

Year 1 Long Term Planning Year

2020/21

Knowledge is indicated in red.

Skills are indicated in green.

Recovery curriculum actions highlighted in yellow

	Term 1 What makes me super? 7 and half weeks	Term 2 Let's Celebrate! 7.5 weeks	Term 3 Castles and fairy tales 6 weeks	Term 4 Planes, trains and automobiles 5.5 weeks	Term 5 Let it grow 5.5 weeks	Term 6 Oh I do like to be beside the seaside 7.5 weeks
Enrichment Activities	Shelter building/outdoor learning day (no campfire due to COVID precautions)	Christmas activities	(Trip to Leeds Castle?) DT morning (Castle building) Safer internet day	Science day Writing week (Visit to Maidstone Museum?) Climate Day	Spirited Arts Project Creating and looking after our own outside space. Trip to the Green? Maths week	Summer Trip to the Beach? Whole school walk to the church? Seaside day
Theme/Text/reading stories	<ol style="list-style-type: none"> We're going on a bear hunt, Michael Rosen . Superhero dad Timothy Knapman and Superhero mum Timothy Knapman Supertato Sue Hendra Eleanor's eyebrows Timothy Knapman <p>Non-fictionbooks Inclusion of texts that are relevant to</p>	<ol style="list-style-type: none"> Winnie the witch Korky Paul. Bonfire night poems Various authors , Christmas stories, The red sled Lita Judge <p>Santa's special letter Gail Yerrill</p>	Princess knight Cornelia Funke The knight who wouldn't fight Helen Docherty Beauty and the beast The three billy goats gruff	The hundred decker bus Mike Smith. All aboard for the bobo road Stephen Davies Emma Jane's aeroplane Katie Haworth Non-fiction transport texts Various authors.	Gardens of Stanley Street Mandy Ross The Mango Tree Jamila Gavin Camille and the sunflowers Laurence Anholt Percy the Parkeeper Nick Butterworth	Winnie at the seaside Korky Paul Mrs Armitage stories Quentin Blake Barnaby at the seaside BBC The lighthouse keeper's lunch Ronda and David Armitage

	their family life, focus on emotional well-being					
Writing	<p>Recount Retelling (inc Role play) Descriptions Postcards Colourful Semantics Speaking and listening These will include Talk for writing and colourful semantics but working from the start as EYFS will not have covered this previously.</p>	<p>Recount Retelling (inc Role play) Descriptions Letter writing Poems and rhymes Non-fiction writing</p>	<p>Recount Descriptions Retelling including role play A Fairy tales and traditional tales adventure story writing</p>	<p>Recount Diary writing Adventure stories Poetry Non-fiction writing</p>	<p>Recount Poetry Non-fiction writing Diary writing</p>	<p>Instructional writing Recount Adventure stories</p>
SPAG	See long term spelling and grammar plan. During Term 1 there will be revision of Phase 2 sounds before starting to recap the Phase 3 sounds, spellings will be sent home virtually and will be assessed through pupils writing activities rather than as a discrete spelling test. There will be an extra focus on mastering the tricky words as these will not have been covered as comprehensively in EYFS. There may be a need to continue this into term 2 and beyond.					
Maths From White Rose Maths Hub using the new planning, which incorporates revision and consolidation of the EYFS curriculum objectives and content.	<p>Number and place value within 10, Addition and subtraction within 10</p>	<p>addition and subtraction within 10 Geometry; shape. Number and place value within 20 Consolidation</p>	<p>Addition and subtraction within 20 Number: Place Value (within 50) (Multiples of 2, 5 and 10 to be included) (1 week) Measurement: Length and Height</p>	<p>Number: Place Value (within 50) (Multiples of 2, 5 and 10 to be included) (1 week) Measurement: Weight and Volume Consolidation</p>	<p>Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included) Number: Fractions Geometry; position and direction</p>	<p>Number and place value within 100, Measurement; money Time Consolidation</p>
Science As Science is not taught as a separate subject in EYFS there will not be subject specific objectives that will need to be revised. However if there are any conceptual gaps or misconceptions are identified these will be addressed and will inform future planning.	<p>Labelling body parts Our senses 'Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.' I can identify / name / draw / label basic</p>	<p>Seasonal changes 'Observe changes across the four seasons' I can identify Spring, Summer, Autumn and Winter I can talk about the changes which happen</p>	<p>Seasonal changes 'Observe changes across the four seasons' I can identify Spring, Summer, Autumn and Winter I can talk about the changes which happen</p>	<p>Seasonal changes 'Observe changes across the four seasons' I can identify Spring, Summer, Autumn and Winter I can talk about the changes which happen</p>	<p>Plants and growing 'Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.' I can name a variety of wild plants I can name a variety of garden plants</p>	<p>Seasonal changes 'Observe changes across the four seasons' I can identify Spring, Summer, Autumn and Winter I can talk about the changes which happen</p>

	<p>parts of the human body I can name the senses I can say which part of the body is used for which sense e.g, eyes for seeing, ears for hearing Using their senses to compare different textures, sounds and smells. Experience different types of science enquires, including practical activities, provided by an adult. Begin to recognise different ways in which they might answer scientific questions. With support, carry out simple tests. Record data with pictures or in simple tables provided by adults. With help, begin to record and communicate their findings in a range of ways and begin to use simple scientific language.</p>	<p>in each of the seasons e.g. leaves 'Observe and describe weather associated with the seasons and how day length varies.' I can say what weathers may usually occur during these seasons I can talk about the changes which happen to the length of the day during the seasons Explore the world around them and, with support begin to raise their own questions. Observe closely using simple equipment with support and observe changes over time With help, begin to record and communicate their findings in a range of ways and begin to use simple scientific language. Materials and their properties 'Distinguish between an object and the material from which it is made' I can identify materials and say what they are made from 'Identify and name a variety of everyday materials, including</p>	<p>in each of the seasons e.g. leaves 'Observe and describe weather associated with the seasons and how day length varies.' I can say what weathers may usually occur during these seasons I can talk about the changes which happen to the length of the day during the seasons Explore the world around them and, with support begin to raise their own questions. Observe closely using simple equipment with support and observe changes over time With help, begin to record and communicate their findings in a range of ways and begin to use simple scientific language. Materials and their properties 'Describe the simple physical properties of a variety of everyday materials' I understand what properties means I can describe the properties of some materials</p>	<p>in each of the seasons e.g. leaves 'Observe and describe weather associated with the seasons and how day length varies.' I can say what weathers may usually occur during these seasons I can talk about the changes which happen to the length of the day during the seasons Explore the world around them and, with support begin to raise their own questions. Observe closely using simple equipment with support and observe changes over time With help, begin to record and communicate their findings in a range of ways and begin to use simple scientific language. Animals 'Identify and name a variety of common animals that are carnivores, herbivores and omnivores' I can identify and name some amphibians e.g. frogs, toads and newts</p>	<p>I know the difference between deciduous and evergreen trees, and can name some 'Identify and describe the basic structure of a variety of common flowering plants, including trees.' I can identify and describe the basic structure of a variety of common flowering plants I can identify and describe the basic structure of a variety of common flowering trees Explore the world around them and, with support begin to raise their own questions. With support, carry out simple tests. Begin to use simple features to compare living things and with help, decide how to sort and group them Ask people and begin to use simple secondary sources to find answers Observe closely using simple equipment with support and observe changes over time</p>	<p>in each of the seasons e.g. leaves 'Observe and describe weather associated with the seasons and how day length varies.' I can say what weathers may usually occur during these seasons I can talk about the changes which happen to the length of the day during the seasons Explore the world around them and, with support begin to raise their own questions. Observe closely using simple equipment with support and observe changes over time With help, begin to record and communicate their findings in a range of ways and begin to use simple scientific language. Animals 'Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals' I can identify and name common fish e.g. eel, bass and haddock</p>
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		<p>wood, plastic, glass, metal, water, and rock.'</p> <p>I can name some everyday materials e.g. metal, glass and fabric</p> <p>'Describe the simple physical properties of a variety of everyday materials'</p> <p>I understand what properties means</p> <p>I can describe the properties of some materials</p> <p>'Compare and group together a variety of everyday materials on the basis of their simple physical properties.'</p> <p>I can group together materials based on their properties</p> <p>Begin to use simple features to compare objects, materials and living things and with help, decide how to sort and group them</p> <p>Begin to recognise different ways in which they might answer scientific questions.</p>	<p>'Compare and group together a variety of everyday materials on the basis of their simple physical properties.'</p> <p>I can group together materials based on their properties</p> <p>With support, carry out simple tests.</p> <p>Begin to use simple features to compare objects, materials and living things and with help, decide how to sort and group them</p> <p>With help, begin to notice patterns and relationships</p> <p>Begin to recognise different ways in which they might answer scientific questions.</p> <p>With adult support, use their observations and ideas to suggest answers to questions</p> <p>With scaffolding, talk about what they have found out and how they found it out</p>	<p>I can identify and name some reptiles e.g. alligators, crocodiles and snakes</p> <p>I can identify and name some common birds e.g. pigeons, robins and starlings</p> <p>I can identify and name some common mammals e.g. elephants, tigers and pandas</p> <p>I know the difference between a carnivore, herbivore and omnivore</p> <p>I can identify some carnivores e.g. lions</p> <p>I can identify some herbivores e.g, cows</p> <p>I can identify some omnivores e.g. hedgehogs</p> <p>Explore the world around them and, with support begin to raise their own questions.</p> <p>With help, begin to notice patterns and relationships</p> <p>Ask people and begin to use simple secondary sources to find answers</p> <p>Observe closely using simple equipment with support and observe changes over time</p> <p>With help, begin to record and</p>	<p>With help, begin to notice patterns and relationships</p> <p>Record data with pictures or in simple tables provided by adults.</p> <p>With adult support, use their observations and ideas to suggest answers to questions</p> <p>With scaffolding, talk about what they have found out and how they found it out</p> <p>With help, begin to record and communicate their findings in a range of ways and begin to use simple scientific language.</p>	<p>'Identify and name a variety of common animals that are carnivores, herbivores and omnivores'</p> <p>I know the difference between a carnivore, herbivore and omnivore</p> <p>I can identify some carnivores e.g. lions</p> <p>I can identify some herbivores e.g, cows</p> <p>I can identify some omnivores e.g. hedgehogs</p> <p>Explore the world around them and, with support begin to raise their own questions.</p> <p>With help, begin to notice patterns and relationships</p> <p>Ask people and begin to use simple secondary sources to find answers</p> <p>Observe closely using simple equipment with support and observe changes over time</p> <p>With help, begin to record and communicate their findings in a range of ways and begin to use simple scientific language.</p>
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				communicate their findings in a range of ways and begin to use simple scientific language.		
RE	<p>GOD - What do Christians believe God is like? UC 1.1 Core Learning</p> <p>I can retell a story</p> <p>I can talk about some simple ideas in Christianity</p> <p>I can give an account of the Lost Son</p> <p>There will be no RE for the first few weeks whilst pupils are settled back in to school and there will be a focus on the Big Frieze so that it promotes lots of discussion. The rest of the topic will be condensed into the remaining 4 weeks but ensuring that all objectives are still covered.</p>	<p>INCARNATION Why does Christmas matter to Christians? UC 1.2 Core learning</p> <p>I can recognise some objects from Christianity and say why these are important</p> <p>I can offer ideas of my own</p> <p>I can identify and describe some ways that Christmas matters to Christians</p>	<p>GOSPEL - What is the good news Jesus brings? UC 1.4 Core Learning</p> <p>I can talk about issues</p> <p>I can retell a story</p> <p>I can collect examples of Good News</p> <p>I can give an account of Good News</p>	<p>SALVATION - Why does Easter matter to Christians? UC 1.5 Core Learning</p> <p>I can ask and suggest some good questions about Christianity</p> <p>I can offer ideas of my own</p> <p>I can identify and describe some ways that Easter matters to Christians</p> <p>I can use creative ways to express my own ideas</p>	<p>JUDAISM - Who is Jewish and what do they believe?</p> <p>I can recognise some objects from Judaism and say why these are important</p> <p>I can talk about some simple ideas in Judaism</p> <p>I can use creative ways to express my own ideas</p>	<p>JUDAISM - Who is Jewish and what do they believe?</p> <p>I can ask and suggest some good questions about Judaism</p> <p>I can collect examples of Jewish celebrations</p> <p>I can ask and suggest some good questions about Judaism</p> <p>I can identify and describe some ways that Jewish people worship</p>
PSHE	<p>Relationships: Families and Friendships Safe relationships Respecting ourselves and others</p> <p>There will be a specific focus throughout Term 1 on emotional well-being and feeling safe and</p>		<p>Living in the Wider World: Belonging to a community Media Literacy and digital resilience Money and Work</p>		<p>Health and Wellbeing: Physical health and mental wellbeing Growing and changing Keeping safe</p>	

	knowing who trusted adults are and having a sense of belonging.					
PE	<p>PASS Travelling (Year R) As the current cohort did not cover fundamental movement skills during the EYFS stage we will cover this in Term 1 as these skills will be a prerequisite to meet the PE objectives in Year 1</p> <p>To try walking in different ways and directions To change speed when running To jump and land on your feet in different ways, safely To develop control when hopping To develop ability to step - hop or skip To explore changing direction to avoid others or obstacles</p>	<p>PASS Dance</p> <p>I can copy actions to represent a character I can copy and lead puppet actions I can use our bodies creatively when puppets are free I can travel in different directions with a partner and small group I can use pictures to create actions to match a character. I can perform dances and watch others to comment on their performance.</p>	<p>PASS Games Sending and receiving with hands.</p> <p>I can explore rolling and trapping a ball with hands. I can understand the importance of aiming when throwing underarm. I can throw underarm in different directions when playing games. I can explore throwing in different ways. I can explore throwing a rugby ball in different ways. I can develop how I pass and move into space.</p>	<p>PASS Fitness</p> <p>I can explore ways in which to warm up and cool down. I can take part in activities to develop healthy muscles and bones I can explore running for different lengths of time I can explore running styles I can improve running styles over longer distances I can begin to set distance targets while running for a length of time</p>	<p>SET Tennis</p> <p>I can be able to adopt the ready position when receiving a ball I can hit a ball back to my partner using my hand I can develop hand eye co-ordination in tennis activities I can further develop hand eye coordination I can hit a ball using a racquet back to my partner (forehand shot) I can hit a target using a ball and tennis racquet</p>	<p>PASS Athletics</p> <p>I can explore running in different ways I can develop our ability to run for given periods of time without stopping I can learn how to jump in different ways and land safely I can learn how to Jump over obstacles safely I can use different throwing actions to throw as far as you can I can improve accuracy of throwing at targets I can learn how to take part in team relay's</p>
Computing	<p>To recognise common uses of information technology beyond school I can think about my own use of ICT beyond school, including ICT within my home.</p> <p>Identify where to go for help and support when they have concerns about</p>	<p>To recognise common uses of technology beyond school I can identify computers in everyday lives and discuss how they make our lives easier.</p> <p>Use technology purposefully to create, organise, store, manipulate and</p>	<p>Whole School Safer Internet Day e-safety in PSHRE lessons</p> <p>Use technology safely and respectfully, keeping personal information private Managing online information: I can give simple examples of how to</p>	<p>To understand what algorithms are I know what an algorithm is I can write an algorithm I can use an algorithm I can spot patterns in algorithms</p> <p>Coding - Beebots</p>	<p>Coding Module 1 Espresso Coding Activities: Each lesson will build upon the last, building up to the final lesson: ALL: I can design and program an app in which an object moves around the screen at the start MOST: I can design and program an app in</p>	<p>Coding Module 2 Espresso Coding Activities: Each lesson will build upon the last, building up to the final lesson: ALL: I can design and program an app in which an object moves around the screen at the start MOST: I can design and program an app in</p>

	<p>content or contact on the internet or other online technologies (Education for a Connected World/ Hector's World lessons 1 - 6) I can understand and talk about how to stay safe online.</p> <p>Emotional well-being: making the link between home and school so that pupils have a feeling continuity and commonality. E-Safety will be important as pupils will be working online to complete Seesaw activities that are set as home learning.</p>	<p>retrieve digital content To use data handling to collect, present and analyse data. I know how to create and interpret a pictogram.</p> <p>Use technology safely and respectfully, keeping personal information private To use a search engine on a device. Managing online information: I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching). Copyright and Ownership: I understand that work created by others does not belong to me even if I save a copy.</p>	<p>find information using digital technologies, e.g. search engines, voice activated searching). Copyright and ownership: I can recognise that content on the internet may belong to other people. I can describe why other people's work belongs to them.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content To use data handling to collect, present and analyse data. I know how to create and interpret a chart.</p> <p>To understand what algorithms are I know what an algorithm is I can write an algorithm I can use an algorithm I can decompose an algorithm I can debug my algorithm I can use logic</p>	<p>I know how to work a Beebot I know what the buttons on a Beebot do I know what an algorithm is. To know how to enter an algorithm. To know how to debug an algorithm. I know how to find an efficient route. I know what it means to 'debug' an algorithm. To enter an algorithm on a beebot To follow instructions. To give a set of instructions. To enter an algorithm to move a beebot from one pace to another. To debug an algorithm. To investigate an efficient route.</p> <p>Use 'Clips' on iPads to tell a story I can create pictures and text files and store on personal login. Reopen files to</p>	<p>which objects move in different directions and disappear when they are clicked on SOME: I can design and program an app and explain how I programmed the objects to do different actions</p>	<p>which objects move in different directions and disappear when they are clicked on SOME: I can design and program an app and explain how I programmed the objects to do different actions</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>I can use book creator/ popplet lite or other suitable app Copyright and Ownership: I can explain why work I create using technology belongs to me. I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it'). I can save my work under a suitable title / name so that others know it belongs to me (e.g. filename, name on content). Online Relationships:</p>
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				continue creating at a later stage.		I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).
DT	<p><i>Shelter building Construction Plan</i> I can plan and talk about my ideas I can think about who my product is for</p> <p>Make I can build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Evaluate I can say what I like and do not like about items I have made</p> <p>Emotional recovery: working on a collaborative project using the outdoor space as an alternative to the confines of the classroom to ease the transition between home learning and school learning.</p>	<p><i>Explorative clay sessions leading to clay Christmas gifts Plan</i> I can think about products I know to help me generate ideas I can plan and talk about my ideas</p> <p>Make I can build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>I can think about finishing techniques I could use</p> <p>Evaluate I can say what I like and do not like about items I have made</p>	<p><i>Making large castles Plan</i> I can draw a plan including some ideas for the materials to use I can talk about the reasons and thinking behind my choices</p> <p>Make With help, I can measure, mark out and cut a range of materials</p> <p>I can join appropriately for different materials and situations e.g. glue, tape I can manipulate materials to create different shapes I can use some techniques to finish my product</p> <p>Evaluate I can say what I like and do not like about items I have made, and I can attempt to say why</p>	<p><i>Egg challenge mode of transport. Easter Card Plan</i> I can look at existing products and explain what I like and dislike about products and why. I can draw a plan including some ideas for the materials to use I can talk about the reasons and thinking behind my choices</p> <p>Make I can name some of the tools I will need I can select tools and materials I can describe what I need to do next I can join appropriately for different materials and situations e.g. glue, tape I can manipulate materials to create different shapes I can use a slider mechanism I can use levers</p>	<p><i>Fruit salad Plan</i> I can understand that all food comes from plants or animals. I can begin to name and sort foods into the five groups in 'The Eat well plate'</p> <p>Make I know how to prepare simple dishes safely and hygienically I can demonstrate how to use techniques such as cutting, peeling and grating.</p> <p>Evaluate I can discuss how well my product works in relation to the purpose (design criteria).</p>	<p><i>Seaside cushions Plan</i> I can research some products linked to my design criteria I can draw a plan including some ideas for the materials to use</p> <p>Make I can cut out shapes which have been created by drawing round a template onto the fabric I can join fabrics by using running stitch and glue I can decorate fabrics with buttons, beads, sequins, ribbon by attaching with glue</p> <p>Evaluate I can discuss how well my product works in relation to the purpose (design criteria).</p>

				Evaluate I can say what I like and do not like about items I have made, and I can attempt to say why		
Art	<p>Texture Self-portraits Natural art</p> <p>I can talk about the work of artists, crafts makers and designers, making simple comparisons I can make basic link between the skills used by artists, crafts makers and designers, and my own work. I can make lines using a variety of media, e.g. pencil, charcoal, pastel, chalk, and compare the result I can recognise patterns in nature and the world around me I can understand the difference between 2D and 3D art forms I can talk about texture, and begin to represent this in my work through the use of different media I can express my ideas and experiences</p>	<p>Form and Space Firework pictures Clay (linked to crafts maker Patricia Bridges) Advent calendars Christmas cards</p> <p>I can recognise and name primary colours I can use a growing range of tools and techniques competently and appropriately I can express my ideas and experiences and imagination through drawing, painting and sculpture I can create a simple design to plan a product I can investigate a range of different media I can manipulate malleable materials in a variety of ways (such as kneading, rolling and</p>	<p>Colour focus Colour mixing with primary colours Shields</p> <p>I can recognise and name primary colours I can explore and talk about what happens when I mix primary colours I can use a growing range of tools and techniques competently and appropriately I can talk about texture, and begin to represent this in my work through the use of different media I can express my ideas and experiences and imagination through drawing, painting and sculpture I can begin to improve and develop my ideas as I work</p>	<p>Line and Shape Explore and compare line using different media. Link to movement. Look at line and shape in works of artist Joan Miró. Create a picture in this style Making Mother's Day Cards</p> <p>I can make lines using a variety of media, e.g. pencil, charcoal, pastel, chalk, and compare the result I can link movement with lines, e.g. slow, fast, jerky I can create simple patterns using a variety of media, including printing and ICT I can explore different ways of cutting, shaping and joining materials to make a product I can talk about the work of artists,</p>	<p>Pattern Introduction to pattern using Kaleidopaint app on I pads Creature art in TingaTinga art style (founded by the Tanzanian artist Edward Saidi Tinga)</p> <p>I can create simple patterns using a variety of media, including printing and ICT I can make basic links between the skills used by artists, crafts makers and designers, and my own work I can explore and talk about what happens when I mix primary colours I can express my ideas and experiences and imagination through drawing, painting and sculpture</p>	<p>Tone focus Seaside observational art Design a seaside themed cushion (link to designers)</p> <p>I can link movement with lines, e.g. slow, fast, jerky I can talk about the effect that light has on an object, and begin to attempt a simple representation of tone in my work I can recognise patterns in nature and the world around me I can express my ideas and experiences and imagination through drawing, painting and sculpture I can share my own ideas and respond to the ideas of others I can create a simple design to plan a product</p>

	<p>and imagination through drawing, painting and sculpture</p> <p>Exploring their feelings and worries through art. Pupils to explore different techniques and mediums through free exploration during child initiated sessions.</p> <p>Experimenting with colour mixing and self-selection of mediums and materials.</p>	<p>shaping) for a purpose, e.g. making a pot.</p> <p>I can understand the difference between 2d and 3d art forms</p> <p>I can explore different ways of cutting, shaping and joining materials to make a product</p> <p>I can begin to improve and develop my ideas as I work</p> <p>I can make basic links between the skills used by artists, crafts makers and designers, and my own work</p>		<p>crafts makers and designers, making simple comparisons</p>	<p>I can begin to improve and develop my ideas as I work</p> <p>I can share my own ideas and respond to the ideas of others</p> <p>I can make basic links between the skills used by artists, crafts makers and designers, and my own work</p>	<p>I can investigate a range of different media</p> <p>I can use a growing range of tools and techniques competently and appropriately</p> <p>I can explore different ways of cutting, shaping and joining materials to make a product</p> <p>I can talk about the work of artists, crafts makers and designers, making simple comparisons</p>
<p>Geography</p>	<p>Our local environment; Human and physical geography.</p> <p>Using basic geographical vocabulary</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>The four countries of the UK (saints) Christmas around the world</p> <p>Locational knowledge: name locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Use world maps atlases and globes to identify the UK and its countries as well as the countries continents</p>	<p>Leeds Castle fieldwork.</p> <p>Use aerial photographs and plan perspective and use them to recognise landmarks and basic human and physical features.</p> <p>Use simple compass directions and locational and directional language to describe the location of</p>	<p>Locating the different countries in the world that animals come from.</p> <p>Exploring a different country (Burkina Faso, linked to all aboard for the Bobo road)</p> <p>Understanding geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a</p>	<p>Trip to The Green</p> <p>Map making</p> <p>Understanding geographical similarities and differences through studying the human and physical geography of a small area of the UK (the Green)</p> <p>Use simple fieldwork and observational skills to study the key human and physical features of the school's</p>	<p>Geographical features of the seaside</p> <p>Creating bird's eye view plans</p> <p>Using basic geographical vocabulary to refer to key physical features inc beach cliff coast sea vegetation ocean season and weather</p> <p>Key human features</p>

	<p>Identify seasonal weather patterns in the UK (Autumn, covered through Science) Use simple fieldwork and observational skills to study the geography of their school and its grounds</p> <p>Personal geography to facilitate emotional recovery and wellbeing by linking home and school. As geography is not taught as a separate subject in EYFS there will not be subject specific objectives that will need to be revised. However if there are any conceptual gaps or misconceptions are identified these will be addressed and will inform future planning.</p>	<p>and oceans studied at this key stage.</p>	<p>features and routes on a map.</p> <p>Identify seasonal weather patterns in the UK (Spring, covered through Science) Use simple fieldwork and observational skills to study the geography of their school and its grounds</p>	<p>small area in a contrasting non-EU country. Use world maps atlases and globes to identify the UK and its countries as well as the continents and oceans studied at this key stage.</p>	<p>surrounding environment. Devise a simple map and use and construct basic symbols in a key. Use simple compass directions and locational and directional language to describe the location of features and routes on a map. Identify seasonal weather patterns in the UK (Summer, covered through Science) Use simple fieldwork and observational skills to study the geography of their school and its grounds</p>	<p>City town village house port harbour shop Use world maps atlases and globes to identify the UK and its countries as well as the continents and oceans studied at this key stage.</p>
<p>History</p>	<p>Personal History Emotional well being with focus on changes in their own lifetime What did they do over the summer?</p>	<p>Remembrance day. Four Patron Saints of the UK. Events beyond living memory that are significant nationally or globally.</p>	<p>History of Castles Significant historical events, people and places in their own locality. I can explain who Lady Baillie (Leeds Castle) was.</p>	<p>History of transport Life and work of Henry Royce and Charles Rolls (of Rolls-Royce) Events beyond living memory that are</p>	<p>The life and work of <i>Edward Saidi Tinga</i> History of Bearsted The lives of significant individuals in the past who have</p>	<p>The history of the seaside Events beyond living memory that are significant nationally or globally.</p>

	<p>What has changed in school since last year?</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>I can sequence my life using the events that have happened. I can create my own Family Tree.</p> <p>I can think of my favourite memory from when I was younger.</p> <p>I can create a class timeline of events.</p> <p>Chronological Understanding</p> <p>I can describe memories of key events in my life</p> <p>I can sequence events in their life</p> <p>I can use a range of words relating to time (before, after, old, older, oldest)</p> <p>Communication of Historical Understanding</p>	<p>I can discuss what Remembrance Day is.</p> <p>Historical Enquiry</p> <p>I can begin to find answers to simple questions about the past from historical sources.</p> <p>Understanding & interpretation of events, people and changes</p> <p>I can ask and answer questions about an artefact.</p> <p>Communication of Historical Understanding</p> <p>I can tell stories about the past/events in a famous person's life</p> <p>I can describe things that are from the past</p> <p>I can say how things from the past were used</p> <p>I can use historical vocabulary appropriate to year group</p> <p>The lives of significant individuals in the past who have</p>	<p>Events beyond living memory that are significant nationally or globally.</p> <p>I can discuss castles in our history and today such as Leeds Castle.</p> <p>Historical Enquiry</p> <p>I can begin to find answers to simple questions about the past from historical sources</p> <p>Communication of Historical Understanding</p> <p>I can tell stories about the past/events in a famous person's life</p> <p>I can describe things that are from the past</p> <p>I can say how things from the past were used</p> <p>I can use historical vocabulary appropriate to year group</p>	<p>significant nationally or globally.</p> <p>I can compare and discuss transport in the today and in times past, especially after our visit to Maidstone Museum.</p> <p>Understanding & interpretation of events, people and changes</p> <p>I can, using a source; handle, observe, question and sketch</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>I can explain who Royce and Rolls are and how they contributed to the national car industry</p>	<p>contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>I can explain who Edward TingaTinga was and what he did.</p> <p>Communication of Historical Understanding</p> <p>I can tell stories about the past/events in a famous person's life</p> <p>Historical Enquiry</p> <p>I can begin to find answers to simple questions about the past from historical sources</p> <p>Significant historical events, people and places in their own locality.</p> <p>I can explain what Alfred Mynn did when we learn about and visit The Green and wider Bearsted.</p> <p>Historical Understanding</p>	<p>I can talk about and compare the seaside and people's holidays today and in times past.</p> <p>Understanding & interpretation of events, people and changes</p> <p>I can, using a source; handle, observe, question and sketch</p> <p>I can identify major differences between life in different periods</p> <p>Historical Understanding</p> <p>I can tell stories about the past/events in a famous person's life</p> <p>I can describe things that are from the past</p> <p>I can say how things from the past were used</p> <p>I can use historical vocabulary appropriate to year group</p>
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	<p>I can tell stories about the past/events in a famous person's life I can describe things that are from the past I can say how things from the past were used I can use historical vocabulary appropriate to year group</p>	<p>contributed to national and international achievements. Some should be used to compare aspects of life in different periods I can talk about the stories of the four patron saints. Communication of Historical Understanding I can tell stories about the past/events in a famous person's life I can describe things that are from the past</p>		<p>Understanding & interpretation of events, people and changes I can identify major differences between life in different periods Historical Understanding I can tell stories about the past/events in a famous person's life I can describe things that are from the past I can say how things from the past were used I can use historical vocabulary appropriate to year group</p>	<p>I can tell stories about the past/events in a famous person's life I can describe things that are from the past I can say how things from the past were used I can use historical vocabulary appropriate to year group</p>	
<p>Music</p>	<p>Ocarinas and singing Tuned and untuned instruments I can play most notes on an ocarina I can play as part of a group led by an adult Singing I can sing songs with others and show an awareness</p>	<p>Ocarinas and singing Tuned and untuned instruments I can play most notes on an ocarina I can play as part of a group led by an adult Singing I can sing the lines of some songs on my own</p>	<p>Ocarinas and singing Tuned and untuned instruments I can play most notes on an ocarina I can play as part of a group led by an adult Singing I can sing the lines of some songs on my own</p>	<p>Ocarinas and singing Tuned and untuned instruments I can play most notes on an ocarina I can play as part of a group led by an adult I can name some percussion instruments</p>	<p>Ocarinas and singing Tune and untuned instruments I can play most notes on an ocarina I can play as part of a group led by an adult I can name some percussion instruments I can change the volume of a</p>	<p>Ocarinas and singing Tune and untuned instruments I can play most notes on an ocarina I can play as part of a group led by an adult I can name some percussion instruments</p>

	<p>of their voices (this is not currently taking place due to COVID restrictions).</p> <p>Listening to music</p> <p>I can talk about what I like in a musical performance both live and recorded</p>	<p>I can change how my voice sounds</p>	<p>I can change how my voice sounds</p> <p>Composition</p> <p>I can use tempo, pitch and dynamics to create a short piece of music</p> <p>I can use simple notation for compositions (eg. pictorial representation)</p>	<p>I can change the volume of a percussion instrument</p> <p>I can copy rhythms on a percussion instrument</p> <p>Singing</p> <p>I can sing the lines of some songs on my own</p> <p>I can change how my voice sounds</p> <p>Listening to music</p> <p>I can talk about what I like in a musical performance both live and recorded</p> <p>I can describe some of the changes in a piece of music eg. pitch, volume</p>	<p>percussion instrument</p> <p>I can copy rhythms on a percussion instrument</p> <p>Singing</p> <p>I can sing the lines of some songs on my own</p> <p>I can change how my voice sounds</p> <p>Composition</p> <p>I can use tempo, pitch and dynamics to create a short piece of music</p> <p>I can use simple notation for compositions (eg. pictorial representation)</p> <p>I can use computer software to compose melodies and rhythms</p>	<p>I can change the volume of a percussion instrument</p> <p>I can copy rhythms on a percussion instrument</p> <p>Singing</p> <p>I can sing the lines of some songs on my own</p> <p>I can change how my voice sounds</p> <p>I can follow change in pitch using the movement of my hands</p> <p>I can recall some lyrics of a song and know what they mean</p>
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