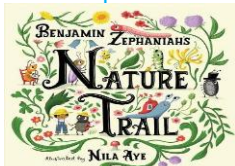
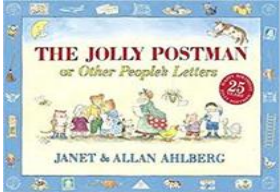

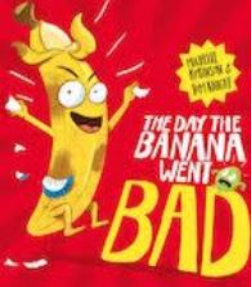
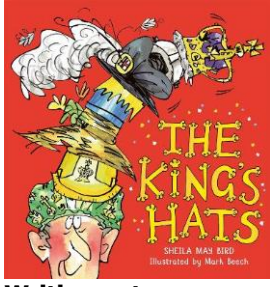


Year 1

LTP 2025-26

	Autumn		Spring		Summer	
	8 weeks Cultural diversity week	7 weeks	6 weeks Aspiration week	5 weeks	6 weeks	7 weeks Operation outdoors week
Trips and community links	<ul style="list-style-type: none"> Lesnes Abbey – autumn Danson Park - Trees Gardener visit – landscaping focus 	<ul style="list-style-type: none"> Postal Museum Abbey Wood station – fundraising 	<ul style="list-style-type: none"> Lesnes Abbey - winter Lewisham Market 	<ul style="list-style-type: none"> ORNC St Michael and All Angel's Church– Father Derek Lesnes Abbey – spring 	<ul style="list-style-type: none"> ZSL London Zoo 	<ul style="list-style-type: none"> Lesnes Abbey Hall Place – summer
<p>Foundation Enquiry:</p> <p>Geography: Human and Physical Geography</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom GD Name and describe the seasonal weather patterns in the United Kingdom. 	<p>PLANTS</p> <p>Scenario: Mr Mustafa wants you to design a new area for the school.</p> <p>Outcome: Design a new area for the school. It can contain anything you like, but must have trees and plants.</p> <p>Art: Drawing</p> <ul style="list-style-type: none"> Use drawing to develop and share their ideas, experiences and imagination Draw lines of varying thickness Use dots and lines to demonstrate pattern and texture <p>Art: Painting</p> <ul style="list-style-type: none"> Use painting to develop and share 	<p>JOURNEYS</p> <p>Scenario: The Jolly Postman has been given a new route – Abbey Wood</p> <p>Outcome: Devise a map of Abbey Wood that he can use on his rounds.</p> <p>Geography: Place Knowledge</p> <ul style="list-style-type: none"> Study the human and physical geography of a small area of the United Kingdom. GD Know and understand about a small area of the United Kingdom and its physical and human geography. <p>Geography: Human and Physical Geography</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to 	<p>HEALTHY HOMES</p> <p>Scenario: The Year 1 parents would like to learn more about how to be healthy.</p> <p>Outcome: Run a workshop, teaching the parents about healthy food choices and include a dish for them to try.</p> <p>DT: Cooking and Nutrition</p> <ul style="list-style-type: none"> Talk about what they eat at home and begin to discuss what healthy foods are Say where some food comes from and give examples of food that is grown 	<p>WELCOME TO ROYAL GREENWICH</p> <p>Question: How did the Tudors help to make Greenwich royal?</p> <p>Outcome: An exhibition for parents to explain how Henry VIII made Greenwich royal.</p> <p>History: Historical Skills</p> <ul style="list-style-type: none"> Place known events and objects in chronological order Use common words and phrases relating to the passing of time Find answers to some simple questions about the past from simple sources of information 	<p>FEROCIOUS BEASTS</p> <p>Scenario: London Zoo needs vehicles to transport unwell animals to the vets.</p> <p>Outcome: Design and create a vehicle for an animal at the zoo.</p> <p>DT: Design</p> <ul style="list-style-type: none"> Create simple designs for a product GD Create simple labelled designs for a product <p>DT: Make</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing 	<p>ISLAND ADVENTURE</p> <p>Scenario: Moana is coming to visit the UK. She needs your help to find her way.</p> <p>Outcome: Create an informative video to help Moana whilst she visits the UK.</p> <p>Geography: Locational Knowledge</p> <ul style="list-style-type: none"> Name and locate the four countries and capital cities of the United Kingdom. Name and locate the seas surrounding the United Kingdom. GD Identify characteristics of the four countries and capital cities of the United Kingdom.

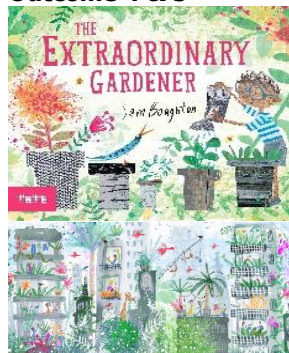
	<p>their ideas, experiences and imagination</p> <ul style="list-style-type: none"> Name the primary and secondary colours Experiment with different brushes (including brushstrokes) GD Experiment with different brushes (including brushstrokes) and other painting tools <p>Art: Work of Other Artists</p> <ul style="list-style-type: none"> Describe the work of famous, notable artists and designers Express an opinion on the work of famous, notable artists GD Express an opinion on the work of famous, notable artists and give reasons why 	<p>key human features, including: city, house, office and shop.</p> <ul style="list-style-type: none"> GD Confidently use basic geographical vocabulary in context to refer to key human features. <p>Geography: Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Devise a simple map. Use simple fieldwork and observational skills to study the geography of their school and its grounds. Use directional language e.g. near and far; left and right, to describe the location of features and routes on Jo a map. <p>Scenario: The Jolly Postman's Grandad is coming to visit. He wants to learn about how things have changed since he was a young postman.</p> <p>Outcome: Create a 'spot the difference' diagram comparing the modern day to the past.</p> <p>History: Historical Skills</p> <ul style="list-style-type: none"> Place known events and objects in chronological order Use common words and phrases relating to the passing of time Find answers to some simple questions about the past from simple sources of information Ask and answer relevant basic questions about the past 	<ul style="list-style-type: none"> Use simple tools with help to prepare food safely GD Talk about what they eat at home and discuss confidently what healthy foods are 	<ul style="list-style-type: none"> Describe some simple similarities and differences between artefacts Sort artefacts from 'then' and 'now' Ask and answer relevant basic questions about the past Talk, draw or write about aspects of the past <p>History: Golden Thread – Society & Legacy</p> <ul style="list-style-type: none"> Describe significant historical events, people and places in their own locality GD Relate their own account of an event and understand that others may give a different version GD Identify some similarities and differences between ways of life in different periods 	<ul style="list-style-type: none"> GD Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing, giving reasons for their choices <p>DT: Evaluate</p> <ul style="list-style-type: none"> Ask simple questions about existing products and those that they have made <p>DT: Technical Knowledge</p> <ul style="list-style-type: none"> Build structures Use wheels and axles in a product GD Build structures, exploring how they can be made stronger, stiffer and more stable 	<p>Geography: Human and Physical Geography</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key physical features, including: coast, forest, hill, sea, river, vegetation, season and weather. GD Confidently use basic geographical vocabulary in context to refer to key physical features. <p>Geography: Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries. Use directional language e.g. near and far; left and right, to describe the location of features and routes on a map. Devise a simple map. <p>Scenario: Lesnes Abbey want to create some sculptures to teach the public about the different plants and trees on site.</p> <p>Outcome: A sculpture of a tree or plant.</p> 
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		<ul style="list-style-type: none"> • Talk, draw or write about aspects of the past <p>History: Golden Thread – Society & Legacy</p> <ul style="list-style-type: none"> • Sequence events and recount changes within living memory • Describe significant historical events, people and places in their own locality • GD Describe changes within living memory and aspects of change in national life • GD Identify some similarities and differences between ways of life in different periods 				<p>Art: Sculpture</p> <ul style="list-style-type: none"> • Use sculpture to develop and share their ideas, experiences and imagination • Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card • GD Use a variety of natural, recycled and manufactured materials for sculpting and know how to join them together effectively
<p>English – writing</p> <p>Transcription</p> <ul style="list-style-type: none"> • Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others • Spell most Y1 common exception words (see NC appendix) • Write from memory simple sentences dictated by the teacher that include words 	<p>Core texts/outcomes:</p> <p>Outcome 1 All about me!</p> <p>Tell me about yourself. I like I can...</p> <p>Outcome 2 & 3</p>  <p>2. Describe the Gruffalo. He has ... The Gruffalo has ...</p> <p>3. Throw Gruffalo a party. What will you do? We will play... We will have...</p>	<p>Core texts/outcomes:</p> <p>Outcome 1 & 2</p>  <p>1. Write a sentence in role describing the Jolly Postman's day. I saw... I went...</p> <p>2. How did the character feel when they received their letter? I felt... It was...</p> <p>Outcome 3</p> 	<p>Core texts/outcomes:</p> <p>Outcome 1</p>  <p>How did the banana feel getting put in the reject bin? I felt... Then I...</p> <p>Outcome 2 Sequel – what did the banana do after he escaped? Draw and write. I went... Then I ...</p>	<p>Core texts:</p>   <p>Writing outcomes: Diary entry Report</p> <p>Transcription</p> <ul style="list-style-type: none"> • Add the suffix -ing where no change is 	<p>Core texts:</p>  <p>Questions unit Recount of zoo trip</p> <p>Transcription</p> <ul style="list-style-type: none"> • Add -s or -es as the plural marker for nouns and the third person singular marker for verbs 	<p>Core text:</p>  <p>Writing outcomes: Setting description Narrative</p> <p>Transcription</p> <ul style="list-style-type: none"> • Add the prefix un- <p>Composition</p> <ul style="list-style-type: none"> • Write sentences, sequencing them to form short narratives (real or fictional) • GD Write sentences by re-reading what he/she has written to check that it makes sense <p>Vocabulary, Grammar and Punctuation</p>

- using the GPCs and common exception words taught so far
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these
 - **GD** Segment spoken words into phonemes and represent them with graphemes, spelling most correctly
 - **GD** Spell all of the Y1 common exception words (see NC appendix)

We will drink...

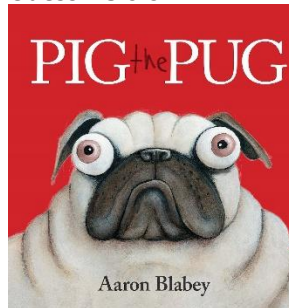
Outcome 4 & 5



4. Describe Joe's garden. There is a... and... He has got...

5. Draw your own garden and describe your plant or animal. My plant is... My garden has...

Outcome 6 & 7



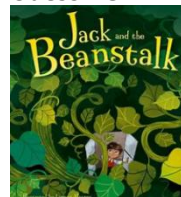
6. Tell me something about Pig. He will not... He has...

7. Write a sentence about your own naughty pet. My animal can... e.g. My giraffe breathes purple clouds.

Transcription

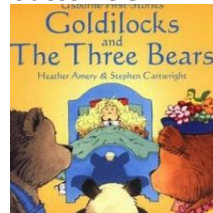
In role as the woodcutter. What did you see? I saw... I felt...

Outcome 4



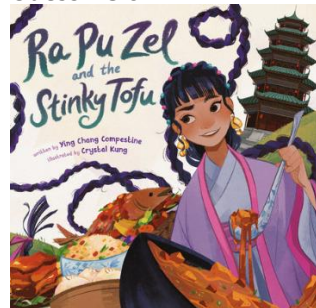
Draw and describe the view from the top of the beanstalk. I can see... There is/are...

Outcome 5



In role as Goldilocks describing her favourite part of the bears house. I liked... It felt...

Outcome 6

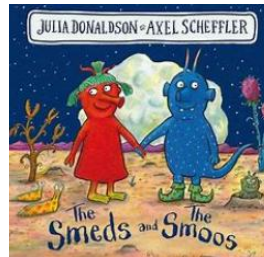


Missing poster. Describing missing person.

Transcription

- Spell the days of the week correctly with a

Outcome 3



Character description He has... There are...

Outcome 4 and 5



4. What makes a good friend?

5. Diary entry First I... Then I...

Transcription

- Add the prefix un-
- **Composition**
- Write down one of the sentences that he/she has rehearsed
- **GD** Write sentences by re-reading what he/she has written to check that it makes sense

Vocabulary, Grammar and Punctuation

- Join words and clauses using and
- Begin to punctuate work using and exclamation marks

needed in the spelling of root words e.g. helping

- Add the suffix -ing where no change is needed in the spelling of root words e.g. helping

Composition

- Write sentences, sequencing them to form short narratives (real or fictional)
- **GD** Write sentences by re-reading what he/she has written to check that it makes sense

Vocabulary, Grammar and Punctuation

- Use a capital letter for names of people, places and the personal pronoun I

- **GD** Add the suffixes -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest

Composition

- Write sentences, sequencing them to form short narratives (real or fictional)
- **GD** Write sentences by re-reading what he/she has written to check that it makes sense

Vocabulary, Grammar and Punctuation

- Begin to punctuate work using question marks
- Understand the following terminology: singular, plural

- **GD** Use capital letters and full stops to demarcate sentences in all of his/her writing
- **GD** Punctuate work using question marks and exclamation marks

- Sit correctly at a table, holding a pencil comfortably and correctly
- Form lower-case letters in the correct direction, starting and finishing in the right place
- Form capital letters
- Form digits 0-9
- Name the letters of the alphabet in order
- Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound (provision based)

Composition

- Write down one of the sentences that he/she has rehearsed

Vocabulary, Grammar and Punctuation

- Separate words with spaces
- Understand the following terminology: letter, word, sentence, capital letter

- capital letter at the beginning
- Form lower-case letters in the correct direction, starting and finishing in the right place
- Form capital letters
- **GD** Add the suffix -ed

Composition

- Write down one of the sentences that he/she has rehearsed

Vocabulary, Grammar and Punctuation

- Use a capital letter for names of people, places, the days of the week and the personal pronoun I
- Use capital letters and full stops to demarcate sentences in most of his/her writing
- **GD** Use capital letters and full stops to demarcate sentences in all of his/her writing
- Understand the following terminology: capital letter; word, punctuation, full stop

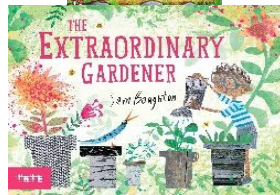
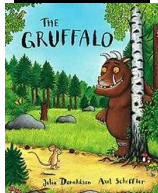
- Understand the following terminology: exclamation mark
- **GD** Punctuate work using question marks and exclamation marks

English – whole class reading

Word Reading

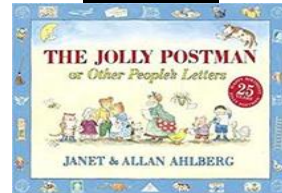
- Apply phonic knowledge and skills as the route to decode words
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable,

Main texts:



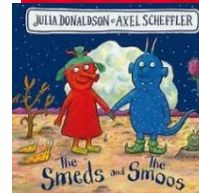
Pig the Pug

Main texts:



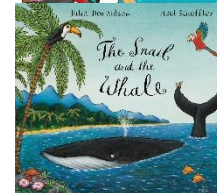
Little Red Riding Hood
Goldilocks
Cinderella
Jack and the Beanstalk

Main texts:



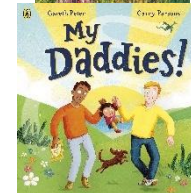
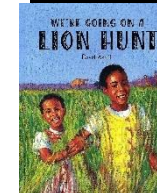
Man on the Moon

Main texts:



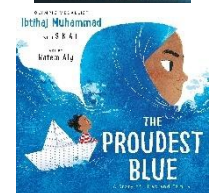
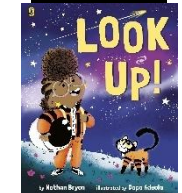
My Two Grannies

Main texts:



Animal poems
Animal texts-non fiction

Main texts:



Atlas (non-fiction)
The Oak Tree

<p>alternative sounds for graphemes</p> <ul style="list-style-type: none"> Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read many Y1 common exception words (see NC appendix) Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings Read words of more than one syllable that contain taught GPCs Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s) Build up fluency and confidence in word reading by re-reading phonically decodable books GD Read all Y1 common exception words (see NC appendix) 	<p>Comprehension</p> <ul style="list-style-type: none"> Join in with discussions about a text, taking turns and listening to what others say Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Develop pleasure in reading, motivation to read, vocabulary and understanding 	<p>Comprehension</p> <ul style="list-style-type: none"> Retell some of a familiar story/rhyme, including traditional stories and fairy tales Join in with predictable phrases 	<p>Comprehension</p> <ul style="list-style-type: none"> Discuss word meaning and link new meanings to words they already know GD Begin to make plausible predictions about what might happen in conversation with the teacher 	<p>Comprehension</p> <ul style="list-style-type: none"> Check that the text makes sense to them as they read and self-correct Answer questions in discussion with the teacher and make simple inferences GD Begin to make simple inferences independently GD Discuss the significance of titles and events 	<p>Comprehension</p> <ul style="list-style-type: none"> Link what they have read or heard to their own experiences GD Begin to explain what has happened so far in what they have read 	<p>Comprehension</p> <ul style="list-style-type: none"> Answer questions in discussion with the teacher and make simple inferences GD Begin to make simple inferences independently
	<p>Poetry: Nursery Rhymes (A Sailor Went to Sea and This Old Man)</p> <ul style="list-style-type: none"> Join in with discussions about a text, taking turns and listening to what others say Listen to and discuss a wide range of poems 	<p>Poetry: If You Should Meet a Crocodile</p> <ul style="list-style-type: none"> Discuss word meaning and link new meanings to words they already know 	<p>Poetry: Animal Poems (Pie Corbett) Recipe to Make a Wolf My Cat</p> <ul style="list-style-type: none"> Answer questions in discussion with the teacher and make simple inferences Link what they have read or heard to their own experiences 			
<p>Maths</p>	<p>Number and Place Value to 50</p> <ul style="list-style-type: none"> Count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number Count and read numbers to 50 in numerals Count and write numbers to 50 in numerals Identify one more and one less of a given number Identify and represent numbers using objects and 	<p>Addition and Subtraction</p> <ul style="list-style-type: none"> Read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Write mathematical statements involving addition (+), subtraction (-) and equals (=) signs Represent and use number bonds within 20 Represent and use subtraction facts within 20 	<p>Number and Place Value to 100</p> <ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Count and read numbers to 100 in numerals Count and write numbers to 100 in numerals Identify one more and one less of a given number Identify and represent numbers using objects and 	<p>Measurement</p> <ul style="list-style-type: none"> Compare, describe and solve practical problems for lengths and heights e.g. long/short, longer/shorter, tall/short, double/half Compare, describe and solve practical problems for mass/weight e.g. heavy/light, heavier than, lighter than Compare, describe and solve practical problems for capacity and volume e.g. full/empty, 	<p>Geometry – Properties of Shape</p> <ul style="list-style-type: none"> Recognise and name common 2-D shapes e.g. rectangles (including squares), circles and triangles Recognise and name common 3-D shapes e.g. cuboids (including cubes), pyramids and spheres <p>Geometry – Position and Direction</p> <ul style="list-style-type: none"> Describe position, direction and movement, including whole, half, quarter 	<p>Measurement</p> <ul style="list-style-type: none"> Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times Measure and begin to record time (hours, minutes, seconds) Compare, describe and solve practical problems for time e.g. quicker, slower, earlier, later Sequence events in chronological order using language e.g. before and after,

	<p>pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <ul style="list-style-type: none"> • Read and write numbers from 1 to 20 in words • GD Partition and combine numbers using apparatus if required e.g. partition 76 into tens and ones; combine 6 tens and 4 ones 	<ul style="list-style-type: none"> • Add one-digit and two-digit numbers to 20, including zero • Subtract one-digit and two-digit numbers to 20, including zero • Solve one-step problems that involve addition, subtraction and missing numbers using concrete objects and pictorial representations • GD Demonstrate an understanding of the commutative law (e.g. $3 + 2 = 5$, therefore $2 + 3 = 5$) • GD Demonstrate an understanding of inverse relationships involving addition and subtraction (e.g. if $3 + 2 = 5$, then $5 - 2 = 3$) 	<p>pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <ul style="list-style-type: none"> • GD Partition and combine numbers using apparatus if required e.g. partition 76 into tens and ones; combine 6 tens and 4 ones <p><u>Number – Multiplication and Division</u></p> <ul style="list-style-type: none"> • Count in multiples of twos, fives and tens from 0 • Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher • Solve one-step problems involving division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher • GD Count in twos, fives and tens to solve problems e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows 	<p>more than, less than, half, half full, quarter</p> <ul style="list-style-type: none"> • Measure and begin to record length/height • Measure and begin to record mass/weight • Measure and begin to record capacity and volume <p><u>Number – Fractions</u></p> <ul style="list-style-type: none"> • Recognise, find and name a half as one of two equal parts of an object, shape or quantity • Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity 	<p>and three-quarter turns</p>	<p>next, first, today, yesterday, tomorrow, morning, afternoon and evening</p> <ul style="list-style-type: none"> • Recognise and use language relating to dates, including days of the week, weeks, months and years • Recognise and know the value of different denominations of coins and notes
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			of 5 by counting in fives			
<p>Science</p> <p><u>Seasonal Changes</u></p> <ul style="list-style-type: none"> • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies 	<p><u>We are gardeners!</u> Context: Mr Mustafa is planning on making a new garden for the school. What different kinds of plants and trees should he plant?</p> <p><u>Plants</u></p> <ul style="list-style-type: none"> • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • Identify and describe the basic structure of a variety of common flowering plants, including trees 		<p><u>We are nurses!</u> Context: Our school nurse wants Year 1 children to be able to explain to parents about our bodies. What are the key parts of the human body and what jobs do they have?</p> <p><u>Animals Including Humans</u></p> <ul style="list-style-type: none"> • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense 	<p><u>We are royal designers!</u> Context: The King needs something to wear whilst he is gardening in the palace and you will become product designers to help him. How can we keep him warm and dry?</p> <p><u>Everyday Materials</u></p> <ul style="list-style-type: none"> • 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 	<p><u>We are zoologists!</u> Context: You have been hired as a zoologist by London Zoo to teach the adults in your school community about the animals in the zoo. What animal classifications do you know?</p> <p><u>Animals Including Humans</u></p> <ul style="list-style-type: none"> • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • Identify and name a variety of common animals that are carnivores, herbivores and omnivores • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) 	<u>Consolidation</u>
<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • Ask simple questions and recognise that they can be answered in different ways • Use simple equipment to observe closely • Perform simple tests • Identify and classify • Use their observations and ideas to suggest answers to questions • Gather and record data to help in answering questions • GD Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum • GD Use simple equipment to observe closely including changes over time • GD Perform simple comparative tests • GD Identify, group and classify • GD Use their observations and ideas to suggest answers to questions noticing similarities, differences and patterns • GD Gather and record data to help in answering questions including from secondary sources of information 						

<p>RE</p>		<p><u>Christianity unit 1: Jesus' Birth and Christmas</u></p> <ul style="list-style-type: none"> • Know what Christians remember at Christmas • GD Reflect on how my own special days are like religious celebrations <p><u>Sikhism unit 1: Guru Nanak and his Teachings</u></p> <ul style="list-style-type: none"> • Know some Sikh beliefs about God • Know that Sikhs celebrate Guru Nanak's birthday • Understand what 'Guru' means • Know that Guru Nanak taught that all people are equal • GD Reflect on how my own special days are like religious celebrations • GD Say what is important to others • GD Say what is important to me 		<p><u>Christianity unit 2: Jesus the Teacher</u></p> <ul style="list-style-type: none"> • Know some reasons why the Bible is important to Christians • Know what values Christians believe Jesus taught • Know how Jesus taught Christians values through stories • GD Talk about what others believe and what I believe 	<p><u>Islam unit 1: Prophet Muhammed (pbuh)</u></p> <ul style="list-style-type: none"> • Know some basic beliefs of Muslims • Know why Prophet Muhammed (pbuh) is important to Muslims • Know what the Qur'an is and why it is important to believers • GD Ask questions about things that puzzle me • GD Recognise some features of religious life 	<p><u>Islam unit 2: Five Pillars of Islam</u></p> <ul style="list-style-type: none"> • Know what the Five Pillars of Islam are • Know what worship means to Muslims • Know how Muslims show their respect to Allah in everyday life • GD Make links between our school values and religious values <p><u>Who am I? Belonging</u></p> <ul style="list-style-type: none"> • Know what it means to belong • Know some of the ways people show that they belong to a faith • Know what it means to belong to a faith family • Know what is involved for a child to belong to a religion • GD Reflect on groups that I belong to
<p>PSHE</p> <p><u>Being My Best</u></p> <ul style="list-style-type: none"> • GD Listen to the views of others and show respect • GD Understand simple ways to resolve disagreements • GD Demonstrate British Values (e.g. rule of law, respect) 	<p><u>Health and Wellbeing</u></p> <ul style="list-style-type: none"> • Identify basic emotions and simple self-care strategies (e.g. rest, time with friends). • Know the benefits of being active and getting outside. <p><u>Relationships</u></p> <ul style="list-style-type: none"> • Identify who cares for them in their family and why families are important. • Learn how to make and choose friends 		<p><u>Health and Wellbeing</u></p> <ul style="list-style-type: none"> • Recognise that their body belongs to them and identify external body parts (use correct terms: penis, vulva, etc.). <p><u>Relationships</u></p> <ul style="list-style-type: none"> • Understand the concept of privacy and that everyone's body belongs to them. • Know who to talk to if they feel unsafe or unsure about something 		<p><u>Living in the Wider World</u></p> <ul style="list-style-type: none"> • Recognise hazards at home and school and how to avoid them. 	

	<p>and why friendships are important.</p> <ul style="list-style-type: none"> Learn the basics of kindness, manners, and taking turns in friendships. 					
Computing	<p><u>LIFE SKILLS – provision based</u></p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store files Use a mouse or track pad to draw a simple picture Understand the various aspects of using a computer to create and manipulate text. GD Explain why different tools are used and chosen 	<p><u>DIGITAL LITERACY</u></p> <ul style="list-style-type: none"> Understand the importance of keeping personal information private Find and recognise websites that are appropriate for children Identify and act on unkind behaviour online 	<p><u>DIGITAL LITERACY</u></p> <ul style="list-style-type: none"> Understand the importance of keeping personal information private Find and recognise websites that are appropriate for children Identify and act on unkind behaviour online 	<p><u>PROGRAMMING</u></p> <ul style="list-style-type: none"> Understand what algorithms are Begin to understand that programs execute by following precise and unambiguous instructions Know what debugging is Change a sequence of commands to solve a simple problem Begin to use logical reasoning to predict the behaviour of simple programs Begin to decompose problems GD Debug simple programs 	<p><u>PROGRAMMING</u></p> <ul style="list-style-type: none"> Understand what algorithms are Begin to understand that programs execute by following precise and unambiguous instructions Know what debugging is Change a sequence of commands to solve a simple problem Begin to use logical reasoning to predict the behaviour of simple programs Begin to decompose problems Understand what algorithms are Begin to understand that programs execute by following precise and unambiguous instructions GD Debug simple programs 	<p><u>LIFE SKILLS</u></p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store files Use a mouse or track pad to draw a simple picture Understand the various aspects of using a computer to create and manipulate text. GD Explain why different tools are used and chosen
PE	<p>INDOOR: Multi-skills</p> <p>OUTDOOR: Forest School</p>	<p>INDOOR: Agility</p> <p>OUTDOOR: Catching</p>	<p>INDOOR: Dance</p> <p>OUTDOOR: Throwing</p>	<p>INDOOR: Health – related exercise</p> <p>OUTDOOR: Tennis</p>	<p>INDOOR: Balance</p> <p>OUTDOOR: Football</p>	<p>INDOOR: Gymnastics</p> <p>OUTDOOR: Athletics</p>
Music	<p>Pulse and rhythm (Theme: All about me)</p>	<p>Timbre and rhythmic patterns (Theme: Fairy tales)</p>	<p>Pitch and tempo (Theme: Superheroes)</p>	<p>Musical vocabulary (Theme: Under the sea)</p>	<p>Tempo (Theme: Snail and mouse)</p>	<p>Vocal and body sounds: (Theme: By the sea)</p>