

Subject	Year 1 – Class 3					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Theme (Q) – <b>Our Local Area (Chorley)</b> Would Peter Rabbit like to live in Chorley?</p>	<p>Theme (Q) – <b>Traditional Toys</b> What did children get for Christmas in the past?</p>	<p>Theme (Q) – <b>We are Britain</b> What makes Britain great?</p>	<p>Theme (Q) – <b>The Great Fire of London</b> How did the Great Fire of London cause so much damage?</p>	<p>Theme (Q) – <b>What a Wonderful World</b> How can the weather affect us?</p>	<p>Theme (Q) – <b>Animals Including Humans</b> Why do animals have coats?</p>
	<p>Hook: Investigate the Local Area. Arrange a walk into Chorley and look at any human and physical features of the town.</p>	<p>Hook: Invite in visitors (parents, grandparents, parishioners) to talk about toys and games from the past.</p>	<p>Hook: A British Afternoon Tea Party. Children to make sandwiches and cakes.</p>	<p>Hook: Arrange for the Local Fire Service to come into School.</p>	<p>Hook: Film a Weather Forecast for different parts of the World using the iPad and Green Screen.</p>	<p>Hook: Trip to Martin Mere</p>
	<p>Class Read: <b>Things That Grow</b> Jack and the Beanstalk Eddie's Garden: and How to Make Things Grow</p>	<p>Class Read: <b>Toys</b> Dogger Kipper's Toy Box The Tale of Two Bad Mice</p>	<p>Class Read: <b>Britain</b> The Tiger Who Came for Tea The Queen's Knickers Amazing Grace ( British Values)</p>	<p>Class Read: <b>Fire</b> People Who Help Us – Firefighters. Toby and The Great Fire of London</p>	<p>Class Read: <b>World</b> Lost and Found The Storm Whale Handa's Surprise</p>	<p>Class Read: <b>Animals</b> The Rainbow Fish The Gruffalo Giraffe's Can't Dance</p>
Geography	<p><b>Topic:</b> Chorley (Our local area and hometown of Henry Tate)</p> <p><b>Place Knowledge:</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p> <p><b>Geographical skills and Fieldwork:</b> Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p> <p><b>Geographical skills and Fieldwork:</b> Use aerial</p>		<p><b>Topic:</b> London (Capital City of England)</p> <p><b>Place Knowledge:</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p> <p><b>Human and Physical Geography:</b> Use basic geographical vocabulary to refer to: Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p><b>Human and Physical Geography:</b> Identify seasonal and daily weather</p>		<p><b>Topic:</b> Around the World in Seven Weeks.</p> <p><b>Locational Knowledge:</b> Name and locate the world's seven continents and five oceans</p> <p><b>Geographical skills and Fieldwork :</b>Use world maps to identify the United Kingdom and its countries</p> <p><b>Geographical skills and Fieldwork:</b> Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map.</p> <p><b>Key Vocabulary:</b></p>	

photographs and plan perspectives to recognise landmarks and basic human and physical features.

**Christian Values**

Good Manners - Be polite to members of the public when doing fieldwork.

Being Calm and Peaceful - conduct ourselves well and show our selves off when representing the school outside of the school ground conducting fieldwork.

**British Values**

mutual respect - to have high expectations of behaviour when conducting fieldwork.

**Cross Curricular Writing**

To write a glossary of the words human and physical features.

patterns in the United Kingdom

**Geographical skills and**

**Fieldwork:** Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map.

**Geographical skills and**

**Fieldwork:** Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

**Key Vocabulary:**

**Physical features** - beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather

**Seasonal, daily weather patterns** -Spring, Summer, Autumn, Winter, cloud, cold, dry, frost, hot, ice, rain, puddle, snow, sunshine, temperature, UK, wet, wind

**Compass directions:** North, South, East West

**Christian Values**

Compassion, Acceptance, Forgiveness, Honesty, Achieving and Persevering, Self-Control, Good Manners and Being Calm and Peaceful.

**British Values**

Democracy - talk about the House of Parliament being in the City of London. Explain

**Continent** -Europe, Asia, North America, South America, Africa, Antarctica, Australia

**Oceans** - Pacific, Indian, Arctic, Atlantic, Southern.

**Cross Curricular Writing**

To write a weather report for a continent.

				briefly how they make decisions that affect our lives.								
				Cross Curricular Writing To write a persuasive poster about visiting London.								
Geography Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
History	<p><b>Topic:</b> Henry Tate</p> <p>History: The lives of significant people that have contributed to national and international achievements.</p> <p>Significant historical events, people, and places in their own locality.</p> <p><b>Chronology:</b> recognise the distinction between past and present</p> <p>order and sequence some familiar events and objects.</p> <p>identify some similarities and differences between ways of life at different times.</p> <p>use some everyday terms about the passing of time such as 'a long time ago' and 'before'</p> <p><b>Events, People and Changes:</b> retell some</p>		<p><b>Topic:</b> Traditional Toys.</p> <p>History Changes within living memory.</p> <p><b>Chronology:</b> recognise the distinction between past and present</p> <p>order and sequence some familiar events and objects.</p> <p>identify some similarities and differences between ways of life at different times.</p> <p>use some everyday terms about the passing of time such as 'a long time ago' and 'before'</p> <p><b>Events, People and Changes:</b> retell some events from beyond their living memory which are significant nationally or globally.</p> <p>describe some changes within their living memory</p>				<p><b>Topic:</b> The Great Fire of London &amp; Samuel Pepys</p> <p>History Events beyond living memory that are significant nationally or globally.</p> <p>Include The lives of significant people that have contributed to national and international achievements.</p> <p><b>Chronology:</b> recognise the distinction between past and present</p> <p>order and sequence some familiar events and objects.</p> <p>identify some similarities and differences between ways of life at different times.</p> <p>use some everyday terms about the passing of time such as 'a long time ago' and 'before'</p>					

	<p>events from beyond their living memory which are significant nationally or globally.</p> <p>describe some changes within their living memory (including aspects of national life where appropriate)</p> <p><b>Communication:</b> describe special or significant events.</p> <p>retell simple stories or events from the past.</p> <p>use simple historical terms</p> <p><b>Enquiry, interpretation and using Sources:</b> make simple observations about different people, events, beliefs and communities.</p> <p>Use sources to answer simple questions about the past e.g. e.g. which object is older? How do we know?</p> <p>identify some of the basic ways in which the past can be represented.</p> <p>choose parts of stories and other sources to show what they know about the past</p>	<p>(including aspects of national life where appropriate)</p> <p><b>Communication:</b> describe special or significant events.</p> <p>retell simple stories or events from the past.</p> <p>use simple historical terms</p> <p><b>Enquiry, interpretation and using Sources:</b> make simple observations about different people, events, beliefs and communities.</p> <p>Use sources to answer simple questions about the past e.g. e.g. which object is older? How do we know?</p> <p>identify some of the basic ways in which the past can be represented.</p> <p>choose parts of stories and other sources to show what they know about the past</p> <p><b>Key Vocabulary:</b> Changes within living memory – Toys: Past, Present, Then/now, Century, Old/new, Long ago and a Lifetime</p>		<p><b>Events, People and Changes:</b> retell some events from beyond their living memory which are significant nationally or globally.</p> <p>describe some changes within their living memory (including aspects of national life where appropriate)</p> <p><b>Communication:</b> describe special or significant events.</p> <p>retell simple stories or events from the past.</p> <p>use simple historical terms</p> <p><b>Enquiry, interpretation and using Sources:</b> make simple observations about different people, events, beliefs and communities.</p> <p>Use sources to answer simple questions about the past e.g. e.g. which object is older? How do we know?</p> <p>identify some of the basic ways in which the past can be represented.</p> <p>choose parts of stories and other sources to show</p>		
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	<p><b>Key Vocabulary:</b> Local significant people – Henry Tate: Locality, 19th century Sugar merchant and Philanthropist Significance</p> <p><b>Christian Values</b> Compassion - Henry had very little as a youngster compared to life in the 21<sup>st</sup> Century</p> <p>Achieving and Persevering - Despite growing up in adversity (leaving school at 13 years), Henry built his own very successfully business.</p> <p><b>British Values</b> the rule of law - Children left school at 13 years instead of 16 years.</p> <p>Tolerance of those of different faiths and beliefs - People in the 18<sup>th</sup> Century had different views about slavery.</p> <p><b>Cross Curricular Writing</b> To write the real-life story of Henry Tate</p>		<p><b>Christian Values</b> Compassion - Some children got very little for Christmas in the past. Acceptance - Technology was limited so toys were quite different.</p> <p><b>British Values</b> Tolerance of those of different faiths and beliefs - Accept that Christmas was different for rich and poor in the past.</p> <p><b>Cross Curricular Writing</b> To write a non-chronological report about a toy from the past and a toy from the 21<sup>st</sup> Century.</p>				<p>what they know about the past</p> <p><b>Key Vocabulary:</b> Great fire of London Vocab: King Charles II, River Thames, Samuel Pepys, September 1666, Pudding Lane and Thomas Farynor</p> <p><b>Christian Values</b> Compassion - Feel for the people who lost homes and belongings. Forgiveness - the fire by Thomas Farynor caused so much damage to buildings in the capital.</p> <p><b>British Values</b> tolerance of those of different faiths and beliefs - read and learn about the dairies of Samuel Pepys.</p> <p><b>Cross Curricular Writing</b> To write a diary entry about the Great Fire of London based on the work of Samuel Pepys.</p>					
History Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
Science	<p><b>Ongoing Unit</b> – Seasonal Changes</p> <p><b>Knowledge:</b> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p> <p><b>Key Vocabulary:</b> Seasons (summer, winter, spring, autumn), Weather (sunny, rainy, windy, snowy), sun, sunrise, sunset, day length.</p> <p><b>Skills:</b> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p> <p><b>Skills &amp; Enquiry Gathering and recording data to help in answering questions:</b> Making tables and charts about the weather. Make displays of what happens in the world around them. Including day length, as the seasons change.</p>											

<p>Science</p>	<p><b>Topic:</b> Plants</p> <p><b>Knowledge:</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><b>Key Vocabulary:</b> Leaves, flowers, blossom, petals, fruit, root, seed, trunk, branch, stem, bark, stalk, bud.</p> <p><b>Skills &amp; Enquiry Observing and Observing over time:</b> Observe the growth of flowers and vegetables closely using a magnifying glass, and comparing and contrasting familiar plants</p> <p><b>Skills &amp; Enquiry Identifying and Classifying:</b> Compare and contrast familiar plants describing how they were able to identify and group them</p> <p><b>Skills &amp; Enquiry Using their observations and ideas to suggest answers to questions:</b> Compare and contrast what they have found out about different plants.</p> <p><b>Skills &amp; Enquiry Gathering and recording</b></p>	<p><b>Topic:</b> Everyday Materials</p> <p><b>Knowledge:</b> Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p><b>Key Vocabulary:</b> Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through.</p> <p><b>Skills:</b> Distinguish between an object and the material from which it is made.</p> <p><b>Skills &amp; Enquiry Observing and Observing over time:</b> Describe the simple physical properties of a variety of everyday materials.</p>	<p><b>Topic:</b> Everyday Materials Part 2</p> <p><b>Knowledge:</b> Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p><b>Key Vocabulary:</b> Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through.</p> <p><b>Skills:</b> Distinguish between an object and the material from which it is made.</p> <p><b>Skills &amp; Enquiry Observing and Observing over time:</b> Describe the simple physical properties</p>	<p><b>Animals including Humans</b></p> <p><b>Topic:</b> Senses</p> <p><b>Knowledge:</b> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p><b>Key Vocabulary:</b> head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth.</p> <p><b>Skills:</b> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p><b>Skills &amp; Enquiry Observing and Observing over time:</b> Using their senses to compare different textures, sounds and smells.</p> <p><b>Skills &amp; Enquiry Using their observations and ideas to suggest answers to questions:</b> Using their senses to compare different textures, sounds and smells.</p> <p><b>Christian Values</b> Acceptance - To accept that people could have different views and opinions when comparing textures, sounds and smells.</p> <p><b>British Values</b> respect and tolerance of those of different faiths</p>	<p><b>Topic:</b> Plants Part 2</p> <p><b>Knowledge:</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><b>Key Vocabulary:</b> Leaves, flowers, blossom, petals, fruit, root, seed, trunk, branch, stem, bark, stalk, bud.</p> <p><b>Skills &amp; Enquiry Observing and Observing over time:</b> Observe the growth of flowers and vegetables closely using a magnifying glass, and comparing and contrasting familiar plants</p> <p><b>Skills &amp; Enquiry Identifying and Classifying:</b> Compare and contrast familiar plants describing how they were able to identify and group them</p> <p><b>Skills &amp; Enquiry Using their observations and ideas to suggest answers to questions:</b> Compare and contrast what they have found out about different plants.</p> <p><b>Skills &amp; Enquiry Gathering and recording</b></p>	<p>Animals including Humans</p> <p><b>Topic:</b> Animals</p> <p><b>Knowledge:</b> Identify and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores, and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, and mammals, including pets)</p> <p><b>Key Vocabulary:</b> fish, amphibians, reptiles, birds, mammals.</p> <p><b>Skills &amp; Enquiry Observing and Observing over time:</b> Using their observations to compare and contrast animals at first hand or through videos and photographs.</p> <p><b>Skills &amp; Enquiry Identifying and Classifying:</b> Describing how they identify and group them...grouping animals according to what they eat.</p> <p><b>Christian Values</b> Compassion, Acceptance, Forgiveness, Honesty, Achieving and Persevering,</p>
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	<p><b>data to help in answering questions:</b> Drawing diagrams showing the parts of different plants.</p> <p>Keep records of how plants have changed over time, for example the leaves falling off trees and buds opening.</p>		<p><b>Skills &amp; Enquiry Identifying and Classifying:</b> Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p><b>Skills &amp; Enquiry Perform simple test:</b> Performing simple tests to explore questions, for example: 'What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast's leotard?'</p> <p><b>Cross Curricular Writing</b> To write a non-chronological report about a type of material i.e. glass.</p>		<p>of a variety of everyday materials.</p> <p><b>Skills &amp; Enquiry Identifying and Classifying:</b> Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p><b>Skills &amp; Enquiry Perform simple test:</b> Performing simple tests to explore questions, for example: 'What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast's leotard?'</p>		<p>and beliefs - respect other people's opinion when comparing textures, sounds and smells.</p> <p><b>Cross Curricular Writing</b> To write up a simple experiment.</p>		<p><b>data to help in answering questions:</b> Drawing diagrams showing the parts of different plants.</p> <p>Keep records of how plants have changed over time, for example the leaves falling off trees and buds opening.</p> <p><b>Christian Values</b> Good Manners - Be polite to members of the public when doing fieldwork. Being Calm and Peaceful - conduct ourselves well and show our selves off when representing the school outside of the school ground conducting fieldwork.</p> <p><b>British Values</b> mutual respect - to have high expectations of behaviour when conducting fieldwork.</p> <p><b>Cross Curricular Writing</b> To write a set of instructions about how to plant a bulb, bean, or seed.</p>		<p>Self-Control, Good Manners and Being Calm and Peaceful.</p> <p><b>British Values</b> democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.</p> <p><b>Cross Curricular Writing</b> To write a non-chronological report about a chosen animal.</p>	
Science Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
RE	<p><b>Topic:</b> Harvest</p> <p><b>Key Vocabulary:</b> Harvest, Harvest Festival and Christian Aid</p> <p><b>Topic:</b> My World, Jesus World</p>		<p><b>Topic:</b> Christmas Gifts</p> <p><b>Key Vocabulary:</b> Gift, Wise Men, Magi, Jesus, promise and St Nicholas</p> <p><b>Christian Values</b> Acceptance - That not all people hold the Christmas Story in the same regard.</p>		<p><b>Topic:</b> Jesus was Special</p> <p><b>Key Vocabulary:</b> Jesus, Son of God, friendship, miracle, and disciple</p> <p><b>Christian Values</b> Compassion, Acceptance, Forgiveness, Honesty, Achieving and Persevering,</p>		<p><b>Topic:</b> Easter</p> <p><b>Key Vocabulary:</b> Good Friday, Easter Sunday, Jesus, new life, Holy Week, disciples, Mary, resurrection, garden, and tomb</p> <p><b>Christian Values</b></p>		<p><b>Topic:</b> Baptism</p> <p><b>Key Vocabulary:</b> Baptism, font, Christening, Vicar/Minister, Priest, Godparents, water and belonging</p> <p><b>Christian Values</b></p>		<p><b>Topic:</b> Joseph</p> <p><b>Key Vocabulary:</b> Joseph, Jacob, brothers, dreams, coat, Egypt, and forgiveness.</p> <p><b>Christian Values</b> .Forgiveness - Talk about how Joseph forgave his</p>	

	<p><b>Key Vocabulary:</b> Jesus, Jerusalem, and Nazareth</p> <p><b>Christian Values</b> Compassion - Some people have very little at Harvest. Acceptance - We are very lucky and are blessed by God. We can use that fortune to help others.</p> <p><b>British Values</b> tolerance of those of different faiths and beliefs. - Respect that people in Africa have a different way of life than wat we are used too.</p>	<p>Some people have no faith and others have a different faith to us.</p> <p><b>British Values</b> mutual respect and tolerance of those of different faiths and beliefs. To talk about that not all People are Christians and believe the story of the birth of Jesus.</p> <p><b>Cross Curricular Writing</b> To write the Christmas Story.</p>	<p>Self-Control, Good Manners and Being Calm and Peaceful.</p> <p><b>British Values</b> democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.</p> <p><b>Cross Curricular Writing</b> To retell one of the stories about Jesus in the New Testament.</p>	<p>Forgiveness - Jesus forgive Judas for betraying him.</p> <p><b>British Values</b> tolerance of those of different faiths and beliefs.</p> <p><b>Cross Curricular Writing</b> To write a diary entry from the last supper.</p>	<p>Acceptance - Not all people choose to be baptised.</p> <p><b>British Values</b> tolerance of those of different faiths and beliefs.</p>	<p>brothers despite their awful behaviour and jealousy. .</p> <p><b>British Values</b> democracy, the rule of law - Talk about how the Pharaoh ruled the land.</p> <p>Individual liberty - Joseph stood up to the Pharaoh and told him about the seven years of wealth and famine.</p> <p>Tolerance of those of different faiths and beliefs - explore the concept of slavery in Egypt.</p> <p><b>Cross Curricular Writing</b> To write a recount about what happened to Joseph.</p>
Computing	<p><b>Topic:</b> Simulations on Espresso</p> <p>Simulations using clips as a class on Espresso e.g. how a plant grows healthily.</p> <p><b>Information Technology Skills:</b> Develop understanding of how simulations work through exploring simple examples.</p> <p><b>Key Vocabulary:</b> videos, camera stills, sounds, screen, mouse, images, keyboard and text.</p>	<p><b>Topic:</b> Searching (Espresso)</p> <p>Digital research using espresso to search within the program – teacher led.</p> <p><b>Information Technology Skills:</b> Use a simple search to find information or files.</p> <p><b>Digital Literacy Skills:</b> Recognise common uses of information technology beyond school.</p> <p>Understand the rules and responsibilities outlined by the school’s acceptable use policy and begin to</p>	<p><b>Topic:</b> Programming without a Computer</p> <p>Programming using algorithms without a computer e.g. make a sandwich or cake for afternoon tea.</p> <p><b>Computer Science Skills:</b> Understand what algorithms are and develop strategies to help find bugs in them.</p> <p><b>Key Vocabulary:</b> Instructions, Algorithm Buttons, Robots, Patterns and Program.</p> <p><b>Cross Curricular Writing</b> To write a set of</p>	<p><b>Topic:</b> Online Safety</p> <p>Online safety using Think U know <b>Hector’s World</b> Online</p> <p><b>Digital Literacy Skills:</b> Recognise common uses of information technology beyond school.</p> <p>Understand the rules and responsibilities outlined by the school’s acceptable use policy and begin to understand where to go for help when they have concerns.</p> <p>Develop an understanding of how to keep their personal information private and understand</p>	<p><b>Topic:</b> Coding (Espresso)</p> <p>Programming using <b>Espresso Unit 1a</b></p> <p><b>Computer Science Skills:</b> Understand what algorithms are and develop strategies to help find bugs in them.</p> <p>Make very simple programs</p> <p><b>Key Vocabulary:</b> Instructions, Algorithm Buttons, Robots, Patterns and Program.</p>	<p><b>Topic:</b> 2 Publish</p> <p>Create content using <b>Purple Mash (2publish)</b> for a specific topic software on curriculum computers using edited word banks</p> <p><b>Information Technology Skills:</b> Use technology with support, to create, store and retrieve digital content such as text and images.</p> <p>Use a simple search to find information or files.</p> <p><b>Key Vocabulary:</b> Videos, Camera stills, Sounds Image bank, Word bank and Space bar</p>



			<p>understand where to go for help when they have concerns.</p> <p>Develop an understanding of how to keep their personal information private and understand they need to use technology safely and respectfully</p> <p><b>Key Vocabulary:</b> videos, keyboard, images, camera stills, sounds and text.</p>	<p>instructions such as making a sandwich or baking a cake.</p>	<p>they need to use technology safely and respectfully</p> <p><b>Key Vocabulary:</b> Rules Online, Private information and email</p> <p><b>Christian Values</b>  Acceptance - Not all people will be who they say they are.  Honesty - Be honest with parents about your online activity.  Self-Control - Refrain from handing out any personal information to people you don't know.</p> <p><b>British Values</b>  the rule of law - briefly explore that people commit crime online by stealing personal details.</p>			<p><b>Cross Curricular Writing</b>  To use 2 publish to write a non-chronological report on a chosen animal based on the work in Science.</p>				
Computing Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
DT					<p>Food – <b>Afternoon Tea (Sandwiches and Cakes)</b></p> <p><b>Food</b></p> <p><b>Problem Ideas/ notes</b>  Cut, peel, grate, chop</p> <p><b>Food</b>  use the basic principles of a healthy and varied diet to prepare dishes</p> <p><b>Vocabulary</b>  Vocab related to food using taste, smell, texture</p>	<p><b>Great Fire of London – Enclosures or Furniture from the bakery.</b></p> <p><b>Structures</b></p> <p><b>Problem Ideas/ notes</b>  Enclosures for farm or zoo animals  playground/park/garden furniture bridge for Billy Goats Gruff playground equipment furniture for the Three Bears</p> <p><b>Design</b></p>			<p><b>Joseph's Coat of many colours</b></p> <p><b>Textiles</b></p> <p><b>Problem Ideas/ notes</b>  Decorate fabrics with bead threading</p> <p><b>Design</b>  design purposeful, functional, appealing products for themselves and other users based on design criteria</p>			



<p>Art and Design</p>	<p><b>Rubbings around School</b>          Printing using leaves and flowers          Local Chorley Artist          Repeating Patterns – man-made and natural</p> <p><b>Exploring and Developing Ideas</b>          Record and explore ideas from first-hand observations.</p> <p>Ask and answer questions about the starting points for their work.</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p> <p><b>Evaluating and Developing Work</b>          Review what they have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work.</p> <p><b>Drawing</b></p> <p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.</p> <p>Lines and Marks (Pollock, Van Gogh)</p> <p>Lines and Marks (Pollock, Van Gogh)</p>	<p><b>Christmas Card</b>  <b>Christmas Gifts</b></p> <p><b>Exploring and Developing Ideas</b>          Record and explore ideas from first-hand observations.</p> <p>Ask and answer questions about the starting points for their work.</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p> <p><b>Evaluating and Developing Work</b>          Review what they have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work.</p> <p><b>Drawing</b></p> <p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.</p> <p>Lines and Marks (Pollock, Van Gogh)</p> <p>Name, match and draw lines/marks from observations.</p>		<p><b>Link to DT Structures</b>          Take Pictures          Draw Fire</p> <p><b>Exploring and Developing Ideas</b>          Record and explore ideas from first-hand observations.</p> <p>Ask and answer questions about the starting points for their work.</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p> <p><b>Evaluating and Developing Work</b>          Review what they have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work.</p> <p><b>Digital Media</b></p> <p>Explore ideas using digital sources i.e. internet.</p> <p>Use a simple graphics package to create images and effects with:  <b>lines</b> by changing the size of brushes in response to ideas; shapes using eraser, <b>shape</b> and fill tools; and</p>	<p><b>Jackson Pollock</b>          Splat with different items          Scraping through</p> <p><b>Exploring and Developing Ideas</b>          Record and explore ideas from first-hand observations.</p> <p>Ask and answer questions about the starting points for their work.</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p> <p><b>Evaluating and Developing Work</b>          Review what they have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work.</p> <p><b>Painting</b></p> <p>Use a variety of tools and techniques including different brush sizes and types.</p> <p>Mix and match colours to artefacts and objects.</p>	<p><b>Joseph's Coat of many colours</b>          Start with weaving</p> <p><b>Exploring and Developing Ideas</b>          Record and explore ideas from first-hand observations.</p> <p>Ask and answer questions about the starting points for their work.</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p> <p><b>Evaluating and Developing Work</b>          Review what they have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work.</p> <p><b>Textiles</b></p> <p>Match and sort fabrics and threads for colour, texture, length, size, and shape</p> <p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting</p> <p>Cut and shape fabric using scissors/snips</p>
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<p>Name, match and draw lines/marks from observations.</p> <p>Draw on different surfaces with a range of media.</p> <p><b>Form, Shape Tone and Texture</b></p> <p>Observe and draw shapes from observations.</p> <p>Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.</p> <p>Investigate textures by describing, naming, rubbing, copying.</p> <p>Investigate textures by describing, naming, rubbing, copying.</p> <p><b>Printing</b></p> <p>Print with a range of hard and soft materials e.g. corks, pen barrels, sponge</p> <p>Build repeating patterns and recognise pattern in the environment</p> <p>Make simple marks on rollers and printing palettes</p> <p>Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils</p>	<p>Draw on different surfaces with a range of media.</p> <p><b>Drawing Vocabulary</b> light and dark lines, textures.</p> <p><b>Form, Shape Tone and Texture</b></p> <p>Observe and draw shapes from observations</p> <p>Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.</p> <p>Investigate textures by describing, naming, rubbing, copying.</p> <p>Investigate textures by describing, naming, rubbing, copying.</p> <p><b>3D</b></p> <p>Manipulate malleable materials in a variety of ways including rolling and kneading</p> <p>Explore sculpture with a range of malleable media</p> <p>Understand the safety and basic care of materials and tools</p> <p><b>Form</b></p> <p>Experiment with constructing and joining</p>			<p><b>colours and texture</b> using simple filters to manipulate and create images.</p> <p><b>Digital media vocabulary</b> Manipulate</p> <p><b>Christian Values</b> Compassion - Feel for the people who lost homes and belongings. Forgiveness - the fire by Thomas Farynor caused so much damage to buildings in the capital.</p> <p><b>British Values</b> tolerance of those of different faiths and beliefs - read and learn about the dairies of Samuel Pepys.</p>	<p>Experiment with tools and techniques e.g. layering, mixing media, scrapping through.</p> <p>Colour Identify primary and secondary colours by name.</p> <p>Mix primary shades and tones.</p> <p><b>Texture</b></p> <p>Create textured paint by adding sand, plaster.</p> <p><b>Painting Vocabulary</b> Brush size, poster paint, primary and secondary colours (by name), textured paint.</p> <p><b>Cross Curricular Writing</b> To write a non-chronological report about the artist Jackson Pollock.</p>	<p>Apply shapes with glue or by stitching</p> <p><b>Colour</b></p> <p>Apply colour with printing, dipping, fabric crayons</p> <p>Create and use dyes i.e. onion skins, tea, coffee</p> <p><b>Texture</b></p> <p>Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel</p> <p><b>Textiles Vocabulary</b> Fabrics, texture, pulling, twisting,</p> <p><b>Christian Values</b> ,Forgiveness - Talk about how Joseph forgave his brothers despite their awful behaviour and jealousy. .</p> <p><b>British Values</b> democracy, the rule of law - Talk about how the Pharaoh ruled the land.</p> <p>Individual liberty - Joseph stood up to the Pharaoh and told him about the seven years of wealth and famine.</p> <p>Tolerance of those of different faiths and beliefs - explore the concept of slavery in Egypt.</p>
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Create simple printing blocks with press print

**Texture**

Make rubbings to collect textures and patterns

**Printing Vocabulary**

Hard and soft materials, rollers.

**Collage**

Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc

Arrange and glue materials to different backgrounds

Sort and group materials for different purposes e.g. colour texture

**Colour**

Collect, sort, name match colours appropriate for an image

**Shape**

Create and arrange shapes appropriately

**Texture**

Create, select and use textured paper for an image

**Collage Vocabulary**

Sort, group,

recycled, natural, and manmade materials

Use simple 2-D shapes to create a 3-D form

**3D Vocabulary**

kneading, sculpture, joining, 2D shapes.

**Christian Values**

Acceptance - That not all people hold the Christmas Story in the same regard. Some people have no faith and others have a different faith to us.

British Values mutual respect and tolerance of those of different faiths and beliefs. To talk about that not all People are Christians and believe the story of the birth of Jesus.

	<p><b>Christian Values</b> Being Calm and Peaceful - conduct ourselves well and show our selves off when representing the school outside of the school ground conducting research.</p> <p><b>British Values</b> mutual respect - to have high expectations of behaviour when conducting research for projects.</p>											
Art and design assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
PSHE Following SCARF (life education plan)												
PSHE assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below

Music	<p><b>Autumn 1</b>  <b>Unit:</b> Hey You!  <b>Style:</b> Old-School Hip Hop  <b>Curriculum Objective:</b>          -Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p><b>Christian Values</b>          Achieving and Persevering, Self-Control, and Being Calm and Peaceful.</p>		<p><b>Autumn 2</b>  <b>Unit:</b> Christmas Production  <b>Style:</b> Christmas  <b>Curriculum Objective:</b>          -Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p><b>Christian Values</b>          Achieving and Persevering, Self-Control, and Being Calm and Peaceful.</p>		<p><b>Spring 1</b>  <b>Unit:</b> In the Groove  <b>Style:</b> Blues, Latin, Folk, Funk, Baroque, Bhangra  <b>Curriculum Objective:</b>          -Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p><b>Christian Values</b>          Achieving and Persevering, Self-Control, and Being Calm and Peaceful.</p>		<p><b>Spring 2</b>  <b>Unit:</b> Round and Round  <b>Style:</b> Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion  <b>Curriculum Objective:</b>          -Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p><b>Christian Values</b>          Achieving and Persevering, Self-Control, and Being Calm and Peaceful.</p>		<p><b>Summer 1</b>  <b>Unit:</b> Recorder  <b>Style:</b> Pop, Hip Hop, Disco, Blues.  <b>Curriculum Objective:</b>          -Play tuned and untuned instruments musically.</p> <p><b>Christian Values</b>          Achieving and Persevering, Self-Control, and Being Calm and Peaceful.</p>		<p><b>Summer 2</b>  <b>Unit:</b> Reflect, Rewind and Replay  <b>Style:</b> Western Classical Music and your choice from Year 1  <b>Curriculum Objective:</b>          -Listen with concentration and understanding to a range of high-quality live and recorded music.          -Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p><b>Christian Values</b>          Achieving and Persevering, Self-Control, and Being Calm and Peaceful.</p>	
Music Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
PE	<p><b>Fundamental Skills</b></p> <p>Lancashire Planning –  <b>Catching and Overarm.</b></p> <p><b>Carousel</b></p> <p><b>Catching Skills:</b></p> <ul style="list-style-type: none"> <li>•To explore the skill of catching a ball</li> <li>•To develop travelling skills</li> <li>•To catch a ball with two hands</li> </ul>		<p><b>Fundamental Skills</b></p> <p>Lancashire Planning –  <b>Underarm and Rolling.</b></p> <p><b>Carousel</b></p> <p><b>Underarm Skills:</b></p> <ul style="list-style-type: none"> <li>•To explore throwing equipment underarm</li> <li>•To develop the skill of the side gallop</li> <li>•To develop the skill of running</li> </ul>		<p><b>Gymnastics</b> (preparation for the competition)</p> <ul style="list-style-type: none"> <li>•To develop the basic skills of travelling</li> <li>•To develop the basic skills of rolling</li> <li>•To develop the basic skills of jumping</li> <li>•To perform basic skills with straight and tuck shapes</li> <li>•To link basic movements together</li> </ul>		<p><b>Dance Traditional Fairy Tales</b></p> <ul style="list-style-type: none"> <li>•To explore, remember, repeat, and link a range of actions with co-ordination and control.</li> <li>•To compose a short dance independently.</li> <li>•To show an awareness of the expressive qualities.</li> <li>•To explore and link contrasting actions with control.</li> </ul>		<p><b>Athletics Honey Pot (Preparation for Quad Kids Competition)</b></p> <p><i>Sessions to be led by coach Louis</i></p> <ul style="list-style-type: none"> <li>• To develop the skill of running fast</li> <li>• To develop the skill of hopping</li> <li>• To develop the skill of rolling a ball with accuracy</li> </ul>		<p><b>Games – Kicking</b></p> <ul style="list-style-type: none"> <li>•To explore different ways of kicking objects with increasing accuracy and control.</li> <li>•To receive a kick with control.</li> <li>•To intercept a ball.</li> <li>•To explore kicking with a variety of equipment.</li> <li>•To choose skills effectively for a game.</li> </ul>	

- To develop the skill of bouncing a ball with control
- To revise the skill of catching a ball and bouncing a ball
- To apply simple tactics in a game
- To bounce a ball while travelling in a game.

**Overarm Skills:**

- To explore the skill of running fast
- To explore the skill of throwing overarm
- To develop the skill of running fast
- To develop the skill of throwing overarm for distance
- To develop the skill of throwing overarm for accuracy
- To understand simple tactics in a game
- To work cooperatively in a small group
- To strike a ball off a tee
- To apply simple tactics in a game

**Christian Values**

Acceptance - people's skills vary  
 Forgiveness - people in the team could make a mistake.  
 Achieving and Persevering - practise makes perfect when working on motor skills.  
 Self-Control, Good Manners - encourage each other and deter from shouting or

- To apply the skill of an underarm throw in different ways
- To develop the skill of dodging
- To apply simple tactics in a team game

**Rolling Skills:**

- To explore the skill of running fast
- To explore rolling different equipment
- To explore the skill of jumping
- To develop the skill of rolling different equipment
- To explore the skill of dodging
- To apply the skill of rolling different equipment
- To apply simple tactics in a game
- To work cooperatively in a small group

**Christian Values**

Acceptance - people's skills vary  
 Forgiveness - people in the team could make a mistake.  
 Achieving and Persevering - practise makes perfect when working on motor skills.  
 Self-Control, Good Manners - encourage each other and deter from shouting or losing your temper if a team member makes a mistake.

**British Values**

mutual respect - encourage teamwork and the importance of

- To apply the skills of travelling, rolling, and jumping with two different shapes
- To link basic movements together to create a sequence
- To adapt the sequence to perform on apparatus

**Christian Values**

Acceptance - people's skills vary  
 Achieving and Persevering - practise makes perfect when working on motor skills.

- Express the idea of the wolf and the pigs.
- Recognise how dance makes them feel.
- To compose and perform dance phrases that communicate the story.
- To recognise and describe how different dance activities make them feel.
- Link travelling actions with a stillness to convey events within the story.
- Link sequences together to retell the story.

**Christian Values**

Acceptance - people's skills vary  
 Achieving and Persevering - practise makes perfect when working on motor skills.

- To develop the skill of changing direction
- To develop the skill of underarm throwing
- To develop the skill of jumping for distance
- To develop posture when walking and running
- To complete jumping challenges
- To apply changing direction in relay type races
- To complete run, jump and throw challenges

**Christian Values**

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 Forgiveness - people in the team could make a mistake.  
 Achieving and Persevering - practise makes perfect when working on motor skills.  
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**British Values**

mutual respect - encourage teamwork and the importance of



	losing your temper if a team member makes a mistake.  <b>British Values</b> mutual respect - encourage teamwork and the importance of sportsmanship.											
PE Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
Maths	<p><b>Chapter 1: Numbers to 10</b>          Lesson 1: Counting to 10          Lesson 2: Counting objects to 10          Lesson 3: Writing to 10          Lesson 4: Counting with Zero          Lesson 5: Comparing Objects          Lesson 6: Ordering Numbers          Lesson 7: Comparing Numbers</p> <p><b>Chapter 2: Number bonds</b>          Lesson 1: Making Number Bonds          Lesson 2: Making Number Stories</p> <p><b>Chapter 3: Subtraction within 10</b>          Lesson 1: Ways to Add          Lesson 2: Add by Counting On          Lesson 3: Completing Number Sentences          Lesson 4: Making Addition Stories          Lesson 5: Solving Picture Problems</p> <p><b>Chapter 4: Addition Within 10</b>          Lesson 1: Ways to Subtract          Lesson 2: Subtracting using Number Bonds          Lesson 3: Subtract by Counting Back          Lesson 4: Making Subtraction Stories          Lesson 5: Solving Picture Problems          Lesson 6: Addition and Subtraction</p> <p><b>Revision 1</b></p> <p><b>Chapter 5: Position</b>          Lesson 1: Naming Positions          Lesson 2: Naming Positions in Queues          Lesson 3: Naming Left and Right Positions</p> <p><b>Chapter 6: Numbers to 20</b>          Lesson 1: Counting to 20          Lesson 2: Writing to 20</p>					<p><b>Chapter 10 Numbers to 40</b>          Comparing Volume and Capacity          Finding Volume and Capacity          Describing Volume using half and a quarter          Mind Workout          Review 10</p> <p><b>Chapter 11 Addition and Subtraction Problems</b>          Solving Word Problems          Solving Word Problems          Solving Word Problems          Solving Word Problems          Solving Word Problems          Solving Word Problems          Mind Workout          Review 11</p> <p><b>Chapter 12 Multiplication</b>          Making Equal Groups          Adding Equal Groups          Making Equal Rows          Making Doubles          Solving word Problems          Mind Workout          Review 12</p> <p><b>Chapter 13 Division</b>          Grouping Equally          Sharing Equally          Mind Workout          Review 13</p> <p><b>Chapter 14 Fractions</b>          Making Halves          Making Quarters          Sharing and Grouping</p>						

	<p>Lesson 3: Comparing Numbers Lesson 4: Ordering Numbers Lesson 5: Number Patterns <b>Chapter 7: Addition and Subtraction Within 20</b> Lesson 1: Ways to Add Lesson 2: Add by Making 10 Lesson 3: Add by Adding Ones Lesson 4: Counting Back Lesson 5: Subtract Ones Lesson 6: Subtract from 10 Lesson 7: Addition and Subtraction Facts <b>Chapter 8: Shapes and Patterns</b> Lesson 1: Recognising Solids Lesson 2: Recognising Shapes Lesson 3: Grouping Shapes Lesson 4: Making Patterns <b>Chapter 9: Length</b> Lesson 1: Comparing Height and Length Lesson 2: Measuring Length using Things Lesson 3: Measuring Height and Length Using Body Parts Lesson 4: Measuring Height and Length Using a Ruler <b>Revision 2</b> <b>Mid-Year Revision</b></p>			<p>Mind Workout Review 14 <b>Chapter 15 Numbers to 100</b> Counting to 100 Finding Tens and Ones Comparing Numbers Making Number patterns Mind workout Review 15 Revision 3 <b>Chapter 16 Time</b> Telling Time to the Hour Telling Time to the Half Hour Using Next, Before and After Estimating Duration of Time Comparing Time Using a Calculator <b>Chapter 17 Money</b> Recognising Coins Recognising Notes Mind Workout Review 17 <b>Chapter 18 Volume and Capacity</b> Comparing Volume and Capacity Finding Volume and Capacity Describing Volume using Half and a Quarter Mind workout Review 18 <b>Chapter 19 Mass</b> Comparing Mass Finding Mass Mind Workout Review 19 <b>Chapter 20 Space</b> Describing Positions Describing Movements Making Turns Mind Workout Math Journal <b>Revision 4</b> <b>End of year Revision</b></p>		
Literacy	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Fiction	<b>Narrative:</b> Stories with a familiar setting – Peter Rabbit	<b>Narrative:</b> Story on a Theme: Toys	<b>Narrative:</b> Katie in London by James Mayhew	<b>Narrative:</b> Traditional Tales: Hop Toads and Pearls.	<b>Narrative:</b> Stories by the Same Author - Oliver Jeffers	<b>Narrative:</b> Wolf, The Duck and The Mouse

		<b>That Rabbit Belongs to Emily Brown</b> by Cressida Cowell			Here We Are: Notes for Living on Planet Earth Lost and Found Stuck The Way Back Home The Day the Crayons Quit	
Poetry	<b>Poetry:</b> Traditional Poetry – Mulberry Bush	<b>Poetry:</b> Classic Poetry – The Night before Christmas		<b>Poetry:</b> Sound Poems		<b>Poetry:</b> Animal Poems
Non-fiction	<b>Non-Fiction:</b> Persuasion A persuasive poster about visiting Chorley	<b>Non-Fiction:</b> Information Text about Toys A non-chronological report about toys from the past.	<b>Non-Fiction:</b> Instructions A set of Instructions about making sandwiches or cakes.	<b>Non-Fiction:</b> A recount of The Great Fire of London. A diary entry	<b>Non-Fiction:</b> : Information Texts about weather around the world and in different continents <b>Children to write and film a weather report.</b>	<b>Non-Fiction:</b> Explanation Text: The Life Cycle of a Butterfly.