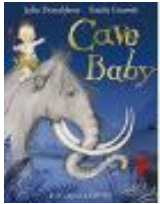
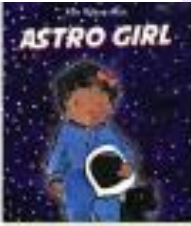

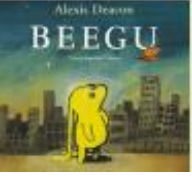



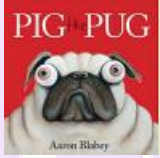



Year 1 Overview

Year 1 Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Texts	Cave Baby Astro Girl	I Want my Hat Back Send for a Superhero	Beegu Leo and the Octopus	Dinosaurs and all the Rubbish The Sea Saw	Lost and Found Pig the Pug	Dadaji's Paintbrush Julian is a Mermaid
	Journeys and Exploration	Heroes and Villains	Similarities and Differences	Nature and Environment	Friendship and Kindness	Imagination and Creativity
English	 <p>Outcomes: Labels, captions, informal letters Main Outcome: Narrative retelling Purposes: inform, describe, persuade, entertain Grammar coverage: -y for /ee/ sound at the end of words Joining sentences using 'and' 'but' Noun phrases Simple adjectives to expand nouns Commas in a list Contractions Exclamation marks Capital letters, full stops Sequencing sentences to form a short narrative</p>  <p>Outcomes: Writing in role, commands, letters Main Outcome: Fact-files Purposes: Reflect, instruct, inform Grammar coverage: Alphabetic order Adjectives to describe nouns Commands Subordinating conjunction (because), coordinating conjunction (and, so, but) Questions Statements Capital letters, full stops Question marks Fiction/Non- Fiction format/layout</p>	 <p>Outcomes: Questions, speech bubbles, letters, lists Main Outcomes: Narrative sequel Purposes: inform, persuade, entertain Grammar coverage: -ing suffix -un prefix Syllables Join clauses using (and, but, so) Questions Capital letters for proper nouns Exclamation marks Question marks Sequencing sentences to form a short narrative</p>  <p>Outcomes: Posters, letters, lists, speech bubbles, emails, diaries, character description Main Outcomes: Own narrative Purposes: inform, persuade, reflect, describe, entertain Grammar coverage: -y suffix with adjectives, -ed, -ing, -ful, -less suffixes Plurals with -s and -es Adjectives Subordinating (because) Coordination (and, but, so) Noun phrases Capital letters, full stops Personal Pronoun</p>	 <p>Outcomes: Descriptions, commands, letters, poetry, dictionaries, senses descriptions, non-fiction reports Main Outcomes: Narrative Purposes: Describe, inform, instruct, entertain, persuade Grammar coverage: -ing suffix Use of pronouns Adjectives to describe Commands Imperative verbs Introduction to but Questions, statements Use of 'and' Capital letters, full stops Sequencing sentences to form short narratives</p>  <p>Outcomes: Posters, letters, labels, recounts, writing in role, scripts Main Outcomes: Fact-files Purposes: Inform, persuade, recount, reflect Grammar coverage: Suffixes -s and -es for plurals Past tense -ed suffix Topic specific vocabulary Adjectives Exclamations, statements, commands, questions Noun phrases Use of when Conjunction (and) Verbs- are and have</p>	 <p>Outcomes: Letters, instructions, posters, retellings Main Outcomes: Information booklet Purposes: Describe, instruct, persuade, inform, entertain Grammar coverage: Suffix -ing Superlatives with -est suffix Adjectives Commands Imperative verbs Noun phrases Nouns Statements Use of 'but' Possessive apostrophe Adverbs to sequence Present progressive Subheadings</p>  <p>Outcomes: Writing in role, advice notes, missing posters, diary entries, letters Main Outcomes: Own narrative Purposes: Describe, instruct, persuade, inform, entertain Grammar coverage: Suffix -ing Superlatives with -est suffix Adjectives Commands Imperative verbs Noun phrases Nouns Statements Use of 'but'</p>	 <p>Outcomes: Character descriptions, retellings, advice, instructions, non-chronological reports Main Outcomes: Narratives Purposes: Describe, entertain, persuade, instruct, inform Grammar coverage: -ful, -ness, -er/-est, -ed suffix Adjectives through similes Adverbs and adverbials Noun phrases Present tense/imperative verbs Questions Simple past Use of 'if' Using the conjunction 'but' Verbs Commas in a list of adjectives Contractions Question marks Sequence sentences to form narratives Subheadings</p>  <p>Outcomes: Character comparisons, shared poems, fact sheets, letters in role, narrative Main Outcomes: How to guide Purposes: Describe, entertain, inform, reflect Grammar coverage: -ing suffix -un prefix Adverbials of time to sequence Adverbs Expanded noun phrases Preposition/positional language Coordination (and, but) Capital letters, full stops Question marks</p>	 <p>Outcomes: Labels and captions, character comparisons, thoughts and speech bubbles, letters, leaflets Main Outcomes: Own narratives Purposes: Inform, describe, reflect, inform, entertain Grammar coverage: -ing suffix for progressive verbs -ould (should, could, would) Imperative verbs and commands Coordination (and, but) Pronouns Questions, statements Subordination (because) Apostrophe for contraction Capital letters Capital letters for pronoun 'I' Capital letters for proper nouns Contracted verbs Full stops Apostrophe for singular possession Question marks Sequence sentences to form short narratives</p>  <p>Outcomes: Instructions, writing in role, adverts Main Outcomes: Poetry Purposes: Inform, reflect, persuade, entertain Grammar coverage: -ing suffix Coordination (and, or, but) Commands Contracted verbs Present tense verbs Questions, statements Apostrophes for contraction Capital letters Capital letters for proper nouns and personal pronouns</p>

	Questions as sub-headings.	Question marks Sequencing sentences to form short narratives	Capital letters, full stops Capital letters for proper nouns Pronoun 'I' First person Irregular verbs Subheadings and bullet points	Possessive apostrophe Adverbs to sequence Present progressive Subheadings	Sequence sentences to form narratives	Commas in a list Exclamation marks, question marks Poetic structure and layout
	<p>Place Value (within 10)</p> <ul style="list-style-type: none"> Sort and count objects Recognise numbers as words Count on from any number Identify one more and one less of a given Count backwards within 10 Compare groups by matching Use the language of 'fewer, more, same, less than, greater than, equal to' Compare numbers Order objects and numbers Use a number line <p>Number – Addition and Subtraction (within 10)</p> <ul style="list-style-type: none"> Develop knowledge of part – whole models Read, write and interpret mathematical statements (+, - and =) 	<p>Number – Addition and Subtraction (within 10)</p> <ul style="list-style-type: none"> Number bond facts within 10 Number bond facts to 10 Addition (add together, add more, addition problems) Subtraction (find a part, take away, how many left?) Subtract on a number line <p>Geometry – Shape</p> <ul style="list-style-type: none"> Recognise and name common 2D and 3D shapes. Make patterns with 2D and 3D shapes 	<p>Place Value – (within 20)</p> <ul style="list-style-type: none"> Read, write and understand number 10- 20. Identify one more and one less than a given number. Complete a number sequence (forwards and backwards) 0- 20 Estimate on a number line to 20 Order numbers to 20 Compare numbers to 20 <p>Addition and Subtraction – (within 20)</p> <ul style="list-style-type: none"> Add within 20 Number bond facts 20. Double numbers Near doubles Subtract within 20 Solve simple one-step problems involving addition and subtraction. Solve missing number problems 	<p>Place Value – (within 50)</p> <ul style="list-style-type: none"> Count from 20 to 50 Count in steps of 10 (20 to 50) Recognise the place value of numbers beyond 20 (tens and ones) Order numbers to 50 1 more than 1 less than <p>Measurement – Length and Height</p> <ul style="list-style-type: none"> Compare lengths and heights Measure length using objects Measure length in cm <p>Measurement – Mass and Volume</p> <ul style="list-style-type: none"> Use the language 'heavier, lighter, full and empty' Compare and measure mass, volume and capacity using non-standard units of measure 	<p>Number – Multiplication and Division</p> <ul style="list-style-type: none"> Count in steps of 2, 5 and 10 Make equal groups Add equal groups Make arrays Make doubles Make equal groups (grouping) Make equal groups (sharing) <p>Number - Fractions</p> <ul style="list-style-type: none"> Recognise, find and name a half as one of two equal parts of a quantity Recognise, find and name a quarter as one of four equal parts of a quantity. <p>Geometry – Position and direction</p> <ul style="list-style-type: none"> Describe position, direction and movements using half, quarter and three-quarter turns. 	<p>Number - Place Value (within 100)</p> <ul style="list-style-type: none"> Count to 100 by making tens Count forwards and backwards within 100 Partition numbers within 100 (tens and ones) Compare and order numbers within 100 1 more than 1 less than <p>Measurement – Money</p> <ul style="list-style-type: none"> Recognise and know the value of different coins and notes. Solve practical problems relating to money. <p>Measurement – Time</p> <ul style="list-style-type: none"> Use the language 'before and 'after' Sequence events in chronological order Recognise and use language relating to dates, including days of the week, weeks, months and years. Tell the time to the hour Tell the time to half hour Solve practical problems relating to time.



- Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.
- Draw or read a simple picture map.
- Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.
- Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.
- Name and locate the world's seven continents and five oceans on a world map.
- Identify the similarities and differences between two places.
- Locate hot and cold areas of the world in relation to the equator.
- Name and locate the four countries of the UK and their capital cities on a map, atlas or globe.
- Identify the characteristics of a settlement.
- Identify features and landmarks on an aerial photograph or plan perspective.
- Describe ways to protect natural environments, such as woodlands, hedgerows and meadows.
- Collect simple data during fieldwork activities.
- Carry out fieldwork tasks to identify characteristics of the school grounds or locality

- Name and locate the four countries of the UK and their capital cities on a map, atlas or globe.
- Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.
- Identify the characteristics of a settlement.
- Carry out fieldwork tasks to identify characteristics of the school grounds or locality.
- Identify patterns in daily and seasonal weather.

- Identify the characteristics of a settlement.
- Name and describe the purpose of human features and landmarks.
- Draw or paint a place from memory, imagination or observation.
- Describe a significant historical event in British history.
- Sing traditional songs, nursery rhymes and chants clearly.
- Identify features and landmarks on an aerial photograph or plan perspective.
- Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other
- Search for or retrieve digital content, including images and information, in digital folders and online, with supervision.
- Identify the similarities and differences between two places.
- Identify patterns in daily and seasonal weather.
- Name important buildings and places and explain their importance.
- Name important buildings and places and explain their importance.
- Draw or read a simple picture map.
- Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.
- Search for or retrieve digital content, including images and information, in digital folders and online, with supervision.
- Name and locate the four countries of the UK and their capital cities on a map, atlas or globe.
- Use subject-specific vocabulary to explain and describe.

- Describe how pollution and litter affect the local environment and school grounds.
- Carry out fieldwork tasks to identify characteristics of the school grounds or locality.
- Draw or read a simple picture map.

				<ul style="list-style-type: none"> Observe and explore outcomes when buttons are pressed in sequences on a robot and identify and debug a simple algorithm. 		
History		<p>Childhood Introductory Knowledge</p> <ul style="list-style-type: none"> Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago). Identify special people, what makes them special and how they should be treated. Identify the stages that people go through as they grow older and recognise that their responsibilities, needs and lifestyles change over time. Order information on a timeline. Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago). Order information on a timeline. Describe an aspect of everyday life within or beyond living memory. View progression Express an opinion about a historical source. Describe an aspect of everyday life within or beyond living memory. Describe a significant historical event in British history. Describe how a place or geographical feature has changed over time. Identify the characteristics of a settlement. Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, 			<p>School Days</p> <ul style="list-style-type: none"> Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago). Order information on a timeline. Describe important events in the school's history Describe an aspect of everyday life within or beyond living memory. View progression Describe changes within or beyond living memory. Describe an aspect of everyday life within or beyond living memory. Use a range of historical artefacts to find out about the past. Use a range of historical artefacts to find out about the past. View progression. Express an opinion about a historical source. Create stories, pictures, independent writing and role play about historical events, people and periods. Understand the term significant and explain why a significant individual is important. View progression Identify some key features of a significant historical event beyond living memory. Describe how a place or geographical feature has changed over time. 	<ul style="list-style-type: none"> Describe an aspect of everyday life within or beyond living memory. Identify similarities and differences between ways of life within or beyond living memory. Create stories, pictures, independent writing and role play about historical events, people and periods. Order information on a timeline. Use subject-specific vocabulary to explain and describe. Describe how they can contribute to the life of the class and school.

		<p>last year, years ago and a long time ago).</p> <ul style="list-style-type: none"> • Order information on a timeline. • Recognise that time moves forward, and changes happen over time, including physical and emotional changes. • Identify similarities and differences between ways of life within or beyond living memory. • Describe an aspect of everyday life within or beyond living memory. • Use a range of historical artefacts to find out about the past. • Create stories, pictures, independent writing and role play about historical events, people and periods. • Participate in group talk, role play and performances. • Create stories, pictures, independent writing and role play about historical events, people and periods. • Identify similarities and differences between ways of life within or beyond living memory. • Listen carefully and respond to others. 				
Science	<p>Everyday Materials Materials; Natural materials; Human-made materials; Grouping materials; Properties of materials; Venn diagrams; Comparing and testing materials;</p> <ul style="list-style-type: none"> • Talk about what they have done and say, with help, what they think they have found out. • With support, use simple equipment to measure and make observations. View progression • Identify and name what an object is made from, including wood, plastic, glass, metal, water and rock. • Ask simple scientific questions. View progression • Identify and name what an object is made from, 	<p>Human Senses Humans; Labelling body parts; Counting body parts; Similarities and differences in humans; Five senses – sight, hearing, touch, smell, taste; Senses and danger; Sensory loss and assistive tools; Sense of touch investigation;</p> <ul style="list-style-type: none"> • With support, follow instructions to perform simple tests and begin to talk about what they might do or what might happen. View progression • Compare and group materials in a variety of ways, such as based on their physical properties; being natural or man-made and being recyclable or non-recyclable. 	<p>Seasonal Changes Seasons; Seasonal changes in deciduous and evergreen trees; Seasonal changes in animals; Weather; Seasonal weather; Day length; Investigating the Sun; Measuring wind; Measuring temperature; Measuring precipitation; Weather forecasting;</p> <ul style="list-style-type: none"> • Observe changes across the four seasons. • Observe the local environment throughout the year and ask and answer questions about living things and seasonal change. • Observe objects, materials, living things and changes over time, sorting and grouping them based on their features. View progression • Identify, compare, group and sort a variety of common wild 	<p>Seasonal Changes Seasons; Seasonal changes in deciduous and evergreen trees; Seasonal changes in animals; Weather; Seasonal weather; Day length; Investigating the Sun; Measuring wind; Measuring temperature; Measuring precipitation; Weather forecasting;</p> <ul style="list-style-type: none"> • Observe and describe how day length changes across the year. • Describe ways to stay safe in some familiar situations. View progression • With support, follow instructions to perform simple tests and begin to talk about what they might do or what might happen. View progression 	<p>Plant Parts Wild and garden plants; Seasonal changes; Plant parts; Seeds and bulbs; Investigating leaves; Importance of plants;</p> <ul style="list-style-type: none"> • Identify, compare, group and sort a variety of common wild and garden plants, including deciduous and evergreen trees, based on observable features. • Describe, following observation, how plants and animals change over time • Observe the local environment throughout the year and ask and answer questions about living things and seasonal change. 	<p>Animal Parts Animals' body parts; Animal groups – amphibians, birds, fish, invertebrates, mammals, reptiles; Carroll and Venn diagrams; Pets; Carnivores, herbivores and omnivores; Earthworms;</p> <ul style="list-style-type: none"> • Identify, compare, group and sort a variety of common animals, including fish, amphibians, reptiles, birds, invertebrates and mammals, based on observable features. • Label and describe the basic structures of a variety of common animals, including fish, amphibians, reptiles, birds and mammals. • Identify, compare, group and sort a variety of common animals, including fish, amphibians, reptiles,

	<p>including wood, plastic, glass, metal, water and rock.</p> <ul style="list-style-type: none"> • With support, gather and record simple data in a range of ways (data tables, diagrams, Venn diagrams). View progression • Observe objects, materials, living things and changes over time, sorting and grouping them based on their features. • Compare and group materials in a variety of ways, such as based on their physical properties; being natural or man-made and being recyclable or non-recyclable. View progression • Investigate and describe the simple physical properties of some everyday materials, such as hard or soft; stretchy or stiff; rough or smooth; opaque or transparent; bendy or rigid and waterproof or not waterproof. • With support, gather and record simple data in a range of ways (data tables, diagrams, Venn diagrams). • With support, follow instructions to perform simple tests and begin to talk about what they might do or what might happen. View progression • Compare and group materials in a variety of ways, such as based on their physical properties; being natural or man-made and being recyclable or non-recyclable. <p>Working scientifically Identifying and classifying, Observing changes over time, Comparative test, Pattern seeking, Research</p>	<ul style="list-style-type: none"> • With support, follow instructions to perform simple tests and begin to talk about what they might do or what might happen. • With support, follow instructions to perform simple tests and begin to talk about what they might do or what might happen. • Observe objects, materials, living things and changes over time, sorting and grouping them based on their features. • Talk about what they have done and say, with help, what they think they have found out. View progression • Observe objects, materials, living things and changes over time, sorting and grouping them based on their features. <p>Working scientifically Identifying and classifying, Comparative test, Pattern seeking, Research</p>	<p>and garden plants, including deciduous and evergreen trees, based on observable features.</p> <ul style="list-style-type: none"> • Describe, following observation, how plants and animals change over time. • Observe changes across the four seasons. • Describe in simple terms how a physical process or human behaviour has affected an area, place or human activity. View progression • Observe and describe different types of weather. <p>Working scientifically Observing changes over time, Identifying and classifying, Pattern seeking, Comparative test, Research</p>	<ul style="list-style-type: none"> • With support, use simple equipment to measure and make observations. • With support, gather and record simple data in a range of ways (data tables, diagrams, Venn diagrams). View progression • Observe and describe different types of weather. View progression • Investigate weather using toys, models or simple equipment. • Talk about what they have done and say, with help, what they think they have found out. • With support, use simple equipment to measure and make observations. View progression • Investigate weather using toys, models or simple equipment. • Talk about what they have done and say, with help, what they think they have found out. • Ask simple scientific questions. • Talk about what they have done and say, with help, what they think they have found out. <p>Working scientifically Observing changes over time, Identifying and classifying, Pattern seeking, Comparative test, Research</p>	<ul style="list-style-type: none"> • Identify, compare, group and sort a variety of common wild and garden plants, including deciduous and evergreen trees, based on observable features. • With support, gather and record simple data in a range of ways (data tables, diagrams, Venn diagrams). • Label and describe the basic structure of a variety of common plants. • Observe objects, materials, living things and changes over time, sorting and grouping them based on their features. • With support, follow instructions to perform simple tests and begin to talk about what they might do or what might happen. • With support, use simple equipment to measure and make observations. • Ask simple scientific questions. • Talk about what they have done and say, with help, what they think they have found out. • Label and describe the basic structure of a variety of common plants. • Observe objects, materials, living things and changes over time, sorting and grouping them based on their features. • With support, use simple equipment to measure and make observations. • Identify, compare, group and sort a variety of common wild and garden plants, including deciduous and evergreen trees, based on observable features. • Identify, compare, group and sort a variety of common wild and garden plants, including deciduous and evergreen trees, based on observable features <p>Working scientifically Identifying and classifying, Observing changes over time,</p>	<p>birds, invertebrates and mammals, based on observable features.</p> <ul style="list-style-type: none"> • With support, gather and record simple data in a range of ways (data tables, diagrams, Venn diagrams). • Describe how to care for plants and animals, including pets. • Group and sort a variety of common animals based on the foods they eat. • Observe objects, materials, living things and changes over time, sorting and grouping them based on their features. • Talk about what they have done and say, with help, what they think they have found out. • Ask simple scientific questions. • With support, follow instructions to perform simple tests and begin to talk about what they might do or what might happen. • With support, use simple equipment to measure and make observations. • Identify, compare, group and sort a variety of common animals, including fish, amphibians, reptiles, birds, invertebrates and mammals, based on observable features. • Group and sort a variety of common animals based on the foods they eat. • With support, follow instructions to perform simple tests and begin to talk about what they might do or what might happen. • With support, gather and record simple data in a range of ways (data tables, diagrams, Venn diagrams). • Talk about what they have done and say, with help, what they think they have found out. • Ask simple scientific questions.
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					Pattern seeking, Research, Comparative test	Working scientifically Identifying and classifying, Comparative test, Pattern seeking, Research
R.E.	<p>Harvest (Christianity)</p> <ul style="list-style-type: none"> Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry. Recognise some different symbols and actions, which express a community's way of life, appreciating some 	<p>Harvest</p> <ul style="list-style-type: none"> Recall and name different beliefs and practices including worship, rituals and ways of life Explore of discuss some sacred writings and sources of wisdom Recognise some traditions that they come from 	<p>Purim</p> <ul style="list-style-type: none"> Retell and suggest meanings to some religious and moral stories Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves Recount different ways of expressing identify and belonging Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come Recognise some symbols and actions which express a community's way of life, appreciating some similarities between communities Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make Find out about questions of right and wrong and begin to express their ideas and opinions in response Identify what difference belonging to a community might make. Find out about questions of right and wrong and begin to express their ideas and opinions in response. 	<p>Milad un Nabi</p> <ul style="list-style-type: none"> Find out about and respond with ideas to examples of cooperation between people who are different. Explore questions about belonging, meaning and truth Notice and respond sensitively to some similarities between different religions and world views. 	<p>Diwali</p> <ul style="list-style-type: none"> Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. Explore belonging, meaning and truth, express ideas and opinions in response using words, music art or poetry. Observe and recount different ways of expressing identify and belonging, responding sensitively for themselves. 	<p>Naam Karan</p> <ul style="list-style-type: none"> Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. Find out about and response with ideas to examples of cooperation between people who are different.

	<p>similarities between communities.</p> <ul style="list-style-type: none"> Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. Recognise the importance of friendship and that there are different ways of making friends. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry. 					
<p>PSHE (including RSHE)</p>	<ul style="list-style-type: none"> Identify special people, what makes them special and how they should be treated. Identify the stages that people go through as they grow older and recognise that their responsibilities, needs and lifestyles change over time. Recognise that time moves forward, and changes happen over time, including physical and emotional changes. Listen to other people and play and work cooperatively. 	<ul style="list-style-type: none"> Listen to other people and play and work cooperatively. 	<ul style="list-style-type: none"> Describe how they can contribute to the life of the class and school. Identify special people, what makes them special and how they should be treated. Listen to other people and play and work cooperatively. Recognise how people have a responsibility to care for their local, natural and built environments. Recognise that time moves forward, and changes happen over time, including physical and emotional changes. 	<p>Humankind Wellbeing</p> <ul style="list-style-type: none"> Recognise that there are things that they can do to help when finding things difficult. Recognise that people's bodies and feelings can be hurt by the activities, events and people encountered in everyday life and online. <p>Unacceptable Behaviour</p> <ul style="list-style-type: none"> Recognise different types of teasing and bullying and that both types of behaviour are unacceptable. <p>Staying safe</p> <ul style="list-style-type: none"> Identify that some aspects of life should be kept private. 		

- Recognise that there are basic techniques for resisting pressure from others.
- Healthy Lifestyle**
- State what constitutes a healthy lifestyle.
 - Recognise the importance of staying safe in the sun.
- Personal Hygiene**
- Recognise the importance of personal hygiene and how to maintain it.
- Setting Goals**
- Identify strengths and set simple but challenging goals.
- Processes**
- Environment**
- Recognise how people have a responsibility to care for their local, natural and built environments.
- Creativity**
- Vocabulary**
- Select vocabulary to describe feelings.
- Speaking, listening and sharing**
- Listen to other people and play and work cooperatively.
- Investigation**
- Issues, evidence and ideas**
- Identify times when people are unkind and understand how to respond, including online.
- Media**
- Identify different types of media and how it is used in everyday life.
- Materials**
- Consumers**
- Recognise that household products, including medicines, can be harmful if not used properly.
 - Recognise the difference between needs and wants.
- Nature**
- Rights of Others**
- Recognise that people and other living things have rights.
- Place and Space**
- Diversity**
- Recognise that each person is unique and that there never has been and never will be another 'them'.
 - Recognise that there are many different jobs that people can do.
- Place in the world**
- Describe how they can contribute to the life of the class and school.
- Comparison**
- Compare and Contrast**
- Identify the differences between surprises and secrets and recognise that some secrets shouldn't be kept.
- Significance**
- Significant People**
- Identify special people, what makes them special and how they should be treated.
- Relationships**
- Identify ways that they can help the people who look after them, including family and school staff, to protect them more easily.
 - Recognise the importance of friendship and that there are different ways of making friends.
- Change**
- Life changes**
- Recognise that time moves forward, and changes happen over time, including physical and emotional changes.
- Physical Development**
- Identify the stages that people go through as they grow older and recognise that their responsibilities, needs and lifestyles change over time.

Media literacy and Digital resilience:

Art & Design	Mix it Yr1 Engage	• Design Technology	Rain and Sunrays Engage	• Design Technology	Street View Engage	• Design Technology
	<ul style="list-style-type: none"> • Identify and use paints in the primary colours. 		<ul style="list-style-type: none"> • Make transient art and pattern work using a range or combination of man-made and natural materials. 		<ul style="list-style-type: none"> • Draw or paint a place from memory, imagination or observation. 	
	Develop					

- Identify and use paints in the primary colours.
- Identify similarities and differences between two or more pieces of art.
- Make simple prints and patterns using a range of liquids including ink and paint

Innovate

- Identify and use paints in the primary colours

Express

- Say what they like about their own or others' work using simple artistic vocabulary.

Funny Faces and Fabulous Features

Engage

- Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features.
- Identify similarities and differences between two or more pieces of art.

Develop

- Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features.
- Communicate their ideas simply before creating artwork.
- Cut and join textiles using glue and simple stitches. View progression
- Use gluing, stapling or tying to decorate fabric, including buttons and sequins.
- Identify similarities and differences between two or more pieces of art.

Develop

- Use soft and hard pencils to create different types of line and shape.
- Communicate their ideas simply before creating artwork.
- Design and make art to express ideas. View progression
- Make simple prints and patterns using a range of liquids including ink and paint.

Innovate

- Make simple prints and patterns using a range of liquids including ink and paint.

Express

- Say what they like about their own or others' work using simple artistic vocabulary.

Develop

- Identify similarities and differences between two or more pieces of art.
- Describe and explore the work of a significant artist.
- Identify and use paints in the primary colours.
- Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing.

Innovate

- Communicate their ideas simply before creating artwork.

Express

- Say what they like about their own or others' work using simple artistic vocabulary.

SEATON
ACADEMY

	<ul style="list-style-type: none"> Describe and explore the work of a significant artist <p>Innovate</p> <ul style="list-style-type: none"> Design and make art to express ideas. View progression Use textural materials, including paper and fabric, to create a simple collage. <p>Express</p> <ul style="list-style-type: none"> Say what they like about their own or others' work using simple artistic vocabulary. 					
DT		<ul style="list-style-type: none"> Describe the similarities and differences between two products. Name and explore a range of everyday products and describe how they are used. Identify and name what an object is made from, including wood, plastic, glass, metal, water and rock. Create a design to meet simple design criteria. Construct simple structures, models or other products using a range of materials. Select and use a range of materials, beginning to explain their choices. Create a design to meet simple design criteria. Select and use a range of materials, beginning to explain their choices. Talk about their own and each other's work, identifying strengths or weaknesses and offering support. 		<ul style="list-style-type: none"> Name and explore a range of everyday products and describe how they are used. Use wheels and axles to make a simple moving model. Describe the similarities and differences between two products. Create a design to meet simple design criteria. Use wheels and axles to make a simple moving model. Talk about their own and each other's work, identifying strengths or weaknesses and offering support. 		<ul style="list-style-type: none"> Sort foods into groups by whether they are from an animal or plant source. Select the appropriate tool for a simple practical task. Explain why hand washing and cleanliness are important. Measure and weigh food items using non-standard measures, such as spoons and cups. Select healthy ingredients for a fruit or vegetable salad. Create a design to meet simple design criteria. Describe why a product is important. Follow the rules to keep safe during a practical task. Talk about their own and each other's work, identifying strengths or weaknesses and offering support.

<p style="text-align: center;">Music</p>	<p>Hey You (Style: Old school hiphop)</p> <ul style="list-style-type: none"> To compose your own rap. Listen and appraise. To understand how pulse, rhythm and pitch work together. To know what the terms 'pulse', 'rhythm' and 'pitch' mean. 	<p>Rhythm in the Way We Walk & The Banana Rap (Style: Reggae)</p> <ul style="list-style-type: none"> Explore pulse, rhythm and pitch. Explore rapping, dancing and singing. Singing – Christmas production. Learn to sing and use their voices. Perform to music. Learn to sing in a choir context. 	<p>In the Groove (Style: Blues, Baroque, Latin, Bangra, Folk and Funk)</p> <ul style="list-style-type: none"> To move to the beat of a piece of music 	<p>Round and Round (Style: Bossanova)</p> <ul style="list-style-type: none"> To identify pulse, rhythm and pitch in different styles of music. 	<p>Your Imagination (Style: Pop)</p> <ul style="list-style-type: none"> To listen to a piece of music. To know and recognise the sound and names of some instruments. 	<p>Reflect, Rewind and Replay (Style: Classical)</p> <ul style="list-style-type: none"> The history of music. To learn some of the language related to music.
<p style="text-align: center;">Computing</p>	<p>Computing systems and networks – Technology around us</p> <p>Identify Technology</p> <ul style="list-style-type: none"> explain technology as something that helps us locate examples of technology in the classroom explain how these technology examples help us <p>Identify a computer and its main parts</p> <ul style="list-style-type: none"> name the main parts of a computer switch on and log into a computer use a mouse to click and drag <p>Use a mouse in different ways</p> <ul style="list-style-type: none"> use a mouse to open a program click and drag to make objects on a screen use a mouse to create a picture <p>Use a keyboard to type on a computer</p> <ul style="list-style-type: none"> say what a keyboard is for type name on a computer save work to a file <p>Use the keyboard to edit text</p> <ul style="list-style-type: none"> open work from a file use the arrow keys to move the cursor delete letters <p>Create rules for using technology responsibly</p> <ul style="list-style-type: none"> identify rules to keep us safe and healthy when we are using technology in and beyond the home give examples of some of these rules <p>discuss how we benefit from these rules</p>	<p>Creating Media – Digital Painting</p> <p>Describe what freehand tools do</p> <ul style="list-style-type: none"> make marks on screen and explain which tools to use draw lines on a screen and explain which tools to use use the paint tools to draw a picture <p>Use the shape tool and the line tools</p> <ul style="list-style-type: none"> make marks with the square and line tools use the shape and line tools effectively use the shape and line tools to recreate the work of an artist <p>Make careful choices when painting a digital picture</p> <ul style="list-style-type: none"> choose appropriate shapes make appropriate colour choices create a picture in the style of an artist <p>Explain why the tools used are chosen</p> <ul style="list-style-type: none"> explain that different paint tools do different jobs choose appropriate paint tools and colours to recreate the work of an artist say which tools were helpful and why <p>Use a computer on my own to paint a picture</p> <ul style="list-style-type: none"> make dots of colour on the page change the colour and brush sizes use dots of colour to create a picture in the style of an artist on my own <p>Compare painting a picture on a computer and on paper</p> <ul style="list-style-type: none"> explain that pictures can be made in lots of different ways spot the differences 	<p>Programing A – Moving a robot</p> <p>Explain what a given command will do</p> <ul style="list-style-type: none"> predict the outcome of a command on a device match a command to an outcome run a command on a device <p>Act out a given word</p> <ul style="list-style-type: none"> follow an instruction recall words that can be acted out give directions <p>Combine 'forwards' and 'backwards' commands to make a sequence</p> <ul style="list-style-type: none"> compare forward and backward movements start a sequence from the same place predict the outcome of a sequence involving 'forwards' and 'backwards' commands <p>Combine four direction commands to make sequences</p> <ul style="list-style-type: none"> compare left and right turns experiment with 'turn' and 'move' commands to move a robot predict the outcome of a sequence involving up to four commands <p>Plan a simple program</p> <ul style="list-style-type: none"> explain what my program should do choose the order of commands in a sequence debug my program <p>Find more than one solution to a problem</p> <ul style="list-style-type: none"> identify several possible solutions plan two programs <p>use two different programs to get to the same place</p>	<p>Data and Information – Grouping data</p> <p>Label objects</p> <ul style="list-style-type: none"> describe objects using labels match objects to groups identify the label for a group of objects <p>Identify that objects can be counted</p> <ul style="list-style-type: none"> count objects group objects count a group of objects <p>Describe objects in different ways</p> <ul style="list-style-type: none"> describe an object describe a property of an object find objects with similar properties <p>Count objects with the same properties</p> <ul style="list-style-type: none"> group similar objects group objects in more than one way count how many objects share a property <p>Compare groups of objects</p> <ul style="list-style-type: none"> choose how to group objects describe groups of objects record how many objects are in a group <p>Answer questions about groups of objects</p> <ul style="list-style-type: none"> decide how to group objects to answer a question compare groups of objects record and share what is found 	<p>Creating Media – Digital Writing</p> <p>Use a computer to write</p> <ul style="list-style-type: none"> open a word processor recognise keys on a keyboard identify and find keys on a keyboard <p>Add and remove text on a computer</p> <ul style="list-style-type: none"> enter text into a computer use letter, number, and space keys use backspace to remove text <p>Identify that the look of text can be changed on a computer</p> <ul style="list-style-type: none"> type capital letters explain what previously taught keys do identify the toolbar and use bold, italic, and underline <p>Make careful choices when changing text</p> <ul style="list-style-type: none"> select a word by double-clicking select all of the text by clicking and dragging change the font <p>Explain why the tools used are chosen</p> <ul style="list-style-type: none"> say what tools are used to change the text decide if my changes have improved my writing use 'Undo' to remove changes <p>Compare typing on a computer to writing on paper</p> <ul style="list-style-type: none"> make changes to text on a computer explain the differences between typing and writing <p>say which is preferred, typing or writing</p>	<p>Programing B – Programing Animations</p> <p>Choose a command for a given purpose</p> <ul style="list-style-type: none"> find the commands to move a sprite use commands to move a sprite compare different programming tools <p>Show that a series of commands can be joined together</p> <ul style="list-style-type: none"> use more than one block by joining them together use a Start block in a program run my program <p>Identify the effect of changing a value</p> <ul style="list-style-type: none"> find blocks that have numbers change the value say what happens when a value is changed <p>Explain that each sprite has its own instructions</p> <ul style="list-style-type: none"> show that a project can include more than one sprite delete a sprite add blocks to each of my sprites <p>Design the parts of a project</p> <ul style="list-style-type: none"> choose appropriate artwork for my project decide how each sprite will move create an algorithm for each sprite <p>Use my algorithm to create a program</p> <ul style="list-style-type: none"> use sprites that match my design add programming blocks based on my algorithm <p>test the programs I have created</p>

		<p>between painting on a computer and on paper</p> <ul style="list-style-type: none"> say whether I prefer painting using a computer or using paper 				
P.E.	<p>Multi-Skills Invasion and Ball Control</p> <ul style="list-style-type: none"> To move fluently, changing direction & speed easily. To use different movements, speeds & pathways To recognise space in games. To consolidate passing and receiving. To describe and copy what others are doing Kick, throw and catch different sized objects accurately with a partner over a variety of distances Move confidently in a range of ways safely negotiating space Move fluently, changing direction and speed easily and safely <p>Tactics</p> <ul style="list-style-type: none"> Understand basic rules of games and know what is required to win them Play a role in a group situation over a sustained period of time Basic understanding of tactics <p>Net games</p> <ul style="list-style-type: none"> To aim and strike an object towards a set target To balance a ball on a racket with control. To recognise and begin to use space in games. To attempt to strike a ball over and beyond a target. <p>Gymnastics</p> <ul style="list-style-type: none"> Talk about how their body feels before, during and after exercise, how to exercise safely and remember session safety rules and give examples of things that contribute to being healthy Explore different ways of moving, copying simple 	<p>Cricket Throwing and catching</p> <ul style="list-style-type: none"> To be able to throw a ball/beanbag with accuracy. To be able to show an awareness of space. To be able to catch a ball/beanbag with some control. To observe, describe and copy what others are doing. To work collaboratively with a partner Throw and catch different sized objects accurately with a partner over a variety of distances <p>Tactics</p> <ul style="list-style-type: none"> Understand basic rules of games and know what is required to win them Play a role in a group situation over a sustained period of time Basic understanding of tactics To aim and strike an object towards a set target. To attempt to strike a ball over and beyond a target. <p>Invasion</p> <ul style="list-style-type: none"> Move confidently in a range of ways safely negotiating space Partake in sustained exercise, running at different speeds and jumping with accuracy Move fluently, changing direction and speed easily and safely <p>Yoga</p> <ul style="list-style-type: none"> Talk about how their body feels before, during and after exercise, how to exercise safely and remember session safety rules and give examples of things that contribute to being healthy 	<p>Dance</p> <ul style="list-style-type: none"> Talk about how their body feels before, during and after exercise, how to exercise safely and remember session safety rules and give examples of things that contribute to being healthy Explore different ways of moving, copying simple movements using different stimuli with a range of actions Copy, remember and repeat simple actions with control and coordination Demonstrate large and expansive shapes. Demonstrate swinging actions with the arms. Demonstrate heavy and strong movements. Change pace and speed travelling around the room, including slow motion. Be able to perform movement in a canon. <p>Football</p> <p>Tactics</p> <ul style="list-style-type: none"> Understand basic rules of games and know what is required to win them Play a role in a group situation over a sustained period of time Basic understanding of tactics To aim and strike an object towards a set target. To attempt to strike a ball over and beyond a target. <p>Net/ Team games</p> <ul style="list-style-type: none"> To aim and strike an object towards a set target To recognise and begin to use space in games. To attempt to strike a ball over and beyond a target. 	<p>Multi-Skills Invasion and Ball Control</p> <ul style="list-style-type: none"> To move fluently, changing direction & speed easily. To use different movements, speeds & pathways To recognise space in games. To consolidate passing and receiving. 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To know what the term 'healthy eating' means. <p>Tactics</p> <ul style="list-style-type: none"> Understand basic rules of games and know what is required to win them Play a role in a group situation over a sustained period of time <p>Football</p> <p>Tactics</p> <ul style="list-style-type: none"> Understand basic rules of games and know what is required to win them Play a role in a group situation over a sustained period of time Basic understanding of tactics To aim and strike an object towards a set target. To attempt to strike a ball over and beyond a target. <p>Net/ Team games</p> <ul style="list-style-type: none"> To aim and strike an object towards a set target To recognise and begin to use space in games. To attempt to strike a ball over and beyond a target. To consolidate passing and receiving. Kick, throw and catch different sized objects accurately with a partner over a variety of distances Move confidently in a range of ways safely negotiating space

	<p>movements using different stimuli with a range of actions</p> <ul style="list-style-type: none"> • Copy, remember and repeat simple actions with control and coordination • Use apparatus appropriately climbing with an awareness of others and dismounting safely • Perform basic gymnastics actions • Show an awareness of personal and general space. • To move with some confidence, imagination and safety. 	<ul style="list-style-type: none"> • Describe how their body feels during different activities • Move fluently, changing direction and speed easily and safely • Experiment with dynamics, levels, directions and actions in response to a variety of stimuli • Explore different ways of moving, copy simple movements using different stimuli with a range of actions • Copy, remember and repeat simple actions with control and coordination 	<ul style="list-style-type: none"> • To consolidate passing and receiving. • Kick, throw and catch different sized objects accurately with a partner over a variety of distances • Move confidently in a range of ways safely negotiating space 	<ul style="list-style-type: none"> • Explore different ways of moving, copying simple movements using different stimuli with a range of actions • Copy, remember and repeat simple actions with control and coordination • Use apparatus appropriately climbing with an awareness of others and dismounting safely • Perform basic gymnastics actions • Show an awareness of personal and general space. • To move with some confidence, imagination and safety. 	<p>rules and give examples of things that contribute to being healthy</p> <ul style="list-style-type: none"> • Describe how their body feels during different activities • Move fluently, changing direction and speed easily and safely • Experiment with dynamics, levels, directions and actions in response to a variety of stimuli • Explore different ways of moving, copy simple movements using different stimuli with a range of actions • Copy, remember and repeat simple actions with control and coordination 	
LoTC	Multi-Skills Festival	Wordsworth Trust	Exploring our locality	Cricket Festival		Whinlatter Forest Trip

SEATON ACADEMY