



Long Term Planning Objectives

Year One	English	Maths	Science	Geography	History	Computing	RE	PE	Art	DT	Music
<p>Autumn One</p> <p><i>Superheroes</i></p>	<p>In addition to RWi; Write explanations about our designs. Stories from their personal experience.</p>	<p>In addition to Inspire: Data handing.</p>	<p>To ask simple questions and recognising that they can be answered in different ways. Beginning to use observations and ideas to suggest answers to questions. Begin to gather and record simple data to help in answering questions. To observe changes across the four seasons. To observe and describe weather associated with the seasons and how day length varies.</p>	<p>To identify seasonal and daily weather patterns in the United Kingdom. To devise a simple map and use and construct basic symbols in a key. To 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.</p>	<p>To take inspiration from superheroes throughout history.</p>	<p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content. To recognise common uses of information technology beyond school. To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>Discovery; Creation Story Concept; God/Creation</p>	<p>To master basic movements including running, jumping, throwing and catching, and begin to apply these in a range of activities. To develop balance, agility and coordination, and begin to apply these in a range of activities. To participate in team games, developing simple tactics for attacking and defending.</p>	<p>Create photo stories of our designs by using digital media. To use a range of materials creatively to design and make products. To know about the range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own works.</p>	<p>To generate, develop, model add communicate their ideas through talking, drawing, templates, mock ups and , where appropriate, ICT. To design purposeful, functional, appealing products for themselves and other users based on design criteria. To select from and use a wide range of materials and components, including construction materials, textiles, according to their characteristics. To explore and evaluate a range of existing products. To evaluate their ideas and products against design criteria. Discover how to make structures stronger, stiffer and more stable.</p>	<p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes. To play unturned instruments musically. To listen with concentration and understanding to a range of high quality live and recorded music. To experiment with, create, select and combine sounds using the inter related dimensions of music.</p>

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Autumn Two Superheroes (History) Christmas Story (RE)	In addition to RWi: Write labels. Write stories. Write and recite poetry. Present information.	In addition to Inspire: Practise reading and writing dates.	To 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. To observe changes across the four seasons. To observe and describe weather associated with the seasons and how day length varies.	To use world maps atlases and globes. To locate the battlefields of World War 1 and which continent they were in. To name and locate the world's seven continents and five oceans. To use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, sea and ocean. To use basic geographical vocabulary to refer to key physical features, including forest, hill, mountain, river, soli, valley and vegetation.	Look at significant events, people and places in our own locality. To look at events beyond living memory that are significant nationally or globally. To look at changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	To use technology purposefully to create, organise, store, manipulate and retrieve digital content. To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Discovery; Christmas Concept; Incarnation	To master basic movements including running, jumping, throwing and catching, and begin to apply these in a range of activities. To develop balance, agility and coordination, and begin to apply these in a range of activities. To participate in team games, developing simple tactics for attacking and defending.	Use experiences and ideas as the inspiration for artwork. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	To explore and use mechanisms in making products.	To use their voices expressively and creatively by singing songs and speaking chants and rhymes. To play unturned instruments musically. To listen with concentration and understanding to a range of high quality live and recorded music. To experiment with, create, select and combine sounds using the inter related dimensions of music.

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<p>Spring</p> <p>Amazing places and spaces in the UK</p>	<p>In addition to RWi: Present information. Write reports. Create stories. Learn some classic poems from the UK and write some of our own.</p>	<p>In addition to Inspire: Add and subtract by comparing quantities we discover in our studies. To use statistics by collecting information about places.</p>	<p>To observe changes across the four seasons. To observe and describe weather associated with the seasons and how day length varies. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Examine food chains in the British countryside. Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>To use simple compass directions (North, South, East and West) and locational and directional language to describe the location and features and routes on a map. To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p>To look at significant historical events, people and places in their own locality. To look at the lives of significant individuals in the past who have contributed to national achievements. Some should be used to compare aspects of life in different periods.</p>	<p>To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. To create and debug simple programs. To use logical reasoning to predict the behaviour of simple programs. To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>Discovery;</p> <p>Spring One: Jesus as a Friend</p> <p>Concept; Incarnation</p> <p>Spring Two: Easter – Palm Sunday</p> <p>Concept; Salvation</p>	<p>To master basic movements including running, jumping, throwing and catching, and begin to apply these in a range of activities. To develop balance, agility and coordination, and begin to apply these in a range of activities. To participate in team games, developing simple tactics for attacking and defending. To perform dances using simple movement patterns.</p>	<p>Use experiences and ideas as the inspiration for artwork. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Use the basic principles of a healthy and varied diet to prepare dishes. To understand where food comes from.</p>	<p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes. To play unturned instruments musically. To listen with concentration and understanding to a range of high quality live and recorded music. To experiment with, create, select and combine sounds using the inter related dimensions of music. To play tuned instruments musically.</p>

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<p>Summer</p> <p><i>Australian Adventure</i></p>	<p>In addition to RWi: Present information. Write reports. Create stories. Learn some classic poems, from the UK and Australia and write some more of our own.</p>	<p>In addition to Inspire: Add and subtract by comparing quantities we discover in our studies. Use statistics by collecting information about places.</p>	<p>To observe more closely, using simple equipment. To perform simple tests. To identify and classify. To identify, name, draw and label the basic parts of the human body and say which part is associated with each sense. To continue the work on habitats, animals and plants native to Australia. To distinguish between an object and the material from which it is made. To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. To describe the simple physical properties of a variety of everyday materials. To compare and group together a variety of everyday materials on the basis of their simple properties.</p>	<p>To understand geographical similarities and differences through studying the human and physical geography of a small area in the UK, and of a small area in a contrasting non-European country. To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>To look at the lives of significant individuals in the past who have contributed to national and international achievements. To look at events beyond living memory that are significant nationally or globally.</p>	<p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content. To recognise common uses of information technology beyond school. To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>Discovery;</p> <p>Summer One: Shabbat</p> <p>Judaism</p> <p>Summer Two: Rosh Hashanah and Yom Kippur</p> <p>Judaism</p>	<p>To master basic movements including running, jumping, throwing and catching, and begin to apply these in a range of activities. To develop balance, agility and coordination, and begin to apply these in a range of activities. To participate in team games, developing simple tactics for attacking and defending. To perform dances using simple movement patterns.</p>	<p>Use experiences and ideas as the inspiration for artwork. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Use the basic principles of a healthy and varied diet to prepare dishes. To understand where food comes from. To generate, develop, model add communicate their ideas through talking, drawing, mock ups and , where appropriate, ICT. To design purposeful, functional, appealing products for themselves and other users based on design criteria. To select form and use a wide range of materials and components, including construction materials, textiles, according to their characteristics. To explore and evaluate a range of existing products. To evaluate their ideas and products against design criteria.</p>	<p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes. To play unturned instruments musically. To listen with concentration and understanding to a range of high quality live and recorded music. To experiment with, create, select and combine sounds using the inter related dimensions of music. To play tuned instruments musically.</p>

