



## Queniborough C.E Primary School Year Group Plan (Greater Detail)

Year 1	AUTUMN 1	AUTUMN 2
	Plants	Animals
TRIPS/VISITS	Belton House	Animal Man or Leicester Museum
Linked books	The Little Red Hen The Tiny Seed Jack and the beanstalk	Tyrannosaurus Drip How to grow a dinosaur Dinosaur fiction texts Non-fiction dinosaur books
ENGLISH READING	<p>WORD READING:</p> <ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>• read other words of more than one syllable that contain taught GPCs</li> <li>• read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>• re-read these books to build up their fluency and confidence in word reading</li> </ul> <p>COMPREHENSION :</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• being encouraged to link what they read or hear read to their own experiences</li> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• recognising and joining in with predictable phrases</li> <li>• learning to appreciate rhymes and poems, and to recite some by heart</li> <li>• discussing word meanings, linking new meanings to those already known</li> </ul> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• discussing the significance of the title and events</li> <li>• making inferences on the basis of what is being said and done</li> <li>• predicting what might happen on the basis of what has been read so far</li> </ul>	



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	<ul style="list-style-type: none"><li>participate in discussion about what is read to them, taking turns and listening to what others say</li><li>explain clearly their understanding of what is read to them.</li></ul>	
	Bug Club Phonics – phase 3 and 4 recap, unit 13 -27	Bug Club Phonics –unit 13-27
ENGLISH WRITING	<p><b>Transcription</b> Pupils should be taught to: Spell:</p> <ul style="list-style-type: none"><li>words containing each of the 40+ phonemes already taught</li><li>common exception words</li><li>the days of the week</li></ul> <p>Name the letters of the alphabet:</p> <ul style="list-style-type: none"><li>naming the letters of the alphabet in order</li><li>using letter names to distinguish between alternative spellings of the same sound</li></ul> <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"><li>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li><li>using the prefix un–</li><li>using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li><li>apply simple spelling rules and guidance, as listed in English Appendix 1</li><li>write from memory simple sentences dictated by the teacher</li></ul> <p><b>Composition</b> Pupils should be taught to: Write sentences by:</p> <ul style="list-style-type: none"><li>saying out loud what they are going to write about</li><li>composing a sentence orally before writing it</li><li>sequencing sentences to form short narratives</li><li>re-reading what they have written to check that it makes sense</li><li>discuss what they have written with the teacher or other pupils</li><li>read aloud their writing clearly enough to be heard by their peers and the teacher.</li></ul> <p><b>Grammar and Vocabulary</b> Pupils should be taught to:</p> <ul style="list-style-type: none"><li>develop their understanding of the concepts set out in English Appendix 2 by:</li><li>leaving spaces between words</li><li>joining words and joining clauses using and</li><li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li><li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li><li>learning the grammar for year 1 in English Appendix 2</li><li>use the grammatical terminology in English Appendix 2 in discussing their writing</li></ul> <p><b>Handwriting</b> Pupils should be taught to:</p> <ul style="list-style-type: none"><li>sit correctly at a table, holding a pencil comfortably and correctly</li><li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li></ul>	



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	<ul style="list-style-type: none"> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>	
	GENRES OF WRITING Sentence writing Descriptive writing Narrative writing	GENRES OF WRITING Sentence writing Letter writing Report writing Instruction writing
ENGLISH SPOKEN LANGUAGE	Pupils should be taught to: <ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication.</li> </ul>	
MATHS	<b>Shapes and patterns</b> <ul style="list-style-type: none"> <li>• recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]</li> <li>• describe position, direction and movement, including whole and half turns</li> </ul> <b>Time</b> <ul style="list-style-type: none"> <li>• tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</li> <li>• recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>• compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] and measure and begin to record time (hours, minutes, seconds)</li> </ul> <b>sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</b> <b>describe position, direction and movement, including whole, half, quarter and three-quarter turns, with reference to the clock face</b> <b>Numbers to 20</b> <ul style="list-style-type: none"> <li>• count to twenty, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>• count, read and write numbers from 1 to 20 in numerals and words</li> <li>• identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> </ul>	



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	<ul style="list-style-type: none"> <li>count in multiples of two and five</li> <li>double and halve numbers within 20</li> </ul> <p><b>Numbers to 10</b></p> <ul style="list-style-type: none"> <li>count to ten, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>count, read and write numbers to 10 in numerals and words</li> <li>identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> <li>given a number, identify one more and one less</li> <li>count in multiples of two</li> <li>double and halve numbers within 10</li> <li>estimate numbers within 10</li> </ul> <p><b>Addition and subtraction within 10</b></p> <ul style="list-style-type: none"> <li>represent and use number bonds and related subtraction facts [within 10]</li> <li>add and subtract one-digit numbers [to 10], including zero</li> <li>read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs</li> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems</li> </ul>		
SCIENCE	<p><b>Seasonal changes</b></p> <ul style="list-style-type: none"> <li>observe changes across the 4 seasons</li> <li>observe and describe weather associated with the seasons and how day length varies.</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>KNOWLEDGE</b></p> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul> <p><b>ENQUIRY</b></p> <ul style="list-style-type: none"> <li>follow instructions to carry out a fair test</li> <li>begin to use my experience/prior knowledge to make a prediction</li> <li>collect simple data and talk about results</li> </ul> </td><td style="width: 50%; vertical-align: top;"> <p><b>KNOWLEDGE</b></p> <p><b>Animals</b></p> <ul style="list-style-type: none"> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>describe and compare the structure of a variety of dinosaurs</li> <li>identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> </ul> <p><b>ENQUIRY</b></p> <ul style="list-style-type: none"> <li>follow instructions to carry out a fair test</li> <li>begin to use my experience/prior knowledge to make a prediction</li> <li>collect simple data and talk about results</li> </ul> </td></tr> </table>	<p><b>KNOWLEDGE</b></p> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul> <p><b>ENQUIRY</b></p> <ul style="list-style-type: none"> <li>follow instructions to carry out a fair test</li> <li>begin to use my experience/prior knowledge to make a prediction</li> <li>collect simple data and talk about results</li> </ul>	<p><b>KNOWLEDGE</b></p> <p><b>Animals</b></p> <ul style="list-style-type: none"> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>describe and compare the structure of a variety of dinosaurs</li> <li>identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> </ul> <p><b>ENQUIRY</b></p> <ul style="list-style-type: none"> <li>follow instructions to carry out a fair test</li> <li>begin to use my experience/prior knowledge to make a prediction</li> <li>collect simple data and talk about results</li> </ul>
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COMPUTING	<b>Computing Systems and Networks – Technology Around Us</b> <ul style="list-style-type: none"> <li>* identify technology</li> <li>* identify a computer and its main parts</li> <li>* use a mouse in different ways</li> <li>* use a keyboard to type on a computer</li> <li>* use a keyboard to edit text</li> <li>* create rules for using technology responsibly</li> </ul>	<b>Creating Media – Digital Painting</b> <ul style="list-style-type: none"> <li>* describe what different freehand tools do</li> <li>* use the shape tool and the line tools</li> <li>* make careful choices when painting a digital picture</li> <li>* explain why I chose the tools I used</li> <li>* use a computer on my own to paint a picture</li> <li>* compare</li> </ul>
HISTORY	<b>Harvest</b> <p>To know how harvest has been celebrated through history in Queniborough.          To make a timeline of harvest celebrations through history in Queniborough.          To begin to understand the importance of farming in Queniborough in the past.          To understand some ways we find out about the past. E.G. photos, newspaper articles.          To begin to recognise the differences between ways of life in the past compared to modern life.          To begin to build up a bank of local history stories, events and people</p>	<b>Dinosaurs</b> <p>To compare aspects of a naturalists life in different periods by studying David Attenborough and Mary Anning. E.G poverty, tools, women's role in society.          To use historical terms to explain the passing of time.          To understand the achievements of Mary Anning and David Attenborough.          To begin to build up a bank of local history stories, events and people.          To understand some ways we find out about the past.</p>
GEOGRAPHY	<b>Human and physical geography</b> <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.  <b>QPS Fieldwork</b>          Compare Queniborough across different seasons through making environmental art</p>	<b>What a wonderful world</b> <p><b>Locational knowledge</b>          Name and locate the world's 7 continents and 5 oceans  <b>Geographical skills and fieldwork</b>          Use world maps and globes to identify UK, continents and oceans studied in KS1  <b>Human and physical geography</b>          Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.  <b>QPS Fieldwork</b>          Compare Queniborough across different seasons through making environmental art</p>
ART AND DESIGN	<b>Drawing</b> – pencil, chalk, felt tip: Use a variety of tools Begin to explore the use of line, shape and colour <b>3D form: natural sculptures</b> - Andy Goldsworthy: Explore sculpture (with a range of malleable media, especially clay.) Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form	<b>Painting:</b> Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to objects. <b>Printing:</b> Use a variety of techniques, e.g. rubbings. <b>Collage:</b>



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	<b>Collage:</b> Use a range of materials creatively to design and make products. Use collage to create images from imagination and observation. Use a wide variety of media e.g magazines, plastic to create collage.	Use a range of materials creatively to design and make products.  <b>3D form – natural sculptures</b> Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Explore sculpture with a range of malleable media, especially clay. Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form
	<p style="text-align: center;">Year 1 Ongoing skills</p> <p style="text-align: center;">Record and explore ideas from first hand observation, experience and imagination.          Ask and answer questions about the starting points for their work, and develop their ideas.          Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.          Review what they and others have done and say what they think and feel about it.          Identify what they might change in their current work or develop in their future work.          Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.          Use ICT          Investigate different kinds of art, craft and design.</p>	
DT	<b>Where does food come from?</b>  (design food for others) <ul style="list-style-type: none"> <li>• Cut ingredients safely and hygienically.</li> <li>• Assemble or cook ingredients.</li> <li>• Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• use the basic principles of a healthy and varied diet to prepare dishes</li> <li>• understand where food comes from</li> </ul>	<b>Design and make.</b> 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
MUSIC	<ul style="list-style-type: none"> <li>• Keep a steady pulse with some accuracy (e.g. clapping, marching, tapping and playing instruments.</li> <li>• Follow simple, musical directions for faster, slower, stopping and starting.</li> <li>• Create, explore, respond and identify long and short sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow simple, musical directions for faster, slower, stopping and starting.</li> <li>• Sing and perform songs which contain a small range of notes (3-5 notes) with growing confidence.</li> <li>• Recognise and represent higher and lower sounds using graphical notation.</li> </ul>
PE	Swimming Football	Swimming Dance
PSHE	<p style="text-align: center;">MMR 12: Beginning &amp; Belonging 2020</p> <ul style="list-style-type: none"> <li>* participate in discussions about how to help the classroom to feel like a place where they can learn safely and happily</li> <li>* participate in activities that enable them to develop relationships in class</li> </ul>	<p style="text-align: center;">MMR12: Family &amp; Friends 2020</p> <ul style="list-style-type: none"> <li>* describe what a good friend is and how it feels to be friends</li> <li>* understand why telling the truth is important, especially between friends</li> <li>* develop strategies for choosing, making and developing friends</li> </ul>



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	<ul style="list-style-type: none"> <li>* recognise what may feel like to start something new</li> <li>* have some ideas about how to help new people feel welcome in the class</li> <li>* learn simple strategies to help in new situations</li> <li>* identify adults who can help them if they need support</li> <li>* know how to ask for help and to have some ideas about how to help each other</li> </ul>		<ul style="list-style-type: none"> <li>* explore some ways friendships might be challenging and how we might feel</li> <li>* explore some positive ways to peacefully solve friendship problems</li> <li>* explore concepts of personal space and boundaries and how to express their wishes assertively</li> <li>* understand why families are important for children as they grow up and how people in families care for each other</li> <li>* identify special people outside their family, consider why they are special and how they offer support</li> </ul> <p><b>Anti-bullying</b> all year groups to have an age appropriate focus on anti-bullying - linking to Anti-bullying Week in Nov</p>
	<b>Everyone's Welcome</b>	Ten Little Pirates – M Brownlow & S Rickerty * It is ok to play with girls and boys	Elmer – D McKee * To like the way I am That's Not How We Do It – A Hofman-Maniyar * Accept that people are different Max the Champion of the World – Stockdale, Strick & Asquith * Our bodies work in different ways (disability)
British Values	Mutual Respect		Tolerance of those with different faiths & beliefs
RE	1.10: What does it mean to belong to a faith community?		1.1 What Christians believe God is like?
LOTG			



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Year 1	SPRING 1	SPRING 2
	Ourselves	Ourselves
TRIPS/VISITS		Village walk
Linked books	Funny Bones Goldilocks and the 3 bears	The elves and the shoemaker Acrostic poems Non-fiction books about ourselves and senses
ENGLISH READING	<p>WORD READING:</p> <ul style="list-style-type: none"><li>• 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, alternative sounds for graphemes</li><li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li><li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li><li>• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li><li>• read other words of more than one syllable that contain taught GPCs</li><li>• read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li><li>• read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li><li>• re-read these books to build up their fluency and confidence in word reading</li></ul> <p>COMPREHENSION :</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"><li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li><li>• being encouraged to link what they read or hear read to their own experiences</li><li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li><li>• recognising and joining in with predictable phrases</li><li>• learning to appreciate rhymes and poems, and to recite some by heart</li><li>• discussing word meanings, linking new meanings to those already known</li></ul> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"><li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li><li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li><li>• discussing the significance of the title and events</li><li>• making inferences on the basis of what is being said and done</li><li>• predicting what might happen on the basis of what has been read so far</li><li>• participate in discussion about what is read to them, taking turns and listening to what others say</li><li>• explain clearly their understanding of what is read to them.</li></ul>	
	Bug Club Phonics –unit 13-27	Bug Club Phonics –unit 13-27





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### ENGLISH WRITING

#### **Transcription**

Pupils should be taught to:

Spell:

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week

Name the letters of the alphabet:

- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound

Add prefixes and suffixes:

- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher

#### **Composition**

Pupils should be taught to:

Write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

#### **Grammar and Vocabulary**

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing

#### **Handwriting**

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.



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	<p>GENRES OF WRITING</p> <p>Sentence writing</p> <p>Instruction writing</p> <p>Story writing</p>	<p>GENRES OF WRITING</p> <p>Sentence writing</p> <p>Report writing</p> <p>Story writing</p> <p>Recounts</p> <p>Acrostic poems</p>
ENGLISH SPOKEN LANGUAGE	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication.</li> </ul>	
MATHS	<p><b>Addition and subtraction within 20</b></p> <ul style="list-style-type: none"> <li>• represent and use number bonds and related subtraction facts within 20</li> <li>• add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>• read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</li> <li>• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></li> </ul> <p><b>Estimate to check answers</b></p> <p><b>Exploring calculation strategies within 20</b></p> <ul style="list-style-type: none"> <li>• represent and use number bonds and related subtraction facts within 20</li> <li>• add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>• read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</li> <li>• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></li> </ul> <p><b>Comparison and difference</b></p> <ul style="list-style-type: none"> <li>• represent and use number bonds and related subtraction facts within 20</li> <li>• add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>• add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; adding three one-digit numbers (Y2)</li> <li>• read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</li> <li>• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></li> </ul>	



## Queniborough C.E Primary School Year Group Plan (Greater Detail)

	<ul style="list-style-type: none"> <li>Estimate to check answers</li> <li><b>Fractions</b></li> <li>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</li> <li><b>Measures – length and mass</b></li> <li>compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]; mass/weight [for example, heavy/light, heavier than, lighter than]</li> <li>measure and begin to record the following: lengths and heights; mass/weight</li> <li><b>Capacity and volume</b></li> <li>compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]; mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</li> <li>measure and begin to record the following: lengths and heights; mass/weight; capacity and volume</li> </ul>	
SCIENCE	<b>Seasonal changes</b> <ul style="list-style-type: none"> <li>observe changes across the 4 seasons</li> <li>observe and describe weather associated with the seasons and how day length varies.</li> </ul>	
	<b>KNOWLEDGE</b> <b>Animals including humans</b> <ul style="list-style-type: none"> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul> <b>ENQUIRY</b> <ul style="list-style-type: none"> <li>follow instructions to carry out a fair test</li> <li>begin to use my experience/prior knowledge to make a prediction</li> <li>collect simple data and talk about results</li> </ul>	
COMPUTING	<b>Programming A – Moving a Robot</b> <ul style="list-style-type: none"> <li>* explain what a given command will do</li> <li>* act out a given word</li> <li>* combine forwards and backwards commands to make a sequence</li> <li>* combine four direction commands to make sequences</li> <li>* plan a simple program</li> <li>* find more than one solution to a problem</li> </ul>	<b>Online Safety</b> <ul style="list-style-type: none"> <li>* know what personal information is</li> <li>* know that they need to keep personal information safe</li> <li>* know who to report to if things on the internet cause worry or concern</li> </ul> <p>There are elements of online safety taught through the computing curriculum and PSHCE curriculum.          There is a whole school focus on anti-bullying (including cyber bullying) during Anti-Bullying Week in November and on online safety for Safer Internet Day in February.          Online safety should also be reactive – for example: if children ask questions, there are stories in the media, issues within specific classes that may require specific teaching / focus</p> <p>Digi Duck (age 3-7)</p>
	<b>Data and Information – Grouping Data</b> <ul style="list-style-type: none"> <li>* label objects</li> <li>* identify that objects can be counted</li> <li>* describe objects in different ways</li> <li>* count objects with the same properties</li> <li>* compare groups of objects</li> <li>* answer questions about groups of objects</li> </ul>	



## Queniborough C.E Primary School Year Group Plan (Greater Detail)

	CEOP thinkuknow Jessie & Friends (6-7) Project Evolve <a href="https://swgfl.org.uk/services/project-evolve/">https://swgfl.org.uk/services/project-evolve/</a>	
HISTORY		<b>Shops and houses in Queniborough</b> To begin to understand how houses and shops in Queniborough have changed in the past 100 years and how these changes have impacted nationally. To make a timeline of changes in houses and shops in Queniborough. To compare aspects of life in different periods of history in terms of housing and shops. To use historical words to explain the passing of time. To begin to build up a bank of local history stories, events and people. To understand some ways we find out about the past. E.G. newspaper articles, photos
GEOGRAPHY	<b>Where is my school?</b>  <b>Place knowledge –Queniborough</b> Understand the human and physical geography of a small area of the UK <b>Human and physical geography</b> Use basic geographical vocabulary to refer to: Key physical features – hill, river, soil. Key human features – city, town, village, farm, house, shop. <b>Geographical skills and fieldwork</b> 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. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. <b>QPS Fieldwork</b> Survey of shops and homes in Queniborough. Play 'I spy' for geographical features. E.g. trees, roads, rivers (P) Choose an environment. Close your eyes. What do you hear? What does this tell you about the environment you are in? Repeat in different locations - school, park, home. (H)  <b>Human and physical geography</b> Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. <b>QPS Fieldwork</b> Compare Queniborough across different seasons through making environmental art	<b>Human and physical geography</b> Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. <b>QPS Fieldwork</b> Compare Queniborough across different seasons through making environmental art
ART AND DESIGN	<b>Painting</b> – poster paint:	<b>Collage – pattern</b> Use a range of materials creatively to design and make products.



## Queniborough C.E Primary School Year Group Plan (Greater Detail)

	<p>Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to objects. Work on different scales. Mix primary colours and shades</p> <p><b>Collage:</b> Use a range of materials creatively to design and make products. Use collage to create images from imagination and observation. Use a wide variety of media e.g magazines, plastic to create collage.</p> <p><b>Self-portraits - Picasso</b></p>	<p>Use a wide range of patterns. Use collage to create images from imagination and observation. Use a wide variety of media e.g magazines, plastic to create collage.</p> <p><b>Drawing</b> – pencil, chalk, felt tip: Use a variety of tools. Begin to explore the use of line, shape and colour</p> <p><b>Modern and old buildings in the local area</b></p>
DT	<p><b>Evaluate</b></p> <p>Evaluate explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p>	<p><b>Design and make. (technical knowledge).</b></p> <p>Technical knowledge :build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>
MUSIC	<ul style="list-style-type: none"> <li>● Begin to play rhythmic patterns found in speech</li> <li>● Confidently copy given rhythms</li> <li>● Begin to understand the differences between pulse and rhythm through physical movement, playing and singing</li> <li>● Use graphic notation to record rhythms</li> <li>● Listen to ideas from others and use them to help improve my work</li> </ul>	<ul style="list-style-type: none"> <li>● Sing and perform songs, which contain a small range of notes (3 - 5 notes), with growing confidence.</li> <li>● Use graphic notation to record rhythms</li> <li>● Listen to ideas from others and use them to help improve my work</li> <li>● Recognise and broadly control changes in timbre, tempo, pitch and dynamics when playing instruments and vocally</li> </ul>
PE		
PSHE	<p style="text-align: center;">HSL: Managing Safety &amp; Risks 12 2020</p> <ul style="list-style-type: none"> <li>* identify a range of familiar situations which might entail risk and identify associated emotions</li> <li>* know basic personal information and know when they might need to give it</li> <li>* understand the range of people who can help in an emergency and how to call them</li> <li>* develop knowledge and skills to stay safer when they are lost</li> <li>* describe a place where it is physically safer to play</li> <li>* reflect on the benefits of being a road user, to identify some dangers and understand how to stay safer as a pedestrian and car passenger</li> <li>* describe the benefits of being outside and know how to keep safer in the sun</li> </ul>	<p style="text-align: center;">CIT: Working Together 2020</p> <ul style="list-style-type: none"> <li>* recognise and celebrate some of their strengths, emotions, gifts and talents</li> <li>* identify and develop a new skill</li> <li>* understand and practise some skills of a good communicator, including listening skills, turn taking and explaining</li> <li>* know and practise effective group working skills, including discussion, negotiation, compromise and co-operation</li> <li>* be aware of how my skills and strengths can be useful in a group</li> <li>* apply communication and group work skills in a real situation</li> <li>* state some things they did well in a group task and some things they would like to do better next time</li> </ul>



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	* identify familiar places where they enjoy being near water and know how to keep safer * know how to reduce risk and keep myself safer in a variety of situations * recognise familiar situations where they can offer help	
British Values	Rule of Law	Individual Liberty
RE	1.7 Who is Jewish and how do they live ?	
LOTC		

Year 1	SUMMER 1	SUMMER 2
	Amazing Materials !	Pirates
TRIPS/VISITS	St Mary's Church (RE visit)	Beaumanor Hall Pirate Day visit
Linked books	The Three Little pigs	Pirate stories – non fiction
ENGLISH READING	<p><b>WORD READING:</b></p> <ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>• read other words of more than one syllable that contain taught GPCs</li> <li>• read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>• re-read these books to build up their fluency and confidence in word reading</li> </ul> <p><b>COMPREHENSION :</b></p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• being encouraged to link what they read or hear read to their own experiences</li> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• recognising and joining in with predictable phrases</li> <li>• learning to appreciate rhymes and poems, and to recite some by heart</li> <li>• discussing word meanings, linking new meanings to those already known</li> </ul> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul>	



## Queniborough C.E Primary School Year Group Plan (Greater Detail)

	<ul style="list-style-type: none"> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• discussing the significance of the title and events</li> <li>• making inferences on the basis of what is being said and done</li> <li>• predicting what might happen on the basis of what has been read so far</li> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• explain clearly their understanding of what is read to them.</li> </ul>
	<div>Bug Club Phonics –unit 13-27</div> <div>Bug Club Phonics –unit 28 - 30</div>
ENGLISH WRITING	<p><b>Transcription</b> Pupils should be taught to:</p> <p>Spell:</p> <ul style="list-style-type: none"> <li>• words containing each of the 40+ phonemes already taught</li> <li>• common exception words</li> <li>• the days of the week</li> </ul> <p>Name the letters of the alphabet:</p> <ul style="list-style-type: none"> <li>• naming the letters of the alphabet in order</li> <li>• using letter names to distinguish between alternative spellings of the same sound</li> </ul> <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> <li>• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• using the prefix un–</li> <li>• using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> <li>• apply simple spelling rules and guidance, as listed in English Appendix 1</li> <li>• write from memory simple sentences dictated by the teacher</li> </ul> <p><b>Composition</b> Pupils should be taught to:</p> <p>Write sentences by:</p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul> <p><b>Grammar and Vocabulary</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by:</li> <li>• leaving spaces between words</li> <li>• joining words and joining clauses using and</li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>• learning the grammar for year 1 in English Appendix 2</li> <li>• use the grammatical terminology in English Appendix 2 in discussing their writing</li> </ul>



## Queniborough C.E Primary School **Year Group Plan** (Greater Detail)

	<b>Handwriting</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>	
	<b>GENRES OF WRITING</b> Sentence writing Report writing Story writing Recounts	<b>GENRES OF WRITING</b> Sentence writing Story writing Poetry writing
<b>ENGLISH</b> <b>SPOKEN LANGUAGE</b>	Pupils should be taught to: <ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication.</li> </ul>	
<b>MATHS</b>	<b>Numbers to 50</b> <ul style="list-style-type: none"> <li>• count to fifty, forwards and backwards, beginning with 0 or 1, or from any given number; count in multiples of two, five and ten.</li> <li>• count, read and write numbers from 1 to 20 in numerals and words</li> <li>• identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> <li>• given a number, identify one more and one less</li> </ul> recognise the place value of each digit in a two-digit number (tens, ones) (Y2)Numbers 50 to 100 and beyond Numbers 50-100 <ul style="list-style-type: none"> <li>• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number; count on and back in two, five and ten.</li> <li>• count, read and write numbers from 1 to 20 in numerals and words; read and write numbers to at least 100 in numerals.</li> <li>• given a number, identify one more and one less</li> <li>• identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> </ul>	





## Queniborough C.E Primary School Year Group Plan (Greater Detail)

	<p>recognise the place value of each digit in a two-digit number (tens, ones) (Y2) estimate to check answers</p> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>recognise and know the value of different denominations of coins and notes</li> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></li> </ul> <p>Applying structures and strategies for addition and subtraction</p> <ul style="list-style-type: none"> <li>represent and use number bonds and related subtraction facts within 20</li> <li>add and subtract one-digit and two-digit numbers, including zero</li> <li>add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers (Y2)</li> <li>read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs</li> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></li> </ul> <p><b>Multiplication and division</b></p> <ul style="list-style-type: none"> <li>solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</li> <li>recognise, find and name a half as one of two equal parts of a quantity</li> <li>recognise, find and name a quarter as one of four equal parts of a quantity</li> </ul>	
SCIENCE	<p><b>Seasonal changes</b></p> <ul style="list-style-type: none"> <li>observe changes across the 4 seasons</li> <li>observe and describe weather associated with the seasons and how day length varies.</li> </ul>	
	<p>KNOWLEDGE</p> <p><b>Everyday materials</b></p> <ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul> <p>ENQUIRY</p> <ul style="list-style-type: none"> <li>follow instructions to carry out a fair test</li> <li>begin to use my experience/prior knowledge to make a prediction</li> <li>collect simple data and talk about results</li> </ul>	
COMPUTING	<p><b>Creating Media – Digital Writing</b></p> <ul style="list-style-type: none"> <li>* use a computer to write</li> <li>* add and remove text on a computer</li> <li>* identify that the look of text can be changed on a computer</li> <li>* make careful choices when changing text</li> <li>* explain why I used the tools that I chose</li> <li>* compare typing on a computer to writing on paper</li> </ul>	<p><b>Programming B – Introduction to Animation</b></p> <ul style="list-style-type: none"> <li>* choose a command for a given purpose</li> <li>* show that a series of commands can be joined together</li> <li>* identify the effect of changing a value</li> <li>* explain that each sprite has its own instructions</li> <li>* design the parts of a project</li> <li>* use my algorithm to create a program</li> </ul>



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HISTORY		<b>Christopher Columbus and Steve Backshall (and Grace O'Malley ?)</b> To compare aspects of an explorers life in different periods of history. To use stories to talk about things in the past. To use historical words to explain the passing of time. To understand the achievements of Christopher Columbus and Steve Backshall. To understand some ways we find out about the past, E.G. newspaper articles, photos, diaries, stories
GEOGRAPHY	<b>Weather</b>  <b>Human and physical geography</b> Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <b>QPS Fieldwork</b> Weather survey  <b>Human and physical geography</b> Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. <b>QPS Fieldwork</b> Compare Queniborough across different seasons through making environmental art	<b>Pirate maps</b>  <b>Human and physical geography</b> Use basic geographical vocabulary to refer to: Key physical features – hill, river, soil, ocean. Key human features – city, town, village, farm, house, shop. <b>Geographical skills and fieldwork</b> Use locational and directional language and North, South, East and West to describe the location of features and routes on a map.  <b>Human and physical geography</b> Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. <b>QPS Fieldwork</b> Compare Queniborough across different seasons through making environmental art
ART AND DESIGN	<b>Drawing</b> – pencil, chalk, felt tip: Use a variety of tools. Begin to explore the use of line, shape and colour  <b>Painting:</b> Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to objects.  <b>Printing</b> Use a variety of techniques, e.g. rubbings. Design patterns of increasing complexity and repetition.  <b>3D form – natural sculptures</b> Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Explore sculpture with a range of malleable media, especially clay. Experiment with, construct and join recycled, natural and man-made materials.	<b>Painting</b> – poster paint: Use a variety of tools and techniques including the use of different brush sizes and types. Mix primary colours and shades  <b>Natalie Pascoe</b>



## Queniborough C.E Primary School Year Group Plan (Greater Detail)

	Explore shape and form <b>Judith Scott Artist</b>	
DT	<b>Design and make</b>  Design <ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> Make <ul style="list-style-type: none"> <li>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> Evaluate <ul style="list-style-type: none"> <li>• explore and evaluate a range of existing products</li> <li>• evaluate their ideas and products against design criteria</li> </ul> Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable	
MUSIC	<ul style="list-style-type: none"> <li>• To use technology to create and change sounds.</li> <li>• To demonstrate an understanding of musical structure</li> <li>• Comment and respond to recordings of own and other's compositions</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to recorded music, and use one element, from different traditions, genres, styles and times.</li> <li>•</li> </ul>
PE	Athletics	Outdoor summer team games
PSHE	CIT12: Diversity & Communities 2020  * begin to understand what builds their sense of identity through exploring similarities and differences * begin to understand that perceptions of gender may limit personal expression and choice * express their family's structure, traditions, culture and beliefs and recognise that other families are different * recognise different groups they belong to and the different backgrounds of people they know * understand how people might be affected by stereotypes * understand what 'my community' means and the benefits of belonging to community groups * know about people who help different groups in their community	HSL6: Relationships & Sex Education  * recognise the main external parts of the bodies of humans, including agreed names for sexual parts * describe what their bodies can do * understand they have a responsibility for their body's actions and that their body belongs to them * know how to keep themselves clean * understand the importance of basic hygiene practices



## Queniborough C.E Primary School Year Group Plan (Greater Detail)

	* understand the role of the media in their local community * know how they can help look after the school environment * know how to care for animals and plants in their own environment		
	<b>Everyone's Welcome</b>	My World, Your World – M Walsh * We share the world with lots of people	
British Values	Democracy		
RE	1.2 Who do Christians say made the world?		1.9 How should we care for the world and for others, and why does this matter?
LOTC			