



University of Manchester (Year 1) Yearly Overview

Respect, Pride, Inclusion, Challenge, Creativity, Resilience

	Autumn 1 Respect	Autumn 2 Pride	Spring 1 Inclusion	Spring 2 Challenge	Summer 1 Creativity	Summer 2 Resilience
British Value Focus	Rule of Law	Tolerance	Mutual Respect	Individual Liberty	Charitable	Democracy
Links to Free to be	Gender- similarities and differences Equality- Black History Month Diversity- Black History Month: celebrating differences	Relationships- RE Equality/Diversity: Tolerance/Acceptance Diversity- Differences	Gender: Role of men and woman in 1666	Diversity: Religions, Beliefs and Diversity	Differences: Requirements of animals including humans	Belonging and Acceptance- Eng text: determination to find others like the character
Stimulus including Big Question	All About me Rosie's Walk What is my local area like and how can my senses help me explore it?	Flight Who was the first female pilot and where did she fly to?	Castles What was is like to live in a castle?	Africa Where is Africa and what animals live there?	Toys What were toys in the past made from	The Great outdoors What can we do to save our planet?
Brilliant Beginnings, Marvellous Middles and Excellent Endings (including trips, visits and workshops).	BB – Sharing baby photos – Guess who? MM - Rosie style Walk along North Finchley High Road EE - Sensory Walk around school	BB - Space ship crash MM – Autumn walk to local park EE – Flight contest	BB – An invitation from the Queen. MM – Trip to the Tower of London EE – B Kings and Queen dress up day- banquet	BB – Playing African Drums MM – Farm to visit school EE – Dress up as an African animal	BB – Toy exhibition MM – Magical toy museum Workshop EE – Bring their favourite toy from home into school Trip to swan lane – Slgns of spring	BB – Planting seeds/bulbs MM – Trip to recycle centre EE – Watching blue planet

<p>Terrific Texts</p>	<p>Narrative setting Stories with familiar settings – <u>Rosie's Walk</u></p> <p>Instructions Steps for familiar process Looking at different examples of instructions</p> <p>Poems on a theme Rhyming Couplets Autumn poems</p>	<p>Play scripts Characters Speaking <u>Beegu</u></p> <p>Recount Recall factual events in school Newspaper articles from Amelia Earhart</p> <p>Modern poetry Shape poems Show different examples of shape poems linked to weather/seasons/autumn</p>	<p>Traditional Tales Rapunzel Not a Prince</p> <p>Letter Writing Examples of letters sent to royalty</p> <p>Narrative poetry Nursery rhymes – queen of heart, sing a song a sixpence, Humpty Dumpty,</p>	<p>Stories from other cultures The Leopards Drum</p> <p>Explanation Linked to science – food groups and life cycles</p> <p>Classic Poetry Performances Poetry recital Chn watch examples of poetry recitals</p>	<p>Narrative storyline Traction Man</p> <p>Reports Cnn to look at information leaflets from toys/adverts</p> <p>Riddles and Humorous Verse Looking at tongue twisters red lorry yellow lorry</p>	<p>Stories with problems 10 Things I can do to save my world</p> <p>Personal experiences Diary entry or work from Greta Thunberg</p> <p>Additional lines to verse/poem Ahlberg</p>
<p>Reading</p>	<p>Use phonic knowledge phases _ _ to help read letters and words. Recognise suffixes by building on root words they already know.</p> <p>Develop vocabulary through stories listened to and discuss what they have heard. 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,</p>	<p>Listen to, discuss and recognise the features of a story with familiar setting is (fiction) and what instructions are (non-fiction) and what poems are/that they can rhyme.</p> <p>Use role-play to help pupils to identify with and explore characters and to try out the language they have listened to. Begin to take part in effective discussions with rules agreed.</p> <ul style="list-style-type: none"> • Answer questions directed at them • Put hand up to offer ideas. <p>Draw on what they already</p>	<p>Use phonic knowledge phases _ _ to help read letters and words. Recognise suffixes by building on root words they already know. Develop vocabulary through stories listened to and discuss what they have heard. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Expression and pace,</p>	<p>Start to learn how language sounds and increase their vocabulary and awareness of grammatical structures.</p> <p>Learn to appreciate rhymes and poems, Listen to, discuss and recognise the features of traditional tales, thank you letters, nursery rhymes, stories from other cultures, explanations and additional lines poems.</p> <p>Significant children's poet: Ahlberg</p> <p>Retrieve information from traditional</p>	<p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p> <p>Develop vocabulary through stories listened to and discuss what they have heard</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions (eg I'll, we'll and I'm) and understand that the apostrophe represents the omitted letter(s).</p>	<p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read 60 words in one minutes.</p> <p>Retell familiar stories and consider their particular characteristics.</p> <p>Re-read familiar books to build up their fluency and confidence in word reading.</p> <p>Recite some poems by heart</p>

	<p>including, where applicable, alternative sounds for graphemes. Begin to 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.</p> <p>Retrieve information from stories with familiar settings, instructions and poems with rhyming couplets. Questions could include: 'Where/when is the story set?' 'How does the story end?'</p> <p>Use knowledge of what has been read so far (in stories with familiar settings, instructions and poems with rhyming couplets) to predict what might happen.</p>	<p>know (using whole class Knowledge organiser display) or on background information and vocabulary provided by the teacher to show they understand texts that are familiar to them.</p> <p>Find words to show how characters feel. Identify words that give us certain information required. Check that the text makes sense to them as they read and correcting inaccurate reading by:</p> <ul style="list-style-type: none"> • using phonic knowledge 	<p>Participate in discussion about what is read to them, taking turns, listening to what others say and give opinions with reasons.</p> <p>Make inferences on the basis of what is being said and done. Predict what a character might do based on something they did before.</p>	<p>tales, thank you letters, nursery rhymes, stories from other cultures, explanations and additional lines poems.</p> <p>Check that the text makes sense to them as they read and correcting inaccurate reading by:</p> <ul style="list-style-type: none"> • using phonic knowledge 	<p>Link what you read or hear read to your own experiences. Explain clearly their understanding of what is read to them.</p> <p>Discuss the significance of the title and events. Participate in discussions about what is read to them, taking turns and listening to what others say. Retrieve information from classic fairy stories, information leaflets, tongue twisters, stories with problems and short classic verse. Predict what is likely to happen next.</p>	<p>discussing word meanings, linking new meanings to those already known. Begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction. Be very familiar with the Terrific Text, fairy tales and traditional tales</p>
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<p>English Genres and Features of Writing- see Genre Overview</p>	<p>Identify what is needed to compose a simple sentence. Say out loud what they are going to write about i.e. whole class/individual story map. Compose a sentence orally before writing it. Discuss what they have written with the teacher or other pupils. Know how to sit correctly at a table, holding a pencil comfortably and correctly Know spacing between words reflect the size of the letters.</p> <p>Narrative setting <u>Stories with familiar settings</u> (recap on Reception objectives) Key features: beginning, middle and end. Repeated vocabulary. Grammar: write letters and some sentences with full stops and capital letters. Punctuation: full stops and capital letters. Writing outcome: Oral re-tellings, character descriptions and setting descriptions. Instructions <u>Steps for familiar process</u> Key features: present tense. Numbers to tell you what comes first, next and last. Grammar: write captions and short sentences using phonics. Punctuation: Use finger spaces between words.</p>	<p>Identify what is needed to compose a simple sentence. Know how to sit correctly at a table, holding a pencil comfortably and correctly Compose a sentence orally before writing it. Discuss what they have written with the teacher or other pupils. Know spacing between words reflect the size of the letters. Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Play scripts <u>Characters Speaking</u> Key features: characters speaking to each other. Grammar: Use and to join words and sentences. Use more formal words like mother. Punctuation: use capital letters for names of people and the personal pronoun 'I'. Use question marks. Writing Outcome: write thought bubbles for characters having a conversation.</p> <p>Recount <u>Recall factual events in school</u> Key features: basic chronological order. Key events retold. Grammar: use the simple past tense. Use 'and' to join words and sentences. Punctuation: use full stops and capital letters at the start of sentences. Writing Outcome: Write sentences about a visitor or assembly or event</p>	<p>Form/use capital letters and digits 0-9. Compose a sentence orally before writing it. Discuss what they have written with the teacher or other pupils. Know spacing between words reflect the size of the letters. Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Add in missing full stops or capital letters. 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. Sequence sentences to form short narratives.</p> <p>Play scripts <u>Characters Speaking</u> Key features: characters speaking to each other. Grammar: Use and to join words and sentences. Use more formal words like mother. Punctuation: use capital letters for names of people and the personal pronoun 'I'. Use question marks.</p>	<p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Add in missing full stops or capital letters. 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. Sequence sentences to form short narratives.</p> <p>Stories from other cultures <u>Stories from other cultures-TBC based on cohort.</u> Key features: have a clear sequence of events. Grammar: Use words to say when (e.g Today, yesterday, On Monday) something is happening and where it is happening (place (e.g here, outside, inside). Punctuation: use capital letters to start sentences and for proper nouns. Writing outcome: Write a re-telling of story from another culture with an alternative ending (innovation).</p> <p>Explanation <u>Arrow diagrams explaining known process</u> Key features: visual representation of stages to explain a simple process. Grammar: Use simple present tense. Use 'and'</p>	<p>Understand which letters belong to which handwriting 'families' and form them accurately (i.e. letters that are formed in similar ways) and to practise these. Leave spaces between words. Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Use word lists and displays to check spellings. Reread to check it makes sense (missing words, repetition etc). 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. Sequence sentences to form short narratives.</p> <p>Narrative storyline <u>Classic fairy story</u> Key features: recap on structure of story. Focus good and evil characters and plot. Grammar: Use simple past tense. Use adjectives. Punctuation: Use question marks. Use capital letters for proper nouns. Use I pronoun. Writing outcome: (invention) write own story in classic fairy tale style</p> <p>Reports <u>Information leaflet</u></p>	<p>Understand which letters belong to which handwriting 'families' and form them accurately (i.e. letters that are formed in similar ways) and to practise these. Leave spaces between words. Use word lists and displays to check spellings. Add in missing full stops or capital letters. Reread to check it makes sense (missing words, repetition etc). 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. Sequence sentences to form short narratives.</p> <p>Adventure Stories <u>Stories with problems</u> Key features: problem and solution in a familiar story. Grammar and Punctuation: Class teachers to recap year 1 objectives and appropriate and plan to cover anything that has not yet been covered. Writing outcome: short narrative with a problem being solved.</p> <p>Biography/Autobiography <u>Personal experiences</u> Key features: write about events on a trip. Use who, what, where and when. Grammar and Punctuation: Class teachers to recap year 1 objectives and appropriate and plan to</p>
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	<p>Exclamation marks. Numbers for steps. Writing outcome: steps for completing a familiar process (brushing teeth, getting ready for bed, making a jam sandwich-if they have had experience in doing this themselves).</p> <p>Poems on a theme <u>Rhyming Couplets</u> Key features: rhyming words at the end of sentences of well-known Rhymes. Shorter sentences. Grammar: Use full sentences including someone doing something e.g. Jack and Jill went up the hill. Punctuation: use capital letters for days of the week. Use simple past tense. Writing Outcome: whole class poem linked to topic.</p>	<p>they have taken part in at school.</p> <p>Modern poetry <u>Shape poems</u> Key features: Use templates to create shape poems. Use phrases to describe the object of the poem. Grammar: Use simple present tense. Write captions and short sentences. Punctuation: Use exclamation marks. Writing Outcome: Write a group of words and phrases inside a shape to describe the object.</p>	<p>Writing Outcome: write thought bubbles for characters having a conversation.</p> <p>Traditional Tales <u>Traditional Tales</u> Key features: main characters, setting, beginning, middle and end. Grammar: use 'and' to link two main ideas (co-ordinating conjunction). Use simple past tense. Punctuation: use finger spaces, use full stops to end sentences and capital letters to begin sentences. Writing outcome: Write a short re-telling of a traditional tale (imitation).</p> <p>Letter Writing <u>Thank you letter (To named audience within school)</u> Key features: use basic greetings and farewells. Grammar: use more formal words when needed. Use simple present tense. Punctuation: Use exclamation marks. Use capital letter for the 'I' pronoun. Writing outcome: Write a letter of thanks to a class who have performed an assembly or a visitor who has been in.</p> <p>Narrative poetry</p>	<p>to join words and sentences. Punctuation: Use arrows to show sequence. Use capital letters and full stops in full sentences. Writing outcome: Create an arrow diagram for the sequence of a process (cross-curricular link to foundation subjects).</p> <p>Classic Poetry Performances <u>Poetry recital</u> <u>Short classic verses</u> Key Objectives: Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Expression and pace.</p> <p>Learn to appreciate rhymes and poems.</p> <p>Poem types (inclusive of but not restricted to): Take part in Northside Poetry Recital-with all learning the same poem.</p> <p>Outcome: Performance poetry-small group performances.</p>	<p>Key features: use a writing frame to create sections of information. Include images. Grammar: use co-ordinating conjunctions- 'and'. Use simple present tense. Punctuation: Use capital letters for proper nouns. Use exclamation marks. Writing outcome: Create a leaflet with simple sentences linked to topic/science. Riddles and Humorous Verse <u>Tongue Twisters</u> Key features: use alliteration and rhyme. Grammar: simple present and simple past tense. Punctuation: use capital letters for proper nouns. Use the 'I' pronoun with a capital letter. Writing outcome: write a collection of tongue twisters based on topic</p>	<p>cover anything that has not yet been covered. Writing outcome: write a short account of a personal experience.</p> <p>Significant Children's poet <u>Additional lines to verse/poem</u> <u>Ahlberg</u> Key features: rhyming words for a children's poem. Innovation from repeated patterns. Grammar and Punctuation: Class teachers to recap year 1 objectives and appropriate and plan to cover anything that has not yet been covered. Writing outcome: write a few line/stanza to continue a poem.</p>
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Spelling	<p>Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each</p> <p>Tricky words: Phases 2-4: the put*, pull*, full*, push*, to, into, .I no, go, of, he, she, we, me, be, was, you, they, all, are, my, by, sure, pure, said, have, like, so, do, some, come, love, were, there, little, one, when, out, what, says, here, today,</p>	<p>855+9/87*4- /ur/ ir bird /igh / ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw</p> <p>Tricky words: their, people, oh, your, Mr, Mrs, Ms, ask*, could, would,should, our, house, mouse, water, want</p>	<p>Phase 5 graphemes /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup</p> <p>Tricky words: any, many, again, who, whole, where, two, school, call, different, thought, through, friend work</p>	<p>Phase 5: /ur/ or word /oo/ u out awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor</p> <p>Tricky words: once laugh because eye</p>	<p>Phonics screening check review – no new GPCs or tricky words</p> <p>Summer 2: /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /jj/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more</p> <p>Tricky words: busy, beautiful, pretty, hour, move, improve, parents, shoe</p>	Recapping all sounds and words
Maths	<p>Place Value (0-10) Sort objects Count objects Count objects from a larger group</p>	<p>Addition and Subtraction (Within 10) Introduce parts and wholes Part-whole model Write number sentences</p>	<p>Place Value (within 20) Count within 20 Understand 10 Understand 11, 12, 13</p>	<p>Place value (Within 50) Count from 20-50 20, 30, 40, 50 Count by making groups of tens</p>	<p>Multiplication and division</p> <p>Fractions</p>	<p>Place value 100 Money Time</p>

	<p>Represent objects Recognise numbers as words Count on from any number 1 more Count backwards within 10 1 less Compare groups by matching Fewer, more, same Less than, greater than, equal to Compare numbers Order objects and numbers The number line</p>	<p>Fact families – addition facts Number bonds within 10 Systematic number bonds within 10 Number bonds to 10 Addition – add together Addition – add more Addition problems Find a part Subtraction – find a part Fact families – the eight facts Subtraction – take away/cross out (How many left?) Take away (How many left?) Subtraction on a number line</p> <p>Geometry Recognise and name 3-D shapes Sort 3-D shapes Recognise and name 2-D shapes Sort 2-D shapes Patterns with 2-D and 3-D shape</p>	<p>Understand 14, 15, 16 Understand 17, 18, 19 Understand 20 1 more and 1 less The number line to 20 Use a number line to 20 Estimate on a number line to 20 Compare numbers to 20 Order number to 20</p> <p>Addition and Subtraction (Within20) Add by counting on within 20 Add ones using number bonds Find a nd make number bonds to 20 Doubles Near doubles Subtract ones using number bonds Subtract – counting back Subtract – finding the difference Related facts Missing number problems</p>	<p>Groups of tens and ones Partition into tens and ones The number line to 50 Estimate on a number line to 50 1 more, 1 less</p> <p>Length and Height Compare lengths and heights Measure length using objects Measure length in centimetres</p> <p>Mass and Volume Heavier and lighter Measure mass Compare mass Full and empty Compare volume Measure capacity Compare Capacity</p>	Geometry	
Science	<p><u>Animals – including humans</u> Identify and name the basic parts of the human body (head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth teeth) and say which part is associated with which sense.</p> <p>Seasonal changes Know when each of the four seasons occurs. Know what the features of each season is and how they change during the year.</p>	<p><u>Light - Non statutory</u> Understand that darkness is the absence of light.</p> <p>Know different light sources including the sun.</p> <p>Know it is dangerous to look directly at the sun.</p> <p>Know that light sources vary in brightness.</p>	<p><u>Grouping materials</u> Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Know the simple physical properties of a variety of</p>	<p><u>Animals – including humans</u> Identify and name a variety of common animals including fish, amphibians, reptiles, birds, mammals.</p> <p>Identify pets and other common animals that are herbivores, omnivores and carnivores, having first established what sort of food each eats.</p> <p>Identify animals found in the local environment including zoo animals. Recognise the structure of a variety of common</p>	<p><u>Grouping materials</u> Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Know the simple physical properties of a variety of everyday materials. Soft, hard, bumpy, stretchy, glossy, shiny, bendy, smooth, rough, spiky</p>	<p><u>Plants</u> Identify a range of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Know the basic structure of a variety of common flowering plants, including trees - leaves, flower (blossom), petals, fruit, roots, bulb, seed, trunk, branches, and stem.</p> <p>Grow plants: tulips and daffodils.</p>

	<p>Know the impact of global warming.</p> <p>Know that days are longer in summer (sunshine hours) than in winter</p> <p>Observe changes across the four seasons.</p> <p>Know about and can describe weather in different seasons over a year.</p>		<p>everyday materials. Soft, hard, bumpy, stretchy, glossy, shiny, bendy, smooth, rough, spiky Transparent opaque</p> <p>Know that different materials can share the same properties (for example – glass and plastic can both be transparent.</p>	<p>animals (fish,amphibians, reptiles, birds and mammals, including pets)</p>	<p>Transparent opaque</p> <p>Know that different materials can share the same properties (for example – glass and plastic can both be transparent.</p>	
Computing	<p>1.1 We are Treasure Hunters (Using programmable toys) Understand that a programmable toy can be controlled by inputting a sequence of instructions.</p> <p>Develop and record sequences of instructions as an algorithm.</p> <p>Program the toy to follow their algorithm.</p> <p>Debug their programs.</p> <p>Predict how their programs will work.</p>	<p>1.2 We are TV chefs – Illustrating an ebook Break down a process into simple, clear steps, as in an algorithm.</p> <ul style="list-style-type: none"> Use different features of a video camera. Use a video camera to capture moving images. Develop collaboration skills. Discuss their work and think about how it could be improved. 	<p>1.3 We are painters – Illustrating an ebook</p> <ul style="list-style-type: none"> Use the web safely to find ideas for an illustration. Select and use appropriate painting tools to create and change images on the computer. Understand how this use of ICT differs from using paint and paper. Create an illustration for a particular purpose. Know how to save, retrieve and change their work. Reflect on their work and act on feedback received. 	<p>1.6 We are celebrating - Creating a card digitally</p> <ul style="list-style-type: none"> Develop basic keyboard skills, through typing and formatting text. Develop basic mouse skills. Use the web to find and select images. Develop skills in storing and retrieving files. Develop skills in combining text and images. Discuss their work and think about whether it could be improved. 	<p>1.4 We are collectors – Finding images using the web Find and use pictures on the web.</p> <ul style="list-style-type: none"> Know what to do if they encounter pictures that cause concern. Group images on the basis of a binary (yes/no) question. Organise images into more than two groups according to clear rules. Sort (order) images according to some criteria. Ask and answer binary (yes/no) questions about their images. 	<p>1.5 We are story tellers – Producing a talking book</p> <ul style="list-style-type: none"> Use sound recording equipment to record sounds. Develop skills in saving and storing sounds on the computer. Develop collaboration skills as they work together in a group. Understand how a talking book differs from a paper-based book. Talk about and reflect on their use of ICT. Share recordings with an audience.
History	<p>Events in our lives - changes within living memory. Know and use the language of time.</p>	<p>Events beyond living memory that are significant globally Know who invented the first flying machine.</p>	<p>Making comparisons between aspects of life in different periods:</p>		<p>Know key events for Toys.</p> <p>Ask and answer questions about the</p>	

	<p>Know when their parents and grandparents were born. Know when they are born. Know the differences between old and new toys.</p> <p>Know words to show an awareness of the past (today, yesterday, when I was younger...).</p> <p>Place events in order.</p> <p>Know key events for Ourselves,</p> <p>Talk, write and draw about the past.</p>	<p>Know who the Wright brothers are and why they are famous. Know the achievements of Amelia Earhart.</p> <p>Place events in order.</p> <p>Know historical people from the past.</p> <p>Use one way to show knowledge and understanding about an event in the past e.g. oral recount, pictures, writing, ICT, drama.</p>	<p>Queen Elizabeth I and Queen Elizabeth II Know who the current monarch is. Know who came before them. Know about different types of castles and how they have changed over time. Know the achievements of Elizabeth I and Elizabeth II (compare and contrast). Know what the commonwealth is.</p> <p>Order/ sequence pictures and events.</p> <p>Make observations about lives of people from the past.</p> <p>Know key events for Kings and Queens.</p> <p>Know historical people from the past.</p> <p>Identify some of the different ways in which the past has been presented.</p> <p>Explain concepts such as civilisation, monarchy, parliament, democracy and war and peace.</p>		<p>past, using a source including artefacts.</p> <p>Make simple observations using artefacts.</p> <p>Explore artefacts and sort them into then and now, to understand the past.</p>	
<p>Geography</p>	<p>Understand simple directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p>	<p>Name the world's seven continents and five oceans.</p> <p>Name the four countries of the UK.</p> <p>Understand that both a map and a globe show the same thing.</p>		<p>Understand geographical similarities and differences through studying the human and physical geography of local area and a small area in an African country.</p>		

	<p>Use simple maps to find information and add own pictures to map. Follow a simple plan/map.</p> <p>Study aerial photographs of the school and label it with key features e.g. playground, classroom, car park. Create an aerial map of the school and grounds.</p> <p>Use simple fieldwork skills and make observations about where things are located e.g. signs within school and around the school grounds. Make basic maps.</p> <p>Ask questions about the weather and seasons. (Autumn changes)</p>	<p>Identify daily weather patterns in the UK. Locate cold areas of the world in relation to the North and South Poles.</p> <p>Identify physical features - beach, cliff, coast, forest, hills, sea, river, season: weather.</p> <p>Identify key human features, including: city, town, village, factory, farm, house and shop.</p>		<p>Know about the location of Ghana and its capital city.</p> <p>Know the surrounding countries around Ghana.</p> <p>Know what the coastline is and compare to North Finchley and London.</p> <p>Compare Accra to London.</p>		
<p>Music</p>	<p>Songs, chants & rhymes</p> <p>Learn simple songs, chants and rhymes Copy simple clapping rhythms.</p> <p>Copy and create patterns and keep to a pulse Start to recognise musical terms; pulse, rhythm, pitch and tempo</p> <p>Call and response for pitch matching</p>	<p>'In The Groove'</p> <p>Learn to sing the children's song 'In The Groove'</p> <p>Sing together with the group. Start to identify repeated patterns and follow musical instructions.</p> <p>Listen to different styles of Music, discuss instruments used, rhythms and tempos.</p>	<p>Animal songs</p> <p>Learn to sing animal songs from different countries – Kaeru no uta and Tinga Layo Listen to different styles of music - World Music.</p> <p>Find the pulse, copy and clap back rhythms.</p>	<p>World Songs</p> <p>Learn to sing a variety of songs including A Keelie, Tongo, Simama Ka. Call and response and solo singing Sing together with the group. Start to think about others while performing.</p> <p>Listen to and appraise high</p>	<p>'Round and Round'</p> <p>Children learn to sing 'Round and Round' - a Bossa Nova Latin style song Listen to different styles of music including Bossa Nova Latin, Big Band Jazz. Begin to recognise and identify some musical instruments.</p>	<p>'Your Imagination'</p> <p>Children learn to sing 'Your Imagination' Sing together with the group. Be able to stop and start appropriately and follow the leader. Start to identify repeated patterns and follow musical instructions.</p> <p>Children will find the pulse, copy and clap</p>

	<p>Use voices in different ways, such as speaking, singing and chanting.</p> <p>Follow signals from a leader Be able to stop and start appropriately and follow the leader.</p> <p>Use actions and body percussion To know about and experiment with sounds.</p>	<p>Listen to different styles of music including Latin, Bhangra, Reggae, Folk, Blues, Latin, Baroque,</p> <p>Find the pulse, copy and clap back rhythms. Copy simple clapping rhythms.</p> <p>Sing in unison and two parts, play the xylophone accurately and in time. Learning songs for the Christmas Production Sing together with the group</p>	<p>Start to respond to terms pulse, rhythm and pitch.</p> <p>Make up their own rhythms. Create own simple rhythms with support.</p> <p>Sing in unison and two parts. Start to understand the importance working together in a group.</p> <p>Play different percussion instruments in time. Start to understand the importance working together in a group.</p>	<p>quality music of different genres Listen to different styles of music - World Music.</p> <p>Discuss instruments, tempo and how the music makes them feel Begin to talk about how music makes them feel or want to move.</p> <p>Find the pulse, create clapping rhythms and use percussion instruments Treat instruments with respect and hold them correctly.</p>	<p>Children will find the pulse, copy and clap back rhythms, Copy simple clapping rhythms. Pitch copy back</p> <p>Sing in unison and perform actions to go with the song. Use movement to find the pulse.</p> <p>Play the xylophone accurately and in time, and improvise using the note D and E. Begin to explore and create very simple patterns and melodies. Start to perform improvised rhythms and melodies. Play between one or two notes. Listen to each other's work and discuss what they hear.</p>	<p>back rhythms, make up their own rhythms Create own simple rhythms with support. Pitch copy back</p> <p>Sing in unison and two parts, and perform actions to go with the song. Perform together as a group. Start to think about others while performing</p> <p>Play the xylophone accurately and in time. Know how to stop/start and respond to cues from the leader. Know that improvisation is making up rhythms and sound patterns on the spot. Compose using one or two notes. Record the composition as appropriate.</p> <p>Listen to a variety of other songs in this style and discuss them, Begin to talk about how music makes them feel or want to move.</p>
<p>Art</p>	<p>Painting Know what a brush stroke is.</p>		<p>Collage Know what overlapping is. Know how to sort a range of objects.</p>	<p>3D Know what impress is Know what kneading is Be able to experiment in a variety of malleable</p>		

	<p>Know what curved, straight, thick and think is.</p> <p>Know what a Primary and secondary colour is</p> <p>Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads</p> <p>Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.</p> <p>Understand the technique of mixing colours further by adding small amounts of a dark colour to a light one.</p> <p>Mix and to make skin colours.</p> <p>Apply paint with enough paint on a brush.</p> <p>Use palettes for colour mixing.</p> <p>When to wash and wipe brush.</p> <p>Wash brushes between colours.</p> <p>Apply different brush strokes - thick and thin, straight, curved, flowing, short and sharp.</p> <p>Hold a paintbrush correctly.</p> <p>Look at and talk about own work and that of other artists discussing the techniques used and expressing their likes and dislikes</p>		<p>Experiment with found materials to create linear effects. (i.e. placing leaves in a line).</p> <p>Develop linear work into lines forming circles or wavy lines etc.</p> <p>Practise laying one item slightly on top of another (overlapping).</p> <p>Develop sticking skills</p> <p>To use the correct amount of glue, how to use/hold a glue spreader.</p> <p>Be able to select and sort found materials according to different criteria - colour / texture / size.</p>	<p>media such as clay, papier-mache, salt dough, modroc.</p> <p>Begin to shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination.</p> <p>Be able to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Be able to impress and apply simple decoration techniques, including painting.</p> <p>Be able to use tools and equipment safely and in the correct way.</p>		
<p>D&T</p>		<p><u>Structures</u></p> <p>Make freestanding structures stronger, stiffer and more stable</p>			<p><u>Mechanisms</u></p> <p>Explore how to operate sliders and levers</p>	<p><u>Preparing Fruit & Vegetables:</u></p> <p>Use simple cutting tools to prepare soft fruit and vegetables</p>

		<p>Join some simple materials</p> <p>Be able to develop a simple order of making a structure (base first)</p> <p>Be able to name of simple 2D shapes</p> <p>Know the names of some 2D shapes,</p> <p>Make an aeroplane</p>			<p>Explore how different mechanisms create different types of movement</p> <p>Say the name of simple tools and their purpose</p> <p>Use some simple fixing techniques and when to use them (i.e. masking tape to secure a lollipop stick slider)</p> <p>Show what a pivot is</p> <p>Know where sliders and levers are used in real life context</p> <p>Know what a slider and lever is.</p> <p>Know that a mechanism creates movement.</p> <p>Make moving pictures.</p>	<p>Follow simple health and safety procedures</p> <p>Peel, chop, slice and grate foods</p> <p>Understand where a range of fruit and vegetables come from.</p> <p>Know the principles of a varied diet</p> <p>Know what fruits and vegetables are</p> <p>Know what a greater is</p> <p>Know some basic food safety and hygiene</p> <p>Make fruit salad.</p>
PE Games	<p>Know that you can move in different ways.</p> <p>Understand you can overcome obstacles.</p> <p>Understand the importance of working with others.</p> <p>Develop spatial awareness.</p>	<p>Know that you can move in different ways.</p> <p>Understand you can overcome obstacles.</p> <p>Understand the importance of working with others.</p> <p>Develop spatial awareness.</p>	<p>Know that you can move in different ways.</p> <p>Understand you can overcome obstacles.</p> <p>Understand the importance of working with others.</p> <p>Develop spatial awareness.</p>	<p>Know that you can move in different ways.</p> <p>Understand you can overcome obstacles.</p> <p>Understand the importance of working with others.</p> <p>Develop spatial awareness.</p>	<p>Know how to run in a variety of races using different speeds.</p> <p>Know how to do basic jumps in a variety of ways.</p> <p>Understand what a basic throw technique for javelin is.</p>	<p>Continue to explore how to use balls in sport.</p> <p>Show some control when rolling an object (using underarm technique)</p> <p>Explore throwing and catching in different ways.</p>

	<p>Enjoy physical activity.</p> <p>Explore different size and textures.</p> <p>Explore throwing and catching in different ways.</p> <p>Explore kicking in different ways with a variety of size balls.</p> <p>Continue to explore how to use balls in sport.</p> <p>Show some control when rolling an object (using underarm technique)</p>	<p>Enjoy physical activity.</p> <p>Explore different size and textures.</p> <p>Explore throwing and catching in different ways.</p> <p>Explore kicking in different ways with a variety of size balls.</p> <p>Continue to explore how to use balls in sport.</p> <p>Show some control when rolling an object (using underarm technique)</p>	<p>Enjoy physical activity.</p> <p>Explore different size and textures.</p> <p>Explore throwing and catching in different ways.</p> <p>Explore kicking in different ways with a variety of size balls.</p> <p>Continue to explore how to use balls in sport.</p> <p>Show some control when rolling an object (using underarm technique)</p>	<p>Enjoy physical activity.</p> <p>Explore different size and textures.</p> <p>Explore throwing and catching in different ways.</p> <p>Explore kicking in different ways with a variety of size balls.</p> <p>Continue to explore how to use balls in sport.</p> <p>Show some control when rolling an object (using underarm technique)</p>	<p>Develop spatial awareness.</p> <p>Know how to return a ball.</p> <p>Explore how to score points.</p>
Gymnastics		<p>Identify and use simple gymnastics actions and shapes.</p> <p>Apply basic strength to a range of gymnastics actions.</p> <p>Begin linking actions.</p> <p>Introduce turn, twist, spin, rock and roll.</p>		<p>Identify and use simple gymnastics actions and shapes.</p> <p>Apply basic strength to a range of gymnastics actions.</p> <p>Begin linking actions.</p> <p>Introduce turn, twist, spin, rock and roll.</p>	<p>Identify and use simple gymnastics actions and shapes.</p> <p>Apply basic strength to a range of gymnastics actions.</p> <p>Begin linking actions.</p> <p>Introduce turn, twist, spin, rock and roll.</p>

		Move in a variety of ways. Start carrying basic equipment.		Move in a variety of ways. Start carrying basic equipment.		Move in a variety of ways. Start carrying basic equipment.
Dance	<p>Explore different ways of moving using the body.</p> <p>Move and stop in time to music.</p> <p>Explore space, direction, levels and speeds around an area.</p> <p>Begin to link movement phrases to make simple dances with clear movements.</p> <p>Copy simple movement patterns.</p> <p>Discuss how the body feels after exercise.</p>		<p>Explore different ways of moving using the body.</p> <p>Move and stop in time to music.</p> <p>Explore space, direction, levels and speeds around an area.</p> <p>Begin to link movement phrases to make simple dances with clear movements.</p> <p>Copy simple movement patterns.</p> <p>Discuss how the body feels after exercise.</p>		<p>Explore different ways of moving using the body.</p> <p>Move and stop in time to music.</p> <p>Explore space, direction, levels and speeds around an area.</p> <p>Begin to link movement phrases to make simple dances with clear movements.</p> <p>Copy simple movement patterns.</p> <p>Discuss how the body feels after exercise.</p>	
RE	<p><u>Myself - Beliefs</u> HINDUISM Understand the need for rules in school and recall some religious rules.</p>	<p><u>Celebrations – Special times</u> CHRISTIANITY Christmas & Harvest Hear stories and learn about special occasions which are celebrated. Understand that</p>	<p><u>Symbols</u> SIKHISM Understand why signs and words are special. Identify the symbols that religions use.</p>	<p><u>Belonging – Stories and special books</u> CHRISTIANITY AND ISLAM Understand why books are special to pupils and others.</p>	<p><u>Special Places</u> JUDAISM Understand that we all have our own special places. Understand that religious people have special places in the home and</p>	<p><u>Leaders and Teachers – Special people</u> CHRISTIANITY Understand who is special to them and to others.</p>

	<p>Understand that we all have beliefs about the world and these inform how we think we should behave.</p> <p>Know that religious people have beliefs on many issues and these affect the choices they make.</p> <p>Identify issues facing the local environment and understand the importance of caring for the world.</p>	<p>religious believers celebrate important occasions with rituals and festivals.</p> <p>Identify a special time they celebrate and what celebration means.</p> <p>Describe celebrations in the home and in a place of worship.</p> <p>Name and explore a range of religious celebrations, noting similarities where appropriate.</p>	<p>Understand the use of symbols in stories.</p> <p>Recognise some symbols and images used to express ideas.</p> <p>Identify symbols in at least one religion and explain how they are used.</p> <p>Begin to use a range of religious words associated with symbols.</p>	<p>Hear and/or read a variety of religious stories about people, their words, beliefs and practices and realise why these are important.</p> <p>Understand why religious stories and books are important to people.</p> <p>Listen to and talk about some of the stories that are used in religious contexts.</p> <p>Recount outlines of some religious stories.</p> <p>Talk about the meanings of stories from sacred texts.</p> <p>Talk about their own special books and stories.</p>	<p>in the community where they worship.</p> <p>Recognise that there are special places where people go to worship and talk about what people do there.</p> <p>Illustrate and describe their special place.</p> <p>Identify aspects of own experience of and feelings about special places.</p>	<p>Understand the point of view of people who belong to a religious group.</p> <p>Learn about key people who are important because of their influence in the founding and development of different faiths</p> <p>Recognise people who are special to them and to others in their daily lives.</p> <p>Read and discuss special stories about two key religious figures.</p> <p>Talk about ways in which religious figures are special.</p>
RSHE	<ul style="list-style-type: none"> - Recognise people who care for them -Understand the term difference and similarities -Identify and respect the differences and similarities between families. -Understand the importance of telling someone that you are worried about something. Recognise kind and unkind behaviour. -Define respect -Identify how to show politeness, sharing and taking turns 	<ul style="list-style-type: none"> -Recognise that people's bodies and feelings can be hurt. -Identify what it means to keep something private, including parts of the body. -Identify different types of touch and associated feelings Recognise how to respond to touch that makes them feel uncomfortable Identify how to give/not give permission to touch 	<ul style="list-style-type: none"> Identify how and why people use the internet. -Understand the benefits of using internet and digital devices. -Recognise how people find things out and communicate safely online Identify examples of rules in different situations; home, school; community. -Identify how we can care for people, animals and other living things. -Identify how we can look after the school environment. 	<ul style="list-style-type: none"> Recognise that people have different needs- Dyslexia Recognise that everyone has different strengths -Identify different strengths and interests are needed to do different jobs. -Identify people whose job it is to help us in the community 	<ul style="list-style-type: none"> Identify rules for keeping safe in different places - To identify basic rules for keeping safe online - Recognise why some things have age restrictions, e.g. TV and film, games, toys or play areas -Identify who to tell if they see something online that makes them feel unhappy, worried, or scared. -Identify the benefits healthy/unhealthy foods, including sugar intake. -Understand that different types of play/games keeps them active and healthy. -Identify how to keep safe in the sun 	<ul style="list-style-type: none"> -Describe babies, what they look like and how they behave. - Recognise what makes them special and unique - Identify good and not so good feelings. - Manage and whom to tell when finding things difficult, or when things go wrong

