



Year 1 – Year Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>Topic Title : How to fly</i>	<i>Topic Title : Remember, Remember...</i>	<i>Topic Title : Twisted Tales</i>	<i>Topic Title : Do all cats raw?</i>	<i>Topic Title : Ready, Steady, SOW!</i>	<i>Topic Title : Ahoy!</i>
Reading	English Texts <ul style="list-style-type: none">Taking Flight: How the Wright Brothers Conquered the SkiesAmelia Earhart: My First Amelia Earhart: 3 (Little People, Big Dreams)	English Texts <ul style="list-style-type: none">Guy Fawkes and the Gunpowder plot (Why do we remember?)Mr Fawkes, the king and the Gunpowder plot	English Texts <ul style="list-style-type: none">The True Story of the Three Little PigsThe Three Little Wolves and the Big Bad Pig	English Texts <ul style="list-style-type: none">MogThe tiger who came to tea.	English Texts <ul style="list-style-type: none">Jim and the Beanstalk by Raymond Briggs (Twist on the traditional tale)TitchThe enormous potato	English Texts <ul style="list-style-type: none">The story of Grace DarlingThe Lighthouse Keeper's Lunch
	Reading Skills <ul style="list-style-type: none">To listen to and discuss a wide range of poems, stories and non-fiction.To be encouraged to link what they read or hear read to their own experiencesTo become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristicsTo recognise and join in with predictable phrasesTo learn to appreciate rhymes and poems, and to recite some by heartTo discuss word meanings, linking new meanings to those already knownTo draw on what they already know or on background information and vocabulary provided by the teacherTo check that the text makes sense to them as they read and correct inaccurate readingTo discuss the significance of the title and eventsTo make inferences on the basis of what is being said and doneTo predict what might happen on the basis of what has been read so farTo participate in discussion about what is read to them, taking turns and listening to what others sayTo explain clearly their understanding of what is read to them.					
	Texts - Reading for Pleasure <ul style="list-style-type: none">Emma Jane's aeroplane	Texts - Reading for Pleasure <ul style="list-style-type: none">Roald DahlChristmas StoriesThe Owl who was afraid of the dark	Texts - Reading for Pleasure <ul style="list-style-type: none">Other fairytalesRoald Dahl Revolting Rhymes	Texts - Reading for Pleasure <ul style="list-style-type: none">Other Judith Kerr booksThe Lion Inside	Texts - Reading for Pleasure <ul style="list-style-type: none">The Enchanted WoodThe Magic Faraway Tree	Texts - Reading for Pleasure <ul style="list-style-type: none">Seaside books (non-fiction)The Lighthouse Keeper's Lunch series
Writing	Genre Non-Fiction – Non-Chronological report (fact-file) Writing Skills <ul style="list-style-type: none">Use a titleWrite a short introduction.Put information into sections.Give each section a sub-heading.Use facts from research done.Include pictures and captions.Beginning to punctuate sentences using a capital letter and a full stops.Using a capital letter for the personal pronoun 'I'Learning the grammar for year 1Use grammatical terminology	Genre Non-Fiction – Non-chronological report (fact-file) Writing Skills <ul style="list-style-type: none">Use a titleWrite a short introduction.Put information into sections.Give each section a sub-heading.Use facts from research done.Include pictures and captions.Beginning to punctuate sentences using a capital letter and a full stops.Using a capital letter for the personal pronoun 'I'Learning the grammar for year 1Use grammatical terminology	Genre Narrative - Traditional Tales and rhymes Writing Skills <ul style="list-style-type: none">Use planning tools with support; story map/mountain/boardSay out loud what they are going to write about/ composing a sentence orally before writing it.Use key elements of traditional tales in own writing e.g. story openers and endings, characters, settings.Use capital letters for names and places.Discuss what they have written with the teacher or other pupils.	Genre Narrative - Stories by the same author – Judith Kerr Writing Skills <ul style="list-style-type: none">Use planning tools with support; story map/mountain/boardSay out loud what they are going to write about/ composing a sentence orally before writing it.Pick out repetitive features of stories and create a bank to use in independent writing.Use capital letters for names and places.Discuss what they have written with the teacher or other pupils.Leaving spaces between words.Joining words and joining clauses using and.	Genre Narrative – Traditional Tales and rhymes (Jack and the Beanstalk/Jim and the Beanstalk) Writing Skills <ul style="list-style-type: none">Use planning tools with support; story map/mountain/boardSay out loud what they are going to write about/ composing a sentence orally before writing it.Use key elements of traditional tales in own writing e.g. story openers and endings, characters, settings.Use capital letters for names and places.Discuss what they have written with the teacher or other pupils.Leaving spaces between words.	Genre Non-Fiction - Non-chronological report (fact-file) Writing Skills <ul style="list-style-type: none">Use a titleWrite a short introduction.Put information into sections.Give each section a sub-heading.Use facts from research done.Include pictures and captions.Beginning to punctuate sentences using a capital letter and a full stops.Using a capital letter for the personal pronoun 'I'Learning the grammar for year 1Use grammatical terminology



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			<ul style="list-style-type: none">Leaving spaces between words.Joining words and joining clauses using and.Beginning to punctuate sentences using a capital letter and a full stops.Learning the grammar for year 1Use grammatical terminology	<ul style="list-style-type: none">Beginning to punctuate sentences using a capital letter and a full stops.Learning the grammar for year 1Use grammatical terminology	<ul style="list-style-type: none">Joining words and joining clauses using and.Beginning to punctuate sentences using a capital letter and a full stops.Learning the grammar for year 1Use grammatical terminology	
	<p>Genre Non-fiction – recount in postcard</p> <p>Writing Skills</p> <ul style="list-style-type: none">Use planning tools with support; story map/mountain/boardUse past tense.Explain what happened thinking about who, what, where and when.Tell the events in order.Use time words.Use adjectives to create excitement.Say out loud what they are going to write about/ composing a sentence orally before writing it.Sequencing sentences to form short narratives.Discuss what they have written with the teacher or other pupils.Leaving spaces between words.Joining words and joining clauses using and.Beginning to punctuate sentences using a capital letter and a full stops.Using a capital letter for the personal pronoun ‘I’Learning the grammar for year 1Use grammatical terminology	<p>Genre Non-fiction - Persuasion Wanted Posters</p> <p>Writing Skills</p> <ul style="list-style-type: none">Write sentences with statements and exclamations.Use longer sentences to add description or information about Guy Fawkes.Use adjectives to describe.Say out loud what they are going to write about/ composing a sentence orally before writing it.Sequencing sentences to form short narratives.Discuss what they have written with the teacher or other pupils.Leaving spaces between words.Joining words and joining clauses using and.Beginning to punctuate sentences using a capital letter and a full stop.Learning the grammar for year 1Use grammatical terminology		<p>Genre Narrative – Character/setting description (The Tiger who came to tea)</p> <p>Writing Skills</p> <ul style="list-style-type: none">Use planning tools with support; story map/mountain/boardSay out loud what they are going to write about/ composing a sentence orally before writing it.Use adjectives to describe the character and setting.Use capital letters for names and places.Discuss what they have written with the teacher or other pupils.Leaving spaces between words.	<p>Genre Narrative – stories with repetitive patterns (The Enormous Potato)</p> <p>Writing Skills</p> <ul style="list-style-type: none">Use planning tools with support; story map/mountain/boardSay out loud what they are going to write about/ composing a sentence orally before writing it.Pick out repetitive features of stories and create a bank to use in independent writing.Use capital letters for names and places.Discuss what they have written with the teacher or other pupils.Leaving spaces between words.Joining words and joining clauses using and.Beginning to punctuate sentences using a capital letter and a full stops.Learning the grammar for year 1Use grammatical terminology	<p>Genre Narrative – comic strip</p> <p>Writing Skills</p> <ul style="list-style-type: none">Use planning tools with support; story map/mountain/boardSay out loud what they are going to write about/ composing a sentence orally before writing it.Use features of comics (speech bubbles, storyboard format) to re-tell The Lighthouse Keeper’s Lunch.Use capital letters for names and places.Discuss what they have written with the teacher or other pupils.Leaving spaces between words.Joining words and joining clauses using and.Beginning to punctuate sentences using a capital letter and a full stops.Learning the grammar for year 1Use grammatical terminology
		<p>Genre Poetry – acrostic poems</p> <p>Writing Skills</p> <ul style="list-style-type: none">Use planning tools with support; story map/mountain/boardSay out loud what they are going to write about/ composing a sentence orally before writing it.Link words together to create subject specific poem.Discuss what they have written with the teacher or other pupils.Leaving spaces between words.Joining words and joining clauses using and.Beginning to punctuate sentences using a capital letter and a full stops.		<p>Genre Poetry – Structured-rhyming</p> <p>Writing Skills</p> <ul style="list-style-type: none">Use planning tools with support; story map/mountain/boardSay out loud what they are going to write about/ composing a sentence orally before writing it.Look at rhyming poems and pick out the rhyming words.Create bank of rhyming words for own poem.Link rhyming words to subject matter.		



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		<ul style="list-style-type: none">Using a capital letter for the personal pronoun 'I'Learning the grammar for year 1Use grammatical terminology		<ul style="list-style-type: none">Discuss what they have written with the teacher or other pupils.Leaving spaces between words.Joining words and joining clauses using and.Beginning to punctuate sentences using a capital letter and a full stops.Using a capital letter for the personal pronoun 'I'Learning the grammar for year 1 Use grammatical terminology		
Phonics	<p>Phase 2 - 5</p> <ul style="list-style-type: none">To apply phonic knowledge and skills as the route to decode wordsTo respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.To read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.To read other words of more than one syllable that contain taught GPCs.To read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).To read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.To re-read these books to build up their fluency and confidence in word reading.To spell words containing each of the 40+ phonemes already taught					
Handwriting (Letter Join/ELS)	<ul style="list-style-type: none">Begin to form lower-case letters correctly.Form capital letters.Form digits 0-9.Understand which letters belong to which family.					
Maths	<p><i>Place Value (within 10) (4 weeks)</i></p> <ul style="list-style-type: none">To count to and across 10, forwards and backwards, beginning with 0 or 1, or from any given numberTo count, read and write numbers to 10 in numerals; count in multiples of twos, fives and tensIf given a number, identify one more and one lessTo 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.To read and write numbers from 1 to 20 in numerals and words. <p><i>Addition and Subtraction (within 10) (2 weeks)</i></p> <ul style="list-style-type: none">To read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.	<p><i>Addition and Subtraction (within 10) (3 Weeks) - continuation see Autumn 1 for LOs</i></p> <p><i>Shape (Geometry) (1 week)</i></p> <ul style="list-style-type: none">recognise and name common 2-D and 3-D shapes, including: § 2-D shapes [for example, rectangles (including squares), circles and triangles] § 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. <p><i>Place Value (within 20) (2 weeks)</i></p> <ul style="list-style-type: none">count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given numbercount, read and write numbers to 100 in numeralscount in multiples of twos, fives and tens.given a number, identify one more and one lessidentify 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><i>Addition and Subtraction (within 20) (3 weeks)</i></p> <ul style="list-style-type: none">read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signsrepresent and use number bonds and related subtraction facts within 20add and subtract one-digit and two-digit numbers to 20, including zerosolve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9. <p><i>Place Value (within 50) (2 weeks)</i></p> <ul style="list-style-type: none">count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	<p><i>Place Value (within 50) (1 week) – continuation see Spring 1 for LOs</i></p> <p><i>Length and Height (2 weeks)</i></p> <p><i>Weight and Volume (2 weeks)</i></p> <ul style="list-style-type: none">compare, describe and solve practical problems for:lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]mass/weight [for example, heavy/light, heavier than, lighter than]capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]time [for example, quicker, slower, earlier, later]measure and begin to record the following:lengths and heightsmass/weightcapacity and volumetime (hours, minutes, seconds)	<p><i>Multiplication and Division (3 Weeks)</i></p> <ul style="list-style-type: none">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><i>Fractions (2 weeks)</i></p> <ul style="list-style-type: none">recognise, find and name a half as one of two equal parts of an object, shape or quantityrecognise, find and name a quarter as one of four equal parts of an object, shape or quantity. <p><i>Position and Direction (1 week)</i></p> <ul style="list-style-type: none">describe position, direction and movement, including whole, half, quarter and three-quarter turns.	<p><i>Place Value (within 100) (2 weeks)</i></p> <ul style="list-style-type: none">count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given numbercount, read and write numbers to 100 in numerals; count in multiples of twos, fives and tensgiven a number, identify one more and one lessidentify 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, leastread and write numbers from 1 to 20 in numerals and words. <p><i>Money (1 week)</i></p> <ul style="list-style-type: none">recognise and know the value of different



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	<ul style="list-style-type: none">To represent and use number bonds and related subtraction facts within 20.To add and subtract one-digit and two-digit numbers to 20, including zero.To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.	<ul style="list-style-type: none">read and write numbers from 1 to 20 in numerals and words.	<ul style="list-style-type: none">count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tensgiven a number, identify one more and one lessidentify 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, leastread and write numbers from 1 to 20 in numerals and words.			denominations of coins and notes <i>Time (2 weeks)</i> <ul style="list-style-type: none">sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]recognise and use language relating to dates, including days of the week, weeks, months and yearstell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
	Everyday materials <i>Curious question: As scientists why do we use different materials for different purposes?</i>		Classification <i>Curious question: can we compare and contrast different animals?</i>	<i>Curious question: As scientists can we classify different animals?</i>	Plants <i>Curious question: As scientists do we know what a plant needs to survive?</i>	Animals including humans <i>Curious question: As scientists can we find out about different parts of our bodies?</i>
Science	Everyday Materials <ul style="list-style-type: none">distinguish between an object and the material from which it is madeidentify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rockdescribe the simple physical properties of a variety of everyday materialscompare and group together a variety of everyday materials on the basis of their simple physical properties.Perform simple tests to explore a question or idea suggested to them, with support.Respond to suggestions to connect what has been observed with possible further actions or observations.Present findings in simple templates provided for them or orally.Draw or photograph evidence and label with supportRespond to suggestions to connect what has been observed with possible further actions or observations.Use their ideas to suggest answers to questions.		<ul style="list-style-type: none">Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.Identify and name a variety of common animals that are carnivores, herbivores and omnivores.Describe and compare the structure of a variety of common animals. (fish, amphibians, reptiles, birds and mammals, including pets)		Identify and name plants. Structure of flower <ul style="list-style-type: none">identify and name a variety of common wild and garden plants, including deciduous and evergreen treesidentify and describe the basic structure of a variety of common flowering plants, including trees.<ul style="list-style-type: none">Describe the basic structure of a variety of common flowering plants, including trees.Ask simple questions stimulated by their exploration of their world.Respond to suggestions to connect what has been observed with possible further actions or observations.Perform simple tests to explore a question or idea suggested to them, with support.Observe objects, living things, events and the	<ul style="list-style-type: none">Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.<ul style="list-style-type: none">Say which part of the body is associated with each sense.



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					<p>world around them closely, using their senses and simple equipment.</p> <ul style="list-style-type: none">• Make measurements using nonstandard units of measure.• Respond to suggestions to connect what has been observed with possible further actions or observations.• Present findings in simple templates provided for them or orally.• Draw or photograph evidence and label with support• Respond to suggestions to connect what has been observed with possible further actions or observations.• Use their ideas to suggest answers to questions.	
	<p><u>Planes, Trains and Automobiles</u> <i>Curious question: As historians how has air travel changed over time?</i></p>	<p><u>Gunpowder Plot</u> <i>Curious question: As historians how has the gunpowder plot impacted on us today?</i></p>				<p>Who are our heroines? <i>Curious question: As Historians can we compare and Contrast life now and then?</i></p>
History	<p><i>The lives of significant individuals in the past who have contributed to national and international achievements</i></p> <p><i>Comparing aspects of life in different time periods – Wright Brothers, Samuel Cody, Amelia Earhart</i></p> <p><i>Events beyond living memory that are significant nationally or globally.</i></p> <p><i>Significant historical events, people and places in their own locality- Samuel Cody (historic pilot from Farnborough)</i></p> <p>Show some understanding of how people find out about the past.</p> <p>Put up to three objects in chronological order (recent history) on a timeline. Label timelines with pictures, words or phrases.</p> <p>Use dates to talk about people or events from the past (when appropriate)</p> <p>Find out about people or events in the past.</p>	<p>Show an understanding of the word ‘nation’ and the concept of a nation’s history. Show an understanding of concepts such as monarchy, parliament, war and peace when learning about historical events.</p> <p>Show some understanding of how people find out about the past. Put up to three objects in chronological order (recent history) on a timeline. Label timelines with pictures, words or phrases.</p> <p>Use dates to talk about people or events from the past (when appropriate)</p> <p>Find out about people or events in the past. Find out more about a famous person from the past and carry out some research on him or her.</p>				<p><i>The lives of significant individuals in the past who have contributed to national and international achievements</i></p> <p><i>Comparing aspects of life in different time periods – Grace Darling & William Brown</i></p> <p><i>Changes within living memory (+ change in national life)</i></p> <p>Show some understanding of how people find out about the past. Put up to three objects in chronological order (recent history) on a time line. Label timelines with pictures, words or phrases.</p> <p>Use dates to talk about people or events from the past (when appropriate)</p> <p>Find out about people or events in the past. Find out more about a famous person from the past and carry out some research on him or her.</p>



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	Find out more about a famous person from the past and carry out some research on him or her.					
Geography	<u>Local Areas</u> <i>Curious question: As geographers, how do maps and photographs helps us to understand and compare local areas?</i>			<u>Locational Knowledge</u> <i>Curious question: As geographers what is special about the habitats for tigers?</i>		<u>Mapwork</u> <i>Curious question: What features does Frimley have compared to a coastal area with a lighthouse?</i>
	<p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>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</p> <p>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>Name, describe and compare local familiar places</p> <p>Identify links between home and other places in the local community (e.g. routes, location, use)</p> <p>Describe a familiar locality using words and pictures.</p> <p>Encounter and show an awareness of key physical features (e.g. river, hill, beach). Use simple geographical vocabulary to describe human and physical features of the local area</p> <p>Use own symbols on imaginary map.</p> <p>Use a simple picture map to move around the school and recognise that it is about a place</p> <p>Use picture maps and globes.</p>			<p>Locational knowledge – name, locate and identify characteristics of the four countries and capital cities of the UK and its seas</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries,</p> <p>Explain the main features of hot and cold places in the world.</p> <p>Use picture maps and globes.</p> <p>Use own symbols on imaginary map.</p>		<p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>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</p> <p>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>Name, describe and compare local familiar places</p> <p>Identify links between home and other places in the local community (e.g. routes, location, use)</p> <p>Describe a familiar locality using words and pictures.</p> <p>Encounter and show an awareness of key physical features (e.g. river, hill, beach).</p>
Computing	<u>Technology</u> <i>Curious question: As technologists how can we stay safe online?</i>	<u>Digital Painting.</u> <i>Curious question: As technologists can we create pieces of art using technology?</i>	<u>Digital writing</u> <i>Curious question: As technologists can we use a word processing program correctly?</i>	<u>Data and information grouping data</u> <i>Curious question: As technologists can we group data using a processing program?</i>	<u>Programming A: Moving a robot!</u> <i>Curious question: As technologists can we program a robot to move?</i>	<u>Programming B: Animation.</u> <i>Curious question: As technologists can we create Our own animation?</i>
	<ul style="list-style-type: none"> To identify technology To identify a computer and its main parts 	<ul style="list-style-type: none"> To use the shape tool and the line tool To use the shape tool and the line 	<ul style="list-style-type: none"> To use a computer to write To add and remove text on a computer 	<ul style="list-style-type: none"> To label objects To identify that objects can be counted 	<ul style="list-style-type: none"> To explain what a given command will do To act out a given word 	<ul style="list-style-type: none"> To choose a command for a given purpose



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	<ul style="list-style-type: none">To use a mouse in different waysTo use a keyboard to typeTo use the keyboard to edit textTo create rules for using technology responsibly	<p>tool</p> <ul style="list-style-type: none">To make careful choices when painting a digital pictureTo explain why I chose the tools I usedTo use a computer on my own to paint a pictureTo compare painting a picture on a computer and on paper	<ul style="list-style-type: none">To identify that the look of text can be changed on a computerTo make careful choices when changing textTo explain why I used the tools that I choseTo compare writing on a computer with writing on paper	<ul style="list-style-type: none">To describe objects in different waysTo count objects with the same propertiesTo compare groups of objectsTo answer questions about groups of objects	<ul style="list-style-type: none">To combine forwards and backwards commands to make a sequenceTo combine four direction commands to make sequencesTo plan a simple programTo find more than one solution to a problem	<ul style="list-style-type: none">To show that a series of commands can be joined togetherTo identify the effect of changing a valueTo explain that each sprite has its own instructionsTo design the parts of a projectTo use my algorithm to create a program
E-Safety	How do we stay safe online?					
	<i>Curious question: As artists can we use mixed media to create self-portraits?</i>	<i>Curious question: As artists can we use mixed media to create portraits?</i>		<i>Curious question: As artists can we compare different artists to create our own work?</i>	<i>Curious question: As artists can we use a variety of media to create our own Van Gough?</i>	
Art	<p>Through Continuous Provision.</p> <p>-Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <p>-Begin to explore the use of line, shape and colour.</p> <p>Use a variety of tools and techniques including the use of different brush sizes and types.</p> <p>-Mix colours and shades using different types of paint.</p> <p>-Create different textures e.g. use of sawdust.</p> <p>Develop understanding of shape and form, using a variety of 3D materials.</p> <p>-Experiment with, construct and join recycled, natural and man-made materials.</p> <p>-Explore shape and form.</p>			<p>-Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <p>-Use a sketchbook to gather and collect artwork.</p> <p>-Begin to explore the use of line, shape and colour.</p> <p>Carry out different printing techniques e.g. monoprint, block, relief and resist printing.</p> <p>-Build a repeating pattern and recognise pattern in the environment.</p>	<p>-Make marks in print with a variety of objects, including natural and made objects.</p> <p>-Make rubbings.</p> <p>-Build a repeating pattern and recognise pattern in the environment.</p> <p>Use a sketchbook to gather and collect artwork.</p> <p>-Begin to explore the use of line, shape and colour.</p> <p>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</p> <p>-Explore sculpture with a range of malleable media, especially clay.</p>	
DT	<i>Curious question: As designers how can we create a moving vehicle?</i>	<i>Curious question: As designers how can we create a moving card.</i>	<i>Curious question: As designers can we create a weather station?</i>			<p>Responsibility</p> <p><i>Curious question: As designers can we design our own healthy eating snack?</i></p>
	<p>-Make design using appropriate techniques.</p> <p>-With help measure, mark out, cut and shape a range of materials.</p> <p>-Use tools e.g. scissors and a hole punch safely.</p> <p>-Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</p> <p>.Use simple finishing techniques to improve the appearance of their product.</p> <p>Create products using levers and wheels.</p> <p>-Evaluate their product by discussing how well it works in relation to the purpose</p> <p>-Evaluate their products as they are developed, identifying strengths and possible changes they might make</p> <p>-Evaluate their product by asking questions about what they have made and how they have gone about it</p>		<p>Make design using appropriate techniques.</p> <p>-With help measure, mark out, cut and shape a range of materials.</p> <p>-Use tools e.g. scissors and a hole punch safely.</p> <p>-Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</p> <p>.Use simple finishing techniques to improve the appearance of their product.</p> <p>Create products using levers and wheels.</p>			<p>-Cut ingredients safely and hygienically.</p> <p>-Assemble or cook ingredients.</p> <p>-Select and use appropriate fruit and vegetables, processes and tools</p>



Year 1 – Year Plan

			<p>-Evaluate their product by discussing how well it works in relation to the purpose</p> <p>-Evaluate their products as they are developed, identifying strengths and possible changes they might make</p> <p>-Evaluate their product by asking questions about what they have made and how they have gone about it</p>			
MUSIC	<i>Sing up scheme</i>	<i>Sing up scheme</i>	<i>Sing up scheme</i>	<i>Sing up scheme</i>	<i>Sing up scheme</i>	<i>Sing up scheme</i>
PE	<i>Dance</i> <i>Curious question:</i> How can we move our bodies in time to the music?	<i>Fundamentals</i> <i>Curious question :</i> How can we explore dynamic movement?	<i>Gymnastics</i> <i>Curious question :</i> How can we move our bodies with coordination and control?	<i>Ball Skills</i> <i>Curious question :</i> What should I do with my body to support aim when throwing?	<i>Athletics</i> <i>Curious question :</i> How can I compare my expertise to others to improve athletic technique?	<i>Invasion</i> <i>Curious question :</i> How does working as a team improve our chances of winning?
	Dance to different seasonal music. <i>Perform dances using simple movement patterns.</i>	Master basic movements developing balance, agility and coordination. Begin to apply these in a range of activities.	Master basic movements developing balance, agility and coordination.	master basic movements including throwing and catching, as well as and co-ordination, and begin to apply these in a range of activities	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	Participate in team games, developing simple tactics for attacking and defending
RE	Why do Jewish families celebrate Shabbat?	Who is Jesus? Why is Christmas important to Christians?	Why did Jesus tell parables?	What do Christians believe God is like? What do eggs have to do with Easter?	What is the Torah and why is it important to Jews? Why should we look after our world?	How does a driedel help Jewish families to remember?
PSHCE	<i>Jigsaw unit to be taught and the associated learning objectives.</i>					
Visits/Workshops	<i>Samuel Cody Workshop (Surrey Heath)</i>	Pantomime Nativity		Animal Visit??		RNLI Selsey and Beach