking Following a simple recipe confidently linked to a time period (bread – Great Fire of London etc)</p>	<p><b>Computing</b> <u>Stop Motion Animation</u></p> <ul style="list-style-type: none"> <li>- watch and evaluate examples</li> <li>- plan stop motion</li> <li>- create a sequence of images using Stop Motion app</li> </ul> <p>Textiles</p> <ul style="list-style-type: none"> <li>- Different joining techniques</li> </ul> <p>Create an animal puppet</p>	<p><b>Computing</b> <u>Cyberbullying</u></p> <ul style="list-style-type: none"> <li>- what is cyberbullying?</li> <li>- how might this look online?</li> <li>- how do I feel when others are unkind?</li> <li>- why might they be unkind online?</li> <li>- how should I behave online?</li> <li>- how do I get help for myself or my friends?</li> </ul> <p>Cooking</p> <ul style="list-style-type: none"> <li>- Food hygiene</li> </ul> <p>Basic techniques</p>	<p><b>Computing</b> <u>Programming: Beebots</u></p> <ul style="list-style-type: none"> <li>- Beebots</li> <li>- sequence instructions (algorithm), loops, repeat</li> <li>- make predictions</li> <li>- instructions include direction, distance, turns and right angles</li> <li>- Movement around a treasure map</li> </ul> <p>Resistant Materials Application within design and make process</p> <ul style="list-style-type: none"> <li>- Design and make a pirate ship</li> <li>- Choosing appropriate materials</li> </ul>
<b>PE</b>  *Weekly yoga	<p>Throwing and Catching Skills</p> <ul style="list-style-type: none"> <li>- Netball – different types of passes</li> <li>- Rugby – passing in a different way</li> </ul>	<p>Invasion Games</p> <ul style="list-style-type: none"> <li>- Team work</li> <li>- Spatial awareness</li> </ul>	<p>Dance linked to Edwardian topic</p> <ul style="list-style-type: none"> <li>- Copy and re-create a dance</li> </ul>	<p>Netball Skills</p> <ul style="list-style-type: none"> <li>- Hand/eye coordination</li> <li>- Passing techniques</li> <li>- Linking ideas together</li> </ul>	<p>My Body, My Movement</p> <ul style="list-style-type: none"> <li>- Individual gymnastic compositions</li> <li>- Stringing together movements</li> <li>- Use of equipment</li> </ul>	<p>Orienteering linked to Pirates topic</p> <ul style="list-style-type: none"> <li>- Planning a route</li> <li>- Giving and following directions</li> </ul>

<b>PSHE/Citizenship</b>	<b><i>Mental Wellbeing</i></b> - Naming and recognising feelings - How feelings affect behaviour - Managing feelings	<b><i>Personal Safety</i></b> - Private body parts - Stranger danger - Underwear rule - Secrets vs surprises - Public and private - Consent - Boundaries	<b><i>Basic First Aid</i></b> - How to call for help - Life support - Emergency services - Recognising an emergency situation	<b><i>Caring for Living Things</i></b> - Looking after animals - Pet care - Looking after wildlife including plants - Visit from a vet	<b><i>It's Good To Be Me</i></b> - What makes me unique/special - What are my strengths? - What is the same/different about us?	<b><i>Health Prevention</i></b> - Health care professionals E.g. doctors, dentists - Oral hygiene - Medicines to stay healthy
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**Within our English long-term plans, where necessary, a specific text is listed along with a suggested genre for writing outcomes. Teachers can use their discretion to select additional texts. Teachers will then use the school's writing policy to help focus in on writing skills.**