Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole school Global Theme	Culture, community and development (identity and association)	Conflict and resolution (relationships and mediation)	Awe and wonder (Intrigue and curiosity)	Integrity, honesty and difference (Appreciation)	Analyse and Evaluate (Exploration, trust and safety)	Changing (Transition)
Theme name and question	Who are you?	What difference can 1 person make?	Would you rather be a fish, reptile, bird or amphibian?	What materials build a strong home?	What is a plant?	Which countries make up the United Kingdom?
Curriculum Team focus	Health and Well Being	Health and Well Being	Creativity and Expression	Creativity and Expression	Innovation and Enterprise Creativity and Expression	Culture and Community
Subjects covered across half term						
Experiences to support knowledge acquisition	Autumn Walk around local area.	Christmas Nativity Trip to church	Spring walk around local area	Local Library Invite local author	Bradgate park? Beacon hill? Outwoods? Botanical Gardens in Leicester or Birmingham.	Transport museum (Coventry, Derby) Great central railway.
Potential Writing outcomes	Labels Captions Recounts Short biography Repetitive lines linked to poems	Fact file about the significant person. Diary entry Information text	Story with repetitive pattern Poetry Signs Labels Captions Fact file Poster	Story mapping Short story Shared writing Writing in role Character description	Information leaflet Instructions Labels Recipe Story map Alternative story Descriptive annotations	Information text Story maps Recount Postcards Letters
Grammar objectives	To know how words can combine to make sentences To use joining words and joining clauses using and To know how to sequence sentences to form short narratives	To know how words can combine to make sentences To use joining words and joining clauses using and To know how to sequence sentences to form short narratives	To know how words can combine to make sentences To use joining words and joining clauses using and To know how to sequence sentences to form short narratives	To know how words can combine to make sentences To use joining words and joining clauses using and To know how to sequence sentences to form short narratives	To know how words can combine to make sentences To use joining words and joining clauses using and To know how to sequence sentences to form short narratives	To know how words can combine to make sentences To use joining words and joining clauses using and To know how to sequence sentences to form short narratives
ELG Communication and language	- Offer explanations for why	lass and one-to-one discussions, things might happen, making use	e of recently introduced vocabul	recently introduced vocabulary; ary from stories, non-fiction, rhymes and po of past, present and future tenses and makir		ing and support from their
ELG Physical Development	Fine Motor Skills Children at the expected leve - Hold a pencil effectively in p	el of development will: preparation for fluent writing – u	ising the tripod grip in almost all	cases;		
ELG Literacy	Writing Children at the expected leve	el of development will:				



Robert Bakewell Primary School Long term plan

Reception/Year 1 (Alder, Ash, Beech)

	- Write recognisable letters, i	most of which are correctly form	ed;							
	- Spell words by identifying se	ounds in them and representing	the sounds with a letter or lette	rs;						
	- Write simple phrases and sentences that can be read by others.									
	Creating with materials									
	- Make use of props and mater	ials when role playing characters	in narratives and stories.							
ELG Expressive arts and design	Being Imaginative and Express	ive								
	Children at the expected level of									
		arratives and stories with peers	and their teacher:							
		· · ·	Phonics and Spelling	Phonics and Spelling	Phonics and					
	Phonics and Spelling	Phonics and Spelling	To apply phonics to decode.	To apply phonics to decode.	To apply ph					
	To apply phonics to decode.	To apply phonics to decode. To blend and segment sounds.	To blend and segment	To blend and segment sounds.	To blend ar					
	To blend and segment sounds. To know the 40+ graphemes	To know the 40+ graphemes	sounds.	To know the 40+ graphemes	To know the					
	To know the common	To know the common	To know the 40+ graphemes	To know the common exception words for	To know the					
	exception words for year 1.	exception words for year 1.	To know the common	year 1.	words for ye					
	To read words with more than	To read words with more than	exception words for year 1.	To read words with more than 1 syllable.	To read wo					
	1 syllable.	1 syllable.	To read words with more than	To read contractions (I'm, I'll)	syllable.					
	To read contractions (I'm, I'll)	To read contractions (I'm, I'll)	1 syllable.	To read words with suffixes (ing, ed, es,	To read cor					
	To read words with suffixes	To read words with suffixes	To read contractions (I'm, I'll)	er,,est)	To read wor					
	(ing, ed, es, er,,est)	(ing, ed, es, er,,est)	To read words with suffixes	To read words with the prefix (un)	ed, es, er,,e					
	To read words with the prefix	To read words with the prefix	(ing, ed, es, er,,est)	To spell days of the week.	To read wor					
	(un)	(un)	To read words with the prefix	To spell words phonetically	(un)					
	To spell days of the week.	To spell days of the week.	(un)		To spell day					
	To spell words phonetically	To spell words phonetically	To spell days of the week. To spell words phonetically	Range of Reading	To spell wor					
			to spell words phonetically	To reread text to increase fluency	Range of Re					
	Range of Reading	Range of Reading	Range of Reading	To listen and discuss a variety of books.	To reread te					
	To reread text to increase	To reread text to increase	To reread text to increase	To check and correct reading if	fluency					
	fluency	fluency	fluency	inaccurate.	To listen and					
	To listen and discuss a variety	To listen and discuss a variety	To listen and discuss a variety	Inference and Prediction	books.					
	of books.	of books.	of books.	To link what they have read to their own	To check ar					
	To check and correct reading	To check and correct reading	To check and correct	experience.	inaccurate.					
	if inaccurate.	if inaccurate.	reading if inaccurate.	To discuss meaning of titles and events.						
	Inference and Prediction	Inference and Prediction		To predict what will happen next based	Inference a					
Reading	To link what they have read to	To link what they have read to	Inference and Prediction	on based on what they have read so far.	To link what					
Skills	their own experience.	their own experience.	To link what they have read	,	their own ex					
(not objectives)	To discuss meaning of titles	To discuss meaning of titles	to their own experience.	Retrieval	To discuss m					
	and events.	and events.	To discuss meaning of titles	To retrieve information from text with	events.					
	To predict what will happen	To predict what will happen	and events.	guidance.	To predict w					
	next based on based on what	next based on based on what	To predict what will happen	Use pictures to help retrieve information.	based on b					
	they have read so far.	they have read so far.	next based on based on what they have read so far.		have read s					
			what mey have read so lar.	Summarise and sequence	Retrieval					
	Retrieval	Retrieval	Retrieval	To retell the main events in a story.	To retrieve ir					
	To retrieve information from	To retrieve information from	To retrieve information from	To order pictures from the story in the	with guidan					
	text with guidance.	text with guidance.	text with guidance.	correct order.	Use pictures					
	Use pictures to help retrieve	Use pictures to help retrieve	Use pictures to help retrieve	Evolain	information.					
	information.	information.	information.	Explain To explain their understanding of a story						
				which is read to them.	Summarise					
	Summarise and sequence	Summarise and sequence	Summarise and sequence	which is read to mem.	To retell the					
	To retell the main events in a	To retell the main events in a	To retell the main events in a	Connections	story.					
	story.	story.	story.	To make connections to words known.	To order pic					
	To order pictures from the story in the correct order.	To order pictures from the story in the correct order.	To order pictures from the	To compare 2 pictures to find similarities	the correct					
	sory in the conect order.		story in the correct order.	and differences.						
	Explain	Explain			Explain					
	To explain their understanding	To explain their understanding	Explain	Vocabulary	To explain the					
	of a story which is read to	of a story which is read to	To explain their	To discuss the meaning of new words.	a story whic					
	them.	them.	understanding of a story							
			which is read to them.		Connection					
	Connections	Connections	Composition		To make co					
	To make connections to words	To make connections to words	Connections		known.					
	known.	known.	To make connections to		To compare					
			words known.		similarities a					



nd Spelling

whonics to decode. and segment sounds. the 40+ graphemes the common exception year 1. bords with more than 1

ontractions (I'm, I'll) ords with suffixes (ing,

est) ords with the prefix

ays of the week. ords phonetically

Reading text to increase

nd discuss a variety of

and correct reading if e.

and Prediction

at they have read to experience. meaning of titles and

what will happen next based on what they I so far.

information from text ince. es to help retrieve n.

e and sequence

e main events in a

ictures from the story in t order.

their understanding of ich is read to them.

ons

connections to words

re 2 pictures to find and differences.

Phonics and Spelling

To apply phonics to decode. To blend and segment sounds. To know the 40+ graphemes To know the common exception words for year 1. To read words with more than 1 syllable. To read contractions (I'm, I'll) To read words with suffixes (ing, ed, es, er,,est) To read words with the prefix (un)

To spell days of the week. To spell words phonetically

Range of Reading

To reread text to increase fluency To listen and discuss a variety of books. To check and correct reading if inaccurate.

Inference and Prediction

To link what they have read to their own experience. To discuss meaning of titles and events. To predict what will happen next based on based on what they have read so far.

Retrieval

To retrieve information from text with guidance. Use pictures to help retrieve information.

Summarise and sequence

To retell the main events in a story. To order pictures from the story in the correct order.

Explain To explain their understanding of a story which is read to them.

Connections To make connections to words known.

	To compare 2 pictures to find similarities and differences.	To compare 2 pictures to find similarities and differences.	To compare 2 pictures to find similarities and differences.		Vocabulary	To compare 2 pictures to find similarities and differences.
	Vocabulary To discuss the meaning of new words.	Vocabulary To discuss the meaning of new words.	Vocabulary To discuss the meaning of new words.		To discuss the meaning of new words.	Vocabulary To discuss the meaning of new words.
Texts to be used	Ruby's worry Poetry- linked to the senses NF books about The body.	Little People BIG DREAMS- Rosa Parks Little People BIG DREAMS- Florence Nightingale	We're Going on a Bear Hunt Potery-The Puffin Book of Fantastic First NF books about animals	NF book about materials Traditional tales-The Three Little Pigs Poetry-This is the house that Jack built.	Errol's Garden The Gigantic Turnip NF books about plant Poetry based on plants	The Lonely Beast The Train Ride NF books-atlases Poetry based on travel
	Listening, Attention and Unde	rstanding				
ELG	Children at the expected level	of development will:				
Communication	- Listen attentively and respond	d to what they hear with relevan	t questions, comments and action	ons when being read to and during whole cla	ass discussions and small group int	eractions;
and language		they have heard and ask questio		, ,		
	- Hold conversation when enga	ged in back-and-forth exchanges	s with their teacher and peers.			
	- Anticipate – where appropria	of what has been read to them by te – key events in stories;		s using their own words and recently introdu ion, rhymes and poems and during role-play		
ELG Literacy						
	Word Reading					
	Children at the expected level	•				
	-	the alphabet and at least 10 digr	•			
		neir phonic knowledge by sound-	-			
	· · ·	and books that are consistent wi	ith their phonic knowledge, inclu	uding some common exception words.		
ELG Expressive arts and design	Creating with Materials		in normatives and staries			
Retrieval	- Make use of props and mater	ials when role playing characters	in narratives and stories.			
opportunities form previous years learning						
	Number: Place Value	-Number: Addition and	Number: Addition and	Measurement: Length and Height	Number: Multiplication and	Number: Place Value
Maths	(within10)	Subtraction (within 10)	• Normber: Addition and Subtraction (within 20)	 Measurement: Weight and volume 	Division	 Within 100)
Objectives	Number: Addition and	Geometry-Shape	Number: Place Value		Number: Fractions	Measurement: Money
WRM Year 1	Subtraction (within 10)	Number: Place Value (within 20)	(within 50)		Geometry: Position and Direction	Measurement: Time
Maths	To identify and	To read and write	To count to and		To count in multiples of	To sequence events
Mains Objectives	 represent numbers 	 numbers from 1 to 20 	across 100, forwards	To compare, describe and solve	• To count in moliples of twos, fives and tens	in chronological order
e aje en rea	using objects and	in numerals and	and backwards,	practical problems for: * lengths and heights [e.g. long/short,	(copied from Number	using language [e.g.
	pictorial	words.	beginning with 0 or 1,	longer/shorter, tall/short,	and Place Value)	before and after,
	representations including the number	To use the language of: equal to, more	or from any given number	double/half]	 To solve one-step problems involving 	next, first, today, yesterday, tomorrow,
	line	than, less than	 count, read and 	To compare, describe and solve	multiplication, by	morning, afternoon
	To, identify one more	(fewer), most, least	write numbers to 100	practical problems for: * mass/weight [e.g. heavy/light,	calculating the answer	and evening]
	and one less with	 To read, write and interrupt 	in numerals; count in	heavier than, lighter than]	using concrete objects,	To measure and
	given numberTo read, write and	interpret mathematical	multiples of twos, fives and tens	To compare, describe and solve	pictorial representations and arrays with the	begin to record: lengths and height,
	interpret	statements involving	 read, write and 	practical problems for: * capacity	support of the teacher	mass/weight,
	mathematical	addition (+),	interpret	and volume [e.g. full/empty, more than, less than, half, half full,	To solve one-step	capacity and
	statements involving	subtraction (-) and	mathematical	quarter]	problems involving	volume, time (hours,
	addition (+), subtraction (-) and	equals (=) signsTo solve one-step	statements involving addition (+),	To compare, describe and solve	division, by calculating the answer using	minutes, seconds)To recognise and
	equals (=) signs	problems that involve	subtraction (-) and	practical problems for: * time	concrete objects,	know the value of
	equais (-) signs					
	To solve one-step	addition and	equals (=) signs	 [e.g. quicker, slower, earlier, later] To measure and begin to record: 	pictorial representations	different
				 To measure and begin to record: lengths and height, mass/weight, 	pictorial representations and arrays with the support of the teacher	different denominations of coins and notes



Maths	 subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = * -9 Baseline 	pictorial representations, and missing number problems such as 7 = * - 9 • To recognise and name common 2-D and 3-D shapes, including: * 2-D shapes [e.g. rectangles (including squares), circles and triangles] * 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres].	related subtraction facts within 20 add and subtract one-digit and two- digit numbers to 20, including zero	capacity and volume, time (hours, minutes, seconds)	 To recognise, find and name a half as one of two equal parts of an object, shape or quantity To recognise, find and name a quarter as one of four equal parts of an object, shape or quantity To know left and right To describe position, direction and movement, including half, quarter and three-quarter turns. 	 To tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. To recognise and use language relating to dates, including days of the week, weeks, months and years
Objectives WRM Reception	• Just like me!	It's me 1,2,3!Light and Dark	 Alive in 5! Growing 6,7,8	Building 9 and 10Consolidation	To 20 and beyondFirst, then, now	Find my patternOn the move
ELG Mathematics	Number Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.					
Art Objectives	 To name, match and draw lines/marks from observations. To experiment with a variety of media; pencils, rubbers, crayons, felt tips, charcoal, ballpoints, chalk To use lines, changing the size of brushes in response 	 To apply decorations using beads/ buttons/feathers with glue or by stitching. To cut and shape fabric using scissor snips. To know primary colours by name (Red, blue, yellow). (link to Mondrian) 	 To know primary colours by name (Red, blue, yellow). To use lines, changing the size of brushes in response to ideas. (linked to work by Steven Brown) To experiment with a variety of media; pencils, rubbers, crayons, felt tips, 	 To use simple graphics package to create images and effects with. To record information using digital cameras, video recorders. To name, match and draw lines/marks from observations. To draw shapes in-between objects. 	 To control the types of marks made with a range of materials. To use a simple graphics package to create images and effects with. To create shapes using eraser. Shape and fill tool. 	 To know how to use tools safely. To arrange and glue materials to create an image using a range of materials To explore ideas using digital sources e.g internet and cd roms. To sort and group materials for different purposes.



o control the types of barks made with a ange of materials. To use a simple raphics package to reate images and ffects with. To create shapes sing eraser. Shape and fill tool.	 To know how to use tools safely. To arrange and glue materials to create an image using a range of materials To explore ideas using digital sources e.g internet and cd roms. To sort and group materials for different purposes.

ELG Physical Development		preparation for fluent writing – u ncluding scissors, paint brushes a		cases;	
ELG Expressive arts and design	Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used;				
Music Objectives	 To sing nursery rhymes and use their voices confidently. To identify difference sound sources. To know 5 rhythms or songs by heart. To accompany a chant or song by clapping the pulse or rhythm. 	 To recall and remember short songs, sequences and patterns and sounds. To sing songs expressively. To handle and play instruments with control. 	 To follow pitch movements with their hands to use high, low, and middle voices. To identify how sounds can be made. To identify different instruments. 	 To play instruments in different ways and create sound effects. To handle and play instruments with control. To contribute to the creation of a class composition. 	 To saw and To pul To recog and know breathe,



o sing with awareness of rhythm • To create and and pulse control. choose sounds in o perform a given response to a given oulse. stimulus. ognize phase lengths To change sounds to reflect a now when to ne, different-stimuli.
To identify long and short sounds in music.

	1	1		1	
ELG Expressive arts and design	- Sing a range of well-known nu	of development will: rratives and stories with peers an		n time with music.	1
Geography Objectives			 To know simple directional language. To identify landmarks from photos and place on a local map. Use geographical vocab to describe the human features of an area. 		 To use sim directions features of To know t difference cities, tow
ELG Understanding the world		el of development will: nvironment using knowledge from		• •	
History Objectives	 Explain some similarities an To identify changes within living memory. To use common words and phrases about the passing of time. 	 d differences between life in this To recognise the lives of significant individuals in the past who have contributed to national and international achievements. (Rosa Parks and Florence Nightingale) 	country and life in other count	To look at significant historical events, people and places in their locality, (1221 The Loughborough Fair 800th anniversary; 1923 Carillon; 1839 Hosiery Industry began - The Sock Man; 1859 The Bell Foundary.)need to separate into year 1 and year 2	n-fiction texts
ELG Understanding the world	- Know some similarities and d	ople around them and their roles	past and now, drawing on their	experiences and what has been read in clas	s;
Science Objectives	 Animals To know the basic parts of the human body and say which part of the body is associated with each sense. 	 Everyday materials 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. 	 Animals To know a variety of common animals including fish, amphibians, reptiles, birds and mammals 	Everyday materials To compare and group a variety of objects and living things into simple groups looking at their similarities and differences (materials and differences)	 Plants To know h bulbs grouplants. To know t water/light temp to s To give a for what t happen w change c To know c common including evergreen



e simple compass tions to describe res on a map. ow the main ence between living in towns and villages.	 To know that UK is surrounded by the channel, North Sea, Atlantic, Irish Sea. To use world maps and locate UK and its surrounding areas.
exts and – when appropri	ate – maps.
by how seeds and grow into mature s. by that plants need c/light and a suitable to stay heathy. re a verbal prediction they think may en when observing a ge over time. by a variety of non garden plants ting deciduous and green trees.	 Season changes To observe changes over four seasons. To observe and discuss weather associated with each season. To observe and discuss change over time using simple equipment.

Reception/Year 1 (Alder, Ash, Beech)

					• To know of com plants c
ELG Understanding the world	- Know some similarities and	round them, making observation differences between the natural	world around them and contra	als and plants; sting environments, drawing on their exper Iding the seasons and changing states of ma	
RE Objectives	 F4: Being special: Where do we belong? To retell religious stories making connections with personal experiences To share and record occasions when things have happened in their lives that made them feel special To recall simply what happens at a traditional Christian infant baptism and dedication To recall simply what happens when a baby is welcomed into a religion other than Christianity 	 F2: Why is Christmas special for Christians? To talk about people who are special to them To say what makes their family and friends special to them To recall simply what happens at a traditional Christian festival (Christmas) To begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus To retell religious stories, making connections with personal experiences. 	 F1: Why is the word 'God' so important to Christians? To talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world To retell stories, talking about what they say about the world, God, human beings To think about the wonders of the natural world, expressing ideas and feelings To say how and when Christians like to thank their Creator 	 F3 & 1.5: Why does Easter matter to Christians? To recognise and retell stories connected with celebration of Easter To say why Easter is a special time for Christians To talk about ideas of new life in nature To recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature To talk about some ways Christians remember these stories at Easter 	F5: What Muslim fo To th To pl To vo To M be To ta vis To was



ow the basic structure mmon flowering s and trees.

l what has been read in class;

at places are special and why –Christian, focus

- To talk about somewhere that is special to themselves, saying why
- To recognise that some religious people have places which have special meaning for them To talk about the things that are special and valued in a place of worship
- To begin to recognise that for Christians,
- Muslims or Jews, these special things link to beliefs about God
- To get to know and use appropriate words to talk about their thoughts and feelings when visiting a church
- To express a personal response to the natural world.

PE Objectives	Fundamentals	Net and Wall	Dance	Sending and receiving	Strikir
the world			eligious and cultural communitie	s in this country, drawing on their experienc	
Understanding	Children at the expected lev	el of development will:		e in this country, drawing on their surged	
ELG	People Culture and Commu	Inities			
FIO	Decade Culture and Carry				
			to look after it.		
			what they do		
			do to mess up the world and		
			do to mess up		
			what people		



what has been read in class;

king and fielding

Athletics

	 To explore balance, stability and landing safely. To explore how the body moves differently when running at different speeds. To explore changing direction and dodging. To explore jumping, hopping, and skipping actions. To explore co-ordination and combining jumps. To explore combination jumping and skipping in an individual rope. 	 To defend space, using the ready position. To play against an opponent and keep the score. To develop control when handling a racket. To develop racket and ball skills. To develop sending a ball using a racket. To develop hitting over a net. Fitness To develop knowledge about how exercise can make you feel. To develop knowledge about how exercise can make you strong and healthy. To develop knowledge about how exercise relates to breathing. To develop knowledge about how exercise relates to breathing. To develop my understanding of how exercise helps my brain. To develop my understanding of how exercise helps my muscles. To begin to understand the importance of daily exercise. 	To explore travelling actions and use counts of 8 to move in time with the music. • To remember and repeat actions and respond imaginatively to a stimulus. • To copy, remember and repeat actions that represent the theme. • To copy, repeat, create and perform actions that represent the theme. • To use expression and create actions that relate to the story. • To use a pathway when travelling. • To copy, repeat and choose actions that represent the theme. • To show changes in expression, level and shape. • Yoga • To explore yoga and mindfulness. • To be able to copy and remember poses. • To develop flexibility when holding poses. • To create yoga poses using a hoop. • To create a yoga flow with a partner.	 To develop rolling and throwing a ball towards a target. To develop receiving a rolling ball and tracking skills. To be able to send and receive a ball with your feet. To develop throwing and catching skills over a short distance. To develop throwing and catching skills over a longer distance. To apply sending and receiving skills to small games 	 To develor throwing and put the sided gain. To develor throwing. To develor with my lequipme. To retrieve fielding. To under get a base of the second sec
ELG Physical Development	- Demonstrate strength, bala	el of development will: les safely, with consideration for ance and coordination when play running, jumping, dancing, hopp	ing;		
DT Objectives	 To cut along lines, straight and curved. To use construction kits. To join different materials (e.g- glue & tape) To know how to use tools safely. 	 To use a hole punch. To insert paper fasteners to card linkages. To make box model puppets cards and masks. To know how to use tools safely. 		 To use large needles and simple binca type materials. To join fabrics by using running stitches/ glue/ staples over sewing tape. To colour fabrics with a range of techniques e.g fabric paints and printing and painting. 	 To know familiar fruits and To measu food item measures spoons/ce



evelop underarm ving and catching out this into small d games. evelop overarm ving. evelop striking a ball my hand and oment. trieve a ball when ng. derstand how to a batter out. evelop decision ng and understand to score points.	 To learn to move at different speeds for varying distances. To develop a foundation for balance and stability. To develop agility and co-ordination. To explore hopping, jumping and leaping for distance. To develop throwing for distance. To develop throwing for accuracy.
now and group	joints using paper
niliar produce (e.g-	fasteners or wood.
s and vegetables)	• To know how to use tools
easure and weigh	safely.
items, non- statutory	
sures (To use e.g- ns/cups)	
13/00/3/	

				 To talk about their designs as they develop and identify good and bad points. To know how to use tools safely. 	 To use simple recipes with widening choices relating to the consumer (e.g.icing/colours/decoration) To mix and prepare simple cooked and uncooked foods involving very limited choices. To know how to use tools safely. 	
ELG Physical Development		reparation for fluent writing – us ncluding scissors, paint brushes a		cases;		
ELG Expressive arts and design	- Share their creations, explai		;	ur, design, texture, form and function;		
RSHE	Being me in my world To know I feel special and safe in my class To know that I belong to my class I know how to make my class a safe place for everybody to learn To know how it feels to be proud of an achievement To know the range of feelings when I face certain consequences To know the impact of my choices towards the learning charter.	Celebrating difference To know I feel special and safe in my class To know that I belong to my class I know how to make my class a safe place for everybody to learn To know how it feels to be proud of an achievement To know the range of feelings when I face certain consequences To know the impact of my choices towards the learning charter.	Dreams and goals To be able to tell you about a thing I do well To be able to tell you how I learn best To celebrate achievements with my partner To know how I feel when I am faced with a new challenge To know how I feel when I see obsiticles and how I feel when I overcome them. To know how to store the feelings of success in my internal treasure chest.	Healthy Me To know the difference between being healthy and unhealthy and know some ways to keep myself healthy. To know how to make healthy lifestyle choices To know how to keep myself clean and healthy and understand how germs cause disease/illness To know that all household products including medicines can be harmful if not used properley To know how to keep safe when crossing the road, and about people who can help me to stay safe.	Relationships To know the members of my family and understand that there are lots of different types of families. To identify what being a good friend means to me To know appropriate ways of physical contact to greet my friends and know which ways I prefer. To know who can help me in my school community To know my qualities as a person and a friend To tell why I appreciate someone who is special to me	Changing Me I am starting to understand the life cycles of animals and humans I can tell you some things about me that have changed and some things about me that have stayed the same. I can tell you how my body has changed since I was a baby To know the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus



simple recipes with	
ng choices relating	
consumer (e.g-	
olours/decoration)	
and prepare simple	
d and uncooked	
nvolving very limited	
S.	
v how to use tools	

				To know my body is amazing and can identify some ways to keep it safe and healthy.	
ELG Personal, Social and emotional development	 Set and work towards simple Give focused attention to what Managing Self Children at the expected level of Be confident to try new activitie Explain the reasons for rules, Manage their own basic hygic Building Relationships Children at the expected level of Work and play cooperatively 	eir own feelings and those of oth goals, being able to wait for wha at the teacher says, responding a of development will: ties and show independence, res know right from wrong and try t ene and personal needs, includin of development will: and take turns with others; adults and friendships with pee	t they want and control their im ppropriately even when engage silience and perseverance in the o behave accordingly; g dressing, going to the toilet an	mediate impulses when appropriate; ed in activity, and show an ability to follow in	
MFL Objectives	• To introduce children to saying hello/good morning in different languages that represent the cohort.	 To introduce children to saying hello/good morning in French. 	• To introduce children to saying 'hello my name is' in French.	• To learn how to say numbers to 5 in French.	To know : colours.
Computing Objectives	 To login safely. To walk around the local community and find examples of where technology is used. To know how to search purple mash to find resources. 	 To introduce to the children, the idea of 'ownership' of their creative work. To start to add pictures and text to work. To explore the tools section of purple mash and to learn about the common icons used for save/ print/ open/ new. 	 To know how to find saved work in the online work area and find teacher comments To explore the tools section of purple mash and to learn about the common icons used for save/ print/ open/ new. To explore the games section on purple mash. 	 To know what coding means in computing. To create unambiguous instruction like those required by a computer. To build 1 and 2 step instructions using the printable code cards. 	 To introdu To use the programmed simple programmed and charmed and charmed and charmed and charmed and charmed by the programmed sign programmed by the prog



	To know that every time I learn something new I change a little bit To know about changes that have happened in my life.
tions involving several ideas o	r actions.
choices.	
o know simple French blours.	To have knowledge of aspects of life in France and Francophone countries including festivals and games
o introduce 2code. o use the 2code rogramme to create a mple programme. o use design mode to add nd change backgrounds nd characters. They will se the properties table to hange the look of the opjects. o design a scene for a rogramme. To use code ocks to make the haracters move utomatically when the reen play button is icked.	 To add an additional character who moves when clicked. To explore the When key and when swiped commands (on tablets if available). To know how to use the stop button to make characters stop when the background is clicked.

Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Whole school Global Theme	Culture, community and development (identity and association)	Conflict and resolution (relationships and mediation)	Awe and wonder (Intrigue and curiosity)	Integrity, honesty and difference (Appreciation)	Analyse and Evaluate (Exploration, trust and safety)	Changing (Transition)	
Theme name and question	Where do I Belong?	Is fire good or bad?	Could you go to space?	What are the seasons?	Why is a tiger not a good pet?	Have toys always been the same?	
Curriculum Team focus	Culture and community	Innovation and Enterprise	Innovation and Enterprise	Culture and community	Innovation and Enterprise	Innovation and Enterprise	
Subjects covered across half term							
Experiences to support knowledge acquisition	Walk around local area.	Trip to fire station.	Space centre	Walk to local woods during different seasons	Zoo trip?	Charnwood Museum	
Potential Writing outcomes	Own address Postcards/letters Storymap of their journey to school Labels Captions Personal responses	Historical recount Posters Diary Captions Letters	Informational sentences Letters Personal narratives Lists Descriptive writing	Captions Labels Posters Personal experiences Description	Personal responses Lists Labels Captions Own information text Posters	Captions Labels Personal experience Description	
Grammar objectives	To know how words can combine to make sentences To use joining words and joining clauses using and To know how to sequence sentences to form short narratives	To know how words can combine to make sentences To use joining words and joining clauses using and To know how to sequence sentences to form short narratives	To know how words can combine to make sentences To use joining words and joining clauses using and To know how to sequence sentences to form short narratives	To know how words can combine to make sentences To use joining words and joining clauses using and To know how to sequence sentences to form short narratives	To know how words can combine to make sentences To use joining words and joining clauses using and To know how to sequence sentences to form short narratives	To know how words can combine to make sentences To use joining words and joining clauses using and To know how to sequence sentences to form short narratives	
ELG Communication and language	- Offer explanations for why thin	s and one-to-one discussions, offerin ngs might happen, making use of rece	ently introduced vocabulary from sto	oduced vocabulary; ries, non-fiction, rhymes and poems when ent and future tenses and making use of co		ort from their teacher	
ELG Physical Development	Fine Motor Skills Children at the expected level of	· · · · · · · · ·					
ELG Literacy	Writing Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple abrages and contenees that can be read by others.						
ELG Expressive arts and design	Creating with materials - Make use of props and materials Being Imaginative and Expressive Children at the expected level of d	Make use of props and materials when role playing characters in narratives and stories.					
Reading	Phonics and Spelling To apply phonics to decode.	Phonics and Spelling To apply phonics to decode.	Phonics and Spelling To apply phonics to decode.	Phonics and Spelling To apply phonics to decode.	Phonics and Spelling To apply phonics to decode.	Phonics and Spelling To apply phonics to decode.	



Robert Bakewell Primary School Long term plan

Reception/Year 1 (Alder, Ash, Beech)

Skills	To blend and segment sounds.	To blend and segment sounds.	To blend and segment sounds.	To blend and segment sounds.	To blend and seg
(not objectives)	To know the 40+ graphemes	To know the 40+ graphemes	To know the 40+ graphemes	To know the 40+ graphemes	To know the 40+
	To know the common exception	To know the common exception	To know the common exception	To know the common exception words for	To know the com
	words for year 1.	words for year 1.	words for year 1.	year 1.	words for year 1.
	To read words with more than 1	To read words with more than 1	To read words with more than 1	To read words with more than 1 syllable.	To read words wi
	syllable. To read contractions (I'm, I'll)	syllable. To read contractions (I'm, I'll)	syllable. To read contractions (I'm, I'll)	To read contractions (I'm, I'll) To read words with suffixes (ing, ed, es,	syllable. To read contract
	To read words with suffixes (ing,	To read words with suffixes (ing,	To read words with suffixes (ing,	er,,est)	To read words wi
	ed, es, er,,est)	ed, es, er,,est)	ed, es, er,,est)	To read words with the prefix (un)	ed, es, er,,est)
	To read words with the prefix (un)	To read words with the prefix (un)	To read words with the prefix (un)	To spell days of the week.	To read words wi
	To spell days of the week. To spell words phonetically	To spell days of the week. To spell words phonetically	To spell days of the week. To spell words phonetically	To spell words phonetically	To spell days of the To spell words ph
	Range of Reading	Range of Reading	Range of Reading	Range of Reading	Range of Reading
	To reread text to increase fluency	To reread text to increase fluency	To reread text to increase fluency	To reread text to increase fluency	To reread text to
	To listen and discuss a variety of books.	To listen and discuss a variety of books.	To listen and discuss a variety of books.	To listen and discuss a variety of books. To check and correct reading if	To listen and disc books.
	To check and correct reading if	To check and correct reading if	To check and correct reading if	inaccurate.	To check and co
	inaccurate.	inaccurate.	inaccurate.		inaccurate.
	Inference and Prediction	Inference and Prediction	Inference and Prediction	Inference and Prediction To link what they have read to their own	Inference and Pre
	To link what they have read to	To link what they have read to	To link what they have read to	experience.	To link what they
	their own experience.	their own experience.	their own experience.	To discuss meaning of titles and events.	their own experie
	To discuss meaning of titles and	To discuss meaning of titles and	To discuss meaning of titles and	To predict what will happen next based	To discuss meanir
	events. To prodict what will bappon post	events. To predict what will happen next	events. To predict what will happen next	on based on what they have read so far.	events.
	To predict what will happen next based on based on what they	based on based on what they	based on based on what they	Retrieval	To predict what v based on based
	have read so far.	have read so far.	have read so far.	To retrieve information from text with	have read so far.
				guidance.	
	Retrieval	Retrieval	Retrieval	Use pictures to help retrieve information.	Retrieval
	To retrieve information from text	To retrieve information from text	To retrieve information from text		To retrieve inform
	with guidance. Use pictures to help retrieve	with guidance. Use pictures to help retrieve	with guidance. Use pictures to help retrieve	Summarise and sequence To retell the main events in a story.	with guidance. Use pictures to he
	information.	information.	information.	To order pictures from the story in the correct order.	information.
	Summarise and sequence	Summarise and sequence	Summarise and sequence		Summarise and s
	To retell the main events in a story.	To retell the main events in a story.	To retell the main events in a story.	Explain	To retell the main
	To order pictures from the story in the correct order.	To order pictures from the story in the correct order.	To order pictures from the story in the correct order.	To explain their understanding of a story which is read to them.	To order pictures the correct order
	Explain	Explain	Explain	Connections	Explain
	To explain their understanding of	To explain their understanding of a	To explain their understanding of	To make connections to words known.	To explain their u
	a story which is read to them.	story which is read to them.	a story which is read to them.	To compare 2 pictures to find similarities and differences.	a story which is re
	Connections To make connections to words	Connections To make connections to words	Connections To make connections to words	Vacabulan	Connections To make connec
	known.	known.	known.	Vocabulary To discuss the meaning of new words.	known.
	To compare 2 pictures to find	To compare 2 pictures to find	To compare 2 pictures to find		To compare 2 pic
	similarities and differences.	similarities and differences.	similarities and differences.		similarities and dif
	Vocabulary	Vocabulary	Vocabulary		Vocabulary
	To discuss the meaning of new words.	To discuss the meaning of new words.	To discuss the meaning of new words.		To discuss the me words.
		9 I can do to help my			
	A new House for Mouse.	world	Astro Girl	Stanley's stick	The Tiger who c
	The Jolly Postman Out and About	If All the World Were	Man on the Moon	Dogger	The greatest Pe There's a Tiger i
Texts to be used	If I built a House	Tree-Seasons come and go	Toys in Space	Kipper's Toybox	l want a pet
	All kinds of homes	A Year in nature	Laika-The Astronaut dog	The Everywhere Bear	Dear Zoo
		Snowballs Leafman	NF Texts about space		Our very own D
ELG Communication					
	Listening, Attention and Understa				



egment sounds. - graphemes mmon exception

with more than 1

ctions (I'm, I'll) with suffixes (ing,

with the prefix (un) f the week. chonetically

ng

to increase fluency scuss a variety of

correct reading if

Prediction

ey have read to ience. ning of titles and

will happen next ed on what they ar.

mation from text

help retrieve

sequence

ain events in a story. es from the story in er.

understanding of read to them.

ections to words

pictures to find differences.

neaning of new

came to Tea. Pet sale in the garden.

Dog

To blend and segment sounds. To know the 40+ graphemes To know the common exception words for year 1. To read words with more than 1 syllable. To read contractions (I'm, I'll) To read words with suffixes (ing, ed, es, er,,est) To read words with the prefix (un) To spell days of the week. To spell words phonetically

Range of Reading

To reread text to increase fluency To listen and discuss a variety of books. To check and correct reading if inaccurate.

Inference and Prediction

To link what they have read to their own experience. To discuss meaning of titles and events. To predict what will happen next based on based on what they have read so far.

Retrieval

To retrieve information from text with guidance. Use pictures to help retrieve information.

Summarise and sequence

To retell the main events in a story. To order pictures from the story in the correct order.

Explain

To explain their understanding of a story which is read to them.

Connections

To make connections to words known. To compare 2 pictures to find similarities and differences.

Vocabulary

To discuss the meaning of new words.

Toby and the Great Fire of London. TheGreat Fire of London Fireman Small

ELG Literacy ELG Expressive arts	Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Comprehension Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Word Reading Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge, including some common exception words. Creating with Materials					
and design Retrieval opportunities form	- Make use of props and materials	when role playing characters in narra	atives and stories.			
previous years						
learning Maths Objectives WRM Year 1	 Number: Place Value (within10) Number: Addition and Subtraction (within 10) 	 -Number: Addition and Subtraction (within 10) Geometry- Shape Number: Place Value (within 20) 	 Number: Addition and Subtraction (within 20) Number: Place Value (within 50) 	 Measurement: Length and Height Measurement: Weight and volume 	 Number: Multiplication and Division Number: Fractions Geometry: Position and Direction 	 Number: Place Value (within 100) Measurement: Money Measurement: Time
Maths Objectives	 To identify and represent numbers using objects and pictorial representations including the number line To, identify one more and one less with given number To read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = * - 9 	 To read and write numbers from 1 to 20 in numerals and words. To use the language of: equal to, more than, less than (fewer), most, least To read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = * - 9 To recognise and name common 2-D and 3-D shapes, including: * 2-D shapes [e.g. rectangles (including squares), circles and triangles] * 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres]. 	 To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs represent and use number bonds and related subtraction facts within 20 add and subtract one- digit and two-digit numbers to 20, including zero 	 To compare, describe and solve practical problems for: * lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half] To compare, describe and solve practical problems for: * mass/weight [e.g. heavy/light, heavier than, lighter than] To compare, describe and solve practical problems for: * capacity and volume [e.g. full/empty, more than, less than, half, half full, quarter] To compare, describe and solve practical problems for: * time [e.g. quicker, slower, earlier, later] To measure and begin to record: lengths and height, mass/weight, capacity and volume, time (hours, minutes, seconds) 	 To count in multiples of twos, fives and tens (copied from Number and Place Value) To solve one-step problems involving multiplication, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher To solve one-step problems involving division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher To solve one-step problems involving division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher To recognise, find and name a half as one of two equal parts of an object, shape or quantity To recognise, find and name a quarter as one of four equal parts of an object, shape or quantity To know left and right To describe position, direction and movement, including half, quarter and three-quarter turns. 	 To sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] To measure and begin to record: lengths and height, mass/weight, capacity and volume, time (hours, minutes, seconds) To recognise and know the value of different denominations of coins and notes To tell the time to the hour and draw the hands on a clock face to show these times. To recognise and use language relating to dates, including days of the week, weeks, months and years



Maths Objectives WRM Reception		It's me 1,2,3!Light and Dark	Alive in 5!Growing 6,7,8	Building 9 and 10Consolidation	• To 20 and bey • First, then, nov
ELG Mathematics	Number Children at the expected level of dev - Have a deep understanding of num - Subitise (recognise quantities without - Automatically recall (without referent Numerical Patterns Children at the expected level of dev - Verbally count beyond 20, recognis - Compare quantities up to 10 in diff - Explore and represent patterns wit	ber to 10, including the composition out counting) up to 5; ence to rhymes, counting or other velopment will: sing the pattern of the counting sy erent contexts, recognising when hin numbers up to 10, including er	aids) number bonds up to 5 (inclu stem; one quantity is greater than, less	Iding subtraction facts) and some number bond than or the same as the other quantity; ow quantities can be distributed equally.	ds to 10, including
Art Objectives	 To use simple 2d shapes to create 3d forms. To create shapes using eraser, shape and fill tools. To use lines changing the size of brushes in response to ideas. To experiment with a variety of media, pencils, rubbers, crayons, felt tips, characol, ball points chalk. To control the types of marks made with the range of media. To use different brush types and sizes for effect. 	 To investigate textures by describing naming and rubbing and copying. To experiment with tools and techniques (e.g- layering, mixing media, scrapping through) To use textured paint (adding sand, plaster) To draw on different surfaces with a range of media. To investigate textures by describing, naming and rubbing and copying. To explore ideas using digital sources ie internet 		 To sort and group materials for different purposes eg colour and texture To manipulate malleable materials in a variety of ways including rolling and kneeding. To mix and match colours to artefacts and objects. To know the work of Andy Goldsworthy. 	 To investigate shapes/ patter dark. To know what To make simp rollers and print rollers and print with a and soft mater sponge, tools



beyond now	Find my patternOn the move
ing double facts.	
ate tone/ lines/ atterns- light and that block print is. mple marks on printing pallets. th a range of hard haterials eg cork, pols etc	 To match and sort fabrics and threads for colour, texture, length, size and shape. To cut and shape fabric using scissors. To experiment with constructing and joining recycled, natural and man- made objects.

ELG Physical Development		paration for fluent writing – using the uding scissors, paint brushes and cut			
ELG Expressive arts and design	Creating with Materials Children at the expected level of - Safely use and explore a variety - Share their creations, explainin	of materials, tools and techniques, o	experimenting with colour, design, t	exture, form and function;	
Music Objectives	 To identify how sounds can be made. To identify different instruments. To sing nursery rhymes and use their voices confidently. 	 To sing songs expressively. To recognize phase lengths and know when to breathe. To make sounds and recognize how they can give a message. To respond physically when performing, composing and appraising music. 	 To know tempo is the speed or pace to a piece of music. To know the pulse is the heart beat to the music. To identify the pulse in different pieces of music. 	 To sing a melody accurately at their own pitch. To create and choose sounds in response to a given stimulus. To preform a rhythm to a given pulse. 	 To choose sou instruments car make improver own and other To sing wi of pulse, or rhythm.
ELG Expressive arts and design	- Sing a range of well-known nurse	ves and stories with peers and their		music	
Geography Objectives	 To use directional language to describe features on a map. To use simple compass directions to describe features on a map. To find points in school using a simple map, compass points and key To draw a simple map of the school. To identify landmarks from photographs placing them on a map of a local area (Queen's Park, Carillon, University, Sock Man Statue) 			 To compare seasons and seasonal changes. To know the weather patterns across the 4 seasons. 	 To use a gidentify heareas on To know heareas on
ELG Understanding the world	People Culture and Communitie Children at the expected level of - Describe their immediate envir	[:] development will: onment using knowledge from obser		on texts and maps; g on knowledge from stories, non-fiction tex	xts and – when appr
History Objectives		To identify significant historical events beyond living memory- Great fire of London.	 To Identify why people did things, why events happened and what happened as a result. 		



sounds and	 To sing a melody accurately
carefully and ovements to their ther's work. g with awareness lse, control and m.	 at their own pitch. To follow pitch movements with their hands and to use high, low and middle voices. To respond when performing composing and appraising music.
e a globe to ify hot and cold s on earth. ow how the day h changes.	
appropriate – maps.	
	 To know a range of toys and their modern day version including technological

		 To Identify why people did things, why events happened and what happened as a result. To Identify how past is represented. To organize events in chronological order. To Identify differences between ways of life at different times 	 To Identify how past is represented. To organize events in chronological order. To Identify differences between ways of life at different times 			 advancement (phones, computers, tvs) To ask questions about the past. To Identify differences between ways of life at different times To use common words and phrases about the passing of time (duration, period, past, before). To Select from their knowledge of history and communicate in a variety of ways
ELG Understanding the world	- Know some similarities and differ	evelopment will: e around them and their roles in socie rences between things in the past an tings, characters and events encount	d now, drawing on their experiences		I	1
Science Objectives	 Everyday Materials To describe the simple physical properties of a variety of every day materials. To compare and group together a variety of everyday materials on the basis of their simple physical properties. 	 Carry out a fair test in a small group with an adult. Take accurate measurements using the correct equipment. Draw conclusions from a test explaining why something has happened. 	 Carry out a fair test in a small group with an adult. Take accurate measurements using the correct equipment. Draw conclusions from a test explaining why something has happened. 	 Seasonal changes To compare and group a variety of objects and living things in to simple groups looking at their similarities and differences (materials and animals) To observe and discuss change over time using simple equipment - timer, ruler, thermometer, stopwatch) To give a verbal prediction for what they think may happen when observing a change over time 	 Animals To know a variety of common animals that are carnivores, herbivores and omnivores To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals , including pets) 	 Plants To identify and describe the basic structure of a variety of common flowering plants including trees. To identify and name a variety of common wild garden plants, including deciduous and evergreen trees.
ELG Understanding the world	- Know some similarities and diff	nd them, making observations and d	around them and contrasting enviro	nments, drawing on their experiences and w	/hat has been read in class;	
RE Objectives	 1.2: Who do Christians say made the world? Harvest. •To retell the story of creation from Genesis 1:1–2:3 simply • To recognise that 'Creation' is the beginning of the 'big story' of the Bible • To say what the story tells Christians about God, Creation and the world • To give at least one example of what Christians do to say 	 F6: What times/stories are special and why -Hinduism focus followed by Christian focus To talk about some religious stories To recognise some religious words, e.g. about God To identify some of their own feelings in the stories they hear To identify a sacred text e.g. Bible, Torah 	 1.7 Who is Jewish and how do they Live Part 1? To recognise the words of the Shema as a Jewish prayer To retell simply some stories used in Jewish celebrations (e.g. Chanukah) To give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like To give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) 	 1.7: Who is Jewish and how do they Live Part 1? : • To recognise the words of the Shema as a Jewish prayer • To retell simply some stories used in Jewish celebrations (e.g. Chanukah) • To give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like • To give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) 	 1.2: What do Christians learn from the creation story? Christian and Jewish element To retell the story of creation from Genesis 1:1–2:3 simply To recognise that 'Creation' is the beginning of the 'big story' of the Bible To say what the story tells Christians about God, Creation and the world To give at least one example of what Christians do to say 'thank you' to God for Creation 	 1.9: How should we care for others and for the world and why does it matter to Christians and non-religious people? To identify a story or text that says something about each person being unique and valuable To give an example of a key belief some people find in one of these stories (e.g. that God loves all people)



	 'thank you' to God for Creation To think, talk and ask questions about living in an amazing world To give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in. 	 To talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc. 	 To make links between Jewish ideas of God found in the stories and how people live To give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) To talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas To give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. 	 To make links between Jewish ideas of God found in the stories and how people live To give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) To talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas To give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. 	• To think, talk and ask questions about living in an amazing world • To give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.	 To give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world To give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories To give examples of how Christians and Jews can show care for the natural earth To say why Christians and Jews might look after the natural world To think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world To give good reasons why everyone (religious and non- religious) should care for others and look after the natural world.
ELG Understanding the world	People Culture and Communities Children at the expected level of development will: - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;					
PE Objectives		 Gymnastics To explore travelling movements using the space around you. To develop quality when performing gymnastic shapes. To develop stability and control when performing balances. To develop technique and control when performing shape jumps. To develop technique in the barrel, straight and forward roll. To link gymnastic actions to create a sequence. 	DanceTo explore travelling actions and use counts of 8 to move in time with the music.To remember and repeat actions and respond imaginatively to a stimulus.To copy, remember and repeat actions that represent the theme.To copy, repeat, create and perform actions that represent the theme.To use expression and create actions that relate to the story.To use a pathway when travelling.To copy, repeat and choose actions that represent the theme.To use a pathway when travelling.To show changes in expression, level and shape.Yoga	 Invasion Games To develop dribbling towards a goal and understand what being 'in possession' means. To understand who to pass to and why when playing against a defender. To move towards a goal with the ball. To support a teammate when in possession. To move into space showing an awareness of defenders. To be able to stay with a player when defending. 	 Team Building To co-operate and communicate with a partner to solve challenges. To explore and develop teamwork skills. To develop communication skills. To use communication skills. To plan with a partner and small group to solve problems. 	 Torget Games To develop underarm throwing towards a target. To develop throwing for accuracy. To develop underarm and overarm throwing for accuracy. To develop throwing for accuracy and distance using underarm and overarm. To select the correct technique for the situation. To develop throwing for accuracy and distance.



ELG Physical Development ELG Expressive arts	Fine Motor Skills Children at the expected level of deve - Hold a pencil effectively in preparation - Use a range of small tools, including - Begin to show accuracy and care who Creating with Materials	on for fluent writing – using the tripod grip in almost all cases; scissors, paint brushes and cutlery;	
		Jonmont will:	
DT Objectives	 Move energetically, such as running, To know a variety of everyday materials on the basis of their simple physical properties. To know a variety of every day materials including wood/plastic/glass. 	 jumping, dancing, hopping, skipping and climbing. To shape assemble and rearrange and rearrange a range of materials and components to model ideas. To shape paper and card by cutting with scissors. To use drawings to record ideas as they are developed. To join materials with adhesives and tapes. To know ways to make a structure stronger (to fold or roll materials) To communicate ideas through labelled sketches showing details. 	 To use simple pop ups. To use programmable toys (e.g beebot) To handle and dicuss familiar products (e.g toys) To make an object with simple moving parts. To decorate fabrics with buttons, beads, sequins, braids, ribbons. To use tools and equipment scissors, junior hacksaw, vices pens and paints, construction kits, papers, card, fabric, wood, recyclable materials. To explore and identify how toys can be made to move. To model using wheels and axels. To discuss closely how their finished product meets their design criteria.
ELG Physical Development	Gross Motor Skills Children at the expected level of deve - Negotiate space and obstacles safely - Demonstrate strength, balance and	, with consideration for themselves and others;	To communicate with a group to solve challenges.



nmunicate with	
p to solve	
nges.	

	- Share their creations, explainin			texture, form and function;		
RSHE	- Make use of props and materia Being me in my world To know I feel special and safe in my class To know that I belong to my class I know how to make my class a safe place for everybody to learn To know how it feels to be proud of an achievent To know the range of feelings when I face certain consequences To know the impact of my choices towards the learning charter.	Is when role playing characters in na Celebrating difference To know I feel special and safe in my class To know that I belong to my class I know how to make my class a safe place for everybody to learn To know how it feels to be proud of an achievent To know the range of feelings when I face certain consequences To know the impact of my choices towards the learning charter.	rratives and stories. Dreams and goals To be able to tell you about a thing I do well To be able to tell you how I learn best To celebrate achievements with my partner To know how I feel when I am faced with a new challenge To know how I feel when I see obsiticles and how I feel when I overcome them. To know how to store the feelings of success in my internal treasure chest.	Healthy Me To know the difference between being healthy and unhealthy and know some ways to keep myself healthy. To know how to make healthy lifestyle choices To know how to keep myself clean and healthy and understand how germs cause disease/illness To know that all household products including medicines can be harmful if not used properley To know how to keep safe when crossing the road, and about people who can help me to stay safe. To know my body is amazing and can identify some ways to keep it safe and healthy.	RelationshipsTo know the members of my family and understand that there are lots of different types of families.To identify what being a good friend means to meTo know appropriate ways of physical contact to greet my friends and know which ways I prefer.To know who can help me in my school communityTo know my qualities as a person and a friendTo tell why I appreciate someone who is special to me	Changing Me I am starting to understand the life cycles of animals and humans I can tell you some things about me that have changed and some things about me that have stayed the same. I can tell you how my body has changed since I was a baby To know the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus To know that every time I learn something new I change a little bit To know about changes that have happened in my life.
ELG Personal, Social and emotional development	Self-Regulation Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self Children at the expected level of development will: - Be conflident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers;					
MFL Objectives	 Show sensitivity to their own and To learn how to say My name is in French, German, Spanish, Polish and other languages that represent the cohort 	To learn how to say My name is in French, German, Spanish, Polish and other languages that represent the cohort	• To know French numbers to 10.	• To know French colours.	• To know French numbers to 20.	To have knowledge of aspects of life in France and Francophone countries including festivals and games
Computing Objectives	 To know the importance of following instructions. To know the importance of logging out when they have finished. To become familiar with the types of resources available in the topic section. To become more familiar with the icons 	 To know what coding means in computing. To create unambiguous instruction like those required by a computer. To build 1 and 2 step instructions using the printable code cards. 	 To create a longer algorithm for an activity. To provide an opportunity for the teacher to set these new challenges as 2dos for all the class to try. To sort items using a range of criteria. 	 To follow and create simple instructions on the computer. To consider how the order of instructions effects the results. To understand the functionality of the basic direction keys in challenges 1 and 2. To be able to use the direction keys to complete the challenges successfully. To understand the functionality of the basic 	 To know how to create and debug a set of instructions. To use the directional keys as a part of an algorithm, To understand how to change and expand the algorithm list. 	 Introduction to spread sheets. Adding images to a spreadsheet and using the image toolbox. Using the 'speak' and 'count' tools in 2Calculate to count items.



used in the resources the topic section.	To sort items on the computer using the 'grouping' activities in	direction keys in challenges 3 & 4.	
	purple mash.		

