



Year group 1 : Learning in each half term *This MUST cover everything in the long-term coverage document.*

Vocabulary from long term plan is shown in *italics* Key things are shown in **bold**. * Shows when a skill is revisited/revised

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic title	Space Explorers	Sensational Seasons	Toys in the Past	Amazing Animals	Welcome to (Wimborne, Colehill, Verwood, Merley etc)	Lighthouse Keeper's Lunch
Hook/Special events/trips	Visiting Planetarium?	Local Walk	Priest House Museum (or other museum focus toys)	New Forest Wildlife Park? Farm Visit? /animals visit school class assembly?	Local Walk Visitors from the local community	Poole Waterfront Museum? RNLI Visit? https://rnli.org/youth-education/educational-visits
Class texts	Lost and Found, - Oliver Jeffers The Way Back Home & others by Oliver Jeffers: Man on the Moon –S Bartram A Journey through Space - Beegu – Alexis Deacon The Night the Stars went out	Traditional Tales Little Red Hen, My Senses Poems Nursery Rhymes and Body Songs Gingerbread Man, Little Red Riding Hood	Dogger – Shirley Hughes Once there were Giants – Martin Waddell Toys in Space – Mini Grey Traction Man is Here - Mini Grey Lost in the toy museum by David Lucas Where's my teddy? by Jez Alborough	Author: Julia Donaldson Monkey Puzzle The Gruffalo, What the ladybird saw . . . Snail & the Whale Bug Club: Tiddler	The True Story of the three little pigs The Three Little Pigs Mr Wolf's Pancakes Jan Fearnley Michael Recycle by Ellie Bethel	The Lighthouse Keeper's Lunch and others The Night Pirates – Peter Harris Pirate stories by Jonny Duddle Bug Club: A New home for a Pirate – Ronda Armitage Pirate School – Jeremy Strong The Pirates Next Door by Jonny Duddle Grandad's Island- Benji Davies
Supporting non-Fiction texts	The Darkest Dark – Chris Hadfield (An Astronaut) Here We Are - Oliver Jeffers Twinkl – Neil Armstrong Bug Club – Going into space (Gold)	The Seasons A Tree through 4 seasons time lapse video (Bug club)	Ways into History – Toys and Games – Sally Hewitt	Bug Club: A little look at big reptiles Phase 5 (blue) Animal Skeletons Phase 5 (Blue) Keeping a Pet Phase 5 (Blue)	Bug Club: Different Homes Phase 5 (green)	Pirates: Life at Sea (Purple band) Twinkl - Grace Darling
Poetry		Senses Poems (List poems)	What's in the Box? Trevor Millum Winter Calligrams/Acrostics Perform Winter Poems	Question & Answer Poems Animal riddles	City Shapes and other Poems Bug club Phase 5 (Green)	Pirate Poems?
Spoken Language/drama	Flight to the moon role-play Hot-seating famous person Oral Report - Guide to Earth Science observations ask questions to find out things using 'how' and why'	Nature walk – talk & walk Traditional Tales Drama – stick puppets etc. be aware of and say when they haven't understood something	Victorian Day Role Play Visiting speakers – their toys concentrate on the person talking, ignoring background noise and movement not relevant	Giving and finding information – questions & answers identify a word from clues, or give others clues using shape, size, function, etc	Visit the local area Give & follow directions understand 2-3 part verbal instructions	Grace Darling Drama Re-enact/Re-tell Lighthouse Keeper's Lunch know that there are some terms or expressions that are only used amongst friends



Year group 1 : Learning in each half term *This MUST cover everything in the long-term coverage document.*

Vocabulary from long term plan is shown in *italics* Key things are shown in **bold**. * Shows when a skill is revisited/revised

	<p>take turns to talk, listen and respond in two way conversations and in a group</p> <p>respond to points made</p> <p>keep to topic and respond to prompts to move on</p>	<p>express feelings and ideas when speaking about matters of immediate interest, including likes and dislikes</p> <p>make plays from stories</p> <p>remember their words and speak clearly in short presentations, performances and role play (Little red Hen)</p>	<p>to the situation</p> <p>ask questions to find out things using 'how' and 'why' suggest a way to improve a performance (Poetry)</p> <p>describe the steps of an event they have experienced</p>	<p>tell a story including setting the scene, a basic story plot and the sequence of events generally in the right order, with prompts</p>	<p>that may include time concepts, for example using 'first', 'before', 'after' or 'when'</p> <p>make plays from stories</p> <p>remember their words and speak clearly in short presentations, performances and role play (True story of 3 Little Pigs)</p>	<p>describe the steps of an event they have experienced</p> <p>choose costume or props to make characterisation clearer</p>
<p>Reading: phonics/decoding</p>	<p>Review sounds daily</p> <p>Secure in new Phase 5 graphemes</p> <p>ph, wh, zh</p> <p>long a= a-e, ay, ey, ei, eigh</p> <p>long e= e-e, ea, ie, ey, y</p> <p>Week 1: recall</p> <p>Week 2:ph, wh, zh</p> <p>Week 3: a-e, ay, ey</p> <p>Week 4: ei, eigh</p> <p>Week 5: e-e, ea, ie</p> <p>Week 6: ey, y</p> <p>Consolidation and revision of KW to read to this point.</p> <p>Consolidation and revision of KW to spell to this point.</p> <p>read words with ed endings</p>	<p>Review sounds daily</p> <p>Secure in new Phase 5 graphemes</p> <p>long i= i-e, ie, i, y</p> <p>long o=o-e, oe, ow, o</p> <p>long u=u-e, ue, ew</p> <p>short oo=u, oul</p> <p>Week 1: recall</p> <p>Week 2: i-e, ie, i, y</p> <p>Week 3: a-e, e-e, i-e</p> <p>Week 4:o-e, oe, ow,o</p> <p>Week 5: u-e, ue, ew</p> <p>Week 6: u, oul</p> <p>Read: <i>oh, Mr, Mrs, People, their, called, asked, looked, could would, should, friend school</i></p> <p>Spell: <i>some, come, do so, there, here, were when, what, where when, who, have out, our, said, says</i></p> <p>read words with ing endings</p>	<p>Review sounds daily</p> <p>Phase 5 sound families (to select the correct representation when spelling)</p> <p>or sound= au, aw, al</p> <p>er sound= ir, ur, ear, or</p> <p>oi sound = oy, ou</p> <p>air sound= eer, ere, are, ea</p> <p>Week 1: recall</p> <p>Week 2: aw,au, al</p> <p>Week 3: ir,er, ear</p> <p>Week 4:ou, oy</p> <p>Week 5: eer, ere</p> <p>Week 6: are, ear</p> <p>Read: <i>only, house, again, any, many because, today, after</i></p> <p>Spell: <i>little, one, once, like love, ask, push, pull full, put, Sunday Monday, Tuesday Wednesday, Thursday Friday, Saturday</i></p>	<p>Review sounds daily</p> <p>Phase 5 sound families (to select the correct representation when spelling)</p> <p>ck = c, k, ck, ch</p> <p>soft c = ce, ci, cy</p> <p>J sound= dge, g, gy, ge</p> <p>Week 1: recall</p> <p>Week 2: c, k, ck, ch</p> <p>Week 3: ce, ci, cy</p> <p>Week 4: dge, g</p> <p>Week 5: gy, ge</p> <p>Week 6: recall</p> <p>Read: Consolidation and revision of KW to read to this point.</p> <p>Spell:<i>oh, Mr, Mrs, People, their, called, asked, looked, could would, should, friend school, because, only house, again, any many, today, after</i></p> <p>read words with ing & ed endings</p>	<p>Review sounds daily</p> <p>Phase 5 sound families (to select the correct representation when spelling)</p> <p>Silent letters= le kn,mb, gn, wr</p> <p>Sh= tch, c, s, t (tion & ssion)</p> <p>Week 1: le,mb, kn</p> <p>Week 2: gn, wr</p> <p>Week 3: tch, t(ion)</p> <p>Week 4: ss(ion), c(ial)</p> <p>Week 5: ea,wa,o</p> <p>Week 6: recall</p> <p>Read familiar words automatically.</p> <p>Decode new words quickly and silently.</p> <p>Decode aloud.</p> <p>Consolidation and revision of KW to spell to this point.</p> <p>Read words with contractions</p>	<p>PHONIC SCREENING</p> <p>Review sounds daily</p> <p>Phase 5</p> <p>To articulate the correct pronunciation when reading aloud.</p> <p>week 1: a, e, i</p> <p>week 2: o,u</p> <p>week 3 ow, ie, ea</p> <p>week 4: er, ou</p> <p>week 5: y, ch</p> <p>week 6: c,g,ey</p> <p>Grapheme a (acorn, fast, was)</p> <p>Grapheme e (we, met)</p> <p>Grapheme i (tin, child)</p> <p>Grapheme o (hot, both)</p> <p>Grapheme u (but, duty, pull)</p> <p>Grapheme ow (down, low)</p> <p>Grapheme ie (pie, field)</p> <p>Grapheme ea (sea, heaven)</p> <p>Grapheme er (farmer, perky)</p> <p>Grapheme ou (out, you, could, mould)</p> <p>Grapheme y (yes, by, gym, very)</p> <p>Grapheme ch (chin, school, chef)</p> <p>Grapheme c (cat, cell)</p> <p>Grapheme g (got, gentle)</p>



Year group 1 : Learning in each half term *This MUST cover everything in the long-term coverage document.*

Vocabulary from long term plan is shown in *italics* Key things are shown in **bold**. * Shows when a skill is revisited/revised

		<p>Read words with s, es endings (plurals)</p>	<p>Read words with er & est endings.</p>		<p>Read and spell words using prefix un- unkind, unharmed, undo, untie,</p>	<p>Grapheme ey (money, they) Consolidation and revision of KW to spell to this point. Spell compound words (lighthouse, seagull etc.)</p>
--	--	--	--	--	---	---



Year group 1 : Learning in each half term *This MUST cover everything in the long-term coverage document.*

Vocabulary from long term plan is shown in *italics* Key things are shown in **bold**. * Shows when a skill is revisited/revised

<p>Reading: comprehension Terminology: <i>Retrieve, Retrieval, Pick out Infer, Inference Suggest, Suggestion Predict, Prediction Characters, order Fairy tale, Traditional tale Poem, Rhyme, Rhythm, Scan Re-read, comparison, similarity, difference</i></p>	<p>find simple comparisons and differences (eg between characters and settings). (Oliver Jeffers books)</p> <p>understand that retrieval is finding information directly from the text.</p> <p>understand that some inferences are drawn as you read make inferences on the basis of what is being done</p> <p>Understand what they read or listen to by drawing on what they already know, background information and vocabulary provided by the teacher.</p>	<p>find characteristics of fairy tales and traditional tales: repeated language e.g. Once upon a time..., simple story structure,</p> <p>make inferences on the basis of what is being said</p> <p>make a prediction based on stated facts</p> <p>Recognise and join in with predictable phrases</p>	<p>find simple comparisons and differences (eg between characters and settings). (Books on a familiar theme)</p> <p>understand that retrieval is finding information directly from the text</p> <p>understand that some inferences are drawn as you read</p> <p>make inferences on the basis of what is being done</p> <p>Link what they read or hear to their own experiences</p> <p>Recite poems by heart</p>	<p>scan a text for specific word or phrase</p> <p>identify grammatical features of a sentence that infer additional information – pronouns, sequencing, plurals, tenses</p> <p>make inferences on the basis of what is being said</p> <p>make a prediction based on stated facts</p>	<p>recognise that authors use paragraphs, headings and subheadings to make the content clearer</p> <p>understand that inference is a suggestion based on other information that they know or they have retrieved from the text</p> <p>find characteristics of fairy tales and traditional tales: repeated language e.g. Once upon a time..., simple story structure, good/bad characters</p>	<p>identify grammatical features of a sentence that infer additional information – pronouns, sequencing, plurals, tenses</p> <p>understand that some inferences are drawn as you read</p> <p>make a prediction based on stated facts</p> <p>Discuss word meanings, linking new meanings to those already known</p>
<p>Writing Ongoing Objectives</p>	<p>Say out loud what they are going to write about. sequence sentences, compose and rehearse a sentence orally re-read what they have written to check it makes sense sequence sentences to form short narratives discuss what they have written with the teacher or other pupils</p>			<p>spell words with 40+ phonemes spell year 1 common exception words spell the days of the week write dictated sentences with sounds and words learnt sit correctly at a table, hold a pencil using a tripod grip form all lower-case letters using pre cursive style</p>		
<p>Writing</p>	<p>Captions - simple sentences A Guide to Earth Narrative: Lost & Found Astronaut Fact File</p> <p>understand how words combine to make sentences arrange ideas in sequence</p> <p>use question marks</p>	<p>Labels – parts of the body Write I can statements. Autumn List Poems (I can see, hear) Re-telling familiar stories Fairy Tales Little Red Hen, using question & exclamation</p> <p>use a simple given planning tool eg a story map washing line refer to given planning to ensure sequence of ideas ,</p>	<p>Recounts (Christmas, Museum visit, Victorian Day) Instructions: Algorithms ICT Lost Toy Poster - description Information: History of toys er/est suffixes Toy List Poems (ing suffixes) Winter Poems Caligrams & Acrostic</p> <p>Include relevant detail for the reader</p>	<p>Narrative Lost Animal story following monkey puzzle format using substitution Information: Question & answer sentences about animals. Guess who animal riddles</p> <p>use a simple given planning tool eg a story map washing line</p> <p>refer to given planning to ensure sequence of ideas ,</p>	<p>Instructions (Directions & Green Cross Code) Descriptive sentence writing about familiar landmarks in the local area. Re-telling 3 little Pigs using Questions & Exclamations Letter from the wolf?</p> <p>read aloud their writing clearly enough to be heard by their peers and teacher (Directions)</p>	<p>Instructions (Healthy Eating DT) Factual recount Grace Darling Imaginative recount from a pirate or lighthouse keeper.</p> <p>produce a simple flow chart to orally describe a process (making a sandwich)</p> <p>build compound words from known words</p>



Year group 1 : Learning in each half term This MUST cover everything in the long-term coverage document.

Vocabulary from long term plan is shown in *italics* Key things are shown in **bold**. * Shows when a skill is revisited/revised

	<p>use capital letters for names and personal pronoun I</p> <p>name the letters of the alphabet in order</p> <p>form all capital letters</p> <p>form digits 0-9 (countdown)</p> <p>know which letters belong to which handwriting families</p>	<p>join words or clauses using 'and'</p> <p>use plurals - s -es correctly in terms of the meaning of the word</p> <p>use suffixes ing -ed - where there is no change to the root word</p> <p>use question marks</p>	<p>use suffixes ing, -er and -est where there is no change to the root word</p> <p>use capital letters for days of the week</p>	<p>use letter names to distinguish between alternative spellings</p> <p>use rule to spell -s and -es plurals</p> <p>order word cards with the same first sound alphabetically (Index of animals)</p>	<p>use prefix un- for negation (Character description)</p> <p>join words or clauses using 'and'</p> <p>use question marks</p>	<p>spell using suffix -ing -ed -er and -est where there are no changes to the root word</p> <p>use first illustrated dictionaries, available in class</p>
Maths	<p>MNP Number & Place Value; numbers to 10. Calculations addition & subtraction.</p>	<p>MNP Geometry & position Number & Place value; numbers to 20 Calculations addition & subtraction within 20</p>	<p>MNP Calculations addition & subtraction within 20 Geometry, properties of shapes and patterns Measurement length & height Revision & mid year A tests</p>	<p>MNP Review & remediation Number & place value; numbers to 40 Calculations addition & subtraction Calculations multiplication</p>	<p>MNP Calculations multiplication Calculations division Fractions Number & place value to 100 Measurement time</p>	<p>MNP Measurement money Measurement volume & capacity Measurement mass Geometry position & direction - space Revision & end of year B tests Revision & remediation</p>
Science	<p>Science investigations (Individual investigations to observe as on a space station; ice melting, popcorn, water mixing with skittles sweets, vinegar & bicarb, balloon rockets? Etc.)</p> <p>Observing using the senses Begin to make observations about what they <i>see, hear, smell, taste and feel</i></p> <p>Make predictions based on observations</p>	<p>Observing The Seasons Ask more complex questions about what they <i>see, hear, smell and feel</i></p> <p>Make predictions based on observations</p> <p>Use a magnifying glass and other simple equipment with support (Thermometer)</p> <p>Name, draw and label: <i>head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth.</i></p>	<p>Observing Materials Compare and contrast and describe why they have grouped objects</p> <p>Group materials e.g.all hard ones compared to all soft ones. Compare relevant objects or pictures with support</p> <p>Use first hand experiences to suggest answers to questions</p> <p>Name objects and then say what they are made of, covering <i>wood, plastic, glass,</i></p>	<p>Observing Animals Compare and contrast and describe why they have grouped objects(animals)</p> <p>Compare relevant objects or pictures with support</p> <p>Identify <i>cow, dog, cat, pig, blackbird, sparrow, UK animals; hedgehog, squirrel, badger, Wild animals; snake, monkey elephant, giraffe, lion, zebra</i></p> <p>Name at least one <i>fish, amphibian, and reptile.</i></p>	<p>Observing Plants/Animals in local area</p> <p>Ask more complex questions about what they <i>see, hear, smell and feel</i></p> <p>Use a magnifying glass and other simple equipment with support (+ thermometer)</p> <p>Identify at least 2 garden plants and two wild plants</p> <p>Identify <i>leaves, flowers, petals, fruit, roots, bulbs,</i></p>	<p>Record data with support in drawing a <i>table (Weather Chart)</i></p> <p>Observe Seasonal Change Summer 2</p>



Year group 1 : Learning in each half term *This MUST cover everything in the long-term coverage document.*

Vocabulary from long term plan is shown in *italics* Key things are shown in **bold**. * Shows when a skill is revisited/revised

		<p>say which part of the body is associated with each sense</p> <p>Say what differences there are between the four seasons.</p> <p>Observe Seasonal Change Autumn Record data with support in drawing a table (Weather Chart) Include snow, rain, wind, day length, heat, cold,</p> <p>Identify at least 2 garden plants and two wild plants</p> <p>Identify <i>leaves, flowers, petals, fruit, roots, bulbs, seeds, trunk, branches, stem evergreen and deciduous</i></p> <p><i>draw diagrams of different parts of a plant</i></p> <p><i>Plant bulbs in October for the spring.</i></p>	<p>metal, water and rock, brick, paper, fabric.</p> <p>Say whether a material is hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent</p> <p><i>Choose the best material for a specific purpose baby toy, toy for older child.</i></p> <p>Observe Seasonal Change Winter Record data with support in drawing a table (Weather Chart)</p> <p>Include snow, rain, wind, day length, heat, cold,</p> <p>know days are shorter in winter</p> <p>Simple timeline of plastics and their effect on the environment</p>	<p>Identify simple differences between animals – eg legs/no legs, wings, feathers, fur, scales, beak, what they eat.</p> <p>Use terms <i>carnivore, omnivore and herbivore</i></p> <p>Observe Seasonal Change Spring Record data with support in drawing a table (Weather Chart)</p> <p>Include snow, rain, wind, day length, heat, cold,</p>	<p><i>seeds, trunk, branches, stem evergreen and deciduous</i></p> <p>observe the growth of something they have planted</p>	<p>Continue to observe the growth of something they have planted</p> <p><i>draw diagrams of different parts of a plant</i></p>
<p>Computing</p> <p><i>log in, username, password, log out, save, technology, coding, command, debug, input</i></p>	<p>Understand what is meant by technology look at how a rocket works - exploring technology</p> <p>Give examples of technology both in and out of school.</p>	<p>Can name, save and retrieve their work</p> <p>login</p> <p>use mouse</p> <p>save work</p> <p>type names on below Paint 3D activity</p>	<p>Programming Toys bee bots and maps. build knowledge of left/right vocab and algorithms.</p> <p>Understand that algorithms are a set of instructions to achieve an objective see above</p>	<p>Describe what information they should not put online</p> <p>Explain why work created using technology belongs to them</p> <p>Recognise that there may be people online who could make them feel sad,</p>	<p>Plan, create and debug a simple algorithm</p> <p>- barefoot coding</p> <p>treasure hunt</p> <p>around school</p> <p>- espresso coding</p> <p>Read code one line at a time and guess the overall effect</p>	<p>Can name, save and retrieve their work</p> <p>accesses online resources</p> <p>Add text and change the colour, font and size</p> <p>- draw diagrams of different parts of plant using Paint 3D and label</p> <p>Add photos, video and sound</p>

Formatted: Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.63 cm + Indent at: 1.27 cm

Formatted: Font: (Default) Calibri, 8 pt, Font color: Blue



Year group 1 : Learning in each half term This MUST cover everything in the long-term coverage document.

Vocabulary from long term plan is shown in *italics* Key things are shown in **bold**. * Shows when a skill is revisited/revise

	<p>Draw "mind map" of technology they have in home/school</p> <p>Display, naming parts of the computer</p> <p>Use Ipads to take photos of themselves - welcome to our class</p> <p>Know the difference between objects that use modern technology and those that do not e.g. microwave vs a chair <u>could introduce barefoot coding here, pair activity using vocab (forward,backward, left, right and number of steps)</u></p>	<p>Add text and change the colour, font and size Add photos - use ipads on nature walk to take photos photos of specific trees over the year for changing seasons</p> <p>copy and paste autumnal picture - Paint 3D add labels about autumn using senses - link to nature walk and science</p> <p>Link to Mondrian - use line tool to make grids then fill tool</p> <p>I see, I hear, I taste, I smell, I feel/touch in different colours/fonts/size - link to poems</p>	<p>Know that an algorithm written for a computer is a program chn explore through trial and error finding the correct path for beebot to reach location. Chn to write directions (using arrows and numbers) either in books or whiteboards.</p> <p>Plan, create and debug a simple algorithm - <u>beebot</u> - <u>espresso coding 1</u></p> <p>Read code one line at a time and guess the overall effect</p>	<p>embarrassed or upset smartie the penguin interactive stories</p> <p>Explain why it is important to be considerate and kind to people online <u>E safety week</u> <u>Design internet safety posters</u></p> <p><u>Add text and change the colour, font and size</u> <u>Add photos could use a template to make an animal fact file. add photos of animals, using different colours and fonts to make them. pair activity</u></p>	<p>(Route to the pig's homes or around local area)</p>	<p>menus, recipes for sandwiches take photos of own sandwiches and add text to advertise</p>
<p>Art</p> <p>Scribble, smudge, consistency, clay, rolling, pinching, kneading, carve, <i>papier mache?</i>, weave, print</p>	<p>3 hours (1 hour on each medium)</p> <p>Kandinsky Pattern in wax resist, block printing and paint</p> <p>Drawing: use wax crayons</p>	<p>2 hours (1 hour on each artist and their styles)</p> <p>Mondrian and Matisse: collage</p> <p>Collage and mixed media: draw, cut and assemble a range of organic and geometric shapes.</p>		<p>2 hours (creating pot)</p> <p>Clay Sculpture: impress clay using clay tools and found objects.</p> <p>create a simple pinch pot.</p> <p>create models for purpose.</p>	<p>3 hours (taking photos, learning different drawing techniques, observational drawings)</p> <p>Sketching (plants) Andy Goldsworthy optional?</p> <p>Drawing: use scribbling and smudging.</p> <p>Draw from observation.</p>	<p>2 hours (1 hour studying artist focusing on 'starry night' and techniques looking at mediums and experimenting thinking about everything learnt this year, 1 hour creating their own 'lighthouse' Van Gough piece)</p> <p>Van Gough pastels and paint</p>

Formatted: Font: (Default) Calibri, 8 pt, Font color: Blue

Formatted: Font color: Blue



Year group 1 : Learning in each half term This MUST cover everything in the long-term coverage document.

Vocabulary from long term plan is shown in *italics* Key things are shown in **bold**. * Shows when a skill is revisited/revised

	<p>Painting: mix primary colours to make secondary colours</p> <p>Use different brush sizes</p> <p>Printing: make a simple printing block</p> <p>use a printing block to create a repeated pattern.</p> <p>Knowledge of art: can name and knows which colours to mix to make the secondary colours.</p> <p>Knowledge of artists: know the ideas of repeated patterns.</p>	<p>Knowledge of artists: Mondrian used primary colour blocks to be a language for everyone to understand.</p> <p>Knowledge of art: understands objects or animals can be represented in different ways.</p>			<p>Identify dark and light in drawings/ draw dark and light lines.</p> <p>Use rubbers, charcoal, pen and graphite.</p> <p>Using sketchbooks: Use a sketch book to draw, cut stick and collect.</p> <p>Reflect on whether their idea was achieved.</p> <p>Developing and generating ideas: Take photos of their environment to inform their work.</p> <p>Printing: print with natural materials.</p>	<p>Drawing: use pastels and paint</p> <p>Draw from imagination.</p> <p>Painting: Use paint of different consistency</p> <p>Developing and generating ideas: say what they like/ don't like about their work.</p> <p>Suggest what they would do differently.</p> <p>Knowledge of art: Knows that art can show ideas, beliefs and feelings.</p> <p>Knowledge of artists: used nature colours to show his feelings</p>
<p>DT</p> <p><i>planning, investigating design, evaluate, make cut, fold, join, fix equipment, utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard structure, framework, weak, strong, base, top</i></p>			<p>use scissors to cut and shape paper and fabric</p> <p>Glue Fabric (to make peg dolls or finger puppets)</p> <p>make drawings of simple products to show how they work</p> <p>explain their drawn designs evaluate strengths and weaknesses of their product</p> <p>say what was good and what was weaker in their product</p>	<p>use weaving to join paper and card (Easter card or basket)</p>	<p>3 little pigs houses (Three Pigs eco-friendly house - house/structures out of newspaper?)</p> <p>use joining, rolling or folding to make structures stronger</p> <p>Freestanding structures can be made stronger by eg making thicker, propping up, glueing or using stronger material</p>	<p>Make a sandwich</p> <p>state what they are making state who it is for describe what their products are for</p> <p>state what they are making plan by suggesting what to do next</p> <p><i>grate cheese, use egg slicer, spread using knife</i></p>



Year group 1 : Learning in each half term *This MUST cover everything in the long-term coverage document.*

Vocabulary from long term plan is shown in *italics* Key things are shown in **bold**. * Shows when a skill is revisited/revised

			make a labelled drawing of their final products to show their evaluation		model ideas by exploring materials, components and construction kits <i>Lego kits,</i>	<p>Need for hygiene</p> <p>Thread soft fruit onto cocktail stick</p> <p>Ingredients have properties eg sweet, sour, soft, hard, runny</p> <p>know that food comes from plants or animals</p> <p>food ingredients should be combined according to their sensory characteristics</p> <p>with teacher, think about sensory characteristics when combining food ingredients</p>
<p>Geography <i>Equator, North Pole, South Pole, forest, hill, mountain, soil, valley, vegetation, season and weather village, factory, farm, house, office.</i></p>	<p>understand that the world is a planet and it is represented by a globe</p> <p>Find the equator and the North and South poles on a globe</p> <p>know hotter areas of the world are nearer to the equator</p> <p>know colder areas of the world are nearer to the poles</p> <p>know the North Pole and South Pole are cold all year round</p> <p>identify land and sea on a globe</p>	<p>know Wimborne or Verwood or Colehill are warm in summer and colder in winter</p> <p>Identify seasonal and daily weather patterns in the United Kingdom</p> <p>know Scotland is often colder than England</p>			<p>Find Wimborne (or Colehill) or Verwood, on a simple map of Dorset</p> <p>know Wimborne (or Verwood) is a town OR Colehill is a part of the town called Wimborne</p> <p>know a town has many houses, and offices and shops</p> <p>know there is no town at the North or South Pole</p> <p>know Wimborne (or Verwood or Colehill) is surrounded by fields and woods</p>	<p>name the UK's surrounding sea(s) ie: the English Channel, the North Sea, the Irish Sea, the Atlantic Ocean</p> <p>Find the English Channel, the North Sea, the Irish Sea, the Atlantic Ocean on a UK map</p> <p>Find the four capital cities of the United Kingdom on a simple outline map, atlas and globe.</p> <p>know England's capital city is London</p> <p>know Scotland has mountains and valleys, lakes called lochs, and lots of islands</p>



Year group 1 : Learning in each half term *This MUST cover everything in the long-term coverage document.*

Vocabulary from long term plan is shown in *italics* Key things are shown in **bold**. * Shows when a skill is revisited/revisted

	<p>know England, Scotland, Wales and Northern Ireland are the 4 countries in the United Kingdom.</p> <p>know England is the country we live in</p> <p>Find the four countries of the United Kingdom on a simple outline map, atlas and globe.</p>				<p>identify village, factory, farm, forest on aerial view of Wimborne or Verwood</p> <p>describe places in the school and how to get there.</p> <p>follow a simple picture map</p> <p>draw around objects to make a plan view</p> <p>draw a map of an imaginary place (Location of 3 little pigs? Mr Wolf's Pancakes village?)</p> <p>use own symbols look at features of the school grounds, and describe them, including vegetation and soil</p> <p>collect data during fieldwork such as the number of trees/houses.</p> <p>answer simple questions about straightforward geographical patterns (e.g. what are the busiest parts of the playground?)</p> <p>Use basic geographical vocabulary to refer to:</p> <p>key physical features, including: forest, hill,</p>	<p>know Edinburgh is the capital city of Scotland</p> <p>know Wales has sea on 3 sides of it, and lots of hills</p> <p>know Cardiff is the capital of Wales</p> <p>know Northern Ireland is on a separate island from the other three countries</p> <p>know Belfast is the capital of Northern Ireland</p> <p>Find UK and France (link French) on a Map of Western Europe</p> <p>know France is another country, where they speak French</p> <p>Use basic geographical vocabulary to refer to:</p> <p>key physical features, including: forest, hill, mountain, soil, valley, vegetation, season and weather</p>
--	---	--	--	--	--	--



Year group 1 : Learning in each half term This MUST cover everything in the long-term coverage document.

Vocabulary from long term plan is shown in *italics* Key things are shown in **bold**. * Shows when a skill is revisited/revised

<p>Music (Charanga)</p> <p><i>pulse, rhythm, pitch, dynamics,tempo, duration</i></p>	<p>Hey You? Music - BBC 10 Pieces - 'Holst-Mars-Planets'</p> <p>sing with expression</p> <p>convey different moods</p> <p>explore creative ways in which the voice can be used</p> <p><i>(Listen to 1st movement Bach Brandenburg concerto No5 & Bach suite number 2 in B Minor Early music compare to Holst planets Mars - Model Music Curriculum playlist)</i></p>	<p>Charanga - Scheme 'In the Groove'</p> <p>Christmas songs and Carols Performance</p> <p>sing with expression</p> <p>sing in rounds I hear Thunder (texture)</p> <p>identify the difference between pulse and rhythm</p> <p>follow start stop hand signals</p> <p><i>(Listen to Handel Royal Fireworks - Kodaly-Hary Janos Suite Viennese musical clock & Nutcracker Suite Russian Dance Tchaikovsky Model Music Curriculum playlist)</i></p>	<p>Instruments - Glockenspiel Stage 1</p> <p>experiment playing tuned e.g chime bars, hand bells/untuned percussion in groups</p> <p>learn the names of the instruments they are playing</p> <p>read graphic representations of rising and falling pitch</p> <p>follow start stop hand signals</p> <p><i>(Listen to Mozart Rondo alla Turca and Ah vous dirais-je Maman - familiar children's song. Compare to Haydn's surprise symphony long & short sounds & dynamics - Model music curriculum playlist)</i></p>	<p>Carnival of the Animals - Cumbria Music service? Hamilton Trust?</p> <p>Identify when the mood of a piece changes</p> <p>create a composition improvised from an example</p> <p>compose music that has a beginning, middle and end (structure)</p> <p>use sounds to represent a scene picture or emotion, experiment to decide which is the most successful</p> <p>listen to recordings of their own work in order to improve</p> <p><i>(Listen to Flight of the Bumble Bee - Rimsky Korsakov & The Wasps by Vaughn Williams, & Firebird Final Movement Stravinsky - & Debussy's Petite Suite 1 En Bateau - Model curriculum playlist)</i></p>	<p>Charanga - 'Your Imagination'</p> <p>Identify when the mood of a piece changes</p> <p>move between slow and fast (tempo) long and short sounds (duration) low and high (pitch)</p> <p>Percussionist Evelyn Glennie. b1965 Deaf musician hears through other parts of her body</p> <p><i>(Listen to William Tell Overture - Rossini, Midsummer night's Dream - Mendelssohn & Faure's Pavane Op 50 Model Curriculum playlist)</i></p>	<p>BBC Teach Music - School Radio - Sun, Sea and Song</p> <p>create a composition improvised from an example</p> <p>compose music that has a beginning, middle and end (structure) <i>(create a soundtrack to Grace Darling Story?)</i></p> <p>move between slow and fast (tempo) long and short sounds (duration) low and high (pitch) sing with expression sing in rounds</p> <p>use sounds to represent a scene picture or emotion, experiment to decide which is the most successful</p> <p>listen to recordings of their own work in order to improve</p> <p><i>(Listen to Rhapsody in Blue Gershwin, Peter Warlock Capriol Suite, Hoe- Down from Rodeo Copland, Symphonic dances from West Side Story Bernstein Model Curriculum playlist)</i></p>
<p>PE Get Set 4 PE</p>	<p>Fundamentals move confidently and safely</p> <p><i>GS4PE - balance, stability, landing safely, running, jumping, hopping, skipping with a rope, changing direction, dodging.</i></p>	<p>Gymnastics uses apparatus safely and waits for their turn link simple actions together to create a sequence Remembers and repeat actions and shapes</p>	<p>Dance (Toys?) Chooses appropriate speed of movements for different dance ideas copy, remember and repeat actions</p> <p>Target Games</p>	<p>Team Building Year 1 (Team Games objectives)</p> <p>understands the rules of the game to play fairly</p> <p>listens to others' ideas</p>	<p>Athletics link running and jumping movements</p> <p>Runs at different speeds Shows balance and coordination when changing direction</p>	<p>Striking & fielding(Liaise with Y2 same planning in GS4PE)</p> <p>throw a ball to land in pitch area</p> <p>track balls and other equipment sent</p>



Year group 1 : Learning in each half term *This MUST cover everything in the long-term coverage document.*

Vocabulary from long term plan is shown in *italics* Key things are shown in **bold**. * Shows when a skill is revisited/revisted

	<p>Ball skills recognises changes in body when exercising</p> <p>Catch with two hands</p> <p>track a ball that is coming towards them</p>	<p>tense, relax, stretch or curl their body</p> <p>Sending and Receiving throw a ball to a partner</p> <p>Roll and throw towards a target.</p> <p>Send and receive a ball with hands and feet</p> <p>send and receive a ball using a piece of equipment</p> <p>hit a ball using a racket (Could just do in net and wall if time is limited)</p>	<p>Able to throw towards a target (Team Games objectives) understands the rules of the game to play fairly</p> <p>listens to others' ideas</p> <p>knows how to score points</p> <p>shows honesty and fair play when playing against an opponent</p> <p>(Transferable Skills Objectives) follow instructions</p> <p>is confident to perform in front of others</p> <p>knows when they are successful</p> <p>identifies what they like about someone else's performance</p>	<p>Invasion (Liaise with Y2 builds on Sending & Retrieving and Target Games)</p> <p>catch a ball after one bounce throw a ball to a partner</p> <p>Change direction to move away from a defender</p> <p>recognise space when playing games</p> <p>understand when they are a defender and when an attacker.</p>	<p>jump, leap, hop and choose which allows them to jump the furthest</p> <p>Net and Wall (Liaise with Y2 builds on Sending & Retrieving and Target Games)</p> <p>hit a ball using a racket</p> <p>throw a ball to land over the net and into the court area</p> <p>use a ready position to move to the ball.</p> <p>track a ball sent</p>	<p>catch a beanbag/ medium-sized ball</p> <p>roll a ball towards a target</p> <p>strike a ball using hand</p>
<p>PSHE</p> <p>(Schools may follow their own Schemes however they need to ensure that the objectives on the progression map are included)</p>	<p>Get Heartsmart:</p> <p>Know the class rules and why they are important</p> <p>Elect someone to the school council</p> <p>vote for a resolution to a class issue</p> <p>know germs are things that can make us ill</p>	<p>Don't forget to let love in</p> <p>Understand families can give love and make people feel secure</p> <p>Know that money is earned by working.</p> <p>Know sleep helps our bodies recover and get ready for the next day</p> <p>Know medicines can be harmful if not used correctly</p>	<p>Too much selfie isn't healthy</p> <p>Know about respecting the needs of ourselves and others</p> <p>know about friendship and how to be a good friend</p> <p>recognise if someone is feeling lonely or left out</p> <p>Realise that people have responsibilities</p>	<p>Don't rub it in, rub it out know that sometimes there is conflict with a friend that can be resolved</p> <p>recognise a wider range of feelings (eg scared, sad, proud, calm, angry, worried, embarrassed)</p> <p>About the importance of forgiveness Think about how our behaviour affects others.</p>	<p>Fake is a mistake</p> <p>know how to use road crossings</p> <p>know the Green Cross Code</p> <p>know that too much sun can cause sun damage to skin</p> <p>Recognise what they are good at</p>	<p>No way through isn't true</p> <p>Use the correct names for the main parts of the body of boys and girls including external genitalia (e.g. vulva, penis, testicles)</p> <p>Ask for help if they are worried about something</p> <p>Children describe situations where they get stuck Keep trying when things are difficult</p>



Year group 1 : Learning in each half term This **MUST** cover everything in the long-term coverage document.

Vocabulary from long term plan is shown in *italics* Key things are shown in **bold**. * Shows when a skill is revisited/revised

	<p>know we wash hands before eating and after going to the toilet to stop germs spreading</p> <p>know we use hand sanitisers to stop germs spreading</p> <p>Many choices we make can help or hurt our own and others hearts Identify sources of power (including ourselves). Describe ways we can use our power in positive and negative way Begin to understand our emotions Whatever we put into our hearts is what comes out Think of reasons why we are grateful for another person Make choices that keep our minds and bodies healthy Reflect on how the choices we make can help or hurt our own and other's hearts</p>	<p>Know household products can be harmful if not used correctly</p> <p>Ask for help if they are worried about something</p> <p>recall a way someone has shown them love through kind words or actions There are different types of touch. Differentiate between the truth and lies that are spoken over us or about us Appreciate the ways in which we are all unique There is a choice in spending and saving. There is a reward that comes from saving. Different ways we can take care of ourselves every day Reflect on ways to let love into our hearts.</p>	<p>Name groups or communities they belong to (eg family, school).</p> <p>Suggest ways to show love for others Notice the people around us Ways we can help others and recall ways we have been helped Show appreciation for the people who look after us Work as a team to complete some relay races/challenges.</p> <p>Simple rules to help keep us safe online. (link to IT)</p> <p>Reflect on how we show love for others</p>	<p>Think of how we can make amends when we have hurt/upset someone. Forgiveness helps our hearts. Different ways to handle negative emotion. Explore different ways to handle disappointment. The words we use affect other people. Reflect on ways we can rub out negative emotion.</p>	<p>Ask for help if they are worried about something</p> <p>Fake is a mistake: list true, amazing facts about themselves Being Yourself is the Best The real me is the best me. There are people we can talk to when we feel sad, worried or angry Small lies can have a big impact. Look after our teeth Reflect on ways Fake is a Mistake!</p>	<p>Differentiate between secrets we should and shouldn't keep. Know what to do if someone asks us to keep a secret that makes us feel uncomfortable. There is hidden potential within us all. Identify dreams in our hearts. About change, loss and the associated feelings Reflect on ways 'No Way Through' isn't True</p>
<p>RE</p> <p>(Schools may follow their own Schemes however they need to ensure that the objectives on the progression map are included)</p>	<p>Talk about things they might need to say sorry for, and what people say sorry to them about.</p> <p>Name at least one Jewish festival. Rosh Hashanah is the Jewish new year. (September) Yom Kippur is the day when Jewish people say sorry for</p>	<p>Christians believe the Bible tells us about God. The Bible tells us extraordinary things about Jesus's birth e.g. the star, and he was worshipped as a king by the wise men. Advent for Christians is the time for getting ready for Jesus's coming.</p>	<p>Understand that religious stories can teach us things</p> <p>Talk about what a story made them think about. (Heroes old testament, parables new testament)</p>	<p>Easter is very important in the big story of the Bible. Jesus died on Good Friday, but Christians believe he rose from the dead at Easter. This gives people hope. Jesus showed he was willing to forgive people even for putting him on the cross.</p>	<p>Shabbat begins at sunset on a Friday and ends at Sunset on a Saturday. At Shabbat, Jewish families eat special bread, called Challah, together.</p>	



Year group 1 : Learning in each half term This MUST cover everything in the long-term coverage document.

Vocabulary from long term plan is shown in *italics* Key things are shown in **bold**. * Shows when a skill is revisited/revised

	anything they have done wrong. (September)	Talk about festivals they enjoy.				
--	--	----------------------------------	--	--	--	--