

Year 1 Long Term Planning Year 2023/24

Knowledge is indicated in red.

Skills are indicated in green.

	Term 1 7 weeks Changes	Term 2 Let's Celebrate! 7 weeks	Term 3 Animals 6 weeks	Term 4 Bearsted and Beyond 6 weeks	Term 5 Toys in Space 6 weeks	Term 6 Growing 7 weeks
Enrichment Activities	Camp Fire day. Cycle Ready	Christmas activities Trip to cinema in Week 2.	Trip to Wildwood Maths week Safer Internet Day	Reading week	STEM ACTIVITIES - ROCHESTER BRIDGE TRUST? OR ENGINEERING COMPANY	Green Trip Whole school walk to the church
Writing	<u>Pathways to Write</u> Lost and Found Fiction: adventure story based on the structure of the text	<u>Pathways to Write</u> Katie in London Non-fiction: write a non-chronological report	<u>Pathways to Write</u> The Lion Inside Fiction: journey story based on the structure of The Lion Inside	<u>Pathways to Write</u> Beegu Fiction: write own version of the story	<u>Pathways to Write</u> Toys in Space Fiction: fantasy story based on the structure of Toys in Space, changing the characters	<u>Pathways to Write</u> Goldilocks and Just the One Bear Fiction: traditional story with new character or setting based on Goldilocks and just the one bear.
SPAG Throughout each unit of Pathways to Write there will be opportunities to teach and apply word skills: Spell words containing each of the 40+ phonemes	Punctuation Leave spaces between words Begin to use capital letters and full stops Use a capital letter for names of people and the personal pronoun 'I' Sentence Combine words to make sentences	Punctuation Punctuate sentences using a capital letter and a full stop Use capital letters for names of people and places Word Use plural noun suffixes -s and -es Sentence Join words using and	Punctuation Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks Word Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Some accurate use of the prefix un Sentence Join words and clauses using and	Punctuation Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Word Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Sentence Join words and clauses using and	Punctuation Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Word Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Change the meaning of verbs/adjectives by adding prefix un Sentence Join words and clauses using an	Punctuation Use a capital letter for places and days of the week Punctuate sentences using a capital letter, full stop, question mark or exclamation mark Sentence Join words and clauses using and Use simple description

already taught and spell common exception words						
Maths Using the new WRMH planning	Number and place value within 10, 5 weeks Step 1 Sort objects Step 2 Count objects Step 3 Count objects from a larger group Step 4 Represent objects Step 5 Recognise numbers as words Step 6 Count on from any number Step 7 1 more Step 8 Count backwards within 10 Step 9 1 less Step 10 Compare groups by matching Step 11 Fewer, more, same Step 12 Less than, greater than, equal to Step 13 Compare numbers Step 14 Order objects and numbers Step 15 The number line Addition and subtraction within 10 5 weeks Step 1 Introduce parts and wholes Step 2 Part-whole model Step 3 Write number sentences Step 4 Fact families - addition facts Step 5 Number bonds within 10 Step 6 Systematic number bonds within 10 Step 7 Number bonds to 10 Step 8 Addition - add together Small steps Step 9 Addition - add more Step 10 Addition problems Step 11 Find a part Step 12 Subtraction - find a part Step 13 Fact families - the eight facts Step 14 Subtraction - take away/cross out (How many left?) Step 15 Take away (How many left?) Step 16 Subtraction on a number line Small steps Step 17 Add or subtract 1 or 2 Geometry; shape. 1 week Step 1 Recognise and name 3-D shapes	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 Number: Place Value (within 50) (Multiples of 2, 5 and 10 to be included) (1 week) Measurement: Weight and Volume Consolidation	Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included) Number: Fractions Geometry; position and direction Number and place value within 100, Measurement; money Time Consolidation			

	Step 2 Sort 3-D shapes Step 3 Recognise and name 2-D shapes Step 4 Sort 2-D shapes Step 5 Patterns with 2-D and 3-D shapes Consolidation 1 week					
Science	The Human Body '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 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	Seasonal changes 'Observe changes across the four seasons' I can identify Spring, Summer, Autumn and Winter I can talk about the changes which happen 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	Seasonal changes 'Observe changes across the four seasons' I can identify Spring, Summer, Autumn and Winter I can talk about the changes which happen 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	Seasonal changes 'Observe changes across the four seasons' I can identify Spring, Summer, Autumn and Winter I can talk about the changes which happen 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. Caring for our planet	Plants and planting '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 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	Seasonal changes 'Observe changes across the four seasons' I can identify Spring, Summer, Autumn and Winter I can talk about the changes which happen 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. Growing and Cooking

	<p>different ways in which they might answer scientific questions.</p> <p>With support, carry out simple tests.</p> <p>Record data with pictures or in simple tables provided by adults.</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>'Distinguish between an object and the material from which it is made'</p> <p>I can identify materials and say what they are made from</p> <p>'Identify and name a variety of everyday materials, including 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>Materials and their properties</p> <p>'Describe the simple physical properties of a</p>	<p>I can identify and name some reptiles e.g. alligators, crocodiles and snakes</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 communicate their findings in a range of ways and begin to use simple scientific language.</p> <p>e.</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>	
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		<p>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>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 common birds e.g. pigeons, robins and starlings</p> <p>(BBC big birdwatch)</p> <p>Observe closely using simple equipment with</p>				
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		<p>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. Explore the world around them and, with support begin to raise their own questions. With help, begin to notice patterns and relationships Ask people and begin to use simple secondary sources to find answers</p>				
RE	<p>GOD - What do Christians believe God is like? UC 1.1 Digging Deeper</p> <p>I can retell a story I can talk about some simple ideas in Christianity I can give an account of Jonah and the Whale</p>	<p>INCARNATION Why does Christmas matter to Christians? UC 1.2 Core learning I can recognise some objects from Christianity and say why these are important I can offer ideas of my own 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 I can talk about issues I can retell a story I can collect examples of Good News I can give an account of Good News</p>	<p>SALVATION - Why does Easter matter to Christians? UC 1.5 Core Learning I can ask and suggest some good questions about Christianity I can offer ideas of my own I can identify and describe some ways that Easter matters to Christians I can use creative ways to express my own ideas</p>	<p>JUDAISM - Who is Jewish and what do they believe? I can recognise some objects from Judaism and say why these are important I can talk about some simple ideas in Judaism I can use creative ways to express my own ideas</p>	<p>JUDAISM - Who is Jewish and what do they believe? I can ask and suggest some good questions about Judaism I can collect examples of Jewish celebrations I can ask and suggest some god questions about Judaism I can identify and describe some ways that Jewish people worship</p>
PSHRE	<p>Relationships: Families and Friendships Safe relationships Respecting ourselves and others There will be a specific focus throughout Term 1 on emotional well-being and feeling safe and knowing who trusted adults are and having a sense of belonging.</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>	

<p>PE</p> <p>PASS Wednesday am Terms 1, 2, 3 and 4 Wednesday pm Term 6</p> <p>Term 5 Tennis</p>	<p>PASS led Gymnastics Unit 1 in the hall. 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>Teacher led Yoga</p>	<p>PASS Gymnastics Unit 2 in the hall To explore rocking on different body parts and in different directions To explore different jumping patterns To explore jumping using apparatus To combine travelling, balancing and jumping on the floor To combine travelling, balancing and jumping onto apparatus</p> <p>Teacher led Travelling with equipment To explore travelling and changing direction with equipment To move a ball with my hands To explore travelling with the ball at my feet Travel with a stick and ball Travel and use space in games Explore ways to outwit a player</p>	<p>PASS Dance in the hall 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>Teacher led PASS Fitness 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>PASS Games Sending and receiving with hands. 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><i>Teacher led Striking and Fielding To develop ways of rolling and stopping a ball To improve my ability to throw and catch under arm To develop my ability to strike a v=ball with a bat To improve my ability to hit a ball with hands and rackets To take part in throwing and rolling games and aiming at targets To take part in a small sided striking and fielding games</i></p>	<p>SET Tennis 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>Teacher led sending and receiving (Feet and stick) Develop how I pass and trap a ball with my feet Improve how I pass and stop the ball with feet and move into a space To learn how to pass a ball with a stick Develop knowledge of attacking skills (feet/sticks) Develop knowledge of defending skills (Feet/sticks) Take on the role of an attacker and defender in games.</p>	<p>PASS Athletics 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> <p>Teacher led Sports Day practice</p>
<p>Computing</p>	<p>Logging onto Seesaw and uploading own work and retrieving it. I can create pictures and text files and store on personal login. Reopen files to continue</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 safely and respectfully, keeping personal information private</p>	<p>Whole School Safer Internet Day</p> <p>Use technology safely and respectfully, keeping personal information private Copyright and Ownership: I can explain why work I create using technology belongs to me</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content Information Technology Researching a vehicle of choice and presenting information</p> <p>I can use book creator/ popplet lite or other suitable app</p>	<p>Digital Literacy Online Relationships: I can explain why things one person finds funny or sad online may not always be seen in the same way by others. Online Bullying: I can describe how to behave online in ways that do not upset others and can give examples.</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 which objects move in different</p>

	<p>creating at a later stage.</p> <p>Data Handling I can identify how computers store data. Collect data. Present data in a pictogram. Present data in a bar chart. Talk about what a pictogram or bar chart shows. Analyse data and share with the class.</p>	<p><u>Self image and identity</u> I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help. <u>Managing Online Information:</u> I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened. <u>Online Relationships</u> I can give examples of when I should ask permission to do something online and explain why this is important.</p> <p><u>To understand what algorithms are</u> I know what an algorithm is I can write an algorithm I can use an algorithm I can spot patterns in algorithms</p>	<p>I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it'). I understand that work created by others does not belong to me even if I save a copy Managing online information: I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching.</p> <p>Coding – Beebots 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>To understand what algorithms are I know what an algorithm is I can write an algorithm</p>	<p>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: I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).</p>	<p>Online Reputation: I can describe what information I should not put online without asking a trusted adult first. Privacy and Security: I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names). I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</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 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>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>
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			I can use an algorithm I can decompose an algorithm I can debug my algorithm I can use logic			
DT		<i>Design and make a Christmas decoration</i> Plan I can research some products linked to my design criteria I can draw a plan including some ideas for the materials to use 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 Evaluate I can discuss how well my product works in relation to the purpose (design criteria).		Design and make a moving Easter card for a loved one Plan 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 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 Evaluate I can say what I like and do not like about items I have made, and I can attempt to say why	Plan I can draw a plan including some ideas for the materials to use I can talk about the reasons and thinking behind my choices Make With help, I can measure, mark out and cut a range of materials 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 Evaluate I can say what I like and do not like about items I have made, and I can attempt to say why	<i>Design and make a fruit salad</i> Plan 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' Make I know how to prepare simple dishes safely and hygienically I can demonstrate how to use techniques such as cutting, peeling and grating. Evaluate I can discuss how well my product works in relation to the purpose (design criteria).
Art	Colour Colour mixing with primary colours (link to Piet Mondrian,		Pattern and texture Introduction to pattern. Creature art in TingaTinga art style (founded by the	Line and Shape Explore and compare line using different media. Link to movement.	Tone/ Design I can recognise patterns in nature and the world around me	Form and Space Sculpture

	<p>Composition with red, blue, yellow)</p> <p>I can recognise and name primary colours</p> <p>I can explore and talk about what happens when I mix primary colours</p> <p>I can use a growing range of tools and techniques competently and appropriately</p> <p>I can talk about texture, and begin to represent this in my work through the use of different media</p> <p>I can express my ideas and experiences and imagination through drawing, painting and sculpture</p> <p>I can begin to improve and develop my ideas as I work</p>		<p>Tanzanian artist Edward Saidi Tinga)</p> <p>Sunflower paintings - Van Gogh Hockney. Creating their own sunflower paintings, using texture.</p> <p>I can create simple patterns using a variety of media, including printing and ICT</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 explore and talk about what happens when I mix primary colours</p> <p>I can express my ideas and experiences and imagination through drawing, painting and sculpture</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>Look at line and shape in works of artist Joan Miró. Create a picture in this style (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</p> <p>I can link movement with lines, e.g. slow, fast, jerky.</p> <p>I can create simple patterns using a variety of media, including printing and ICT</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>I can express my ideas and experiences and imagination through drawing, painting and sculpture</p> <p>I can share my own ideas and respond to the ideas of others</p> <p>I can create a simple design to plan a product</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>I can use a growing range of tools and techniques competently and appropriately</p> <p>I can express my ideas and experiences and imagination through drawing, painting and sculpture</p> <p>I can create a simple design to plan a product</p> <p>I can investigate a range of different media</p> <p>I can manipulate malleable materials in a variety of ways (such as kneading, rolling and 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>
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						I can talk about the effect that light has on an object, and begin to attempt a simple representation of tone in my work
Geography	<p>Geographical features of hot and cold countries Using basic geographical vocabulary to refer to key physical features inc hot, cold, desert, glazier. Use world maps atlases and globes to identify hot and cold countries.</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>The four countries of the UK (Locate London) Locational knowledge: name locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Use world maps atlases and globes to identify the UK and its countries as well as the countries continents and oceans studied at this key stage.</p>	<p>Locating the different countries in the world that animals come from. Exploring a different country Understanding geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a 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 countries continents and oceans studied at this key stage.</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>Use aerial photographs and plan perspective and use them to recognise landmarks and basic human and physical features. Use simple compass directions and locational and directional language to describe the location of 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>Our local environment; Human and physical geography. Trip to The Green Map making Creating bird's eye view plans Understanding geographical similarities and differences through studying the human and physical geography of a small area of the UK (the Green) Use simple fieldwork and observational skills to study the key human and physical features of the school's 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>
History	Personal History Emotional well being with focus on changes in		I can explain who Edward TingaTinga was and what he did.	Life and work of famous people (link to refugees) Events beyond living memory that are significant nationally or globally.	The life and work of famous people linked to Space The lives of significant individuals in the past who have contributed to national and	

	<p>their own lifetime What did they do over the summer? 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. I can sequence my life using the events that have happened. I can create my own Family Tree. I can think of my favourite memory from when I was younger. I can create a class timeline of events. Chronological Understanding I can describe memories of key events in my life I can sequence events in their life I can use a range of words relating to time (before, after,</p>		<p>Significant historical events, people and places in their own locality. I can explain who x was. Events beyond living memory that are significant nationally or globally. Historical Enquiry I can begin to find answers to simple questions about the past from historical sources 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 I can say how things from the past were used I can use historical vocabulary appropriate to year group</p>	<p>Understanding & interpretation of events, people and changes I can, using a source; handle, observe, question and sketch 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 I can explain who X and Y are and how they contributed to the national car industry 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>international achievements. Some should be used to compare aspects of life in different periods Communication of Historical Understanding I can tell stories about the past/events in a famous person's life Historical Enquiry I can begin to find answers to simple questions about the past from historical sources Significant historical events, people and places in their own locality. I can explain what Alfred Mynn did when we learn about and visit The Green and wider Bearsted. 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>	
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	<p>old, older, oldest)</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>					
Music	<p>Tuned and untuned instruments</p> <p>I can play most notes on an ocarina</p> <p>I can play as part of a group led by an adult</p> <p>Singing</p> <p>I can sing songs with others and show an awareness of their voices</p> <p>Listening to music</p> <p>I can talk about what I like in a musical performance</p>	<p>Tuned and untuned instruments</p> <p>I can play most notes on an ocarina</p> <p>I can play as part of a group led by an adult</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 (e.g. pictorial representation)</p>	<p>Tuned and untuned instruments</p> <p>I can play most notes on an ocarina</p> <p>I can play as part of a group led by an adult</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 (e.g. pictorial representation)</p>	<p>Tuned and untuned instruments</p> <p>I can play most notes on an ocarina</p> <p>I can play as part of a group led by an adult</p> <p>I can name some percussion instruments</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>Listening to music</p> <p>I can talk about what I like in a musical performance both live and recorded Fanfarra - Sergio Mendes</p> <p>Tune and untuned instruments</p> <p>I can play most notes on an ocarina</p> <p>I can play as part of a group led by an adult</p> <p>I can name some percussion instruments</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>Composition</p>	<p>Tune and untuned instruments</p> <p>I can play most notes on an ocarina</p> <p>I can play as part of a group led by an adult</p> <p>I can name some percussion instruments</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> <p>Composition</p>

	both live and recorded					<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>
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