

<p style="text-align: center;">English</p> <p style="text-align: center;"><u>Core Texts:</u> The Most Magnificent Thing The Very Hungry Caterpillar Charlie and Lola The Gruffalo</p> <ul style="list-style-type: none"> • Making imaginative links • Onomatopoeia • Letter formation • Capital letters, full stops and finger spaces • Sequencing 	<p style="text-align: center;">Science</p> <p>Seasonal changes</p> <ul style="list-style-type: none"> • Observe changes across the four seasons – autumn walk part 1. • Observe and describe weather associated with the seasons and how day length varies – daily/weekly discussions in class. • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees, through pictures and looking at local environment. <p>Exploring the 5 senses. Parts of the body.</p> <ul style="list-style-type: none"> • 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 style="text-align: center;">Computing</p> <p style="text-align: center;">Purple Mash</p> <ul style="list-style-type: none"> • Children will learn the importance of online safety. • Children will learn how to log into Purple Mash. • Children will learn how to save things into their profiles on Purple Mash. • Children will explore pictograms.
<p style="text-align: center;">Maths</p> <ul style="list-style-type: none"> • Counting – begin to count accurately to 20 backwards and forwards. • Place value – number representations, using tens frames, Numicon and various other manipulatives. • One more, one less – identify one more and one less from a given number. • Comparing objects and numbers – greater than and less than. • Ordering – read, write and identify numbers to 100. • Learning to use a number line – addition and subtraction. • Addition and subtraction - number bonds to 10, add 1 digit numbers, solve one step problems using concrete and pictorial representations and missing numbers, part whole numbers, number families. 	<h1 style="margin: 0;">Year 1</h1> <h2 style="margin: 0;">Term 1</h2> <h3 style="margin: 0;">What are my 5 senses?</h3>	<p style="text-align: center;">PE</p> <ul style="list-style-type: none"> • BEAM assessments <p style="text-align: center;">Gymnastics</p> <ul style="list-style-type: none"> • Children will learn balancing techniques in relation to different animals. • Children will learn to make their bodies move in different ways, for example small and large shapes. • Children will learn to travel in different ways. <p style="text-align: center;">Catching and throwing</p> <ul style="list-style-type: none"> • Children will learn how to catch a ball of different sizes. • Children to learn how to control a ball. • Children will learn how to throw a ball safely and with emerging accuracy.
<p style="text-align: center;">Art</p> <ul style="list-style-type: none"> • Children will explore the artist Lauren Child and Lowry. • Children will learn basic drawing techniques including sketching and shading. • Children will look at different colours and begin to understand mixing of colours. • Children will draw portraits using art materials and natural materials. 		<p style="text-align: center;">History</p> <p>Exploring the difference between old and new toys.</p> <ul style="list-style-type: none"> • Sequence up to 3 toys from different periods of time. • Use words and phrases like old, new, a long time ago. • Recount things that happened when the children were little. • Recognise the difference between the past and the present in their own and other's lives. • Ask and answer questions about old and new toys.
<p style="text-align: center;">Design Technology</p> <ul style="list-style-type: none"> • Children will begin exploring healthy eating through Lauren Child and Charlie and Lola. • Children will do food tasting. 	<p style="text-align: center;">PSHE</p> <p style="text-align: center;">What makes us special?</p> <ul style="list-style-type: none"> • Children will learn to recognise what makes them special. • Children to recognise the ways in which we are all unique. • Children to identify what they are good at, what they like and dislike. • Children will learn how to manage when finding things difficult 	<p style="text-align: center;">RE Families</p> <p>Prior learning: God knows and loves me and each one by name.</p> <p>This Topic: learning outcomes</p> <p>Know and understand:</p> <ul style="list-style-type: none"> • The love and care shown in the family – Explore • God's love and care for every family – Reveal • Acquire the skills of assimilation, celebration and application of the above – Respond <p style="text-align: center;">Belonging</p> <p>Prior learning: Baptism: a welcome to God's family</p> <p>This Topic: learning outcomes</p> <p>Know and understand:</p> <ul style="list-style-type: none"> • About belonging to different groups – Explore • That Baptism is an invitation to belong to God's family – Reveal • Acquire the skills of assimilation, celebration and application of the above – Respond
<p style="text-align: center;">MFL</p> <ul style="list-style-type: none"> • Explore, recall and practise target language for hello, goodbye and thank you. • Listen and respond confidently to all four key words – bonjour, ca va, salut, merci. • Use GoNoodle to learn "Hello" in different languages. • Copy write "Bonjour" • Recap numbers 1-5 • Understand and learn the French Version of "2 Little Dickie Birds" 	<p style="text-align: center;">Music</p> <ul style="list-style-type: none"> • Kapow Unit 1 All about me – pulse and rhythm. • Singing songs with control and using the voice effectively – songs about the body, various – using SingUp and Kapow. • Listening and responding – music history, mindfulness and listening to various music of different genres, listening to sound effects. • Exploring Sounds – vocal and body percussion, steady beat. • Using symbol and notation – vocal sound patterns. • Play untuned instruments – following a steady beat, accompaniment to songs. 	<p style="text-align: center;">Geography</p> <p>Seasonal changes Autumn</p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the UK. Ask questions about the weather and seasons. • Observe and record the weather at different times of the year (see also science) • Express opinions about the seasons and relate the changes to differences in clothing and activities etc.

<p style="text-align: center;"><u>English</u></p> <p style="text-align: center;"><u>Core Texts:</u> 10 Things to Help My World Traditional Tales Stickman</p> <ul style="list-style-type: none"> • Posters • Story sequencing • Suffixes • Questions • Conjunctions • Adjectives 	<p style="text-align: center;"><u>Science</u></p> <p><u>Seasonal changes</u></p> <ul style="list-style-type: none"> • Observe changes across the four seasons – autumn walk part 2. • Observe and describe weather associated with the seasons and how day length varies – daily/weekly, discussions in class. <p><u>Investigate recycling. Use materials to make a birdfeeder.</u></p> <ul style="list-style-type: none"> • Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials, wood, plastic, glass etc • Describe the simple physical properties of everyday materials. • Compare and sort the recycling materials and understand why we need to recycle – recycling talk from Veolia recycling plant. 	<p style="text-align: center;"><u>Computing</u></p> <p style="text-align: center;"><u>Purple Mash</u></p> <ul style="list-style-type: none"> • Children will learn the importance of online safety. • Children will learn how to use basic spreadsheets, • Children will begin to understand how to use technology purposefully by creating videos and creating information leaflets.
<p style="text-align: center;"><u>Maths</u></p> <ul style="list-style-type: none"> • Investigating 10 – represent and use number bonds to 10 • Addition – read, write and interpret maths symbols; add 1 digit numbers to 10 including zero; solve one step problems that use concrete objects and pictorial representations and missing number problems. • Subtraction - read, write and interpret maths symbols; subtract numbers including zero; solve one step problems that use concrete objects and pictorial representations and missing number problems. • 2D/3D shape – recognize and name common 2D/3D shapes. • Repeated patterns - linked to shape. • Place value within 20 – identify and represent numbers using objects and pictorial representations Tens and Ones. 	<h1 style="margin: 0;">Year 1</h1> <h2 style="margin: 0;">Term 2</h2> <h3 style="margin: 0;">Where do we live?</h3>	<p style="text-align: center;"><u>PE</u></p> <ul style="list-style-type: none"> • BEAM assessments <p style="text-align: center;"><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Children will use low apparatus to learn how to jump safely and travel in different ways. <p style="text-align: center;"><u>Football</u></p> <ul style="list-style-type: none"> • Children will learn basic ball techniques. These will include controlling a ball when stopping with your foot, which part of foot to use in order to kick a ball, how to pass a ball with control and agility skills.
<p style="text-align: center;"><u>Art</u></p> <ul style="list-style-type: none"> • Children will explore and learn about different craft makers. These will link with DT. • Children will continue practising sketching skills, focusing on texture and use of line. • Children will craft and decorate bird feeders using collage techniques. 		<p style="text-align: center;"><u>History</u></p> <p><u>Guy Fawkes Night and Remembrance Sunday.</u></p> <ul style="list-style-type: none"> • Recognise that a story may have happened a long time ago. • Distinguish between fact and fiction through historical stories. • Find answers to simple questions about the past from sources of information. • Be curious about people and show interest in stories. • Know that information can be retrieved from books and computers. • Ask questions about why things happened and give answers.
<p style="text-align: center;"><u>Design Technology</u></p> <ul style="list-style-type: none"> • Children will design and make a bird feeder. Children will work from ideas and use junk modelling to support their ideas. • Children will evaluate their creations. • Children will use a range of tools including scissors and glue. 	<p style="text-align: center;"><u>PSHE</u></p> <p style="text-align: center;"><u>How do we decide how to behave?</u></p> <ul style="list-style-type: none"> • Children to learn about what kind and unkind behaviour is, and how this can affect others. • Children to learn about how to treat themselves and others with respect; how to be polite and courteous. • Children will learn to recognise the ways in which they are the same and different to others. • Children will learn how to listen to other people and play and work cooperatively Children will learn how to talk about and share their opinions on things that matter to them. • Children will learn about what is kind and unkind behaviour, and how this can affect others • Children will learn to recognise the ways in which they are the same and different to others. 	<p style="text-align: center;"><u>RE</u></p> <p style="text-align: center;"><u>Judaism</u></p> <ul style="list-style-type: none"> • Children will learn the importance of promises. • Children will learn about God's promise to Abraham. <p style="text-align: center;"><u>Waiting</u></p> <p>Prior learning: Advent: looking forward to Christmas, the birthday of Jesus</p> <p>This Topic: learning outcomes</p> <ul style="list-style-type: none"> • Know and understand: About the times that it is necessary to wait and the use of that time – Explore • That Advent is a time of waiting to celebrate Jesus' coming at Christmas – Reveal • Acquire the skills of assimilation, celebration and application of the above – Respond
<p style="text-align: center;"><u>MFL</u></p> <ul style="list-style-type: none"> • Explore and recall different body parts- play Simon Says • Watch and sing Head Shoulders Knees and Toes • Draw a bonfire picture using the colours blue, yellow, red and green (recall from EYFS) • Learn and sing Jingle Bells in French • Listen to the teacher greeting them in French eg. Bonjour and Au revoir. • Answer the register in a variety of different languages. • French songs 	<p style="text-align: center;"><u>Music</u></p> <ul style="list-style-type: none"> • Kapow music scheme. SingUp. Music Express • Singing songs with control and using the voice effectively – Christmas. • Listening and responding – music history, mindfulness and listening to various music of different genres, listening to steady beats with different tempos. • Using symbol and notation – using road signs as symbols to compose vocal sounds. • Composition – exploring vocal sounds and following a graphic score they have written. • Play instruments – keeping a steady beat and following the tempo. • Rehearsing and performing – Christmas production. 	<p style="text-align: center;"><u>Geography</u></p> <p><u>Investigate the UK. Investigate Kent/Chatham. Investigate the local area (school, church, street)</u></p> <ul style="list-style-type: none"> • Use basic geographical vocab to refer to key physical features – look for coast, mountains, forest, mountains, rivers, on a map of the UK. • Use basic geographical vocab to refer to key human features – city, town, village, factory, farm, homes, shops, on a map of Kent/Chatham • Use simple fieldwork and observational skills to study the geography of the school, church, street and the key human/physical features of the surrounding environment – notes, videos, photos, aerial maps, sketches, observations, and memory maps.

<p style="text-align: center;"><u>English</u> Core Texts:</p> <p style="text-align: center;">Beegu Man on the Moon (A Day in the Life of Bob)</p> <ul style="list-style-type: none"> • Letters • Reflecting Speech • Story retelling • Predicting • Instructions 	<p style="text-align: center;"><u>Science</u></p> <p><u>Seasonal changes Spring</u></p> <ul style="list-style-type: none"> • Observe changes across the four seasons – spring walk part 1. • Observe and describe weather associated with the seasons and how day length varies – daily/weekly discussions in class. • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees, through pictures and looking at local environment. <p><u>Planting seeds/bulbs</u></p> <ul style="list-style-type: none"> • Identify and describe the basic structure of a common flowering plant – plant seeds and bulbs and identify the parts of these flowers as they begin to grow. 	<p style="text-align: center;"><u>Computing</u></p> <p style="text-align: center;"><u>Purple Mash</u></p> <ul style="list-style-type: none"> • Children will group and sort objects beginning with shapes and moving onto using the computer. • Children will explore Lego builder.
<p style="text-align: center;"><u>Maths</u></p> <ul style="list-style-type: none"> • Consolidation of skills learnt so far. • Addition and Subtraction - read, write and interpret maths symbols; add 1 digit and 2 digit numbers to 20 including zero. • Word problems – add and subtract - solve one step problems that use concrete objects and pictorial representations and missing number problems. • Place value within 50. 	<p><u>Year 1</u> <u>Term 3</u> What is on the moon?</p>	<p style="text-align: center;"><u>PE</u></p> <ul style="list-style-type: none"> • BEAM assessments <p style="text-align: center;"><u>Dance</u></p> <ul style="list-style-type: none"> • Children will learn different ways in which they can move their bodies. • Children will explore three part movement sequences. • Children will deliver short dances to each other. <p style="text-align: center;"><u>Agility</u></p> <ul style="list-style-type: none"> • Children will run at different speeds. • Children will jump accurately from a standing position. • Children will move in different directions whilst running.
<p style="text-align: center;"><u>Art</u></p> <ul style="list-style-type: none"> • Children will look at the artists Shen Zhou and Van Gogh. • Children will experiment and explore making pictures with textures. 		<p style="text-align: center;"><u>History</u></p> <p><u>Neil Armstrong and the 1969 Moon landings</u></p> <ul style="list-style-type: none"> • Compare and contrast the memories of adults – invite someone to talk to the children about their memories of this event. • Find answers to simple questions about the past – research about the moon, rockets and moon buggies. • Chronological understanding – visual timeline of when the children were born and events they know about, compared with when the moon landings took place. • Knowledge and understanding of people – Neil Armstrong, the first man on the moon, why is this important in our history?
<p style="text-align: center;"><u>Design Technology</u></p> <ul style="list-style-type: none"> • Children will design and make moon buggies. • Children will find out about the work of the team who invented the Mars Rovers. 	<p style="text-align: center;"><u>PSHE</u></p> <p style="text-align: center;">How do we keep safe?</p> <ul style="list-style-type: none"> • Children to learn about knowing there are situations when they should ask for permission and also when their permission should be sought. • Children to learn what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard. • Children to learn about online safety. • Children to learn about who to talk to if they feel unsafe. 	<p style="text-align: center;"><u>RE</u></p> <p style="text-align: center;"><u>Special people</u></p> <p>Prior learning: how the parish family celebrates.</p> <p>This Topic: learning outcomes. Know and understand:</p> <ul style="list-style-type: none"> • That there are special people in our lives who are there to help us – Explore • That on Sunday, in church, we meet people who do special jobs as we gather to celebrate the Good News of Jesus – Reveal • Acquire the skills of assimilation, celebration and application of the above – Respond <p style="text-align: center;"><u>Meals</u></p> <p>Prior learning: the joy of gathering together to celebrate at Mass</p> <p>This Topic: learning outcomes</p> <p>Know and understand:</p> <ul style="list-style-type: none"> • Families and groups share special meals – Explore • Mass as Jesus' special meal – Reveal • Acquire the skills of assimilation, celebration and application – Respond
<p style="text-align: center;"><u>MFL</u></p> <ul style="list-style-type: none"> • Learn numbers 1 – 10 • Look at different types of weather in French: rain, cloudy, sunny, stormy snowy. • Describe the weather outside each day. • Listen and join in with Twinkle Twinkle Little Star in French. 	<p style="text-align: center;"><u>Music</u></p> <ul style="list-style-type: none"> • Kapow scheme. SingUp. Music Express. • Singing songs with control and using the voice effectively – space songs. • Listening and responding – music history, mindfulness and listening to various music of different genres, listening for how the composer has chosen a theme and represents it through the music – The Planet Suite. • Composition – rhythm composition linked to space, make up lyrics. • Playing instruments – accompany the space songs they have composed. • Exploring sounds – how can we make music that sounds like space? 	<p style="text-align: center;"><u>Geography</u></p> <p><u>Seasonal changes Spring</u></p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the UK. Ask questions about the weather and seasons. • Observe and record the weather at different times of the year. • Express opinions about the seasons and relate the changes to differences in clothing and activities etc.

<p style="text-align: center;"><u>English</u></p> <p style="text-align: center;"><u>Core Texts:</u> The Lonely Beast Dinosaur Roar The Smartest Giant in Town The Bear and the Piano</p> <ul style="list-style-type: none"> • Posters • Leaflet • Short narratives • Story mapping • Diaries • Rhymes 	<p style="text-align: center;"><u>Science</u></p> <p><u>Seasonal changes Spring</u></p> <ul style="list-style-type: none"> • Observe changes across the four seasons – spring walk part 2. • Observe and describe weather associated with the seasons and how day length varies – daily/weekly discussions in class. <p><u>Carnivores, herbivores and omnivores dinosaurs and animals</u></p> <ul style="list-style-type: none"> • Identify and name - carnivores, herbivores and omnivores in dinosaurs and other animals including humans • Describe and compare the structure of dinosaurs – look at fossils and dinosaur bones – Maidstone museum visit. Compare with the bones of pets. 	<p style="text-align: center;"><u>Computing</u></p> <p style="text-align: center;"><u>Purple Mash</u></p> <ul style="list-style-type: none"> • Children will begin to explore animated stories. • Children will create basic animations online. • Children will learn about internet safety.
<p style="text-align: center;"><u>Maths</u></p> <ul style="list-style-type: none"> • Place value within 50. • Measurement – length and height • Measurement – weight and volume • Consolidation of skills learnt so far. 	<p style="text-align: center;"><u>Year 1</u> <u>Term 4</u> How do we know about dinosaurs?</p>	<p style="text-align: center;"><u>PE</u></p> <ul style="list-style-type: none"> • BEAM assessments <p style="text-align: center;"><u>Dance</u></p> <ul style="list-style-type: none"> • Children will learn and copy basic movements of the body. • Children will learn simple dance routines. • Children can choose actions and link them to sounds. • Children can safely perform warm up activities. <p style="text-align: center;"><u>Bat and ball games</u></p> <ul style="list-style-type: none"> • Children can take part in sending and receiving a ball. • Children can control a ball. • Children will learn about the effects of exercise on their bodies.
<p style="text-align: center;"><u>Art</u></p> <ul style="list-style-type: none"> • Children will draw from observation (fossils). • Children will practise sketching and rubbings using different mediums (pastels, crayons, charcoal etc.) 		<p style="text-align: center;"><u>History</u></p> <p><u>Mary Anning and her fossils and dinosaurs.</u></p> <ul style="list-style-type: none"> • Develop a deeper understanding about change, growth, decay – how fossils are formed. • Use sources of information – Maidstone Museum talk, research in books, leaflets, posters. • Be curious about people – Mary Anning’s life story. • Chronological understanding – add dinosaurs to existing timeline. • Patterns and change – dinosaurs, vs animals today.
<p style="text-align: center;"><u>Design Technology</u></p> <ul style="list-style-type: none"> • Children will use clay to design and make their own fossil. • Children will use a range of clay resources including appropriate knives. 	<p style="text-align: center;"><u>PSHE</u></p> <p style="text-align: center;">How do we keep safe?</p> <ul style="list-style-type: none"> • Children to learn about knowing there are situations when they should ask for permission and also when their permission should be sought. • Children to learn what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard. • Children to learn about online safety. • Children to learn about who to talk to if they feel unsafe. 	<p style="text-align: center;"><u>RE</u> <u>Change</u></p> <p>Prior learning: Lent: a time to grow more like Jesus and look forward to Easter This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> • That we change and grow – Explore • Lent; a time to change in preparation for the celebration of Easter – Reveal • Acquire the skills of assimilation, celebration and application of the above – Respond <p style="text-align: center;"><u>Islam</u></p> <ul style="list-style-type: none"> • Children will learn about Muhammad. • Children will learn about signs that Muhammad was a Holy Man. • Children will learn about courage and Allah. • Children will learn about different feelings.
<p style="text-align: center;"><u>MFL</u></p> <ul style="list-style-type: none"> • Revise counting 1 – 10. • Learn the four seasons. • Children to create collage or paint the seasons. • Use the calendar daily to talk about the weather and seasons. 	<p style="text-align: center;"><u>Music</u></p> <ul style="list-style-type: none"> • <u>Kapow scheme. SingUp. Music Express.</u> • Singing songs with control and using the voice effectively – dinosaur songs, various. • Listening and responding – music history, mindfulness and listening to various music of different genres, what are theme tunes for? • Exploring sounds – pitch, animal voices, • Playing instruments – accompaniment to various songs, investigating pitch. • Composition – composing dinosaur music for a new theme tune. 	<p style="text-align: center;"><u>Geography</u></p> <p><u>Dinosaur habitats</u></p> <ul style="list-style-type: none"> • Human and physical geography – make dinosaur habitats – describe mountains, deserts, rivers, swamps, coast, sea, forest, jungle. • Place knowledge – what would it be like to live in these places?

<p style="text-align: center;"><u>English</u></p> <p style="text-align: center;"><u>Core Texts:</u> Handa's Surprise Amazing Grace Grace and Family Supertato</p> <ul style="list-style-type: none"> Predicting Story Mapping Book Review Postcards Rhyming 	<p style="text-align: center;"><u>Science</u></p> <p><u>Seasonal changes Summer</u></p> <ul style="list-style-type: none"> Observe changes across the four seasons – summer walk part 1. Observe and describe weather associated with the seasons and how day length varies – daily/weekly discussions in class. Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees, through pictures and looking at local environment. <p><u>Animals</u></p> <ul style="list-style-type: none"> Animals including humans – identify and classify animals, fish, reptiles, mammals, amphibians – linked to African animals and compare with UK. Revise carnivores, herbivores and omnivores – use knowledge from term 4 to investigate African/UK animals. Describe and compare the structure of common animals – look at structure of animals in Africa/UK and compare with humans and other animals. Link to dinosaurs from term 4. 	<p style="text-align: center;"><u>Computing</u></p> <p style="text-align: center;"><u>Purple Mash</u></p> <p><u>Coding</u></p> <ul style="list-style-type: none"> Children to explain what coding means. Children to know that for the computer to make something happen, it needs to follow clear instructions. Children to explain what a block of code is. Children to read through combined blocks of code. Children to use the drop-down menu to change backgrounds and characters. Children to design a simple program and then create the program using 2Code. Children to can program a character to move given a variety of input events.
<p style="text-align: center;"><u>Maths</u></p> <ul style="list-style-type: none"> Number – multiplication and division. Counting in 2s, 5s, 10s, making equal groups, doubling, arrays. Number – fractions. Making and finding halves and quarters. Geometry - Position and direction. Turns, positional language. 	<p><u>Year 1</u> <u>Term 5</u></p> <p>Where in the world is Africa?</p>	<p style="text-align: center;"><u>PE</u></p> <ul style="list-style-type: none"> BEAM assessments <u>Agility</u> Children to run at different speeds. Children to jump from a standing position. Children to throw an object from one hand. Children to recognise how exercise can change your body (short term and long term).
<p style="text-align: center;"><u>Art</u></p> <ul style="list-style-type: none"> Children will draw from observation (fruit). Children will begin to draw shapes correctly. Children will research designers - Alan Donavon – African necklaces. Children to create a range of marks with a paintbrush as well as a variety of other tools such as: fingers, car, twigs etc. 		<p style="text-align: center;"><u>History</u></p> <p><u>African tribes, cultures and traditions</u></p> <ul style="list-style-type: none"> Historical enquiry – ask and answer questions - African tribes and their way of life in comparison to UK. Find answers to simple questions about the past from sources of information, book and computer. Be curious about people and their way of life – colours of beads and their meanings, why do they wear the necklaces, what do they mean? Traditions.
<p style="text-align: center;"><u>Design Technology</u></p> <ul style="list-style-type: none"> Children will focus on African clothing, researching the designer David Bailey. Children to talk about their design ideas and what they are making Children to talk about how to improve their products Children to explore what products are, what they are made from, who they are for, how they are used and where they are from Children to talk about what they like and dislike about existing products 	<p style="text-align: center;"><u>PSHE</u></p> <p style="text-align: center;">What can we do with money?</p> <ul style="list-style-type: none"> Children to realise where money comes from and what it is used for Children to understand spending and saving money Children to appreciate how to keep money safe 	<p style="text-align: center;"><u>RE</u></p> <p style="text-align: center;"><u>Holidays and Holy Days</u></p> <p>Prior learning: Pentecost: The celebration of the Good News of Jesus. This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> Holidays as days to be happy – Explore Pentecost; a holy day – the feast of the Holy Spirit – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond
<p style="text-align: center;"><u>MFL</u></p> <ul style="list-style-type: none"> Explore the names of different pets: dog, cat, rabbit, tortoise, bird, fish. Make animal masks and say their names in French. Recall numbers 1 – 10. Lear how to sing “Aloutte, Gentille Aloutte” 	<p style="text-align: center;"><u>Music</u></p> <ul style="list-style-type: none"> Kapow music scheme. SingUp. Music Express. Singing songs with control and using the voice effectively – African songs, various. Listening and responding – music history, mindfulness and listening to various music of different genres – African culture, rhythm and dancing. Play instruments – Liz Fisher visit to teach drumming – African djembe drums. Explore sounds – drums and sticks, rhythm and steady beats, listening to and copying African rhythm patterns. Compose – create African music, choose appropriate instruments, improvisation. 	<p style="text-align: center;"><u>Geography</u></p> <p><u>Seasonal changes Summer</u></p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the UK. Ask questions about the weather and seasons. Observe and record the weather at different times of the year. Express opinions about the seasons and relate the changes to differences in clothing and activities etc. <p><u>Africa</u></p> <ul style="list-style-type: none"> Place Knowledge – locate Africa on a globe/map. Study – pictures/videos of The Gambia – links to Grace and family – compare with Chatham/UK. Drawings, labels. Verbalise and write similarities and differences between the Gambia and Chatham.

<p style="text-align: center;">English <u>Core Texts:</u> A Squash and a Squeeze The Pirates Next Door The Puffin Book of Fantastic First Poems</p> <ul style="list-style-type: none"> • Performance poetry • Story writing • Messages • Recount 	<p style="text-align: center;">Science</p> <p>Seasonal changes Summer</p> <ul style="list-style-type: none"> • Observe changes across the four seasons – summer walk part 2. • Observe and describe weather associated with the seasons and how day length varies – daily/weekly discussions in class. <p>Floating and sinking</p> <ul style="list-style-type: none"> • Asking questions – how can we make a pirate ship that holds treasure and doesn't sink? • Measuring and recording – observing, performing simple tests, gathering and recording data to help answer the question. • Concluding – identify and classify materials, use observations to answer questions, evaluating. 	<p style="text-align: center;">Computing</p> <p style="text-align: center;">Purple Mash</p> <p>Maze Explorers</p> <ul style="list-style-type: none"> • Children to know how to use the direction keys in 2Go to move forwards, backwards, left and right. • Children to know how to undo their last move. • Children can use diagonal direction keys to move the characters in the right direction. • Children to know how to create a simple algorithm. • Children to know how to debug their algorithm. • Children can use the additional direction keys to create a new algorithm. .
<p style="text-align: center;">Maths</p> <ul style="list-style-type: none"> • Place value within 100. Counting in 10s. Partitioning and ordering numbers. • Measurement – money. Recognising coins and notes. Counting amounts. • Measurement – Time. Hour and half hour. Time language. 	<p>Year 1 Term 6 Is a pirate's life for me?</p>	<p style="text-align: center;">PE</p> <ul style="list-style-type: none"> • BEAM assessments <p style="text-align: center;">Games</p> <ul style="list-style-type: none"> • Children to stop and throw a ball with control. • Children can send a ball in the direction of another person. • Children to take part in sending and receiving. • Children can talk about exercising, safety & short term effects.
<p style="text-align: center;">Art</p> <p>Seascapes</p> <ul style="list-style-type: none"> • Children to become aware of photography as an art form. • Children to collect photographs for a theme. • Children to become aware that there are famous or specialist photographers. • Children to respond to ideas to create composition, image or artifacts. • Children to communicate ideas using a variety of media. • Children to describe what they think and feel about their own work. 		<p style="text-align: center;">History</p> <p>Blackbeard and Ann Bonny – pirate myths and legends</p> <ul style="list-style-type: none"> • Chronological understanding – recognise that a story read may have happened a long time ago. • Know and recount stories from the past – pirate legends. • Be curious about people and show an interest in their stories – Blackbeard and Ann Bonny. • Ask questions about why things happened – press ganging, pirates vs the navy, treasure hunting. <p>Trip to Chatham Dockyard – history of rope making and shipbuilding</p>
<p style="text-align: center;">Design Technology</p> <ul style="list-style-type: none"> • Children to make sandwiches. • Children to prepare some simple dishes. • Children to use different techniques, e.g. cutting, peeling and grating. • Children to recognise that food ingredients should be combined according to their sensory characteristics. • Children to begin to use the correct technical vocabulary for projects. • Children to research boat designs and anchors. 		<p style="text-align: center;">PSHE</p> <p style="text-align: center;">How do we feel?</p> <ul style="list-style-type: none"> • Children to identify different kinds of feelings. • Children to learn simple strategies to manage feelings. • Children to recognise the feelings associated with change and loss.
<p style="text-align: center;">MFL</p> <ul style="list-style-type: none"> • Practise, perform, sing and learn Happy Birthday in French (and Welsh!) • Children to identify which day of the week their birthday is on this year. • Draw pictures associated with the days of the week. • Recap in which season their birthday falls. 	<p style="text-align: center;">Music</p> <ul style="list-style-type: none"> • Kapow music scheme. SingUp. Music Express. • Singing songs with control and using the voice effectively – sea shanties. • Listening and responding – music history, mindfulness and listening to various music of different genres – Pirates of the Caribbean and Theme tune to Blue Peter. Discuss theme tunes, link to Jurassic Park. • Playing instruments – accompaniment to Rippling Rhythms, and sea shanty songs. • Exploring sounds – make “watery” music – which instruments, which sounds. Listen to “Aquarium” for ideas. • Composing – compose music for calm waters and sea storms. 	<p style="text-align: center;">Geography</p> <p>Sailing round the world</p> <ul style="list-style-type: none"> • Locational knowledge – locate the 7 continents and 5 oceans, use globes/maps. • Explore world maps – ask for postcards to be sent in to school and pinpoint on a world map where they are from. • Compass points – N, S, E, W – simple maps – turns and direction. <p>Trip to Chatham Dockyard – ship and rope makers</p>