

Year 1 Curriculum Map Medium Term Plan 2022 - 2023

Autumn Term One – How have toys changed overtime?

Forest School – Make a puppet out of sticks and a leaf mobile

SUBJECT	NATIONAL CURRICULUM OBJECTIVES	LEARNING JOURNEY IDEAS
History	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	• Discuss what the word changes means and what this means in conjunction with toys. • Discuss changes within themselves to illustrate how changes happen over time. • Discuss toys from my childhood and relate/ compare this to toys from the children's current toys. • Sort a variety of toys into different categories, old, new and a mixture of the two. • Ask the children to explain how they have sorted the toys and what changes that notice about them from olden times to current toys. • Relate the changes in the toys to what might have been happening in the wider world at the time e.g. WW2 and the restrictions of resources to make toys etc.
RHE	Living in the wider world • To learn I contribute to the life of the classroom and school. • To help construct and agree to follow school rules and to understand how these rules help me.	• To learn I contribute to the life of the classroom and school. • To help construct and agree to follow school rules and to understand how these rules help me.
RE Harvest	• Step 1 Communicate: talk about <i>thanking</i> in relation to their own experience • Step 2 Apply: identify how <i>thanking</i> applies to their own lives • Step 3 Enquire: identify and talk about <i>thanking</i> • Step 4 Contextualise: recognise ways that Christians and Jews <i>show thanks</i> at Harvest and Sukkot Step 5 Evaluate: talk about the importance of <i>thanking</i> God to Christians at Harvest and Jews at Sukkot	• Discuss and come up with an explanation for 'Thanking' or 'Thanks' • Come up with times the children have thanked others or if they have been thanked themselves. • How does this apply to their own lives – related to someone thanking them? • Discuss ways in which Harvest is a way of thanking and what it means to Christians and why it is important. • Discuss the reason for Sukkot in the Jewish faith and how this celebrates being Thankful. Talk about how Christians and Jews thank god at harvest and Sukkot and why this is important within their faith.

Computing	- Recognise common uses of information technology beyond school - Use technology purposefully to create, organise, store, manipulate, and retrieve digital content	In this unit, learners will develop their understanding of technology and how it can help us. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. Learners will also consider how to use technology responsibly.
DT	Design - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	Design and make a Victorian Thaumatrope Look at toys through history and discuss old and new toys, the differences and what the similarities and differences are between the toys they and their parents played with. Discuss toys in the Victorian times and how electricity wasn't used in toys or batteries but paper, or wind up. Show the children a thaumatrope and discuss that it was a popular toy in the Victorian times. Design 2 sides to their thaumatrope so that an object is in a cage or a dinosaur is wearing a hat or has a skeleton. Make using card, colours and string. Evaluate their own product and what makes it a success/ what would they do differently next time. Share their products with their friends or with another class.
Music	- use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music	This term we will listen and appraise the song Hey You! And other Hip Hop songs. We will also build our knowledge and understanding about interrelated dimensions of music through singing, playing instruments, performing and composing.

	experiment with, create, select and combine sounds using the interrelated dimensions of music	
SRE	To know the importance of valuing oneself. To recognise that everyone is different.	Myself and others Children will describe and begin to value individuality and to recognise and celebrate their emotions, gifts and talents. To know and value the different groups to which they belong. <u>To recognise similarities and differences between themselves and their peers.</u>
Science	How can we describe materials? (6 sessions) - distinguish between an object and the material from which it is made - identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock - describe the simple physical properties of a variety of everyday materials - Compare and group together a variety of everyday materials on the basis of their simple physical properties.	- Discuss with the class that everything is made from a material and each one is different. - Sort a range of objects into different materials and discuss them. - How many different ways can we sort the objects? Do they contain more than one material? - Discuss and class the physical properties of the everyday materials. - As part of a varied test, ask the children to decide on a material that would be best to make a coat for a teddy bear. - Ask the children to collect and test a range of materials by pouring water on them and seeing if they are water resistant. - Record their findings and decide what material they would use to make a coat out of. Evaluate their findings. Why did some materials work well and others didn't?
PE	Fitness Football/Tag Rugby – Stow Sports - 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	LESSON 1 To develop knowledge of how exercise can make you feel. LESSON 2 To develop knowledge about how exercise can make you strong and healthy. LESSON 3 To develop knowledge about how exercise relates to breathing. LESSON 4 To develop my understanding of how exercise helps my brain. LESSON 5 To develop my understanding of how exercise helps my muscles. LESSON 6 To begin to understand the importance of daily exercise.

Autumn Term Two - How does the weather change over seasons?

Forest School – Make a musical rain stick/ stick Santas

SUBJECT	NATIONAL CURRICULUM OBJECTIVES	LEARNING JOURNEY IDEAS
Geography	- Identify seasonal and daily weather patterns in the United Kingdom. - 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.	Discuss and research different types of weather in Britain. What weather can the children identify that they see all the time and discuss the seasons and the types of weather that might be seen within them. Look at our school grounds, what it is made up of and take photos to make a map of our school.
RHE	Relationships (part 1) - To identify and respect the difference and similarities between people. To identify what makes me unique and what makes me the same. - To learn about people who look after me and my family. - To know who to go to if I am worried and how to attract their attention. - To identify special people (family, friends, carers), what makes them special and how special people should care for one another. - To identify and respect the difference and similarities between people.	- To identify and respect the difference and similarities between people. To identify what makes me unique and what makes me the same. - To learn about people who look after me and my family. - To know who to go to if I am worried and how to attract their attention. - To identify special people (family, friends, carers), what makes them special and how special people should care for one another. - To identify and respect the difference and similarities between people.
RE Nativity	Step 1 talk about their own responses to <i>journey's end</i> in their experience Step 2 identify how different <i>journey's ends</i> relate to their lives Step 3 identify and talk about different <i>journeys' ends</i> Step 4 recognise the <i>journey's end</i> of the characters in the Christmas birth narratives Step 5 talk about the importance of the <i>journeys' end</i> to Christians.	- Discuss with the class what the word 'journey' means? - What journeys have they been on recently or ones they remember. Why was this journey significant to them? - Discuss as a class different journeys and how we would get there. Do we all travel the same way? - Discuss the Nativity story and the journey the characters made and the reasons why. Why is this story so significant when we think of it for a journey? Discuss the journey and what this means to Christians.
Computing	Use technology purposefully to create, organise, store, manipulate, and retrieve digital content	During this unit, learners develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work. The unit

		concludes with learners considering their preferences when painting with and without the use of digital devices.
Art	- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Make four trees showing each season in the style of Andy Warhol Discuss the artist Andy Warhol and identify 5 facts about him the children can remember. Look at some of his art work and discuss why he was so influential. Discuss colours he used and types of objects. What do they like/ dislike about his work? Design in sketch books 4 trees using colours and thinking about the colours they can use to represent each season. Use paint to make their Andy Warhol inspired tree 4 seasons picture. Evaluate their work in an art show for parents to see their finished product.
Music	- use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds using the interrelated dimensions of music	This term we will listen and appraise the song Rhythm in The Walk and other reggae songs. We will also build our knowledge and understanding about interrelated dimensions of music through singing, playing instruments, performing and composing.
Science	How do animals survive? (7 sessions) - 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)	Look at different habitats and relate to our previous lessons last term. Look at the differences between Herbivores, carnivores and omnivores and what these terms mean. Identify sort and name different types of common animals. Look at the structure of different animals and describe the similarities and differences between them. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	
PE	Fundamentals - 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	LESSON 1 To explore balance, stability and landing safely. LESSON 2 To explore how the body moves differently when running at different speeds. LESSON 3 To explore changing direction and dodging. LESSON 4 To explore jumping, hopping and skipping actions. LESSON 5 To explore co-ordination and combination jumps. LESSON 6 To explore combination jumping and skipping in an individual rope. Ball Skills LESSON 1 To develop control and co-ordination when dribbling a ball with your hands. LESSON 2 To explore accuracy when rolling a ball. LESSON 3 To explore throwing with accuracy towards a target. LESSON 4 To explore catching with two hands. LESSON 5 To explore control and co-ordination when dribbling a ball with your feet. LESSON 6 To explore tracking a ball that is coming towards me.

Spring Term One – Who is the oldest reigning monarch?

Forest School – Make a crown from natural materials and make a natural frame for the portraits of the king.

SUBJECT	NATIONAL CURRICULUM OBJECTIVES	LEARNING JOURNEY IDEAS
History	- Lives of significant individuals in past who have contributed to national and international achievements. - Changes beyond living memory.	Ask the class what monarch means and what monarchs they can remember. Discuss and compare over the session who Elizabeth 1 is, Victoria and Elizabeth 2nd was and how they influenced our country over time. What changes happened over their reign.
RHE	Health (part 1) - To communicate my feelings to others, to recognise how others show feelings and how to respond. - To learn about healthy lifestyles and how to maintain a healthy lifestyle, including the benefits of physical activity and rest. - To know who to go to if I am worried and how to attract their attention. To learn about healthy lifestyles and how to maintain a healthy lifestyle; including rationing time spent online. To learn about healthy lifestyles and how to maintain a healthy lifestyle, including the benefits of physical activity and rest. To learn about healthy lifestyles and how to maintain a healthy lifestyle, including healthy eating and dental health	Health (part 1) - To communicate my feelings to others, to recognise how others show feelings and how to respond. - To learn about healthy lifestyles and how to maintain a healthy lifestyle, including the benefits of physical activity and rest. - To know who to go to if I am worried and how to attract their attention. To learn about healthy lifestyles and how to maintain a healthy lifestyle; including rationing time spent online. To learn about healthy lifestyles and how to maintain a healthy lifestyle, including the benefits of physical activity and rest. To learn about healthy lifestyles and how to maintain a healthy lifestyle, including healthy eating and dental health
RE Passover	Step 1 describe in simple terms what <i>remembering</i> means Step 2 simply describe ways in which Jews <i>remember</i> the Passover story Step 3 simply describe the value/importance of <i>remembering</i> Passover for Jews Step 4 simply describe their own responses to <i>remembering</i> in their own experience Step 5 simply describe ways in which <i>remembering</i> can be applied to their own and others' lives.	- Think about what remembering means to the children and write ideas onto a piece of A2 paper for display. - Read and watch the Passover story to the class and ask them what they think the story is about. - Discuss how the Jewish community remember the Passover story. Ask the children to reflect on their own experiences and remember an one that means something to them e.g. Christmas and spending time with loved ones after a long time away.

Computing	• Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Use technology safely and respectfully, keeping personal information private	During this unit, learners will develop their understanding of the various aspects of using a computer to create and manipulate text. Learners will become more familiar with using a keyboard and mouse to enter and remove text. Learners will also consider how to change the look of their text, and will be able to justify their reasoning in making these changes. Finally, learners will consider the differences between using a computer to create text, and writing text on paper. They will be able to explain which method they prefer and explain their reasoning for choosing this.
Art	• About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • To use drawing, painting and sculpture, to develop and share their ideas, experiences and imagination.	Paint self-portraits in the style of James Boliver Manson Look at different portraits from the different times in history from Elizabeth the 1st time and compare with Victoria. Discuss what self portrait are and why they were done e.g. no photos and people wanted to see their monarchs and have them in their homes. Sketch their faces in their sketch books, focusing on details. Think about details, fine lines, use art pencils, shading. End of the topic the children will have sketched themselves in portrait form and have made a finished product using paint for a wall display.
DT	N/A	N/A
Music	• use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the interrelated dimensions of music	This term we will listen and appraise the song In the Groove in a variety of genres. We will also build our knowledge and understanding about interrelated dimensions of music through singing, playing instruments, performing and composing.
SRE	To recognise their bodies' capabilities and uniqueness	Body Parts Children will identify similarities and differences between themselves and the opposite gender. To recognise and name, using the proper terminology, parts of the body and what those parts do.

Science	What is a habitat? (7 sessions) • 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, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Look at different habitats and relate to our previous lessons last term. Look at the differences between Herbivores, carnivores and omnivores and what these terms mean. Identify sort and name different types of common animals. Look at the structure of different animals and describe the similarities and differences between them. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
PE	Dance - 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 - perform dances using simple movement patterns.	LESSON 1 THEME: Weather To use counts of 8 to move in time and make my dance look interesting. LESSON 2 THEME: Weather To explore pathways in my dance. LESSON 3 THEME: Weather To create my own dance using, actions, pathways and counts. LESSON 4 THEME: Pirates To explore speeds and actions in our pirate inspired dance. LESSON 5 THEME: Pirates To copy, remember and repeat actions that represent the theme. LESSON 6 THEME: Pirates To copy, repeat, create and perform actions that represent the theme. LESSON 7 THEME: The Lost Toy To explore speeds and actions in our toy inspired dance. LESSON 8 THEME: The Lost Toy To use expression and create actions that relate to the story. LESSON 9 THEME: The Lost Toy To use a pathway when travelling. LESSON 10 THEME: On Safari To explore and copy actions in response to a theme. LESSON 11 THEME: On Safari To create my own actions for an animal. LESSON 12 THEME: On Safari To explore pathways with a partner

		Invasion LESSON 1 To understand the role of defenders and attackers. LESSON 2 To recognise who to pass to and why. LESSON 3 To move towards goal with the ball. LESSON 4 To support a teammate when playing in attack. LESSON 5 To move into space showing an awareness of defenders. LESSON 6 To stay with a player when defending.
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Spring Term Two – How is London different to where we live?

Forest School – Create Mini tipis and decorate a tree.

SUBJECT	NATIONAL CURRICULUM OBJECTIVES	LEARNING JOURNEY IDEAS
Geography	- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. - Understand geographical similarities and differences through study, the human and physical geography of a small area of the United Kingdom. - Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. - Use world maps, atlases and globes to identify the United Kingdom and it's countries as well as the countries, continents and ocean studied at this key stage.	Make a map of Andover town. - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. - Use world maps, atlases and globes to identify the United Kingdom and it's countries as well as the countries, continents and ocean studied at this key stage. - Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop – look at in relation to London and Andover (Andover first for familiarity) - Look at Andover and what makes up our town. What do they know about Andover, what's in our town? Find it on google maps and compare with London. Think about its size, its location and what's within it.
RHE	Relationships (part 2) To recognise that I share a responsibility for keeping myself and others safe online, when to say 'yes', 'no', 'I'll ask' and 'I'll tell.' To learn about the difference between secrets and nice surprises (that everyone will find out eventually) and the importance of not keeping any secret that make me feel uncomfortable, anxious or afraid.	Relationships (part 2) To recognise that I share a responsibility for keeping myself and others safe online, when to say 'yes', 'no', 'I'll ask' and 'I'll tell.' To learn about the difference between secrets and nice surprises (that everyone will find out eventually) and the importance of not keeping any secret that make me feel uncomfortable, anxious or afraid.
RE Palm Sunday	Step 1 describe in simple terms the concept of <i>welcoming</i> Step 2 simply describe how the concept of <i>welcoming</i> is important in the story of Palm Sunday, and how Christians re-create that <i>welcome</i> today Step 3 evaluate the concept by simply describing the importance of <i>welcoming</i> in the story of Palm Sunday	Step 1 describe in simple terms the concept of <i>welcoming</i> Step 2 simply describe how the concept of <i>welcoming</i> is important in the story of Palm Sunday, and how Christians re-create that <i>welcome</i> today Step 3 evaluate the concept by simply describing the importance of <i>welcoming</i> in the story of Palm Sunday Step 4 describe in simple terms their ideas about the concept of <i>welcoming</i> and identify examples of how they have felt <i>welcomed</i> Step 5 simply describe situations when <i>welcoming</i> is or is not important, or can change to hostility.

	Step 4 describe in simple terms their ideas about the concept of <i>welcoming</i> and identify examples of how they have felt <i>welcomed</i> Step 5 simply describe situations when <i>welcoming</i> is or is not important, or can change to hostility.	
Computing	• Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Use technology safely and respectfully	This unit introduces pupils to data and information. Labelling, grouping, and searching are important aspects of data and information. Searching is a common operation in many applications, and requires an understanding that to search data, it must have labels. This unit of work focuses on assigning data (images) with different labels in order to demonstrate how computers are able to group and present data. Pupils will begin by using labels to put objects into groups, and labelling these groups. They will demonstrate that they can count a small number of objects, before and after the objects are grouped. Pupils will then begin to demonstrate their ability to sort objects into different groups, based on the properties they choose. Finally, pupils will use their ability to sort objects into different groups to answer questions about data.
Art	• About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. • use a range of materials creatively to design and make products	Ink art backgrounds with London landmark silhouettes in the style of Teresa Bernard. Look at the artist Teresa Bernard and learn 5 facts about her. What makes her different to other artist? What do the children like/ dislike about her? Using ink on water, make a background for a silhouette of London using the famous landmarks. Look at the artwork from our Artist to see what she does.
DT	N/A	
Music	• use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the interrelated dimensions of music	This term we will listen and appraise the song Round and Round. We will also build our knowledge and understanding about interrelated dimensions of music through singing, playing instruments, performing and composing.

SRE	To know that there are different types of family and all families have special roles in children's lives.	Family Children will be able to describe their family and understand why their families are special. Identify different ways that families and individual members care for each other. To have identified their special people and be able to describe what makes them special.
Science	Do seasons affect habitats? (7 sessions) • 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, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Look at different habitats and relate to our previous lessons last term. Look at the differences between Herbivores, carnivores and omnivores and what these terms mean. Identify sort and name different types of common animals. Look at the structure of different animals and describe the similarities and differences between them. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
PE	- 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	Gymnastics LESSON 1 To explore travelling movements. LESSON 2 To develop quality when performing and linking shapes. LESSON 3 To develop stability and control when performing balances. LESSON 4 To develop technique and control when performing shape jumps. LESSON 5 To develop technique in the barrel, straight and forward roll. LESSON 6 To link gymnastic actions to create a sequence. Sending and receiving LESSON 1 To develop rolling and throwing a ball towards a target. LESSON 2 To develop receiving a rolling ball and tracking skills. LESSON 3 To be able to send and receive a ball with your feet. LESSON 4 To develop throwing and catching skills over a short distance. LESSON 5 To develop throwing and catching over a longer distance. LESSON 6 To apply sending and receiving skills to small games.

Summer Term One– What makes the seaside the seaside?

Forest School – build a mini raft and make a bottle basking shark

SUBJECT	NATIONAL CURRICULUM OBJECTIVES	LEARNING JOURNEY IDEAS
Geography	- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - 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 - Use aerial photographs and plan perspectives to recognise land marks and basic human and physical features. Devise a simple map and use and construct basic symbols in a key.	Identify beaches the children are familiar with or where they have visited and find them on google maps for the rest of the class to see. Look at pictures of the beach, cliffs and label pictures to make a display. Look at compasses and discuss what directions are e.g. north, south, east west. Play a game and ask the children to move their partner 5 steps east etc to get them aware of using and experiencing the directions. Make a simple map of our school using pictures and symbols.
RHE	Living in the wider world (part 2) To learn how to improve my local environment and what harms it. To learn that money comes from different sources and can be used for different purposes; including the concept of saving and spending	Living in the wider world (part 2) To learn how to improve my local environment and what harms it. To learn that money comes from different sources and can be used for different purposes; including the concept of saving and spending
RE Key events in Jesus' life	Step 1 describe in simple terms their own responses to <i>authority</i> figures Step 2 identify simple examples of ways in which people with <i>authority</i> affect theirs and others' lives Step 3 describe in simple terms the meaning of the concept <i>authority</i> Step 4 give a simple description about events in Jesus life which demonstrate His <i>authority</i> Step 5 describe in simple terms the importance of Jesus' <i>authority</i> to Christians.	- Discuss with the class who they think is in charge of the school, at home in the community and write on A2 paper. - Discuss and come up with a definition of authority. - Discuss Jesus and what happened in his life. E.g. born, wedding at Cana, feeding the 500, Christmas. Discuss why Jesus is so important to Christians and how his teaching means he is authority and why Christians follow his teachings.
Computing	Understand what algorithms are; how they are implemented as programs on digital	

	devices; and that programs execute by following precise and unambiguous instructions • Create and debug simple programs • Use logical reasoning to predict the behaviour of simple programs	This unit introduces learners to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each floor robot command does and use that knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming and builds knowledge in a structured manner. Learners are also introduced to the early stages of program design through the introduction of algorithms.
DT	• design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	Design and make a lighthouse. Look at lighthouses and their function. What were they used for and why. Look at a range of lighthouses and their structures. Design a light house, make it (have a battery tea light for the light) and evaluate it. Make a show for parents to see their end product.
Music	• use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically	This term we will listen and appraise the song Your Imagination. We will also build our knowledge and understanding about interrelated dimensions of music through singing, playing instruments, performing and composing. Children will also take part in African percussion with a specialist music teacher from Hampshire Music Service.

	- listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds using the interrelated dimensions of music	
SRE	To understand what friendship is	Friendships Children will be able to describe who a friend is and what a friend does and demonstrate some skills needed to make and maintain friendships.
Science	Do seasons affect habitats? (7 sessions) - Observe changes across the four seasons - Observe and describe weather associated with the seasons and how day length varies.	Look at our school forest area and discuss what it looks like now? What is the season? What are the seasons and what type of weather do we typically get in them? Observe and describe weather associated with the seasons and how day length varies.
PE	- 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	Target gaming LESSON 1 To develop underarm throwing towards a target. LESSON 2 To develop throwing for accuracy. LESSON 3 To develop underarm and overarm throwing for accuracy. LESSON 4 To develop throwing for accuracy and distance using underarm and overarm. LESSON 5 To select the correct technique for the situation. LESSON 6 To develop throwing for accuracy and distance. Striking and fielding LESSON 1 To develop underarm throwing and catching and apply these in small sided games. LESSON 2 To develop overarm throwing. LESSON 3 To develop striking a ball with my hand and equipment. LESSON 4 To retrieve a ball when fielding. LESSON 5 To understand how to get a batter out. LESSON 6 To develop decision making and understand how to score points.

Summer Term Two – Who was Mary Anning and how did she change history?

Forest school – Make a magic potion that makes us time travel back to dinosaur times and build a survival shelter.

SUBJECT	NATIONAL CURRICULUM OBJECTIVES	LEARNING JOURNEY IDEAS
History	- Lives of significant individuals in past who have contributed to national and international achievements. - Changes beyond living memory.	- Discuss with the class that there have been many important people in the past that have made discoveries and this has informed the world in some way or another. - Introduce Mary Anning and show what she is important and remembered for. - Discuss that she was a women and that being a women in the past meant you could have been restricted. - Bury some bones in sand, mud and ask the children to find them in the traditional way using paint brushes. What bones do the children think they have found? Which dinosaur does it belong to? - Watch videos, explore books and create a poster to explain who Mary Anning was.
RHE	Health (part 2) To learn about 'special people' who work in our community and who are responsible for looking after me and protecting me. To learn that household products, including medicines can be harmful if not used properly To learn about the importance of, and how to, maintain good personal hygiene. To learn about dental health. To learn how to correctly wash my hands. To learn about the benefits of rest as part of a healthy lifestyle.	Health (part 2) To learn about 'special people' who work in our community and who are responsible for looking after me and protecting me. To learn that household products, including medicines can be harmful if not used properly To learn about the importance of, and how to, maintain good personal hygiene. To learn about dental health. To learn how to correctly wash my hands. To learn about the benefits of rest as part of a healthy lifestyle.
RE Special Places	Step 1 talk about their ideas about <i>special places</i> Step 2 identify how their ideas about <i>special places</i> relate to their own lives and those of others Step 3 identify and talk about the concept of <i>specialness</i> in relation to <i>special places</i> Step 4 recognise that the church is a <i>special place</i> for Christians.	Step 1 talk about their ideas about <i>special places</i> Step 2 identify how their ideas about <i>special places</i> relate to their own lives and those of others Step 3 identify and talk about the concept of <i>specialness</i> in relation to <i>special places</i> Step 4 recognise that the church is a <i>special place</i> for Christians. Step 5 talk in simple terms about the importance of the church as a <i>special place</i> for Christians.

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Computing	- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions - Create and debug simple programs - Use logical reasoning to predict the behaviour of simple programs	This unit introduces learners to on screen programming through ScratchJr. Learners will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify and create programs. Learners are also introduced to the early stages of program design through the introduction of algorithms.
DT	- design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	Design and make a dinosaur sculpture out of clay. Look at dinosaurs, the different types and their names. Design and make a dinosaur to be made out of clay – in sketch books.
Music	use their voices expressively and creatively by singing songs and speaking chants and rhymes	This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical

	• play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the interrelated dimensions of music	activities, a context for the History of Music and the beginnings of the Language of Music. Children will also take part in African percussion with a specialist music teacher from Hampshire Music Service.
SRE	To recognise most children can make choices	Choices To understand that they have choices. To recognise that choices and responses will be affected by different factors. To recognise that some choices will be wrong and other choices will be right. To identify a simple way for decision making.
Science	How plants grow? (8 sessions) • Identify and name a variety of common wild and garden plants including deciduous and evergreen trees. (FOREST SCHOOL) • Identify and describe the basic structure of a variety of common flowering plants including trees.	How plants grow. • Identify and name a variety of common wild and garden plants including deciduous and evergreen trees. (FOREST SCHOOL) • Identify and describe the basic structure of a variety of common flowering plants including trees.
PE	- 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	Althelitics LESSON 1 To move at different speeds over varying distances. LESSON 2 To develop balance. LESSON 3 To develop agility and co-ordination. LESSON 4 To explore hopping, jumping and leaping for distance. LESSON 5 To develop throwing for distance. LESSON 6 To develop throwing for accuracy. Net and wall LESSON 1 To defend space, using the ready position. LESSON 2 To play against an opponent and keep the score. LESSON 3 To explore hitting with a racket. LESSON 4 To develop racket and ball skills. LESSON 5 To develop sending a ball using a racket. LESSON 6 To develop hitting over a net.