



Year One Overview



YEAR ONE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Street Detectives	This is Me!	London's Burning		Glorious Gardens	Explorers
Enhancements	Walk round Sale Moor Author visit	Parents invited in to make photo frames Winter Comfy Reads Panto in School	Wider Ops - Music	London's Burning performance KS1 Dance Competition Wider Ops - Music		Manchester Airport (Runway Visitors Centre)
Maths	Counting, recognising and comparing numbers 0-10 Counting to and from 20 Counting in tens – decade numbers Pattern in counting from 20 to 100 Comparing quantities – part part whole relationships Composition of numbers 0-5 Recognise, compose, decompose and manipulate 2D and 3D shapes		Recognise, compose, decompose and manipulate 2D and 3D shapes Composition of numbers 6-10 Additive structures: addition Additive structures: addition and subtraction Addition and subtraction facts within 10		Composition of numbers 11 to 19 Numbers 0 to 20 in different contexts Unitising and coin recognition - counting in 2s, 5s and 10s Unitising and coin recognition - value of a set of coins Solving problems in a range of contexts Position and direction including fractions of turns Time - sequencing events and telling the time to the hour and half hour	
Writing Focus	To Inform - Letter writing	To Entertain Narrative – Augustus and his Smile Performance Poetry	Katie in London To Inform – Non-Chronological Report about London To Recount – Diary	Great Fire of London (Non-fiction book) To Inform - Instructions To Entertain - Counting poem	To Entertain Narrative – Don't Spill the Milk – Write own version based in Sale Moor To Inform – Instructions on planting cress	Narrative - The Great Explorer Unfortunately, / Fortunately, story To entertain – Poetry – Riddles (What am I?)
Reading Focus	Traditional Stories The Gingerbread Man	Narrative Augustus and his Smile	Familiar Setting Katie in London	Non-Fiction Book Great Fire of London	Stories from other cultures Don't Spill the Milk	Adventure narrative The Great Explorer
Science		How can we organise all the zoo animals?		Is there a pattern in the types of materials	How do my cress seeds change over time?	

				that are used to make objects in a school?		
	Autumn	Winter		Spring	Summer	In which season does it rain the most?
History	Why is there a blue plaque in Sale Moor?			How did Samuel Pepys help us to find out about the GFoL?		How did the Wright Brothers succeed where others hadn't?
Geography	How can we describe Sale Moor?		What did Katie see in London?			Why do we have different weather?
Art		How can you manipulate paper to create a 3-D sculpture?		How do artists create a colour splash?		How do artists use tools to create different lines and shapes?
D and T		How can we make our photo frames stable?	How can we make a picture move?			Which fruit make the best fruit kebabs?
RE	Who is a Christian and what do they believe? Christianity		How and why do we celebrate special and sacred times? All Religions		What does it mean to belong to a faith community? Christian, Muslim and Jewish	
Music	Keeping the pulse	Tempo	Wider Ops - Ocarina	Performance – Great Fire of London Wider Ops - Ocarina	Dynamics	Sound patterns
PE	Football/Tennis	Gymnastics/Hockey	Volleyball/Basketball	Dance/Golf	Cricket/Athletics	Rounders/Athletics
PSHCE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Computing	How can I log on and off on the computer?	How does Smartie the Penguin help us to stay safe on the computer?	What is an algorithm?		How can I use technology to combine text with photographs, graphics and drawings?	
Outside Learning Opportunities	Literacy – sentence building (Builder's Yard)	Art - 3D sculptures using natural materials – make a display.	ICT - Grid on the floor, program movements to get to	Science - Material hunt- natural and man-made, sorting into groups.	Maths - directional work	Art - Sketching

	Science – Observing and measuring the weather Geography – walk to Sale Moor		different places on the grid			
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Please find below the year groups sticky knowledge. The skills progression for each subject can be found within the website under ‘Our Learning’. Information about Maths and English knowledge are sent out separately. Please note the order of topics may change due to cohorts/term length.

Year One Autumn Term Overview

Art and Design	Geography	Design and Technology
How can you manipulate paper to create a 3-D sculpture?	How can we describe Sale Moor?	How can we make our photo frames stable?
<u>Knowledge</u> <ul style="list-style-type: none"> ● Roll and fold paper. ● Cut shapes from paper and card. ● Cut and glue paper to make 3D structures. ● Decide the best way to glue something. ● Create a variety of shapes in paper, e.g. spiral, zig-zag. ● Make larger structures using newspaper rolls. <u>Evaluating and analysing:</u> <ul style="list-style-type: none"> ● Describe and compare features of their own and others’ artwork. ● Evaluate art with an understanding of how art can be varied and made in different ways and by different people. 	<u>Knowledge</u> <p>To know they live in Sale/Sale Moor. To know Sale is a town and Sale Moor is a village. To know the need for an address to help us locate places. To identify features and know they can be physical (natural) and human (built) Human - town, village, house, school, shop, church, road, tram stop, station, bridge, canal, motorway. Physical – hill, mountain, river, cliffs, beach, sea To know there are different types of maps – Google maps, atlas, Google Earth, maps</p> <p>To know we can follow a route on a map.</p>	<u>Knowledge</u> <p>I know how to make a freestanding structure stable. I know different attachment techniques – Flange, L-Brace, Tabs, Slot. I know that using different materials (feathers, sequins, ribbon, buttons, paper and stick with glue) can decorate a picture frame.</p>
<u>Vocabulary</u> artist, carving, concertina, curve, cylinder, detail, fold, imagine, loop, mosaic, overlap, roll, sculpture, scrunch, spiral, three dimensional (3D), tube, zig-zag,	<u>Vocabulary</u> Sale, Sale Moor, maps, atlas, human and physical features, town, village, house, school, shop, church, road, tram stop, station, bridge, canal, motorway, hill, mountain, river, cliffs, beach, sea route	<u>Vocabulary</u> Stable, stiff, stiffer, stiffest, strong, stronger, strongest build, structure, stable, rigid, flange, L-Brace, tabs, slot, feathers, sequins, ribbon, buttons and felt-tips.
RE	History	
Who is a Christian and what do they believe? Christian	Why is there a Blue Plaque in Sale Moor?	

<p><u>Knowledge</u> Christians follow Christianity. Christians believe in God. Jesus is the son of God. The Bible the Christian holy and sacred book. The Bible tells stories which guides Christians on how to live their lives (beliefs). Jesus was born on Christmas day. At Christmas, Christians give and receive gifts.</p>	<p><u>Knowledge</u> <u>I know why George Mottershead has a blue plaque.</u></p> <ul style="list-style-type: none"> • Significant people/events can have blue plaques to commemorate them. • George Mottershead was born in Sale Moor (<i>June 12, 1894</i>) • Why is he significant? He founded Chester Zoo – the first zoo without bars <p><u>I know where to place events of GM on a timeline.</u></p> <ul style="list-style-type: none"> • GM was born and where this fits in respect to our school being built. (<i>1894</i>) • When he was a boy he was taken to Belle Vue and didn't like all the animals in cages and was determined to build a zoo without bars. • Chester Zoo was opened. (<i>1931 37 years old</i>) <p><u>I know how lives and homes have changed in Sale Moor since 1894.</u></p> <ul style="list-style-type: none"> • I know Sale Moor has some shops and buildings (the public house) which are still here now. • I know there was a tram which went through Sale Moor when GM was a boy whereas we have cars and trains. 	
<p><u>Vocabulary</u> The New Testament, The Old Testament, God, Jesus, Son of God, Bible, Christian, Christianity, gifts, giving, Trinity, parables, miracles, story teller.</p>	<p><u>Vocabulary</u> Timelines, artefact, blue plaque, significant, famous, George Mottershead, zoo, consequence, similar, different, remember, old and new, past and present, chronological order, before and after, evidence,</p>	
Music	Computing	Science
Keeping the pulse	How can I log on and off on the computer?	How can we organise all the zoo animals?
<p><u>Knowledge</u> Notation is read from left to right. Pictorial representations of rhythm show sounds and rests.</p>	<p><u>Knowledge</u> I know how to switch on a computer. I know how to log on and shut down safely. I can use a mouse – left click and right click -move the curser -click and drag. I know how to open and close programs.</p>	<p><u>Knowledge</u> Animals can move, eat and breathe. Humans are animals. Animals have different features, including fins, wings, scales, legs, feathers, claws, paws etc.</p>

	I know how to use a keyboard - space bar, back space and enter	Animals can be sorted in different ways but a scientific classification can be used: -carnivores (only eat meat), herbivores (only eat plants) and omnivores (can eat both) - fish, amphibians, reptiles, birds and mammals (children will identify and name common animals from each group). Humans are omnivores, but some choose to eat only plants (vegetarian/vegan). Humans are made of many different body parts (see vocab below). Humans have five senses, smell, taste, touch, sight and hearing. The five senses are each associated with different body parts (eyes, ears, nose, tongue and skin/hands)
<u>Vocabulary</u> Pulse, singing voice, speaking voice, thinking voice	<u>Vocabulary</u> Monitor, display, keyboard, mouse, trackpad, system unit, headphones, switch. Launch, application, window, minimise, restore, size, move, screen, close, exit.	<u>Vocabulary</u> body parts as for reception plus: forehead, chin, cheek, eyebrows, eyelashes, lips, chest, back, stomach, wrist, ankle, heel, palm, finger nails, toe nails, senses shark, clown fish, tuna, frog, toad, snake, lizard, tortoise, penguin, flamingo, robin, humans, cat, dog, elephant. carnivore, herbivore, omnivore
Tempo	How does Smartie the Penguin help us to stay safe on the computer?	In which season does it rain the most?
<u>Knowledge</u> That sound can help tell a story. That an instrument or voice can be played at different speeds. That pulse can be fast and slow.	<u>Knowledge</u> I know how to use my knowledge of e-safety when researching a topic with support. I know what SMART stands for when being safe online.	<u>Knowledge</u> Throughout the year: <ul style="list-style-type: none"> • There are four seasons: spring, summer, autumn and winter. • The weather changes as we move from season to season. • In the summer there are more hours of daylight and in winter there are fewer hours of daylight. • We can use equipment to record the weather – weather vane, thermometer and rain gauge.
<u>Vocabulary</u> Beat, fast, singing voice, slow, speaking voice, warm up	<u>Vocabulary</u> Digital footprint, online citizen, bullying, teasing, e-safety, password.	<u>Vocabulary</u> <ul style="list-style-type: none"> • Weather (sunny, rainy, windy, snowy etc.) • Seasons (winter, summer, spring, autumn)

- Sun, sunrise, sunset, day length
- Equipment (weather vane, rain gauge, thermometer)

Physical Education	Physical Education	Physical Education	Physical Education
Football	Tennis	Gymnastics	Hockey
<u>Declarative Knowledge</u> <ul style="list-style-type: none"> • Describe what you have done, or seen others doing. • Describe what it feels like to breath quickly during exercise 	<u>Declarative Knowledge</u> <ul style="list-style-type: none"> • Describe what they have done or seen others doing. • Understand how to play in a safe way and why being active and playing games is good for you. 	<u>Declarative Knowledge</u> <p>Describe what you have done or seen others do.</p>	<u>Declarative Knowledge</u> <ul style="list-style-type: none"> • Recognise space in games and use it to your advantage. • Describe what you have done, or seen others doing. • Understand why being active and playing games is good for you.
<u>Procedural Knowledge</u> <ul style="list-style-type: none"> • Explore different ways to use and move with a ball. Show control of a ball with basic actions. • Send/ pass a ball and successfully catch/stop a ball. • Move fluently, changing direction and speed. Develop fundamental movement skills, becoming increasingly confident and competent. • Use skills in different ways when playing games. • Recognise space in games and use it to your advantage. 	<u>Procedural Knowledge</u> <ul style="list-style-type: none"> • Engage in cooperative physical activities. • Explore different ways to use and move with the ball – showing control with simple actions and basic control when striking a ball. • Catch/stop and send/pass a ball – developing technique of throwing and receiving. Understand the concept of moving to get in line with a ball to receive it. • Move fluently, changing direction and speed. 	<u>Procedural Knowledge</u> <ul style="list-style-type: none"> • Perform basic gymnastic actions, including travelling, rolling, jumping, and staying still. • Develop fundamental movement skills, becoming increasingly confident and competent, moving safely using changes of speed, level, and direction. • Combine different ways of travelling exploring a range of movements and shapes. • Create linked movement phrases with beginning, middle and ends. • Perform movement phrases using a range of different body actions and body parts. • Develop agility, balance, and coordination. 	<u>Procedural Knowledge</u> <ul style="list-style-type: none"> • Explore different ways to use and move with a ball. Show control of a ball with basic actions. • Send/ pass a ball and successfully catch/stop a ball. • Develop fundamental movement skills, becoming increasingly confident and competent, moving fluently, changing direction and speed. • Use skills in different ways when playing games
<u>Vocabulary</u> Ball Control, control, coordination, direction, dribble, movement, partner, rules, space	<u>Vocabulary</u> Aim, aiming, balance, ball control, bounce, move, control, equipment, racket, receive, roll, score, send score, swing, underarm	<u>Vocabulary</u> Arch, balance, backwards, direction, straight, dish, explore, forwards, high & low, travelling, individual, jump, key shape, level, tuck, linking, movement, sequence, shapes, star	<u>Vocabulary</u> Beanbags, small balls, hockey sticks, soft balls, cones, bibs, goals

PSHCE

Being me in my world	Celebrating difference
Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone

Year One Spring Term Overview

Art and Design	Geography	History
How do artists use tools to create different lines and texture?	What did Katie see in London?	How did Samuel Pepys help us to find out about the GFoL?
<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • That a continuous line drawing is a drawing with one unbroken line. • Properties of drawing materials e.g.; which one’s smudge, which ones can be erased, which one’s blend. <p>Know how to...</p> <ul style="list-style-type: none"> • Hold and use drawing tools in different ways to create different lines and marks. • Create marks by responding to different stimulus such as music. • Overlap shapes to create new ones. • Use mark making to replicate texture. • Look carefully to make an observational drawing. • Complete a continuous line drawing • <u>Knowledge of artists:</u> Understand how artists choose materials based on their properties in order to achieve certain effects. <p><u>Evaluating and analysing:</u> Describe and compare features of their own and others’ artwork. Evaluate art</p>	<p><u>Knowledge</u></p> <p>We live in the United Kingdom (UK). The UK is made up of four countries – England (the largest), Wales, Scotland (the most Northern), Northern Ireland. The UK is an island. Each country has a capital city (Edinburgh, London, Cardiff and Belfast) and London is also the capital city of the UK. The features of the capital cities – rivers, cathedrals, castles, famous landmarks. How to locate these features on a map of London and Edinburgh. Which features are human and which are physical?</p>	<p><u>Knowledge</u></p> <p><u>I know the GFoL was a significant event that happened in 1666 over 4 days.</u></p> <ul style="list-style-type: none"> • (2 September 1666)- Fire broke out in a bakery on Pudding Lane. Thomas Fariner was the baker. Samuel Pepys started his diary. • (3 September)- People start to move their possessions to safety using boats on the River Thames. • (4 September)- St Paul’s Cathedral was destroyed. • (5 September)- King Charles agreed to houses being pulled down, the wind died down and fire stopped spreading. <p><u>I know why the fire spread so quickly and how it changed London.</u></p> <ul style="list-style-type: none"> • Tudor London had houses built close together and made of wood. It was very dry and windy.

<p>with an understanding of how art can be varied and made in different ways and by different people.</p>		<ul style="list-style-type: none"> • When the fire was over, King Charles II ordered the city to be rebuilt with brick and stone. • Christopher Wren designed St Paul's Cathedral. <p><u>I know Samuel Pepys kept a diary and this is how we know about the GFoL.</u></p> <ul style="list-style-type: none"> • An eyewitness, Samuel Pepys, wrote a recount of the fire in his famous diary. <p>Extracts from his diary helped us learn about this event.</p>
<p><u>Vocabulary</u> abstract, chalk, charcoal, circle, continuous, cross-hatch, diagonal, dots firmly, form, horizontal, lightly, line, mark making, narrative, observe, optical art, pastel, printing, shade, shadow, straight, texture, vertical, wavy</p>	<p><u>Vocabulary</u> Island, coast line, United Kingdom, England, Scotland, Wales, Ireland and Northern Ireland, sea, capital city, London, Belfast, Cardiff, Edinburgh. Landmark, tourist, features, characteristics, Ariel views, landmarks,</p>	<p><u>Vocabulary</u> decade, architects, fire hook, leather buckets, diary, Samuel Pepys, St. Pauls Cathedral, King Charles II, royal, River Thames, changes, modern, event, old and new, past and present, chronological order, before and after, evidence, monument</p>
<p>RE 1.6 How and why do we celebrate special and sacred times? All religions</p>	<p>Design and Technology How can we make a picture move?</p>	
<p><u>Knowledge</u> All religions have festivals to celebrate sacred events in their religion. All religions have celebrations to mark other events such as baptisms. To know that Eid is a festival celebrated by Muslims. To know that Diwali is a festival celebrated by Sikhs.</p>	<p><u>Knowledge</u> I know books and pictures can have moving parts. I know a slider mechanism can move the part in a horizontal or vertical straight line. I know a lever mechanism moves around a pivot and can move in a curved line.</p>	
<p><u>Vocabulary</u> Christmas, Passover, Sedar, Diwali, Eid, Ramadan, Vaishakhi, Judaism, Christian, Islam, Muslim, Sikh, Hindu, festivals</p>	<p><u>Vocabulary</u> moving parts, mechanism, split pin, lever, slide, join, design, evaluate, movement, horizontal, vertical, circular, arc, hinge and pivot.</p>	
<p>Music Dynamics</p>	<p>Computing What is an algorithm?</p>	<p>Science Is there a pattern in the types of materials that are used to make objects in a school?</p>
<p><u>Knowledge</u> Sections of music can be described as loud, quiet or silent and the meaning of these terms.</p>	<p><u>Knowledge</u> I know how to create an algorithm. I know how to record an algorithm.</p>	<p><u>Knowledge</u> <u>We will know:</u> An object is a 'thing' that can be seen and touched.</p>

<p>Notation is read from left to right. To be able to recognise and name up to three instruments from Groups A and B.</p>	<p>I know how to program a Bee-bot. I know how to create an algorithm for the Bee-bot. I know how to find the mistakes when following an algorithm. (debug)</p>	<p>Objects have a name and often have a purpose. The material is what an object is made of, for example a cup can be made of paper or plastic Common materials include wood, metal, glass, plastic, cotton and wool. (inc water and rock) Materials have different physical properties, hard/soft, shiny/dull, absorbent/waterproof, opaque/transparent, rough/smooth. Materials can be grouped in a number of ways based on their physical properties.</p>
<p><u>Vocabulary</u> Dynamics, instrument, seaside, soundscape, symbol, volume</p>	<p><u>Vocabulary</u> directional language (forward, backward, quarter turn, half turn), ordering, algorithm, program, Bee-Bot, Debug</p>	<p><u>Vocabulary</u> material, object, wood, metal, glass, plastic, cotton, wool, water, rock, hard/soft, shiny/dull, absorbent/waterproof, opaque/transparent, rough/smooth physical properties</p>

Physical Education	Physical Education	Physical Education	Physical Education
Volleyball	Basketball	Dance	Golf
<p><u>Declarative Knowledge</u></p> <ul style="list-style-type: none"> • Understand how to play in a safe way and why being active and playing games is good for you. • Describe what they have done or seen others doing. Change the way they use skills in response to their opponent's actions. • Understand, follow, and apply skills and tactics in simple games. 	<p><u>Declarative Knowledge</u></p> <ul style="list-style-type: none"> • Understand the concept of moving to get in line with the ball to receive it. • Describe why being active and playing games is good for you. 	<p><u>Declarative Knowledge</u></p> <ul style="list-style-type: none"> • Describe what it feels like to breathe quickly during exercise. • Describe what they have done or seen others doing. • Understand why being active and playing games is good for you. 	<p><u>Declarative Knowledge</u></p> <ul style="list-style-type: none"> • Understand the importance of rules and follow instructions to complete a task.
<p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • Show control of a ball with basic actions and explore different ways to use and move with a ball. • Send a ball in different ways e.g. throwing, pushing, rolling. 	<p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • Explore different ways to use, move and send the ball. • Develop skills such as sending an object to a target, catching, receiving, rolling, pushing, throwing and basic ball control. 	<p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • Respond imaginatively to a range of stimuli. • Move confidently and safely in your own and general space, using changes of speed, level and direction. 	<p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • Explore different ways of moving, with and without a ball, developing movement and coordination. • Show increasing control when pushing, patting, throwing, and catching a ball.

<ul style="list-style-type: none"> • Successfully received (catch/stop) a ball and understand the concept of moving to get in line with a ball to receive it. 	<ul style="list-style-type: none"> • Demonstrate a basic underarm throwing action with control and accuracy. 	<ul style="list-style-type: none"> • Perform movement phrases using a range of different body actions and body parts – with control and accuracy. • Create linked movements, combining different ways of travelling, with beginnings, middles and ends. 	<ul style="list-style-type: none"> • Send objects towards a target with increasing accuracy. • Begin to apply the basic putting technique into games. (golf) • Compete against others in modified golf games. (golf)
<u>Vocabulary</u> Accuracy, aim, beanbag, bounce, catch, close, control, count, gather, roll, score, send, space, throw, watch, point, ready, rules, direction, breathing	<u>Vocabulary</u> Aim, throw & catch, describe, pass, ready	<u>Vocabulary</u> Actions, beat, character, copy, count, create, dance, direction, imagination, move, performance, position	<u>Vocabulary</u> Balance, close, closer, control, direction, experiment, improve, movement, space, steadily, stretching, skills, technique, tick tock

PSHCE

Dreams and goals	Healthy me
Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness

Year One Summer Term Overview

Art and Design	Geography	History
How do artists create a colour splash?	Why do we have different weather?	How have aeroplanes evolved since The Wright Brothers?
<p><u>Knowledge</u></p> <ul style="list-style-type: none"> Combine primary-coloured materials to make secondary colours. Mix secondary colours in paint. Choose suitable sized paint brushes. Clean a paintbrush to change colours. Print with objects, applying a suitable layer of paint to the printing surface. Overlap paint to mix new colours. Use blowing to create a paint effect. Make a paint colour darker or lighter (creating shades) in different ways e.g. adding water, adding a lighter colour. <p><u>Evaluating and analysing:</u> Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>	<p><u>Knowledge</u></p> <p>The world is made up of countries which can be grouped into seven continents.</p> <p>The name of the seven continents.</p> <p>The UK is part of Europe.</p> <p>Where the South and North Pole are and that these areas are very cold.</p> <p>There is an imaginary line called the equator around the middle of the Earth.</p> <p>It is very hot and wet near the equator.</p> <p>In the middle of the poles and equator the weather is seasonal.</p> <p>The UK has seasons and this affects the weather – seasonally and daily.</p>	<p><u>Knowledge</u></p> <p><u>I know who the Wright brothers are and why they are important.</u></p> <ul style="list-style-type: none"> Wilbur and Orville were brothers who lived in America. Lots of people were trying to make a machine that could fly. The brothers were the first to pilot the first flight of an engine-powered aeroplane (<i>took place on 17th December 1903</i>). The flight flew for 12 seconds. Over the next few years, they carried on improving the aircraft. <p><u>I know how planes have evolved and the affect this has had on the world.</u></p> <ul style="list-style-type: none"> The aeroplane has made the world smaller – trade, holidays etc. The first powered aircraft had wings and propellers which allowed it to fly. World War One plane had a cockpit for the pilot. Concorde the first plane to fly supersonic. <p>A380 the world's largest passenger airliner. It has two floors and can seat 853 passengers.</p>
<p><u>Vocabulary</u></p> <p>blend, hue, kaleidoscope, pattern, mix, primary colour, print, secondary colour, shade, shape, space, texture, thick</p>	<p><u>Vocabulary</u></p> <p>World, countries, continents – Antarctica, Australia, North and South America, Europe, Africa, Asia – Types of weather season equator continents maps world ocean weather equipment analysis block graph, pictogram clothes climate seasonal Singapore Norway similarities and differences</p>	<p><u>Vocabulary</u></p> <p>centuries, inventors, explorers, flight exploration, airport, aeroplanes, The Wright Brothers, hot-air balloon, airport, succeed, commemorate</p>
RE	Design and Technology	
1.7 What does it mean to belong to a faith community?	Which fruit make the best fruit kebabs?	

<ul style="list-style-type: none"> • Christian • Muslim • Jewish people 		
<p><u>Knowledge</u> We all belong to something – school, family, religion. Christians use symbols to show that they belong to Christianity. Muslims use symbols to show that they belong to Islam. Symbols used to show belonging to a religion have different meanings. I know how Muslims and Christians celebrate weddings.</p>	<p><u>Knowledge</u> I know fruits are a plant we can eat. I know we can grow fruits on a farm or at home. I know the names of the fruits – strawberry, melon, apple, banana. I know the equipment, we will need to use – knife, skewer, colander, chopping board.</p>	
<p><u>Vocabulary</u> community, faith community, symbol, Christian, Christianity, Muslim, Islam, baptism, Christening, wedding, marriage</p>	<p><u>Vocabulary</u> Fruit, strawberry, melon, apple, banana, knife, skewer, colander and chopping board.</p>	
<p>Music</p>	<p>Computing</p>	<p>Science</p>
<p>Sound patterns</p>	<p>How can I use technology to combine text with photographs, graphics and drawings?</p>	<p>How do my cress seeds change over time?</p>
<p><u>Knowledge</u> Sections of music can be described as loud, quiet or silent and the meaning of these terms.</p>	<p><u>Knowledge</u> I know how to use paint to draw flowers of my choice from given options. I know how to begin to paint to create a flower. I know how to open and close a programme. I know how to use a keyboard. I know how to describe my flower. I know how to add further detail to my drawing.</p>	<p><u>Knowledge</u> We will know...Plants can be flowers, trees, vegetables, fruits. (Others learnt at an earlier date). Parts of a plant are leaves, flowers, petals, blossom, stem/trunk/branch and roots. Trees are a type of plant that have a tall stem made of wood/bark. The purpose of the roots, stem, petals and leaves. Evergreen trees keep their leaves all year round (e.g. pine, yew, juniper in UK) Deciduous plants lose their leaves in winter (e.g. oak, silver birch, horse chestnut, sycamore, ash). Identify the trees in our school grounds – Holly, Silver Birch, Oak, Sycamore. The difference between wild (flowers that grow without help from humans) and garden flowers (planted to grow in gardens and parks).</p>

		Some wild flowers– buttercup, daisy, dandelion, poppy Some garden flowers – daffodils, rose, sunflower, fuchsia
<u>Vocabulary</u> Character, voice, sound pattern	<u>Vocabulary</u> Monitor, display, keyboard, mouse, trackpad, system unit, headphones, switch, Launch, application, window, minimise, restore, size, move, screen, close, exit. Clicker 8, paint, tools, erase, pen, draw, fill.	<u>Vocabulary</u> leaf, flower, blossom, petal, root, seed, trunk, branch, stem, bark, stalk, bud, holly, silver birch, oak, sycamore, buttercup, daisy, dandelion, poppy, daffodils, rose, sunflower, fuchsia, deciduous, evergreen

Physical Education	Physical Education	Physical Education	
Cricket	Athletics (over the term)	Rounders	
<u>Declarative Knowledge</u> <ul style="list-style-type: none"> • Apply skills and tactics in simple games, including recognizing space and using it to your advantage. • Understand why being active and playing games is good for you. 	<u>Declarative Knowledge</u> <ul style="list-style-type: none"> • Recognise successful and unsuccessful techniques. • Show understanding of the correct running technique. 	<u>Declarative Knowledge</u> <ul style="list-style-type: none"> • Describe what you have done, or seen others doing. • Describe what it is like to breath quickly during exercise. Understand why being active and playing games is good for you. 	
<u>Procedural Knowledge</u> <ul style="list-style-type: none"> • Move fluently, changing direction and speed, • Show basic control of the ball, including when striking a ball. • Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it. 	<u>Procedural Knowledge</u> <ul style="list-style-type: none"> • Show good teamwork and sportsmanship when taking part in competitive throwing. • Develop the overarm throw technique, throwing accurately towards a target. • Practice the underarm throw technique, aiming towards a target showing increased control. • Show a basic level of control, coordination and consistency when running. • Explore and practice a variety of movements including running, jumping, and throwing techniques. • Experiment with different jumping techniques, showing control, coordination, and consistency throughout. 	<u>Procedural Knowledge</u> <ul style="list-style-type: none"> • Understand and follow simple rules for games and compete in physical activities both against self and against others. • Move fluently, changing direction and speed, • Show basic control of the ball, including when striking a ball. • Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it. • Apply skills and tactics in simple games, including recognizing space and using it to your advantage. 	
<u>Vocabulary</u>	<u>Vocabulary</u>	<u>Vocabulary</u>	

Aim, backwards, ball, ball Control, bat, beanbag, bounce, catch, control, direction, batting, feeder, forwards, free, space, grip, left & right, stop, movement, rolling, run, safety, score, space	Coordination Movement Aim Throw Landing Teamwork Measure Target Balance Improve Jump	Aim, catch, coordination, direction, experiment, movement, roll, rolling, rules, safety, score, send, space, target, throw, underarm	
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PSHCE

Relationships	Changing me
Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition