

Year 1 Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
THEME						
Theme hook	Dress up day – real life superheroes or fictional	Rhinefield Trip – focus on seasonal changes	Toy museum	Dress up day	Growing tomatoes	A train ride from Millbrook to Beaulieu Road Station
Visits/visitors	Real life superhero visit		Box of toys from museum	Dinosaur walk – Royal Victoria Country Park?	Rhinefield Trip – focus on seasonal changes and growth	
Table names	<ul style="list-style-type: none"> Healers Searchers Rescuers Spies 	<ul style="list-style-type: none"> Conkers Fir cones Acorns Pumpkins 	<ul style="list-style-type: none"> Spinning tops Rubix Cubes Teddy bears Lego Bricks 	<ul style="list-style-type: none"> Fossils Crowns Mary Anning Diamonds 	<ul style="list-style-type: none"> Team Light Team Water Team Air Team Soil 	<ul style="list-style-type: none"> Plane Passengers Train Travellers Sea Sailors Rocket Riders
Key questions	<ul style="list-style-type: none"> What is a superhero? Are they real? Are they imaginary? Who are our favourite superheroes? Who are real life superheroes? Do they have special powers? What makes them super? Who is your real-life hero and why? 	<ul style="list-style-type: none"> What are the seasonal changes that happen over the year? What happens during autumn? How do things change? What do animals do in autumn? Why do some animals sleep in winter? What happens at Christmas? How do Christians celebrate Christmas? 	<ul style="list-style-type: none"> What toys do I have and like now? What toys did people used to have in the past (1950's)? How are they the same? How are they different? What materials are they made of? What different toys are available all around the world? How do toys move? 	<ul style="list-style-type: none"> What clues can we find from the past? What do they tell us? Did dinosaurs exist? How do we know? Did dinosaurs lay eggs? What did dinosaurs eat? What did they look like? What is a fossil? How is a fossil made? Who was Mary Anning and what did she do? 	<ul style="list-style-type: none"> What can I do now that I couldn't do when I was a baby? How am I changing? What do we need to grow? What else is growing and changing? What do plants need to grow? How do we know? 	<ul style="list-style-type: none"> What and where are the continents and oceans in our world? Who is Christopher Columbus and why is he a significant individual? Who was Amy Johnson and why is she a significant person in history?
Maths						
English Texts	<p>English Texts:</p> <p>Supertato <i>Paul Linnet & Sue Hendra</i></p> <p>Supertato: Bubble Troubly! <i>Paul Linnet & Sue Hendra</i></p> <p>Zippo the Superhero <i>Kes Gray</i></p> <p>Supermouse and the Big Cheese Robbery <i>M. N. Tahl</i></p> <p>Supermouse and the Volcano of Doom <i>M. N. Tahl</i></p> <p>Supertato, Run Veggies Run <i>Paul Linnet & Sue Hendra</i></p>	<p>English Texts:</p> <p>The Leaf Thief <i>Alice Hemming & Nicola Slater</i></p> <p>If you Find a Leaf <i>Aimee Sicuro</i></p> <p>The Squirrels Who Squabbled <i>Rachel Bright and Jim Field</i></p> <p>Little Goose's Autumn <i>Elli Woollard</i></p> <p>You Can't Let an Elephant Pull Santa's Sleigh <i>Patricia Cleveland-Peck</i></p>	<p>English Texts:</p> <p>Lost in the Toy Museum <i>David Lucas</i></p> <p>Tatty Ratty <i>Helen Cooper</i></p> <p>That Rabbit Belongs to Emily Brown <i>Cressida Cowell</i></p>	<p>English Texts:</p> <p>Princesses Versus Dinosaurs <i>Linda Bailey</i></p> <p>Princess Dinosaur <i>Daniel Kibblesmith</i></p> <p>The Girl and the Dinosaur <i>Hollie Hughes</i></p>	<p>English Texts:</p> <p>Bud: The story of how a plant grows... up! <i>Laura Hambleton</i></p> <p>Tad <i>Benji Davis</i></p> <p>What Will I Be? <i>Francis Stickley</i></p>	<p>English Texts:</p> <p>Somebody Crunched Colin <i>Sarah Roberts</i></p> <p>Grandad's Island <i>Benji Davies</i></p> <p>Blown Away <i>Rob Biddulph</i></p> <p>The Search for the Giant Arctic Jellyfish <i>Chloe Savage</i></p>
Storytime books	<p>Storytime</p> <p>Lucia the Luchadora <i>Cynthia Leonor Garza</i></p> <p>Bears Don't Read <i>Emma Chichester Clark</i></p> <p>Newspaper Boy and Origami Girl</p>	<p>Storytime</p> <p>Tap the Magic Tree <i>Christie Matheson</i></p> <p>Because of an Acorn <i>Lola M.Schaefer & Adam Schaefer</i></p> <p>Kindness Grows</p>	<p>Storytime</p> <p>Toys in Space <i>Mini Grey</i></p> <p>After the Fall <i>Dan Santat</i></p> <p>No-Bot</p>	<p>Storytime</p> <p>Worrysaurus <i>Rachel Bright</i></p> <p>The Dinosaur that Pooped a Princess! <i>Tom Fletcher & Dougie Poynter</i></p> <p>Dinosaurs and All That Rubbish</p>	<p>Storytime</p> <p>Lila and the Secret of the Rain <i>David Conway</i></p> <p>The Stinky Cheese Man <i>Jon Scieszka</i></p> <p>The Gingerbread Man</p>	<p>Storytime</p> <p>The Proudest Blue <i>Ibtihaj Muhammad & S.K. Ali</i></p> <p>Where the Wild Things Are <i>Maurice Sendak</i></p> <p>Anna Hibiscus' Song</p>

	<i>Michael Foreman</i> The Dark <i>Lemony Snicket</i> Stardust <i>Jeanne Willis</i> Dylan the Villain <i>KG Campbell</i>	<i>Britta Teckentrup</i> Sweep <i>Louise Greig</i> The Owl Who Was Afraid of the Dark <i>Jill Tomlinson</i> Hoot Owl, The Master of Disguise <i>Sean Taylor & Jean Jullein</i> Goodbye Autumn, Hello Winter <i>Kenard Park</i>	<i>Sue Hendra</i> The Day the Crayons Quit <i>Drew Daywalt</i>	<i>Michael Foreman</i> Am I Yours? <i>Alex Latimer</i> The Dinosaur Department Store <i>Richard Merritt and Lily Murray</i>	The Gingerbread Man 2: What Happened Later? <i>Steven Nixon</i>	<i>Atinuke</i>
Storytime (classic or repeated from R)	Storytime: Classic or repeated from R Incredible You <i>Rhys Brisenden</i> The Three Little Pigs <i>Various authors</i> Snail and the Whale <i>Julia Donaldson</i>	Storytime: Classic or repeated from R Owl Babies <i>Martin Waddell</i> Pumpkin Soup <i>Helen Cooper</i> Stick Man <i>Julia Donaldson</i>	Storytime: Classic or repeated from R Lost and Found <i>Oliver Jeffers</i> The Way Back Home <i>Oliver Jeffers</i>	Storytime: Classic or repeated from R Rapunzel <i>Stephanie Stansbie and Loretta Schauer</i> The Princess and the Pea <i>Various authors</i> Sleeping Beauty <i>Various authors</i>	Storytime: Classic or repeated from R Tree... A stroll through the seasons <i>Britta Teckentrup</i> Jack and the Beanstalk <i>Various authors – Trad tale</i> The Tiny Seed <i>Eric Carle</i>	Storytime: Classic or repeated from R Commotion in the Ocean <i>Giles Andreae</i> Bob the Man on the Moon <i>Simon Bartam</i> Little Red Riding Hood <i>Various authors</i>
Non-fiction storytime	NF Storytime: Real Superheroes DK Little People, Big Dreams: Rosa Parks <i>Lisbeth Kaiser</i>	NF Storytime: I Love the Seasons: DK Summer Green to Autumn Gold <i>Mia Posada</i>	NF Storytime: Terrific Toys in the Past <i>William Anthony</i> The History of Toys <i>Helen Cox-Cannon</i> Changing Designs <i>Catherine Veitch</i>	NF Storytime: Little People, Big Dreams: Mary Anning <i>Isabel Sanchez Vegara</i> Dinosaur Lady: <i>The Daring Discoveries of Mary Anning, the First Paleontologist</i> <i>Linda Skeers</i> Living Dinosaurs <i>Johnathan & Angela Scott</i>	NF Storytime: The Big Book of Blooms <i>Yuval Zommer</i> Bean <i>Kirsty Holmes</i>	NF Storytime: Famous Explorers Charlotte Guillain My Big Book of Transport Moirá Butterfield
Writing units	<ul style="list-style-type: none">1, 2, 3 - sentence writing to develop accurate phonics application and fundamentals of writing.Applying phonics as per LW journey.Writing on linesPlural wordsCapital letters, full stops	<ul style="list-style-type: none">3+ sentence writing to further develop accurate phonics application and fundamentals of writing.Applying phonics as per LW journey.Letter positioningSuffixes: -ing and -erCapital letters, full stopsLetter sizing	<ul style="list-style-type: none">3+ sentence writingTW word applicationCapital letters for names Short Narrative Writing <ul style="list-style-type: none">Write a sequence of sentences (5+) about connected events in appropriate order.TW applicationusing ‘and’Capitalisation in a series of sentences Short Narrative Writing <ul style="list-style-type: none">Develop own ideas as coherent sentences.Write a sequence of sentences (5+)Capitalisation in a series of sentencesUse -ed verbs	Short Narrative Writing <ul style="list-style-type: none">Use-ingSimple descriptive wordsUse of ‘and’Sequencing vocabulary Character Description <ul style="list-style-type: none">Use -ing, -estTricky word applicationSimple descriptive words	Short Narrative Writing <ul style="list-style-type: none">Innovate a storyUse consistent past tenseUse ‘and’ to join ideas togetherUse time words to move the story to the end Short Narrative Writing <ul style="list-style-type: none">-er and –est endings - Simple descriptive words? and !Sequencing words for cohesion Instructions for making a Robot <ul style="list-style-type: none">Sequence instructions in orderUse sequencing vocabulary	Short Narrative Writing <ul style="list-style-type: none">Capital letter for nameUse a time wordDescriptive words to describe a problem Letter to Grandad – thanking <ul style="list-style-type: none">Using descriptive wordsAddress a letterDescriptive words Fact File <ul style="list-style-type: none">Descriptive words to tell the reader about a character
Science (unit)	Properties of materials - Distinguish between an object and the material from which it is made. - Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. - Describe the simple physical properties of a variety of everyday materials.	Seasonal changes - Observe changes across the four seasons. - Observe and describe weather associated with the seasons and how day length varies. - Explain what is needed to keep safe from the sun	Animals including humans - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Animals including humans - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - Identify and name a variety of common animals that are carnivores, herbivores and omnivores - Describe and compare the structure of a variety of common animals (fish,	Plants - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. - Identify and describe the basic structure of a variety of common flowering plants, including trees.	Working Scientifically

	- Compare and group together a variety of everyday materials on the basis of their simple physical properties.			amphibians, reptiles, birds and mammals, including pets) - Identify how to take care of an animal from a local environment		
Types of enquiry	RESEARCH Which materials can be recycled? IDENTIFY, GROUP & CLASSIFY Which material would be the best for an umbrella? PATTERN SEEKING Is there a pattern in the type of materials used to make objects in our school?	PATTERN SEEKING Do trees with bigger leaves lose their leaves first in autumn?	OBSERVATION OVER TIME How does my height change throughout the year? COMPARATIVE/FAIR TESTING Is our sense of smell better when we can't see?	RESEARCH How are the animals in Australia different to the ones we find in Britain? IDENTIFYING/GROUPING & CLASSIFYING How can we organise zoo animals?	OBSERVATION OVER TIME How does my tomato change each week? COMPARATIVE/FAIR TESTING Which type of compost grows the tallest tomatoes?	
Science (working Scientifically)	Use key scientific vocabulary provided by the teacher. Can make basic predictions about things they can see or their own ideas. Can use some taught scientific vocabulary in predictions. Can answer questions supported by the teacher, often through scenarios. Recognise questions can be answered in different ways. Can use appropriate senses, aided by equipment such as magnifying glasses, to make observations. Can identify and group, compare and contrast using observations, videos and photographs. Can using sorting rings to classify in more than 2 groups, answering yes or no questions With support, can complete a simple table of results (prepared and clearly modelled by the teacher). Can talk about what they have found out and how they found it out during an investigation.	Use key scientific vocabulary provided by the teacher. Explore the world around them and raise own questions (e.g. growing, animals in their habitat, everyday materials.). Can make basic predictions about things they can see or their own ideas. Can begin to ask simple questions and use simple secondary sources to find answers. Can answer questions supported by the teacher, often through scenarios. Can use observations to suggest ideas to answers and questions. Can carry out simple tests to classify, compare or pattern seek. With help and prompting, observe changes over time and can describe the changes (e.g. seasons, plants). Can use non-standard measures to compare and seek patterns. Can talk about what they have found out and how they found it out during an investigation.	Use key scientific vocabulary provided by the teacher. Begin to recognise different ways they may answer scientific questions. Experience different types of enquiry including practical activities. Can use appropriate senses, aided by equipment such as magnifying glasses, to make observations. Begin to show accuracy in drawings and use simple labels and/or captions. With support, can complete a simple table of results (prepared and clearly modelled by the teacher). Can talk about what they have found out and how they found it out during an investigation.	Use key scientific vocabulary provided by the teacher. Able to ask yes and no questions to sort and classify. Can carry out simple tests to classify, compare or pattern seek. Can identify and group, compare and contrast using observations, videos and photographs. Can use observations to suggest ideas to answers and questions. Begin to show accuracy in drawings and use simple labels and/or captions. Can using sorting rings to classify in more than 2 groups, answering yes or no questions. Can sort using a simple 2 criteria Venn diagram. Can talk about what they have found out and how they found it out during an investigation.	Use key scientific vocabulary provided by the teacher. Can make basic predictions about things they can see or their own ideas. Can use some taught scientific vocabulary in predictions. Can discuss collaboratively in a group the best method to perform a test. Can use some taught scientific vocabulary in predictions. Use practical resources provided by the teacher and can suggest some resources of their own. Can use appropriate senses, aided by equipment such as magnifying glasses, to make observations. Can use observations to suggest ideas to answers and questions. Begin to show accuracy in drawings and use simple labels and/or captions. With support from the teacher, can record simple data to help answer questions. Can add marks to a chart to collect data. Can talk about what they have found out and how they found it out during an investigation. Can use evidence from simple tests when answering questions.	Can use simple measurements and equipment such as hand lenses and timers to gather data. Can add marks to a chart to collect data. Can complete a pre-prepared block graph/pictogram. With support, can begin to notice patterns and relationships in data. Can make comparisons and recognise biggest/smallest, most effective/least effective from collected data.

Science (ongoing)			<div>Seasonal changes</div> <div>Can carry out simple tests to classify, compare or pattern seek.</div> <div>With help and prompting, observe changes over time and can describe the changes (e.g. seasons, plants).</div> <div>Use discrete (e.g., counting) and continuous data (e.g. liquid) to measure in common standard units.</div> <div>Can use non-standard measures to compare and seek patterns.</div>			
PSHE Theme	Relationships		Living in the wider world		Health and Wellbeing	
	My happy mind fortnightly					
PSHE	<div>Roles of different people; families; feeling cared for</div> <div>How behaviour affects others; being polite and respectful</div>	<div>Recognising privacy; staying safe; seeking permission</div> <div>Y&T Module 1</div> <div>Clever Never Goes</div>	<div>Using the internet and digital devices; communicating online</div> <div>NSPCC Speak Out Stay Safe</div>	<div>What rules are – caring for others’ needs; looking after the environment</div> <div>Strengths and interests; jobs in the community</div>	<div>Keeping healthy; food and exercise; hygiene routines; sun safety</div> <div>Y&T Module 1</div>	<div>Recognising what makes them unique and special; feelings; managing when things go wrong</div> <div>Mental Health and Emotional Wellbeing Pack PSHE Ass</div> <div>How rules and age restrictions help us; keeping safe online</div> <div>Y&T Module 1</div> <div>Clever Never Goes</div>
History	<div>Year 1 - Queen Victoria, Florence Nightingale and Mary Seacole</div> <div>CHRONOLOGY: To know that Queen Victoria's reign & the work of Florence & Mary was in the past, not within living memory.</div> <div>CHRONOLOGY: To know how to use vocabulary associated with the past e.g. then, now.</div> <div>CHARACTERISTIC FEATURES: To know that communication (in terms of transport/spreading information and ideas) and how people lived changed hugely between the current King and Queen Victoria.</div> <div>CHARACTERISTIC FEATURES: To know that buildings (hospitals), transport (railways) or technology (machinery) could be different in the past.</div>		<div>Year 1 - Toys</div> <div>CHRONOLOGY: To know how to create simple timelines to sequence processes, events, objects within their own experience.</div> <div>CHRONOLOGY: To distinguish between items from the past and present.</div> <div>CHARACTERISTIC FEATURES: To know that toys, transport and technology could be different in the past.</div> <div>CHANGE & CONTINUITY: To know how to match old objects to people or situations from the past.</div> <div>CHANGE & CONTINUITY: To know that how some aspects of life today differ from the past using simple historical vocabulary.</div>	<div>Year 1 - Mary Anning</div> <div>CHRONOLOGY: To know that dinosaurs came long before humans.</div> <div>CHARACTERISTIC FEATURES: To know that at that time women were not allowed to do some jobs and Mary was not listened to for a long time.</div> <div>CAUSE & EFFECT: To know that the discoveries made by Mary Anning impacted our understanding of prehistoric life.</div> <div>SIGNIFICANCE: To know that Mary Anning's discoveries had a wide and lasting impact.</div> <div>ENQUIRY: To know how to talk about similarities and differences between two or more historical sources using simple</div>		<div>Year 1 - Christopher Columbus and Amy Johnson</div> <div>CHRONOLOGY: To distinguish between transports from the past and present.</div> <div>CHARACTERISTIC FEATURES: To know that toys, transport and technology could be different in the past.</div> <div>CHANGE & CONTINUITY: To know how to match old objects to people or situations from the past.</div> <div>CHANGE & CONTINUITY: To know that how some aspects of life today differ from the past using simple historical vocabulary.</div> <div>CAUSE & EFFECT: To know that the discoveries and achievements of these individuals have impacted our lives today.</div>

	<p>CHARACTERISTIC FEATURES: To know that children had different experiences to children of today.</p> <p>CHANGE & CONTINUITY: To know how to match old objects to people or situations from the past.</p> <p>CHANGE & CONTINUITY: To know that how some aspects of life today differ from the past using simple historical vocabulary.</p> <p>CAUSE & EFFECT: To know that the legacy (their work) these people have left has impacted our lives today.</p> <p>- Changes in Hospital care/nursing</p> <p>- Changes in schooling and where people live</p> <p>SIGNIFICANCE: To know their work and where their work took place.</p> <p>- Queen Victoria was the Queen of England</p> <p>- Florence Nightingale worked in a hospital in a different country</p> <p>SIGNIFICANCE: To know that Florence’s and Mary’s changes in hospitals had a wide and lasting impact.</p> <p>ENQUIRY: To know how to talk about similarities and differences between two or more historical sources using simple historical terms (past, present, old, new, modern, technological).</p> <p>ENQUIRY: To use sources such as artefacts, pictures, documents and accounts</p> <p>ENQUIRY: To ask thoughtful questions about the past</p>		<p>ENQUIRY: To know how to talk about similarities and differences between two or more historical sources using simple historical terms (past, present, old, new, modern, technological).</p> <p>ENQUIRY: To use sources such as artefacts, pictures, documents and accounts</p> <p>ENQUIRY: To ask thoughtful questions about the past</p>	<p>historical terms (past, present, old, new, modern, technological).</p> <p>ENQUIRY: To use sources such as artefacts, pictures, documents and accounts</p> <p>ENQUIRY: To ask thoughtful questions about the past</p>		<p>SIGNIFICANCE: To know that Columbus and Johnson lived in the past.</p> <p>SIGNIFICANCE: To know where their achievements took place.</p> <p>SIGNIFICANCE: To know that their achievements had a wide and lasting impact.</p> <p>ENQUIRY: To know how to talk about similarities and differences between two or more historical sources using simple historical terms (past, present, old, new, modern, technological).</p> <p>ENQUIRY: To use sources such as artefacts, pictures, documents and accounts</p> <p>ENQUIRY: To ask thoughtful questions about the past</p>
New Geography	<ul style="list-style-type: none">• Know the 4 countries that make up the UK.• Use maps to locate the UK and its four countries. <p>Book: Katie in London</p> <ul style="list-style-type: none">• Create simple maps of the classroom and label key areas.		<ul style="list-style-type: none">• Learn about the local weather in their own area and how it affects daily life.• Know that the weather changes for different seasons.• Explore Hot and Cold parts of the world on a globe – Show the Equator and North and South Poles.		<ul style="list-style-type: none">• Know that our school is in Freemantle which is part of Southampton.• Know that we live in Southampton and that Southampton is a city.• Know that there are cities, villages and towns near us and in other parts of the country.• Know where Southampton sits within the UK• Observe and describe physical and human features during local walks.• Record data using a tally.• Create simple maps of the school and label key areas.	

	<ul style="list-style-type: none">• Use digital tools to show locational knowledge of Southampton in relation to the UK• Explore how people in Southampton live, work and play• Listen to stories from various parts of the UK. <p>• Questioning: Stimulate opinions based on teacher-led research</p> <p>• Researching: Selecting and sorting information from different sources</p> <p>• Observing: Comparing and contrasting areas within the UK from given resources</p> <p>• Evaluating: Assess their personal opinions and how this may have changed.</p>		<ul style="list-style-type: none">• Understand that different places have different climates (e.g., hot, cold, wet, dry).• Recognise major physical and human features such as the local parks, key buildings (school, church, houses), roads and buses, factories the train station and shops.• Participate in The Big Walk and Wheel initiative- collecting data about how children travel to school.• Understand that weather can change and has different effects on the environment (e.g., rain helps plants grow).		<ul style="list-style-type: none">• Use locational and directional language (near, far, left, right) alongside simple maps to describe features and routes (e.g. the race track is right of the climbing frame).• Discuss how people travel between different parts of the UK.• Explore active travel, identifying which modes of transport are better for the environment and why.• Questioning: Generate simple but stimulating questions. For example, where am I, What kinds of features are here?• Observing: Sensory observations of the environment, discuss observations, collect simple data as directed by an adult, recording as a tally chart• Analyse: Formulate simple generalised conclusions based on research. For example, we know people live here because we have seen houses, shops and I live there <p>Key vocab to cover: Park, Church, Shop, Roads, city, town, village, factory, farm, house, office, port, shop, hill, aerial photograph, soils, farms, factory</p> <p>Name and locate a local town?</p>		
Geography (throughout)	Location & Space <ul style="list-style-type: none">• Learn about the local weather in their own area and how it affects daily life.• Know that the weather changes for different seasons.• Explore Hot and Cold parts of the world on a globe – Show the Equator and North and South Poles.• Understand that different places have different climates (e.g., hot, cold, wet, dry).• Use simple maps and globes to identify different types of weather in parts of the world (e.g., sunny, rainy, snowy).• Observe and record daily weather conditions in Southampton.• Compare weather conditions in Southampton with other places through stories, videos, and pictures (draw on children’s own cultures and countries).			Diversity <ul style="list-style-type: none">• Recognise that different people live in Southampton and come from different places and speak different languages.• Recognise the different way people come to school and why.• Explore how people dress and what activities they do in different weather conditions.		Natural patterns and processes <ul style="list-style-type: none">Recognise that weather affects how people live, what they wear and what they do.• Understand that weather can change and has different effects on the environment (e.g., rain helps plants grow).• Discuss how weather influences daily activities and routines (e.g. it is raining, so PE will have to be inside).	Enquiry <ul style="list-style-type: none">Weather and Climate• Questioning focused on a small-scale study over a period of time. For example, when is it most likely to rain? Is the weather the same everywhere? Is it raining/ sunny everywhere in the UK?• Observing: Collecting data guided by a teacher, comparing data as a class https://weatherspark.com/Analyse: begin to look for and recognise relationships
DT	Main unit: Mechanisms			Main unit: Free-standing structures		Main unit: Appealing product	

	DESIGN a superhero slider card MAKE a superhero slider card EVALUATE using verbal feedback to evaluate the card			DESIGN – A freestanding structure - zoo enclosure MAKE – A zoo enclosure. EVALUATE - using written & verbal feedback to evaluate the zoo.		DESIGN – A an appealing breakfast pot. MAKE – An appealing breakfast pot. performing simple food preparation skills safely and hygienically fork secure, bridge hold, peel, scoop, layer). EVALUATE - evaluate their breakfast pot and suggest ways it could be modified or improved in the future. Bring On Breakfast
PE (Danny)	Fundamental Movements for Invasion	Fundamental Movements for Invasion	Speed, Agility and Quickness	Net and wall	Striking and Fielding	Athletics
PE (Class teacher)			Dance – Animal, basic movements, large and small scale – movement patterns. SEASONAL DANCE	Gymnastics – balance and co-ordination Yoga		
Art and Design Main unit		Drawing Spiral Art	Painting Watercolour		Sculpting Making birds [card, paper, cardboard]	
Artist Appreciation		Molly Haslund	Paul Klee		TBC	
Music	In the Groove	Rhythm in the way: We Walk and Banana Rap	Exploring Rhythm patterns	Charanga Rhyming in time	Highs and Lows	Music Inspired by the World
RE	A: Thanking Creation (KS1 Unit 1.2 core learning) What is God like?	A: Celebrating Special Incarnation (KS1 Unit 1.3 core learning)	A: Remembering Belonging Passover Hampshire planning	A: Sadness to Happiness Salvation (KS1 unit 1.5 core learning)	A: Belonging Belonging Shabbat Hampshire planning	A: Good News Gospel (Good News) (KS1 unit 1.4 Core Learning)
Computing	Technology around us			Programming – Moving a Robot	Digital writing	Digital Painting