# Y1 Summer Half Term 1 Plan  21/22

| Subject | Weekly detail | | | | | |
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| **WRITING: composition** | **Week 1 18.04** | **Week 2 25.04** | **Week 3 02.05** | **Week 4 09.05** | **Week 5 16.05** | **Week 6 23.05** |
| **Links:** <br><br> **Science / Art** <br><br> **Animals** | **Narrative** <br><br> **Text Dear Zoo** <br><br> **En1/1 Spoken Language** <br><br> En1/1a listen and respond appropriately to adults and their peers <br><br> En1/1h speak audibly and fluently with an increasing command of Standard English <br><br> En1/1i participate in discussions, presentations, performances, role play/improvisations and debates <br><br> En1/1j gain, maintain and monitor the interest of the listener(s) <br><br> L.O – To listen and join in with predictable phrases | **Narrative** <br><br> **Text Dear Zoo** <br><br> **En1/1 Spoken Language** <br><br> En1/1a listen and respond appropriately to adults and their peers <br><br> En1/1c use relevant strategies to build their vocabulary <br><br> L.O – To illustrate the events in a story (pictures for lift the flap book) <br><br> **Composition** <br><br> En1/3.3a write sentences by: saying out loud what they are going to write about | **Narrative** <br><br> **Text Handa's Surprise** <br><br> **En1/1 Spoken Language** ( <br><br> En1/1a listen and respond appropriately to adults and their peers <br><br> En1/1b ask relevant questions to extend their understanding and knowledge <br><br> En1/1c use relevant strategies to build their vocabulary <br><br> En1/1d articulate and justify answers, arguments and opinion <br><br> L.O – to use clues to make predictions about a text <br><br> L.O – To listen and respond to a story | **Narrative** <br><br> **Text Handa's Surprise** <br><br> **En1/1 Spoken Language** <br><br> En1/1i participate in discussions, presentations, performances, role play, improvisations and debates <br><br> En1/1b ask relevant questions to extend their understanding and knowledge <br><br> **Composition** <br><br> En1/3.3a write sentences by: <br><br> saying out loud what they are going to write about <br><br> composing a sentence orally before writing it | **Non-Fiction** <br><br> **Text / Focus Animal Texts** <br><br> **En1/1 Spoken Language** <br><br> En1/1a listen and respond appropriately to adults and their peers <br><br> En1/1b ask relevant questions to extend their understanding and knowledge <br><br> En1/1i participate in discussions, presentations, performances, role play, improvisations and debates <br><br> En1/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. | **Non-Fiction** <br><br> **Text / Focus My First Animal Encyclopaedia** <br><br> **En1/1 Spoken Language** <br><br> En1/1b ask relevant questions to extend their understanding and knowledge <br><br> En1/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. <br><br> En1/3.3b discuss what they have written with the teacher or other pupils <br><br> En1/3.3c read their writing aloud clearly enough to be heard by their peers and the teacher. |

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| | L.O – to rehearse and perform a text with repeated phrases<br><br>Outcome – To take part in a whole class reading of Dear Zoo, joining in with predictable phrases | composing a sentence orally before writing it<br><br>sequencing sentences to form short narratives<br><br>L.O – To sequence sentences to write a short narrative<br><br>2 Lessons (independent write)<br><br>En1/1h   speak audibly and fluently with an increasing command of Standard English<br><br>En1/1j   gain, maintain and monitor the interest of the listener(s)<br><br>En1/3.3c   read their writing aloud clearly enough to be heard by their peers and the teacher.<br><br>L.O – To read writing aloud to the class<br><br>Outcome – To write and illustrate a lift the flap book based on Dear Zoo | L.O – To organise the events in a story<br><br>L.O – To suggest changes to a story using pictures and words<br><br>Outcome – To plan the content of a new story linked to Handa's surprise and own lives. | sequencing sentences to form short narratives<br><br>En1/3.3b   discuss what they have written with the teacher or other pupils<br><br>re-reading what they have written to check that it makes sense<br><br>L.O – To story map ideas for a narrative<br><br>L.O – To orally rehearse a short narrative<br><br>L.O – To independently write a short narrative (2 days)<br><br>Outcome – To write another version of Handa's Surprise, changing the character and key details | **Composition**<br><br>En1/3.3a<br><br>write sentences by:<br><br>saying out loud what they are going to write about<br><br>L.O – To know the difference between fiction and non-fiction<br><br>L.O – To use a non-fiction text to find out information<br><br>L.O – To match descriptions of animals with their pictures<br><br>L.O – To present information about an animal (to a partner / group or the class)<br><br>En1/3.3c   read their writing aloud clearly enough to be heard by their peers and the teacher.<br><br>Outcome – To verbally share learning from the week with others | **Composition**<br><br>En1/3.3a   write sentences by:<br><br>sequencing sentences to form short narratives (non-fiction)<br><br>re-reading what they have written to check that it makes sense<br><br>En1/3.3b   discuss what they have written with the teacher or other pupils<br><br>L.O – To plan the structure of a text using pictures and words<br><br>L.O – to orally describe an animal<br><br>L.O – To write a short non-fiction text (2 days)<br><br>Outcome  - To write descriptions of animals to be included in our own class encyclopaedia |

| WRITING:VGP | 1 | 2 | 3 | 4 | 5 | 6 |
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| **Links:**<br><br>Taught throughout English lessons | En1/3.4a develop their understanding of the concepts set out in English Appendix 2 by:<br><br>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' | En1/3.4a develop their understanding of the concepts set out in English Appendix 2 by:<br><br>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' | En1/3.4b use the grammatical terminology in English Appendix 2 in discussing their writing and reading.<br><br>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark | En1/3.4a develop their understanding of the concepts set out in English Appendix 2 by:<br><br>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark | En1/3.4a develop their understanding of the concepts set out in English Appendix 2 by:<br><br>joining words and joining clauses using "and" | En1/3.4b use the grammatical terminology in English Appendix 2 in discussing their writing and reading.<br><br>joining words and joining clauses using "and" |

| WRITING: Spelling | 1 | 2 | 3 | 4 | 5 | 6 |
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| **Links:**<br><br>using –ing, –ed, –er and –est where no change is needed in the spelling of root words | En1/3.1e write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.<br><br>Outcome – dictated write – progress check | En1/3.1a spell:<br><br>words containing each of the 40+ phonemes already taught<br><br>common exception words<br><br>En1/3.1c add prefixes and suffixes:<br><br>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs | En1/3.1a spell:<br><br>words containing each of the 40+ phonemes already taught<br><br>common exception words<br><br>En1/3.1c add prefixes and suffixes:<br><br>using the prefix un– | En1/3.1a spell:<br><br>words containing each of the 40+ phonemes already taught<br><br>common exception words<br><br>En1/3.1e write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. | En1/3.1a spell:<br><br>words containing each of the 40+ phonemes already taught<br><br>common exception words<br><br>the days of the week<br><br>En1/3.1c add prefixes and suffixes:<br><br>using –er where no change is needed in the spelling of root words | En1/3.1e write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.<br><br>Outcome – dictated write – progress check |

| Writing Transcription | En1/3.2 Handwriting and Presentation<br><br>En1/3.2a sit correctly at a table, holding a pencil comfortably and correctly<br>En1/3.2b begin to form lower-case letters in the correct direction, starting and finishing in the right place<br>En1/3.2c form capital letters<br>En1/3.2d form digits 0-9<br>En1/3.2e understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these | | | | | |
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| **READING: Comprehension** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Links:**<br><br>**English / Science / Art**<br><br>**Animals** | Eric Carle<br><br>**Slowly Slowly Slowly, said the sloth**<br><br>https://www.youtube.com/watch?v=lZX39Nc20Ys<br><br>En1/2.2a develop pleasure in reading, motivation to read, vocabulary and understanding<br><br>discussing word meanings, linking new meanings to those already known<br><br>being encouraged to link what they read or hear to their own experiences<br><br>drawing on what they already know or on background information and vocabulary | Eric Carle<br><br>**The Very Busy Spider**<br><br>https://www.youtube.com/watch?v=TfL0g-XRxnA&t=49s<br><br>En1/2.2a develop pleasure in reading, motivation to read, vocabulary and understanding by:<br><br>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently<br><br>learning to appreciate rhymes and poems, and to recite some by heart | Eric Carle<br><br>**The Very Quiet Cricket**<br><br>https://www.youtube.com/results?sp=mAEB&search_query=the+very+quiet+cricket<br>En1/2.2a develop pleasure in reading, motivation to read, vocabulary and understanding by:<br><br>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics<br><br>being encouraged to link what they read or hear to their own experiences | Poetry<br><br>**Rumble in the Jungle**<br><br>https://www.youtube.com/watch?v=fgdfofQegaM<br><br>En1/2.2a develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems at a level beyond that at which they can read independently<br><br>learning to appreciate rhymes and poems, and to recite some by heart<br><br>recognising and joining in with predictable phrases | Julia Donaldson<br><br>**The Ugly Five**<br><br>https://www.youtube.com/watch?v=WBR838XNVC0<br><br>En1/2.2a develop pleasure in reading, motivation to read, vocabulary and understanding by:<br><br>drawing on what they already know or on background information and vocabulary provided by the teacher<br><br>recognising and joining in with predictable phrases<br><br>discussing word meanings, linking new meanings to those already known | Julia Donaldson<br><br>**Monkey Puzzle**<br><br>https://www.youtube.com/watch?v=ZoPgbQ7JiR0<br><br>En1/2.2b understand both the books they can already read accurately and fluently and those they listen to by<br><br>making inferences on the basis of what is being said and done<br><br>predicting what might happen on the basis of what has been read so far |

| MATHS | 1 | 2 | 3 | 4 | 5 | 6 |
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| Links: | **Power Maths 1B Unit 8: Subtraction within 20**<br><br>Ma1/2.2a read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs<br><br>Ma1/2.2c add and subtract one-digit and two-digit numbers to 20, including 0<br><br>Ma1/2.2d solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? - 9. | **Power Maths 1B Unit 8: Subtraction within 20**<br><br>**Ma1/2.2a read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs**<br><br>**Ma1/2.2c add and subtract one-digit and two-digit numbers to 20, including 0**<br><br>**Ma1/2.2d solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? - 9.** | **Power Maths 1B Unit 9: Numbers to 50**<br><br>Ma1/2.1b count, read and write numbers to 100 in numerals; count in multiples of 2s and 5s<br><br>Ma1/2.1d identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least<br><br>Ma1/2.2d solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? - 9. | **Power Maths 1B Unit 9: Numbers to 50**<br><br>Ma1/2.1b count, read and write numbers to 100 in numerals; count in multiples of 2s and 5s<br><br>Ma1/2.1d identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least<br><br>Ma1/2.2d solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? - 9. | **Power Maths 1B Unit 9: Numbers to 50**<br><br>Ma1/2.1b count, read and write numbers to 100 in numerals; count in multiples of 2s and 5s<br><br>Ma1/2.1d identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least<br><br>Ma1/2.2d solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? - 9. | **Power Maths 1B Unit 10: Introducing lengths and heights**<br><br>Ma1/3.1a compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]<br><br>Ma1/3.1b measure and begin to record the following: lengths and heights |

| | Wednesday:<br>**Lesson 3 -**<br>Subtraction –<br>crossing the ten (1)<br>L.O - to subtract 1-<br>digit and 2-digit<br>numbers to 20,<br>including zero and<br>bridging 10<br><br><br>Thursday:<br>**Lesson 4 -**<br>Subtraction –<br>crossing the ten (2)<br>L.O - to subtract 1-<br>digit and 2-digit<br>numbers to 20 and<br>bridging 10 | Monday:<br>**Lesson 5 –**<br>Solving word and<br>picture problems –<br>subtraction<br>L.O - to solve<br>subtraction word and<br>picture problems<br>within 20<br><br><br>Tuesday:<br>**Lesson 6 –**<br>Addition and<br>Subtraction facts to<br>20<br>L.O - add and<br>subtract one-digit<br>and two-digit<br>numbers to 20,<br>including 0<br><br>Wednesday:<br>**Lesson 7 -**<br>Comparing Additions<br>and Subtractions<br>L.O – to be able to<br>compare addition<br>and subtraction<br>sums within 20<br><br>Thursday:<br>**Lesson 8 –**<br>Solving word and<br>picture problems –<br>addition and<br>subtraction<br>L.O – to be able to<br>solve word and<br>picture problems<br>within 20 | Monday:<br>**MAY DAY**<br><br>**Tuesday**<br>**Lesson 1 –**<br>Counting to 50 (1)<br>L.O - Count to and<br>across 50, forwards<br>and backwards,<br>beginning with 0 or<br>1, or from any given<br>number<br><br>**Wednesday**<br>**Lesson  2**<br>Counting to 50 (2)<br>L.O - Count to and<br>across 50, forwards<br>and backwards,<br>beginning with 0 or<br>1, or from any given<br>number<br><br>**Thursday**<br>**Lesson 3**<br>Tens and Ones<br>L.O - to learn that<br>numbers up to 50<br>are made up of<br>some tens and some<br>ones through<br>partitioning | Monday –<br>**Lesson 4 –**<br>Representing<br>numbers to 50<br>L.O - Identify and<br>represent numbers<br>using objects and<br>pictorial<br>representations<br>including the number<br>line to 50<br><br>Tuesday –<br>**Lesson 5**<br>Comparing numbers<br>of objects<br>L.O - to compare<br>different numbers of<br>objects to 50 using<br>the less than (<) and<br>more than (>) signs<br><br>Wednesday –<br>**Lesson 6 –**<br>L.O - to identify<br>whether a number is<br>more than, less than<br>or equal to another<br>within 50<br><br>**Thursday**<br>**Lesson 7 –**<br>Ordering objects and<br>numbers<br>L.O - compare three<br>or more sets of<br>objects or numbers<br>below 50 | Monday:<br>**Lesson 8 –**<br>Counting in 2s<br>L.O - to learn to<br>count in multiples of<br>2, forwards and<br>backwards<br><br><br>Tuesday:<br>**Lesson 9 –**<br>Counting in 5s<br>L.O - to learn to<br>count in multiples of<br>5 and identify the<br>numerical patterns<br><br><br>Wednesday:<br>**Lesson 10 –**<br>Solving word<br>problems – addition<br>and subtraction (1)<br>L.O - to be able to<br>solve word problems<br>using addition and<br>subtraction within 50<br><br>**Thursday**<br>**Lesson 11 –**<br>Solving word<br>problems – addition<br>and subtraction (2)<br>L.O - to be able to<br>solve word problems<br>using addition and<br>subtraction within 50 | Monday:<br>**Lesson 1 –**<br>Comparing lengths<br>and heights<br>**L.O -** to learn to<br>compare, describe<br>and solve practical<br>problems for:<br>lengths and heights<br><br>Tuesday:<br>**Lesson 2 –**<br>Non-standard unit of<br>measure (1)<br>**L.O –** to learn to<br>measure and begin<br>to record the<br>following: lengths<br>and heights.<br><br><br>Wednesday:<br>**Lesson 3 –**<br>Non-standard unit of<br>measure (2)<br>L.O – to learn to<br>measure and begin<br>to record the<br>following: lengths<br>and heights.<br><br>Thursday:<br>**Lesson 4 -**<br>Measuring length<br>using a ruler<br>L.O – to learn how to<br>use a ruler correctly<br>to measure length in<br>centimetres<br>accurately. |

| CALCULATION | 1 | 2 | 3 | 4 | 5 | 6 |
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| **Links:** | Reason about the location of numbers to 10 within the linear number system, including comparing using < > and =

1NPV–1
Count within 100, forwards and backwards, starting with any number.

Counting to 50 and beyond in this half term | Reason about the location of numbers to 10 within the linear number system, including comparing using < > and =

1NPV–1
Count within 100, forwards and backwards, starting with any number.

Counting to 60 and beyond in this half term | Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =

1NPV–1
Count within 100, forwards and backwards, starting with any number.

Counting to 70 and beyond in this half term | Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =

1NPV–1
Count within 100, forwards and backwards, starting with any number.

Counting to 80 and beyond in this half term | Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =

1NPV–1
Count within 100, forwards and backwards, starting with any number.

Counting to 90 and beyond in this half term | Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =

1NPV–1
Count within 100, forwards and backwards, starting with any number.

Counting to 100 and beyond in this half term |

| SCIENCE | 1 | 2 | 3 | 4 | 5 | 6 |
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| **Links:**

**English – Texts focused on animals** | **Animals including humans**
Sc1/2.2a   identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals

Sc1/1.4   identifying and classifying

Activity – Pre Teach concept map

L.O – To identify and name common animals

Outcome – Children can match pictures | **Animals including humans**
Sc1/2.2a   identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals

Sc1/1.1   asking simple questions and recognising that they can be answered in different ways

Sc1/1.2   observing closely, using simple equipment

L.O – To organise and classify a range of common animals | Sc1/2.2b   identify and name a variety of common animals that are carnivores, herbivores and omnivores

Sc1/1.4   identifying and classifying

L.O – To learn difference between carnivores, omnivores and herbivores

Outcome – Children can sort a range of common animals into the groups above | Sc1/2.2c   describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)

Sc1/1.2   observing closely, using simple equipment

Sc1/1.5   using their observations and ideas to suggest answers to questions

Sc1/1.6   gathering and recording data to help in answering questions. | Sc1/2.2c   describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)

Sc1/1.2   observing closely, using simple equipment

Sc1/1.5   using their observations and ideas to suggest answers to questions

Sc1/1.6   gathering and recording data to help in answering questions. | Sc1/2.2c   describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)

Sc1/1.2   observing closely, using simple equipment

Sc1/1.5   using their observations and ideas to suggest answers to questions

Sc1/1.6   gathering and recording data to help in answering questions. |

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| | of animals to their names | Outcome – Children can cut / draw and name animals in different groups shown above | | L.O – To describe and compare fish, amphibians and reptiles<br><br>Outcome – To classify and compare fish, amphibians and reptiles according to their features and structure | L.O – describe and compare birds and mammals<br><br>Outcome – To classify and compare birds and mammals according to their features and structure | L.O – to describe and compare my favourite animals<br><br>Outcome – Children use knowledge from this HT to draw, name, describe and compare two / three of their favourite animals (from different groups) |
| **ART &DESIGN** | **1** | **2** | **3** | **4** | **5** | **6** |
| Links:<br><br>**English:**<br><br>Animals texts studied in lessons and in reading comprehension | **Making an animal collage**<br><br>1.1 To use a range of materials creatively to design and make products<br><br>L.O – To use a range of cutting and joining techniques to design a picture of a sloth<br><br>Outcome<br><br> | **Eric Carle Art - Painting**<br><br>1.2 To use painting to develop and share their ideas and imagination<br><br>1.3 To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space<br><br>L.O – To paint and decorate paper in the style of Eric Carle<br><br>Outcome<br><br> | **Eric Carle Art – Collage session 1**<br><br>1.2 To use drawing to develop and share their ideas and imagination<br><br>1.3 To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space<br><br>L.O – To create a collage in the style of Eric Carle<br><br>Outcome<br><br> | **Eric Carle Art – Collage session 2**<br><br>1.2 To use drawing and painting to develop and share their ideas and imagination<br><br>1.3 To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape<br><br>L.O – To create a collage in the style of Eric Carle<br><br>Outcome<br><br> | **Animal fur/scales**<br><br>1.2 To use drawing to develop and share their ideas, experiences and imagination<br><br>1.3 To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space<br><br>L.O – to use observational drawing to create an animal print<br><br>Outcome<br><br> | **Animal fur/scales**<br><br>1.2 To use drawing and painting to develop and share their ideas, experiences and imagination<br><br>1.3 To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space<br><br>L.O – To create a silhouette of an animal<br><br>Outcome –<br><br> |

| COMPUTING | 1 | 2 | 3 | 4 | 5 | 6 |
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| **Links:** | | **Strand 4 Programming A** | | **Strand 4 Programming A** | | **Strand 4 Programming A** |
| | | **Algorithms – Sequencing and Sorting** | | **Algorithms – Sequencing and Sorting** | | **Algorithms – Sequencing and Sorting** |
| | | Co2/1.1 understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions | | Co2/1.1 understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions | | Co2/1.1 understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions |
| | | 4.1 What is an algorithm? | | 4.1 What is an algorithm? | | 4.1 What is an algorithm? |
| | | L.O – To learn about algorithms and how they are used | | L.O – To learn how to program a Bebot | | L.O – To program a Bebot to move on a map |
| **DESIGN & TECHNOLOGY** | 1 | 2 | 3 | 4 | 5 | 6 |
| **Links:** | Not taught this HT | | | | | |

| GEOGRAPHY | 1 | 2 | 3 | 4 | 5 | 6 |
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| **Links:** | **Human & Physical** | **Human & Physical** | **Human & Physical** | **Human & Physical** | **Human & Physical** | **Human & Physical** |
| | **Ge1/1.3b** | **Ge1/1.3b** | **Ge1/1.3b** | **Ge1/1.3b** | **Ge1/1.4b** | **Ge1/1.4c** |
| | Use basic geographical vocabulary to refer to: | Use basic geographical vocabulary to refer to: | Use basic geographical vocabulary to refer to: | Use basic geographical vocabulary to refer to: | Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map | use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key |
| | Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather | Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather | Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | | |
| | LO: To use fieldwork skills to identify physical features | LO: To identify and name key physical features | LO: To identify human features | LO: To identify and name key human features | LO: To use simple compass terms when locating & describing the features on a map | LO: To create a simple map using human & physical features |
| **HISTORY** | 1 | 2 | 3 | 4 | 5 | 6 |
| **Links:** | Not taught this HT | | | | | |

| Indoor PE | 1 | 2 | 3 | 4 | 5 | 6 |
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| **Links:** | **PE2/1.1b Indoor Games**<br><br>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending<br><br>PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities<br><br>**Beanbag Games**<br><br>**Beanbag Target Throw**<br><br>L.O – To play small sided throwing and catching games | **PE2/1.1b Indoor Games**<br><br>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending<br><br>PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities<br><br>**Beanbag Games**<br><br>**Beanbag Target Throw**<br><br>L.O – To apply tactics to a game | **PE2/1.1b Indoor Games**<br><br>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending<br><br>PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities<br><br>**Soft Ball Games**<br><br>**Dodgeball**<br><br>L.O – To develop throwing and co-ordination skills | **PE2/1.1b Indoor Games**<br><br>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending<br><br>PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities<br><br>**Soft Ball Games**<br><br>**Dodgeball**<br><br>L.O – To play competitive games, using simple tactics | **PE2/1.1b Indoor Games**<br><br>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending<br><br>PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities<br><br>**Invasion Games**<br><br>**Beanbag Bonanza**<br><br>L.O – To play class games with attacking and defending | **PE2/1.1b Indoor Games**<br><br>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending<br><br>PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities<br><br>**Invasion Games**<br><br>**Beanbag Bonanza**<br><br>L.O – To develop tactics to play class games |

| Outdoor PE | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Links: | Hockey Skills | Hockey Skills | Hockey Skills | Hockey Skills | Hockey Games | Hockey Festival |
| | PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities | PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities | PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities | PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities | PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities | PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities |
| | PE1/1.1b participate in team games, developing simple tactics for attacking and defending (hockey skills)

L.O – To begin to control a hockey ball with a hockey stick

Outcome
Children can hold a Hockey stick and use it to control a hockey ball | PE1/1.1b participate in team games, developing simple tactics for attacking and defending (hockey skills)

L.O – To develop co-ordination and control of a hockey ball

Outcome – Children can move in different directions, controlling a ball | PE1/1.1b participate in team games, developing simple tactics for attacking and defending (hockey skills)

L.O – To apply control to pass and shoot a hockey ball

Outcome – The children can use control of a ball to pass to a peer or shoot at a goal. | PE1/1.1b participate in team games, developing simple tactics for attacking and defending (hockey skills)

L.O – To apply a range of hockey skills in different activities

Outcome – Children can apply the range of skills taught to take part in four hockey challenges | PE1/1.1b participate in team games, developing simple tactics for attacking and defending (hockey skills)

L.O – to play small sided hockey games (with adapted rules)

Outcome – To apply skills to play in an adapted game of hockey | PE1/1.1b participate in team games, developing simple tactics for attacking and defending (hockey skills)

L.O – to compete in a variety of hockey challenges

Outcome – To take part in a level 1 school games Hockey competition |

| RE | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Links: | | | **Stories of Jesus:** L.O-To be able to retell a story about Jesus (ten lepers) <br><br> Outcome - Discuss and share message. | **Stories of Jesus:** To be able to retell a story about Jesus (lost coin) <br><br> Outcome - Discuss and share message. | **Stories of Jesus:** **L**.O- To be able to compare the events and messages in religious stories (lost coin) <br><br> Outcome- Class list of messages for Christians from the 2 stories | **Stories of Jesus:** L.O. To link the purpose of a message with a religious story <br><br> Outcome: Children pass on the message 'Be Kind to Everyone' Demonstrate and present together as a class – act out phoning/writing/whispering/ travelling etc Link this back to the stories they have studied this half term. |

| RSHE | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Links: <br><br> <span style="color:red">**NOTE**</span> <br> <span style="color:red">\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*</span> <br> <span style="color:red">**RSHE – mental wellbeing is covered over two terms on the overview. Upon looking at it more closely we are able to add more subject areas in and therefore cover Online safety in more depth this term.**</span> | **Online safety Screen Time** <br><br> L.O – to know that people need to get the correct balance of time spent online and offline <br><br> Outcome – to recognise the importance of knowing when to take a break from time online or TV | **Online safety Personal information** <br><br> L.O – to know why we shouldn't share personal information <br><br> Outcome – to understand how to how to keep our personal information private and safe when we are online | **Online Safely Online Strangers** <br><br> L.O – to know that people online are strangers if we don't know them in real life <br><br> Outcome – to understand that we shouldn't share private and personal information with strangers | **Online Safety Fake News** <br><br> L.O – to know that anybody can put things online <br><br> Outcome – to understand that things online are often not true and become more familiar with the term 'Fake News' | **Mental Wellbeing Understanding my feelings** <br><br> L.O – to know how to recognise and name different feelings <br><br> Outcome - to understand that we have a range of emotions, depending on our experiences and situations | **Mental Wellbeing Understanding my feelings** <br><br> L.O – to know how to recognise and name different feelings <br><br> Outcome - to understand that we have a range of emotions, depending on our experiences and situations |

| MUSIC | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| **Links:**<br><br>**Animal songs –**<br>**English, Science,**<br>**Art link** | LO: Match body posture to pitch sounds<br><br>Noises in the night<br>Move like an animal in response to a song<br><br>Bears in the wood<br>Perform a chant with sound effects in a high- and low-pitched voice<br><br>Animal sounds<br>Compare the pitch of different animal sounds using voices | | LO: Play high and low pitch sounds in the right place<br><br>I'm a little egret<br>Perform a song at a high and low pitch<br><br>The crab and the egret<br>Listen to Chinese instrumental music describing an egret and a crab<br><br>Crab and egret instruments<br>  Accompany The Crab and the egret using classroom percussion sounds | | | |