

YEAR OVERVIEW 2019-20 for YEAR 1

Subject	HT1 (8 weeks)	HT2 (7 weeks)	HT3 (6 weeks)	HT4 (5 weeks)	HT5 (6 weeks)	HT6 (7 weeks)
Literacy Covered within each genre throughout the year	<p style="text-align: center;"><u>Animals</u> Key Texts – My Friend Bear Handa’s Surprise Farmer Duck The Gruffalo’s Child</p> <p style="text-align: center;">Each text over 2 weeks</p> <p>En1/3.3 Composition</p> <p>En1/3.3a write sentences by:</p> <ul style="list-style-type: none"> i. saying out loud what they are going to write about ii. composing a sentence orally before writing it <p>En1/3.4 Vocabulary, grammar & punctuation</p> <p>En1/3.4a develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> i. leaving 	<p style="text-align: center;"><u>Traditional Tales</u> Enormous Turnip (over 2 weeks) Gingerbread Man (over 2 weeks) Billy Goat’s Gruff (Over 1 week)</p> <p>En1/3.3 Composition</p> <p>En1/3.3a write sentences by:</p> <ul style="list-style-type: none"> i. saying out loud what they are going to write about ii. composing a sentence orally before writing it iii. sequencing sentences to form short narratives <p>En1/3.4 Vocabulary, grammar & punctuation</p> <p>En1/3.4a develop their understanding of the concepts set out in English Appendix 2 by:</p>	<p style="text-align: center;"><u>Space</u> Space Dog The Way Back Home Aliens Love Underpants</p> <p style="text-align: center;">Each text over 2 weeks</p> <p>En1/3.3 Composition</p> <p>En1/3.3a write sentences by:</p> <ul style="list-style-type: none"> iv. saying out loud what they are going to write about v. composing a sentence orally before writing it vi. sequencing sentences to form short narratives <p>En1/3.4 Vocabulary, grammar & punctuation</p> <p>En1/3.4a develop their understanding of the concepts set out in English Appendix 2 by:</p>	<p style="text-align: center;"><u>Rio De Vida</u> A Bear Called Paddington The Great Kapok Tree</p> <p>En1/3.3 Composition</p> <p>En1/3.3a write sentences by:</p> <ul style="list-style-type: none"> i. saying out loud what they are going to write about ii. composing a sentence orally before writing it iii. sequencing sentences to form short narratives <p>En1/3.4 Vocabulary, grammar & punctuation</p> <p>En1/3.4a develop their understanding of the concepts set out in English Appendix 2 by:</p>	<p style="text-align: center;"><u>Pirates and Mermaids</u> Mungo and the picture book pirate The Singing Mermaid The Night Pirates</p> <p style="text-align: center;">Each text over 2 weeks</p> <p>En1/3.3 Composition</p> <p>En1/3.3a write sentences by:</p> <ul style="list-style-type: none"> iv. saying out loud what they are going to write about v. composing a sentence orally before writing it vi. sequencing sentences to form short narratives <p>En1/3.4 Vocabulary, grammar & punctuation</p> <p>En1/3.4a develop their understanding of the concepts set out in English Appendix 2 by:</p>	<p style="text-align: center;"><u>World of Fantasy</u> The Smartest Giant in Town (Over 2 weeks) The Princess and the Pea (Over 2 weeks) Funnybones (Over 1 week)</p> <p>En1/3.3 Composition</p> <p>En1/3.3a write sentences by:</p> <ul style="list-style-type: none"> vii. saying out loud what they are going to write about viii. composing a sentence orally before writing it ix. sequencing sentences to form short narratives <p>En1/3.4 Vocabulary, grammar & punctuation</p> <p>En1/3.4a develop their understanding of the concepts set out in English Appendix 2 by:</p>

	<p>spaces between words</p> <p>En1/3.4b use the grammatical terminology in English Appendix 2 in discussing their writing and reading - How words can combine to make sentences</p>	<p>i. leaving spaces between words</p> <p>ii. beginning to punctuate sentences using a capital letter and a full stop</p>	<p>i. leaving spaces between words</p> <p>ii. joining words and joining clauses using "and"</p> <p>iii. beginning to punctuate sentences using a capital letter and a full stop</p>	<p>i. leaving spaces between words</p> <p>ii. joining words and joining clauses using "and"</p> <p>iii. beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>iv. using a capital letter for names of people, places and the personal pronoun 'I'</p> <p>En1/3.4b use the grammatical terminology in English Appendix 2 in discussing their writing and reading – regular plural noun suffixes</p>	<p>v. leaving spaces between words</p> <p>vi. joining words and joining clauses using "and"</p> <p>vii. beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>viii. using a capital letter for names of people, places and the personal pronoun 'I'</p> <p>En1/3.4b use the grammatical terminology in English Appendix 2 in discussing their writing and reading – Suffixes added to verbs e.g. helping</p>	<p>ix. leaving spaces between words</p> <p>x. joining words and joining clauses using "and"</p> <p>xi. beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>xii. using a capital letter for names of people, places and the personal pronoun 'I'</p> <p>En1/3.4b use the grammatical terminology in English Appendix 2 in discussing their writing and reading – prefix <i>un-</i> changing the verbs and adjectives</p>
<p>Numeracy <i>(inc KIRF grid)</i></p>	<p>Ma1/2.1e read and write numbers from 1 to 20 in numerals and words.</p> <p>Ma1/2.1c given a number, identify 1</p>	<p>Ma1/2.2a read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p>	<p>Ma1/2.2a read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p>	<p>Ma1/2.1a count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p>	<p>Ma1/2.1b count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</p>	<p>Ma1/3.3a describe position, directions and movements, including whole, half, quarter and three-quarter turns.</p>

	<p>more and 1 less</p> <p>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</p> <p>Ma1/2.2a read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p>Ma1/2.2b represent and use number bonds and related subtraction facts within 20</p> <p>(Over 6 weeks) Number and place value – Numbers to 10 – to include grouping/comparing /part-whole models</p> <p>Counting one more and one less with numbers to 10</p> <p>(Over 2 weeks) Addition and subtraction to within 10</p> <p>KIRF Know all the number</p>	<p>Ma1/2.2b represent and use number bonds and related subtraction facts within 20</p> <p>Focus on subtraction to within 10 (2 Weeks)</p> <p>Ma1/3.2a recognise and name common 2-D and 3-D shapes, including:</p> <ul style="list-style-type: none"> i. 2-D shapes ii. 3-D shapes <p>Geometry – shape (over 2 weeks)</p> <p>Ma1/2.1e read and write numbers from 1 to 20 in numerals and words.</p> <p>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</p> <p>Ma1/2.2b represent and use number bonds and related subtraction facts within 20</p>	<p>Ma1/2.2b represent and use number bonds and related subtraction facts within 20</p> <p>Ma1/2.2c add and subtract one-digit and two-digit numbers to 20, including 0</p> <p>Ma1/2.2d solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.</p> <p>Addition – Numbers to within 20 (over 2 weeks)</p> <p>Subtraction – Numbers to within 20 (Over 3 Weeks)</p> <p>Ma1/2.1a count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Ma1/2.1b count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</p>	<p>Ma1/2.1b count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</p> <p>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</p> <p>Number and place value – 50 to include grouping/comparing (over 1 weeks)</p> <p>Ma1/3.1a compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> i. lengths and heights [for example, long/short, longer/shorter, tall/short, double/hal] ii. mass / weight iii. capacity and volume iv. time <p>Ma1/3.1b measure and begin to record the following:</p> <ul style="list-style-type: none"> i. lengths and heights 	<p>Ma1/2.3a solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>Multiplication (Over 2 weeks)</p> <p>Division (Over 2 weeks)</p> <p>Ma1/2.4a recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity</p> <p>Ma1/2.4b recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity</p> <p>Fractions – Halves and Quarters (Over 2 weeks)</p> <p>KIRF Know doubles of all numbers to 10 and halves of even numbers to 10.</p> <p style="text-align: right;"><i>Ma1/2.2b</i></p>	<p>Focus on North, South etc and turns *(Link to Geography and PE) (Over 1 week)</p> <p>Ma1/2.1a count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Ma1/2.1b count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</p> <p>Ma1/2.1c given a number, identify 1 more and 1 less</p> <p>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</p> <p>Ma1/2.2b represent and use number bonds and related subtraction facts within 20</p> <p>Number and place value – with numbers to 100</p>
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	bonds to 5. <i>Ma1/2.2b</i>	<p>Number and place value – 20 to include grouping/comparing (over 3 weeks)</p> <p>KIRF Know all number bonds to 10. <i>Ma1/2.2b</i></p>	<p>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</p> <p>Number and place value – 50 to include grouping/comparing (over 1 weeks)</p> <p>KIRF Know all addition and subtraction facts for numbers between 0 and 10. <i>Ma1/2.2b</i></p>	<p>ii. mass/weight iii. capacity and volume iv. time (hours, minutes, seconds)</p> <p>Measurement – length and height (over 2 weeks)</p> <p>Measurement – weight and volume (over 2 weeks)</p> <p>KIRF Count forward to 100 in steps of 2, 5 and 10. <i>Ma1/2.1b</i></p>		<p>(including number bonds) – (Over 2 weeks)</p> <p>Ma1/3.1a compare, describe and solve practical problems for:</p> <p>i. lengths and heights [for example, long/short, longer/shorter, tall/short, double/hal]</p> <p>ii. mass / weight iii. capacity and volume iv. time</p> <p>Ma1/3.1b measure and begin to record the following:</p> <p>i. lengths and heights ii. mass/weight iii. capacity and volume iv. time (hours, minutes, seconds)</p> <p>Ma1/3.1d sequence events in chronological order using language (Literacy Link)</p> <p>Ma1/3.1e recognise and use language relating to dates, including days of the week, weeks, months</p>
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						<p>and years – through KIRF</p> <p>Measurement – time (Over 2 weeks)</p> <p>Measurement – money (Over 2 weeks)</p> <p>KIRF Know the days of the week and the seasons and months of the year. <i>Ma1/3.1e</i></p> <p>Know halves of even numbers to 20. <i>Ma2/2.2b</i></p>
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<p>Science</p> <p>Covered throughout the year</p>	<p>Sc1/2.2 Animals</p> <p>Sc1/2.2a identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals</p> <p>Sc1/2.2b identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Sc1/2.2c describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>SC1/1 Working Scientifically</p> <p>Sc1/1.1 asking simple questions and recognising that they can be answered in different ways</p> <p>Sc1/1.4 Identifying and classifying</p> <p>Sc1/1.5 using their observations and ideas to suggest answers to questions</p>	<p>Sc1/4.1 Seasonal Changes</p> <p>Sc1/4.1a observe changes across the 4 seasons</p> <p>Sc1/4.1b observe and describe weather associated with the seasons and how day length varies</p>	<p>Sc1/3.1 Everyday materials</p> <p>Sc1/3.1a distinguish between an object and the material from which it is made</p> <p>Sc1/3.1b identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Sc1/3.1c describe the simple physical properties of a variety of everyday materials</p> <p>Sc1/3.1d compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>SC1/1 Working Scientifically (Everyday materials)</p> <p>Sc1/1.1 asking simple questions and recognising that they can be answered in different ways</p> <p>Sc1/1.4 Identifying and classifying</p> <p>Sc1/1.5 using their observations and ideas to suggest answers to questions</p>	<p>Sc1/2.1 Plants</p> <p>Sc1/2.1a identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Sc1/2.1b identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Sc1/4.1 Seasonal Changes</p> <p>Sc1/4.1a observe changes across the 4 seasons</p> <p>Sc1/4.1b observe and describe weather associated with the seasons and how day length varies</p> <p>SC1/1 Working Scientifically</p> <p>Sc1/1.4 Identifying and classifying</p>	<p>SC1/1 Working Scientifically (Everyday materials - Experiments)</p> <p>Sc1/1.1 asking simple questions and recognising that they can be answered in different ways</p> <p>Sc1/1.2 observing closely, using simple equipment</p> <p>Sc1/1.3 performing simple tests</p> <p>Sc1/1.5 using their observations and ideas to suggest answers to questions</p> <p>Sc1/1.6 gathering and recording data to help in answering questions.</p>	<p>Sc1/2.2 Humans</p> <p>Sc1/2.2d identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>SC1/1 Working Scientifically</p> <p>Sc1/1.2 observing closely, using simple equipment</p> <p>Sc1/1.3 performing simple tests</p> <p>Sc1/1.4 Identifying and classifying</p>
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<p style="text-align: center;">Art</p> <p>Covered throughout the year</p>	<p style="text-align: center;"><u>4 weeks</u></p> <p>Ar1/1.2 to use drawing and painting to develop and share their ideas, experiences and imagination</p> <p>Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Drawing: use a variety of tools including, pencils, rubbers, crayons, felt tips. Use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape, and colour</p> <p>Painting: Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Create different textures e.g. use of sawdust.</p>	<p style="text-align: center;"><u>2 weeks</u></p> <p>Ar1/1.2 to use drawing and painting to develop and share their ideas, experiences and imagination</p> <p>Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Drawing: use a variety of tools including, pencils, rubbers, crayons, pastels, felt tips, ballpoints, chalk and other dry media (glitter) Use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape, and colour</p>	<p style="text-align: center;"><u>1 week</u></p> <p>Ar1/1.2 to use drawing, sculpting and painting to develop and share their ideas, experiences and imagination</p> <p>Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Drawing: use a variety of tools including, pencils, rubbers, crayons, felt tips, and other dry media. Begin to explore the use of line, shape, and colour</p> <p>Painting: Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Create different textures e.g. use of sawdust.</p>	<p style="text-align: center;"><u>5 weeks</u></p> <p>Ar1/1.2 to use drawing and sculpting to develop and share their ideas, experiences and imagination</p> <p>Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Sculpture: (textiles/Collages) Use a variety of techniques, e.g. weaving, fabric crayons, How to cut, glue and trim material. Create images from imagination, experience or observation.</p> <p>Drawing: use a variety of tools including, pencils, rubbers, crayons, felt tips, and other dry media. Begin to explore the use of line, shape, and colour</p>	<p style="text-align: center;"><u>3 weeks</u></p> <p>Ar1/1.1 to use a range of materials creatively to design and make products</p> <p>Sculpture: (textiles/Collages) Use a variety of techniques, e.g. weaving, fabric crayons, How to cut, glue and trim material. Create images from imagination, experience or observation.</p>	<p style="text-align: center;"><u>5 weeks</u></p> <p>Ar1/1.3 To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Printing: Make marks in print with a variety of objects, including natural and made objects. Carry out different printing techniques e.g. monoprint, block, relief and resist printing. Make rubbings Build a repeating pattern and recognise pattern in the environment.</p>
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DT	<p><u>4 weeks</u></p> <p>DT1/2.1 Cooking & Nutrition</p> <p>DT1/2.1a use the basic principles of a healthy and varied diet to prepare dishes</p> <p>DT1/2.1b understand where food comes from.</p> <p>(fruit kebab links to Literacy – Handa’s Surprise)</p>	<p><u>5 weeks</u></p> <p>DT1/1.1 Design</p> <p>DT1/1.1a design purposeful, functional, appealing products for other users based on design criteria</p> <p>DT1/1.1b generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>DT1/1.2 Make</p> <p>DT1/1.2a select from and use a range of tools and equipment to perform practical tasks</p> <p>DT1/1.2b select from and use a wide range of materials and components, including construction materials according to their characteristics</p> <p>DT1/1.3 Evaluate</p> <p>DT1/1.3b evaluate their ideas and products against</p>	<p><u>5 weeks</u></p> <p>DT1/1.1 Design</p> <p>DT1/1.1a design purposeful, functional, appealing products for other users based on design criteria</p> <p>DT1/1.1b generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>DT1/1.2 Make</p> <p>DT1/1.2a select from and use a range of tools and equipment to perform practical tasks</p> <p>DT1/1.2b select from and use a wide range of materials and components, including construction materials according to their characteristics</p> <p>DT1/1.3 Evaluate</p> <p>DT1/1.3b evaluate their ideas and products against</p>	<p>No D&T in Half-Term 4 – Art focus</p>	<p><u>3 weeks</u></p> <p>DT1/2.1 Cooking & Nutrition</p> <p>DT1/2.1a use the basic principles of a healthy and varied diet to prepare dishes</p> <p>DT1/2.1b understand where food comes from.</p> <p>(Healthy pizza)</p>	<p>No D&T in Half-Term 6 – Art focus</p>

		<p>design criteria</p> <p>DT1/1.4 Technical Knowledge</p> <p>DT1/1.4a build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>design criteria</p> <p>DT1/1.4 Technical Knowledge</p> <p>DT1/1.4a build structures, exploring how they can be made stronger, stiffer and more stable</p>			
<p>PE Indoor</p> <p>PE2/1.1f</p> <p>Evaluating Performance</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>The objective above underpins all of the objectives contained within this document.</p>	<p>PE1/1.1a master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>PE1/1.1b participate in team games, developing simple tactics for attacking and defending (dodgeball and benchball)</p>	<p>PE1/1.1a master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities (gymnastic focus using apparatus)</p>	<p>PE1/1.1a master basic movements including throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities (small ball skills)</p>	<p>PE1/1.1c perform dances using simple movement patterns.</p>	<p>PE1/1.1a master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities (gymnastic focus using apparatus)</p>

<p style="text-align: center;">Outdoor PE</p> <p>PE2/1.1f</p> <p>Evaluating Performance</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>The objective above underpins all of the objectives contained within this document.</p>	<p>PE1/1.1a master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>PE1/1.1b participate in team games, developing simple tactics for attacking and defending (football)</p>	<p>PE1/1.1a master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>PE1/1.1b participate in team games, developing simple tactics for attacking and defending (variety of relay races)</p>	<p>PE1/1.1a master basic movements including throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities (small ball skills)</p> <p>PE1/1.1b participate in team games, developing simple tactics for attacking and defending (Basic tennis)</p>	<p>PE1/1.1a master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>PE1/1.1b participate in team games, developing simple tactics for attacking and defending (hockey skills)</p>	<p>PE1/1.1a master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>PE1/1.1b participate in team games, developing simple tactics for attacking and defending (variety of relay races)</p>
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<p>Geography</p>	<p>Ge1/1.4d Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>No Geography in Half-Term 2</p>	<p>Ge1/1.3a Identify seasonal and daily weather patterns in the UK.</p>	<p>Ge1/1.2a Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>Geographical enquiry:- Teacher led enquiries, to ask and respond to simple closed questions. -use information books/pictures as a source of information - investigate their surroundings</p> <p>Field work -field sketches -Take photographs -Make sound recordings -make standard or non-standard measurements</p>	<p>Ge 1/1.4b use simple compass directions (North, South, East and West) and locational and directional language to describe the location and features and routes on a map.</p> <p>Geographical enquiry:- Follow directions (Up, down, left, right, forwards, backwards) -use a simple picture map to move around school Recognise that it is about a place -picture maps and globes</p>	<p>No Geography in Half-Term 6</p>
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<p>History</p>	<p>No History in Half-Term 1</p>	<p>Hi1/1.2 Events beyond living memory that are significant nationally or globally (The Gunpowder Plot)</p>	<p>Hi1/1.1 Changes within living memory. Where appropriate, these should be used to reveal aspects of change in natural life. (History and changes of toys)</p>	<p>No History in Half-Term 4</p>	<p>Hi1/1.2 Events beyond living memory that are significant nationally or globally (History of pirates)</p>	<p>Hi1/1.3 Significant historical events, people and places in their own locality. (The Royal Family)</p>
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<p>Computing</p>	<p>Unit 0.1</p> <p>To use a range of digital devices and understand that you can access content on a digital device. They use a mouse, touchscreen or appropriate access device to target and select options on screen.</p> <p>Logging on and off</p>	<p>Unit 1.1</p> <p>To use technology to explore and access digital content. They create simple digital content, e.g. add basic text to a document that is already open. Pupils choose media to convey information from a selection – paint pictures of traditional tale characters. Pupils are aware that information can be public or private.</p>	<p>Unit 2.1</p> <p>To use technology to and access digital content. They operate a digital device with support to fulfil a task, e.g. taking a photograph, and create simple digital content. Pupils choose photos and sounds from a limited selection to convey information. They are aware that Information can be public or private, and that some online content is inappropriate</p>	<p>Unit 3.1</p> <p>Pupils sort familiar objects into one or more categories. They collect simple data (e.g. likes/dislikes) on a topic and answer basic questions about information displayed in images, e.g. more or less. They can present simple data using images. Pupils are aware that information can be public or private.*</p>	<p>Unit 4.1</p> <p>To understand that algorithms are made up of instructions and that the order of these instructions is important. We use algorithms to program and control computers.</p>	<p>Unit 5.1</p> <p>To understand that we control computers. They can follow simple instructions to control digital device, and recognise the success or failure of an action – beebots</p>
<p>PSHE (inc Brit Values)</p>	<p>New Beginnings <i>E-Safety</i> Rule of the Law /Individual Liberty</p> <p>- Accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely e.g. new school year, responsibility for own learning.</p>	<p>Getting On & Falling Out Anti-Bullying <i>Financial capability</i> Tolerance of faith and cultures Identify and combat discrimination</p> <p>- Distinguish right from wrong and to respect the civil and criminal law of England e.g. bullying.</p>	<p>Going For Goals Personal responsibility</p> <p>- Develop their self-knowledge, self-esteem and self-confidence e.g. setting targets.</p>	<p>Good To Be Me <i>E-Safety</i> <i>Drugs</i> Personal responsibility</p> <p>- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.</p>	<p>Relationships Mutual respect Democracy</p> <p>- Encourage respect for other people.</p> <p>- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.</p>	<p>Changes <i>SRE</i> Mutual respect Democracy</p> <p>- Acquire a broad general knowledge of and respect for public institutions and services in England.</p> <p>- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England e.g. wider community and rules</p>

						as you grow up.
RE	<p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;</p> <p><u>Myself</u> – To be aware of how we show we care for others.</p>	<p>A1. 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</p> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come</p> <p><u>Stories of Jesus</u> – To think about what we can learn from them about praying and helping people. Retell the Nativity</p> <p><u>Celebrations and festivals</u> – To learn about who celebrates what and why e.g. Christmas, Diwali</p>	<p>Gain and deploy the skills for learning from religions and world views</p> <p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry;</p> <p>C2. Find out about and respond with ideas to examples of co-operation between people who are different;</p>	<p>A1. 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</p> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come</p> <p><u>Stories of Jesus</u> – To think about what we can learn from them about praying and helping people Retell the Good Samaritan</p>	<p>A1. 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</p> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come</p> <p><u>Celebrations and festivals</u> – To learn about who celebrates what and why e.g. Ramadan/Eid</p>	<p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p> <p>Individual Liberty – respond with ideas to examples of cooperation between people who are different – apple investigation (different coloured apples)</p>