Key Stage One LONG TERM PLAN 2024-2025

These themes are only an outline.	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Lovely Letchworth	Fire and Ice	Amazing Animals (Wild Animals)	Transport	Dinosaurs	Pirates
Key texts	Children of the Lir Rapunzel	The Polar Express	The Lion and the mouse Hare and Tortoise and other Aesop's Fables Writing Project book	Rosie Revere Engineer Last Stop on Market Street	The Girl and the Dinosaur Dear Dinosaur on Tour Dinosaurs Love Underpants Never give a T rex a book	Captain Pug
School events • Theme days • Charity days • Community events	Roald Dahl day Black History month	Remembrance Day Children in Need Anti- Bullying Week FoH disco Enterprise week Christingle Christmas production Christmas Tree Festival	Sports relief Mother's day Feeling Good Week Internet safety Day	World Book day Science Week Easter Journey church visits	Walk to School Week Summer fair	Sports Day School trip Father's Day
Festivals	Harvest festival	Diwali Hannukah Christmas	Shrove Tuesday	Palm Sunday Easter		
Personal, Social, Health Education • Jigsaw	**Being Me in The World** I can identify some ways in which my friend is different from me I can tell you why I value this difference about him/her	**Celebrating Difference** I can explain some of the ways I worked cooperatively in my group to create the end product I can express how it felt to be working as part of this group	**Dreams and Goals** I can make some healthy snacks and explain why they are good for my body I can express how it feels to share healthy food with my friends	**Healthy Me** I can identify some of the things that cause conflict between me and my friends I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends	**Relationships** I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private I can tell you what I like/don't like about being a boy/ girl	**Changing me /Transition** I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private I can tell you what I like/don't like about being a boy/ girl
English	Traditional Tales - Fairy tales (2 weeks Children of the Lir, 3 weeks Rapunzel and 1 week of writing our own). Write a re-telling of a traditional story.	'Take One Book' One (or more) written outcomes, linked with Fiction/non-fiction modules already covered during the term.	Take One Book' One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term.	'Take One Book' One (or more) written outcomes, linked with Fiction/non-fiction modules already covered during the term.	Produce a flowchart, ensuring content is clearly sequenced. Vocabulary building Dinosaur Facts and use of conjunction 'because'	'Take One Book' One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term. Reports

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	Write labels and sentences Write simple first person recounts based on personal experience, using adverbs of time to aid sequencing. Vocabulary Write poetry using structure from Benjamin Zephaniah.	Letter - To Santa building (list poems) Calligrams Read list poems. Write and perform own versions.	Stories with recurring literary language Use a familiar story as a model to write a new story Traditional Tales - Myths Write a fable based on the tortoise and the hare. Instructions Explanations Write a series of fiction-based instructions (i.e. 'How to trap an ogre'), including diagrams. .	Diary entry Recount – Last stop on market street Comic strip – Rosie Revere Explanation text – Rosie Revere Recount of our Easter Journey.	Non chronological report- dinosaurs love underpants Letter writing- Dear DINOSAUR	Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate. Vocabulary building Calligrams Read, write and perform free verse.
Phonics • Little Wandle	Week 1 **ai** a-e ai ay a eigh ea ey aigh **ee** y ea ee e ie ey e-e **igh** igh i-e i y ie **oa** ow o o-e oa oe ou people eye whole Week 2 **oo/yoo** oo u u-e ew ue ou ui **air** air are ear ere **ur** er ur ir or ear **ow** ou ow through improve move prove shoe two who beautiful their parents Week 3 **or** or a aw au ore oor al oar our augh aur **zh** si su **ch** ch tch ture* **sh** sh ti ch ssi ci si thought sure Week 4 **j** j g ge dge **s** s ss c ce se st sc **u** ou **e** ea **i** y **o** a **u** o o-e **oo** u oul schwa: er a or ar our re once again any many friend busy pretty because laugh	What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell? Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er? Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'? When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing? Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?	'Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/? Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y? Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?	The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words? Why do I swap the 'y' for an 'i' when I add the suffix -es? Why do some words have the spelling 'ey' for the sound /ee/? Why do some words end -le, -al, -il or -el?	Apostrophes for possession le endings (The 'l' or 'ul' sound spelled **le** at the end of words) -el endings (less common, but after m, n, r, s mostly Prefixes un and dis The 'l' or 'ul' sound spelt el at the end of the words The 'l' and 'ul' sound spelt il at the end of words The 'l' and 'ul' sound spelt al at the end of words The 'n' sound spelt kn and gn at the beginning of words Silent letters (Adding 'es' to nouns and verbs ending y)	Adding 'es' The 'er' and 'or' sound spelled with **or** or eg. worm and warm words ending in tion Words with the spelling **a** pronounced 'o' after w and qu The 'ee' sound spelled ey The 'zh' sound spelled with an **s** u' sound spelt 'o'- eg mother, other, brother, nothing, Monday

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	Week 5 **ie ee igh y i ea ai a or** friend					
Handwriting	Revision of all letter families precursive Use the common irregular words to practise these. Pick up any children who may need intervention group. curly caterpillar family c a d o s g q e f zig-zag monster family z v w x	Revision of all letter families precursive Use the common irregular words to practise these. Pick up any children who may need intervention group. long ladder family L I t u j y one-armed robot family R b n h m k p	*Looped descenders and break letters * The first join: id, ig, ed, eg * The the first join: en, ud, ir * The first join: ag, ac, na, to * The second join: ck, ch, nk, lk *The second join: il, it, ik, ul with no lead in	* The second join: el, mb, at, tt * The third join: oo, og, wa, wo * The third join: on, om, ow, oi * The third join: os, rm, wi * The fourth join: wl, oh, ot * The fourth join: ol, ok, of	* The fourth join: rl, rk, rt Review of the first and second joins ` Repeat Spring 1 if needed	**Review of the third and Forth joins** **Repeat Spring 2 if needed**
Maths • Essential Maths	<u>To secure fluency to 20:</u> -Magnitude. -Find doubles and near doubles. -Regrouping. -Using < and > to compare numbers. -Using think 10 for addition and subtraction. -Adding odd and even numbers. -Adding 3 one digit numbers. <u>Place Value:</u> -Regrouping 10 ones for 1 ten. -Regrouping 10 pennies for a ten pence. -Regrouping 1 ten for 10 ones. -Regrouping a ten pence for 10 pennies.	<u>Add and subtract numbers mentally:</u> -Using doubles and near doubles facts. -Finding the nearest multiple of ten. -Rebalancing for equal sum. -Using rebalancing in context. -Rebalancing to find the equal difference. -Adding a 1-digit number to a 2-digit number using think 10. -Adding a 2-digit number to a 2-digit number using think 10. -Subtracting a 1-digit number from a 2-digit number using think 10. <u>Finding part or whole unknown:</u>	<u>Statistics:</u> -Tables for sorting -Information tables -Gathering data using tally charts -Representing data in block graphs -Pictograms <u>Written addition method:</u> -Choosing the appropriate mental strategy when adding a two-digit number and ones -Adding two-digit numbers and tens using concrete resources and pictorial representations -Adding two 2-digit numbers using a written method with no regrouping -Adding two 2-digit numbers using a written	<u>Doubling and halving:</u> -Doubling two-digit numbers -Halving multiples of ten -Halving two-digit numbers -Doubling and halving in the context of money <u>Times tables:</u> -Patterns and strategies for the 2 times table -Patterns and strategies for the 5 and 10 times tables -Counting in 3s <u>Multiplication:</u> -Linking repeated addition and multiples -Multiples and multiplication -Exploring arrays -The language of multiplication	<u>Fractions:</u> -Splitting a whole into equal groups (halves, thirds and quarters) with Cuisenaire rods -Finding half of an amount linked to division and sharing a whole into two equal groups -Finding 1/3 and1/4 of amounts linked to sharing -Recognising shapes split equally into halves, quarters and thirds -Finding 1/2, 1/4 and 1/3 of 2-D shapes -Finding fractions of amounts within the context of shape -Finding what fraction of a shape is given -Finding $\frac{3}{4}$ of an amount and number.	<u>Multiplication and Division:</u> -Equality in multiplication -Keeping the balance -Comparing calculations -Using division to identify equality in multiplication <u>Geometry:</u> -Naming 2-D shapes and their properties -Naming 3-D shapes and their properties -Identifying and classifying shapes by their properties -Linking symmetry to halving -Identifying and sorting shapes - symmetry -Drawing symmetrical patterns and shapes -Linear sequences -Patterns with shapes

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	-Identifying the place value in 2 digit numbers. -Regroup 2 digit numbers in different ways. -Identify missing parts of a regrouped number. Counting on and back in ones and tens through benchmarks <u>Ordering and comparing numbers to 100:</u> -Ordering numbers. -Compare using <,> or =. <u>Estimation and Magnitude:</u> -Placing numbers on a number line. -Using benchmarks to estimate. <u>Mental Addition and Subtraction:</u> -Adding more than 2 single digit numbers using reordering. -Rebalancing when adding 9 or 11. -Rebalancing when subtracting 9 or 11. -Using think addition for subtraction. <u>Finding Complements of 10 and 100:</u> -Using complements to 10 to make complements to 100. -Think addition for subtraction using multiples of 10 within the context of a problem.	-Identifying the parts and the whole using Cuisenaire rods in a bar model. -Identifying the parts and whole in a cherry model. -Inverse relationship of addition and subtraction. -Using inverse to find missing numbers. -Using inverse to find missing numbers in problems. <u>Money:</u> -Find different combinations of coins that equal the same amounts of money. -Solve calculations involving subtraction of money of the same unit. -Solve simple problems in a practical context involving addition and subtraction of money. -Solve simple problems in a practical context involving addition and subtraction of money. <u>Comparison:</u> -Understand difference when comparing numbers on number lines to other models. -Compare values in the context of measuring mass (g) and use the language of comparison. -Compare values in the context of comparing mass	method with regrouping of ones <u>Commutativity in addition:</u> -Reviewing the parts and the whole using Cuisenaire rods in a bar model -Prove that addition is commutative -Prove that commutativity is not possible when subtracting <u>Written subtraction method:</u> -Subtracting a 1-digit number from a 2-digit number – counting back using think 10 and regrouping the subtrahend -Subtracting a 1-digit number from a 2-digit number – regrouping the minuend -Subtracting tens from a 2-digit number -Subtracting a 2-digit number from a 2-digit number with no regrouping -Subtracting a 2-digit number from a 2-digit number with regrouping <u>Problem solving with addition and subtraction:</u> -Finding the unknown in a worded problem -Strategies for solving missing number problems <u>Time</u>: -Turns – quarter turn, half turn, three-quarter turn and full turn	-The commutativity of multiplication -Strategies to calculate multiplication facts – regrouping to multiply -Bar modelling for multiplication problems -Multiplication of measures and money <u>Division:</u> -Division by sharing -Division by grouping -Division by grouping using arrays -Linking division and multiplication -Using multiplication facts to divide -Patterns and rules of divisibility -Division with remainders – sharing -Division with remainders – grouping -Problems using division in context	-Fractions of length, capacity and time <u>Time:</u> -Telling the time – o'clock and half past -Telling the time – quarter past the hour -Telling the time – quarter to the hour -Telling the time to the nearest 5 minutes -Intervals of time <u>Problem Solving</u> -Choosing an efficient strategy – addition and subtraction -Choosing an efficient strategy – multiplication and division -Identifying the unknown -Drawing to solve problems -Pictorial representation and part part whole – fractions of amounts -Making connections between the numbers $\frac{1}{2}$, $\frac{1}{4}$ or 1/3 -Finding $\frac{3}{4}$ in the context of worded problems	Mental calculation review Written calculation review Place Value review

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	-Think addition for subtraction using multiples of 10 within measure.	(kg) and use the language of comparison. -Compare values in the context of measuring heights, lengths and widths. <u>Measure:</u> -Estimate on a number line using benchmarks. -Estimate and compare capacities. -Read capacities on different scales. -Read scales on circular dials. -Solve problems reading scales.	-Telling the time – o'clock, quarter past, half past, quarter to -Telling the time to 5 minute intervals -Estimating intervals of time -Ordering intervals of time -Comparing intervals of time			
Science • Twinkl	<u>Scientists and Inventors</u> • describe things plants need; • construct a mini greenhouse with a partner; • observe how plants grow; • discuss whether doctors are scientists; • describe when and why we should wash our hands; • take part in an activity to show how germs spread; • give a minimum of two facts about Charles Macintosh; • identify Charles Macintosh's famous invention; • give facts about Rachel Carson; • take part in an investigation to prove what	<u>Uses of everyday materials</u> •Identify and name everyday materials. • Identify different uses of everyday materials. • Record their observations. • Demonstrate and explain how shapes of objects made from some materials can be changed. • Explain what recycling means **Working scientifically** * observing closely, using simple equipment. * performing simple tests and saying why a test is fair *identifying and classifying *using their observations	<u>Living things and their habitat</u> •Say what is different about things that are living, dead or have never been alive. • Identify some of the plants and animals in a familiar habitat. • Sort objects into categories. • Find microhabitats. • Describe the conditions in a habitat. • Ask questions about different habitats. • Describe the characteristics of some plants and animals. • Name some sources of food.	<u>Plants</u> Children can suggest what they think a plant needs to grow and stay healthy. • Children can dissect and observe a seed, explaining which parts will grow into a plant and which part is its food. • Children can order the life cycle of a plant and begin to explain what happens at each stage. • Children explain that plants need water, light and a suitable temperature to grow and stay healthy. • Children begin to explain what happens if a plant does not get everything it needs. • Children find out and describe how different	<u>Animals including humans</u> Scientific Knowledge • Children can identify and match several animal offspring and their adult forms. They can describe the main characteristics of the offspring found in different animal groups. • Children can describe the main stages of at least two different animal life cycles. They start to compare these life cycles. • Children can identify several ways that humans grow and develop through each life cycle stage. • Children can name the three basic needs of all animals to survive. They can describe the specific needs of a given animal.	<u>Biodiversity minibeasts</u> Scientific Knowledge • Children identify and name a variety of plants and animals in their habitats, including microhabitats. • Children can describe the basic needs of animals, including humans, for survival and what factors influence this, such as their habitats. • Children can describe how different types of animals and plants in a habitat depend on each other. • Children can understand the idea of a simple food chain. • Children can describe how plants need water, light and

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	Rachel Carson found out about water pollution; • answer questions about where our energy comes from • Black History Week – Mae Jamison - To ask simple questions and use simple secondary sources to find answers, **Working scientifically** * asking simple questions and recognising that they can be answered in different ways *observing closely, using simple equipment. * performing simple tests and saying why a test is fair *identifying and classifying *using their observations and ideas to suggest answers to questions. * gathering and recording data to help in answering questions.	and ideas to suggest answers to questions.	**Working scientifically** * asking simple questions and recognising that they can be answered in different ways *observing closely, using simple equipment. *identifying and classifying *using their observations and ideas to suggest answers to questions. * gathering and recording data to help in answering questions.	plants need different amounts of water and light and different temperatures to grow and stay healthy. They understand how some plants are suited to their habitats. **Working Scientifically:** • Children can begin to recognise ways in which they might answer scientific questions. They can carry out simple practical tests, using simple equipment. • Children observe the natural world around them. • Children can notice links between cause and effect and talk about their findings to a variety of audiences in a variety of ways. • Children can use simple features to compare living things.	• Children can describe the effects of exercise and begin to explain the importance of exercise for the human body. • Children can identify several foods according to the basic food groups and can talk about the importance of a balanced diet. They can explain how to be hygienic and why this is important. **Working Scientifically** • Children can sort and classify objects (animals) into simple groups. They use scientific language to talk about their findings. They start, with support, to notice patterns and relationships between the groups. • Children can use simple secondary sources to find answers to a question. • Children can ask simple scientific questions and use scientific language to answer them. • Children use simple secondary sources to find answers and talk about their findings to an audience. • Children can carry out simple practical tests and use their observations and ideas to suggest answers to questions.	a suitable temperature to grow and stay healthy. • Children can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different types of animals and plants. **Working Scientifically** • Children can observe the natural world around them by making careful observations, using simple equipment. • Children can gather and record data in a variety of ways to help in answering questions, such as simple tables. • Children can begin to draw simple conclusions. • Children can use simple secondary sources to find answers. • When presenting their findings, children can use simple and scientific language appropriately, to a level consistent with their increasing word reading and spelling knowledge

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					• Children can carry out simple practical tests, make careful observations and draw simple conclusions.	
Computing • Purple Mash	Unit 2.1 Coding (6) To understand what an algorithm is. To create a computer program using an algorithm. To create a program using a given design. To understand the collision detection event. To understand that algorithms follow a sequence. To design an algorithm that follows a timed sequence. To understand that different objects have different properties. To understand what different events do in code. To understand the function of buttons in a program. To understand and debug simple programs.	Unit 2.2 Online Safety (3) To know how to refine searches using the Search tool. To use digital technology to share work on Purple Mash to communicate and connect with others locally. To have some knowledge and understanding about sharing more globally on the Internet. To introduce Email as a communication tool using 2Respond simulations. To understand how we should talk to others in an online situation. To open and send simple online communications in the form of email. To understand that information put online leaves a digital footprint or trail. • To identify the steps that can be taken to keep personal data and hardware secure. Unit 2.5 Effective Searching (3) To understand the terminology associated with searching.	Unit 2.3 Spreadsheets (4) To use 2Calculate image, lock, move cell, speak and count tools to make a counting machine. To learn how to copy and paste in 2Calculate. To use the totalling tools. To use a spreadsheet for money calculations. To use the 2Calculate equals tool to check calculations. To use 2Calculate to collect data and produce a graph.	Unit 2.4 Questioning (5) To learn about data handling tools that can give more information than pictograms. To use yes/no questions to separate information. To construct a binary tree to identify items. To use 2Question (a binary tree database) to answer questions. To use a database to answer more complex search questions. To use the Search tool to find information.	Unit 2.6 Creating Pictures (5) To learn the functions of the 2Paint a Picture tool. To learn about and recreate the Impressionist style of art (Monet, Degas, Renoir). To recreate Pointillist art and look at the work of pointillist artists such as Seurat. To learn about the work of Piet Mondrian and recreate the style using the lines template. To learn about the work of William Morris and recreate the style using the patterns template. To explore surrealism and eCollage. Unit 2.7 Making Music (3) To make music digitally using 2Sequence. To explore, edit and combine sounds using 2Sequence. To edit and refine composed music. To think about how music can be used to express feelings and create tunes which depict feelings.	Unit 2.7 Making Music (3) To make music digitally using 2Sequence. To explore, edit and combine sounds using 2Sequence. To edit and refine composed music. To think about how music can be used to express feelings and create tunes which depict feelings. To upload a sound from a bank of sounds into the Sounds section. To record and upload environmental sounds into Purple Mash. To use these sounds to create tunes in 2Sequence Unit 2.8 Presenting Ideas (5) To explore how a story can be presented in different ways. To make a quiz about a story or class topic. To make a fact file on a non-fiction topic. To make a presentation to the class.

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		To gain a better understanding of searching on the Internet. To create a leaflet to help someone search for information on the Internet.			To upload a sound from a bank of sounds into the Sounds section. To record and upload environmental sounds into Purple Mash. To use these sounds to create tunes in 2Sequence	
History	- Can explain why Britain has a special history by naming some famous events and some famous people. -To research the contribution of people from the past. - To find out who **Ebeneezer Howard** was.	- To learn about the Gunpowder plot. To learn about the Great Fire of London. - Can recognise that we celebrate certain events such as bonfire night because of what happened many years ago. - Can recount some interesting facts from an historical event, such as where the fire of London started.		- To understand how events can be represented on a timeline. - Can order a number of objects in chronological order. -Uses phrases like: before I was born and understand the words past and present. - To find out who **Rosa Parks** was	- To research a range of dinosaurs. - To find out about a significant figure- **Mary Anning.** - To identify what fossils are. - Can answer questions by using a specific source, such as information books. - Can use old and new photos to find out more about a famous person or event.	
Geography	To identify and locate places in Letchworth. To create a leaflet to advertise Letchworth. To create a map of our school. -Study maps and aerial photographs and use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. -Draw own maps of the local area; use and	To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. To name and locate the world's seven continents and five oceans. To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.	To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country by looking at habitats of animals.		To name and locate the world's seven continents To use world maps, atlases and globes to identify the seven continents where dinosaur fossils were found.	To talk about what is shown on a pictorial map. To use four compass points: North, South, East and West and locational and directional language to describe the location of features and routes on a map. To devise a simple map and construct basic symbols in a key.

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	construct basic symbols in a key. -Observe and record the features around the school	To 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. To use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	To use world maps, atlases and globes to locate Kenya. To use basic geographical vocabulary to refer to key physical and human feature. To use compass directions to describe places on a map. To find out new information about some of the main animals that live in Kenya.			To use letter and number co-ordinates to locate features on a map.
Art and Design	Patterns - Experimenting by arranging, folding, repeating, overlapping regular and irregular patterning - Natural and manmade patterns Sketching - Experiment with tools and surfaces - Sketch to make quick records - Experiment with different grades of pencils (4B, 8B, HB) Look at the work of **Andy Goldsworthy** Describe the differences and similarities between different practices and disciplines, and make links to their own work	Christmas crafts	- Change the surface of a malleable material e.g. build a textured tile	- Print on to paper and textiles - Print with a range of objects - Identify the different forms printing takes. Look at the work of **Favianna Rodriguez** who is famous for her silhouettes and being a printmaker	Look at the work of **Frank Bowling** and examine his bold choices of colour and colour mixing. - Make as many tones of one colour as possible - Use colour on a large scale (outside, A3 paper etc.) - Use colour to create mood	**Form** **Pirate ship models** - - Decorative techniques - Replicate patterns and textures in 3D form -Understand the different adhesives that could be used and methods of construction. **Colour** **Tea stain dying treasure maps** - Make as many tones of one colour as possible (using white) - Darken colours without using black

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Design and Technology	Use principles of a healthy, balanced diet to prepare dishes: -Children to design their own plate of healthy food. -Sort food into animals and plants. - Evaluate the healthy foods available in Letchworth.	Make a model for the Great Fire of London recreation: -Use knowledge of existing products to come up with ideas. - Be familiar with design criteria, and use them to create purposeful and appealing products -Choose how they will assemble, join and combine materials.	Make an animal puppet: -Use knowledge of existing products to come up with ideas. Look at the work of **Margarete Steiff** who is a famous seamstress -Measure, mark-out, cut and shape materials. - Use large eyed needles to create running stitches - Start to explore other simple stitches -Make simple judgements about their products and designs and suggest how their products could be improved. -Evaluate what they like/dislike about existing products. -Describe where (their) products might be used.	Children to design and create their own Easter Egg - Be familiar with design criteria, and use them to create purposeful and appealing products - Use Information Technology to create mock-ups and designs. - Follow a recipe to cook an Easter cake/bake Know about the movement of simple mechanisms, focusing on wheels and axles.	**-Charles Knight** artist and sculptor - To shape and form from direct observation (malleable and rigid materials) (dinosaur sculptures) To use clay to sculpt a dinosaur model by: - Choose how they will assemble, join and combine materials.	To design as pirate ship: - Be familiar with design criteria, and use them to create purposeful and appealing products.
Music • Active music digital	**Active Music – Rhythm and Pulse** **Harvest performance** *Understand that the speed of the beat can change, creating a faster or slower pace (tempo).* *Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.* *Move in time to the beat of a piece of music or song.* *Begin to group beats in twos and threes by tapping knees on the first*	**Listening and Responding Songs for Christmas performance** *Develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.* *1. Classical: Bolero (Ravel) – see notes* *2. Popular: I wish I knew how it would feel to be free (Nina Simone)*	**Ocarinas (Kestrels/Falcons)** *Develop facility in playing a melodic instrument. Play and perform melodies following notation using a small range (e.g. as a whole class or in small groups.* *Use listening skills to correctly order phrases using notation, showing different arrangements of notes* **Active Music – Pitch (Falcons/Kestrels)** *Play a range of singing games based on two or*	**Ocarinas (Falcons/Kestrels)** Develop facility in playing a melodic instrument. Play and perform melodies following notation using a small range (e.g. as a whole class or in small groups. Use listening skills to correctly order phrases using notation, showing different arrangements of notes **Active Music – Pitch (Kestrels/Falcons)** *Play a range of singing games based on two or*	**Active Music – Instrumental** *Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).* *Work with a partner to improvise simple question and answer phrases, to be sung and played on un-tuned percussion, creating a musical conversation.* *Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.*	**Songs for Summer performance** Practise vocal warm-ups Develop breathing techniques Improve posture Demonstrate changes dynamics Learn songs from memory Keep to tempo Respond to leaders directions with increasing accuracy speed.

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	(strongest) beat and clapping the remaining beats. *Play copycat rhythms, copying a leader, and invent rhythms for others to copy on un-tuned percussion.* *Create rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?).* *Create and perform their own chanted rhythm patterns with graphic notation.*	*3. Traditional: Baris (Gong Kebyar of Peliatan)*	*three notes, matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track.* *Sing short phrases independently within a singing game or short song.* *Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).*	*three notes, matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track.* *Sing short phrases independently within a singing game or short song.* *Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).*	*Explore Timbre and duration with their voices and tuned and un-tuned instruments. Perform with others*	
Religious Education • Hertfordshire Agreed Syllabus of Religious Education	Why are home and family important to people? ·Why are my home and family important to me? ·What might Christian homes and families be like? ·What might Jewish homes and families be like? ·How are our homes and families similar or different?	What is important to Christians and Jews and how do they show this? ·What things and beliefs are important to me? How do I show this? ·Why are the Torah Scrolls important to Jews and how do they show this? ·Why are the Gospels important to Christians and how do they show this? ·How do the things that are important to us affect how we behave?	Why are stories such a good way to learn? ·What is my favourite story and why? Does it teach me anything? ·What Biblical stories are important to Jewish people? ·What stories are important to (Muslim/Hindu/Buddhist/Sikh) people? ·What stories did Jesus tell? ·What are some important stories about Jesus? ·Who do Christians think Jesus is? ·What makes stories such good ways of teaching us things?	Why should we care for other people? ·Who cares for me? Whom and what do I care for? Why? ·What does Jesus say about caring for others? ·What is Zakah and why is it important to Muslims? ·How can we show that we care for other people whom we don't know?	Why should we care for other people? ·Who cares for me? Whom and what do I care for? Why? ·What does Jesus say about caring for others? ·What is Zakah and why is it important to Muslims? ·How can we show that we care for other people whom we don't know?	Who or what is God, if anything? ·What do I believe about God? Why? How can I be sure? ·What do Jews believe about God? ·What do Christians believe about God? Is Jesus God Incarnate? ·How can anyone know for sure whether or not 'God' exists?

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Physical Education • Complete PE	**Multi-skills and Rugby** - Use fundamentals of movement to employ simple tactics in varied environments. -With guidance, participate displaying respect, fair play and working well with others. **Rugby**	**Dance/Invictus Games Dance** -Perform and repeat sequences of movements. -Uses fundamentals of movement to achieve success individually and as a team. - With guidance participate displaying respect, fair play and working well with others. **Invictus**	**Gymnastics and Health Related Exercise** -Throw and catch displaying competency, in isolation and in varied environments. -Show an awareness of how the body changes/functions during exercise and begin to explain why. -Competent in the fundamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination)	**Football and Dance** - Use fundamentals of movement to employ simple tactics in varied environments. -With guidance participate displaying respect, fair play and working well with others. - Can use taught techniques to shoot the ball at a goal effectively - Can use taught techniques to pass the ball to another player	**Athletics and Striking and fielding** -Demonstrate changes of direction, speed & level during performances or in competitive environments.	**Sports day preparation and swimming** -Show competence in one stroke when swimming. -Swim up to 25m unaided, proficient in a stroke. -Listen to instructions. -Follow guidance on being safe in the water.