

# YEAR ONE Yearly Overview

SUBJECT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>Street Detectives</b>	<b>Toys through Time</b>	<b>Dinosaurs</b>	<b>Amazing Animals</b>	<b>Growing and Plants</b>	<b>Travel and Transport</b>
<b>TRIP/ special event</b>	Walk in the local environment	Visit to the Snowdome			Visit to the local park	Enrichment week
<b>Cultural Events</b>	Harvest Diwali Diwali day	Bonfire Night Remembrance Day Hanukah	New Year Chinese New Year Burns Night Valentine's day	Pancake day Holi Mother's Day Easter	St Georges Day Ramadan Whole school Eid day	King's Birthday – Father's Day
<b>Whole Class reading texts</b>	<ul style="list-style-type: none"> <li>The colour monster</li> <li>Here we are</li> <li>Funny bones</li> </ul>	<ul style="list-style-type: none"> <li>Bonfire Night Poetry</li> <li>Alan's Big Scary Teeth</li> <li>The Lonely Christmas Tree</li> </ul>	<ul style="list-style-type: none"> <li>Dinosaurs (non fiction)</li> <li>Dinosaurs in my School</li> <li>Gigantosaurus</li> </ul>	<ul style="list-style-type: none"> <li>Lost and Found</li> <li>Little Red Riding Hood</li> <li>Dogger</li> </ul>	<ul style="list-style-type: none"> <li>Supertato</li> <li>The Very Busy Spider</li> <li>Worm, Slug, Maggot and Leech</li> </ul>	<ul style="list-style-type: none"> <li>Handa's Surprise</li> <li>Tiger who came to tea</li> <li>Reading Roy the Singing Zebra</li> </ul>
<b>Literacy Fiction Model text</b>	<p><b>Title:</b> The Worry Monster</p> <p><b>Focus:</b> Transition <b>Title:</b> Billy's Beetle</p> <p><b>Type:</b> Lost &amp; Found <b>Focus:</b> Simple Sentences</p>	<p><b>Title:</b> The Three Little Pigs</p> <p><b>Type:</b> Traditional Tale/Beat the Baddie <b>Focus:</b> Action</p>	<p><b>Title:</b> The Little Green Dinosaur</p> <p><b>Type:</b> Journey</p> <p><b>Focus:</b> Settings</p>	<p><b>Title:</b> How the Tortoise got his shell</p> <p><b>Type:</b> Cultural Tale – Kenya</p> <p><b>Focus:</b> Description</p>	<p><b>Title:</b> Jack and the Beanstalk</p> <p><b>Type:</b> Portal <b>Focus:</b> Characterisation</p>	<p><b>Title:</b> Giraffes can't dance</p> <p><b>Type:</b> Wishing tale <b>Focus:</b> Openers</p>
<b>Literacy Non-fiction</b>	<p><b>Title:</b> Billy's Beetle</p> <p><b>Type:</b> Factfile</p>	<p><b>Title:</b> Christmas Trip Jolly Christmas Postman</p> <p><b>Type:</b> Recount Letter writing</p>	<p><b>Title:</b> How to wash a Woolly Mammoth</p> <p><b>Type:</b> Care guide for a dinosaur <b>Focus:</b> Instructions</p>	<p><b>Title:</b> The Great Fire of London</p> <p><b>Type:</b> Recount</p>	<p><b>Title:</b> Bean life-cycle Plants in Eureka Park</p> <p><b>Type:</b> Fact file leaflet <b>Title:</b> Elmsleigh Summer Fayre <b>Type:</b> Information</p>	<p><b>Title:</b> Report about an animal</p> <p><b>Type:</b> Report</p>
<b>Literacy (Poetry)</b>	<p>Scarecrow, Scarecrow Harvest Poem These are the hands by Paul Cookson. <b>Focus:</b> Rhyming</p>	<p><b>Witch Witch</b> by Rose Fyleman Bonfire Night Poem <b>Focus:</b> Vocabulary for effect</p>	<p><b>Title:</b> Dinosaurumpus Poem <b>Focus:</b> Repeated Language</p>	<p><b>Title:</b> List poem Mother's day My Mum Anthony Brown</p> <p><b>Focus:</b> Description</p>	<p><b>Title:</b> Jack and the Beanstalk Poem <b>Focus:</b> Vocabulary for effect</p>	<p><b>Title:</b> Summer is...poem <b>Focus:</b> Description</p>
<b>Poem of the week</b>	<ul style="list-style-type: none"> <li>First Day by James Carter</li> <li>Night Sounds by Berlie Doherty</li> <li>September by Helen.H.Moore</li> <li>Tide and Seek by Andrew Fusek Peters</li> <li>Our Solar System Helen.H.Moore</li> <li>Tractor Blue by James Carter</li> </ul>	<ul style="list-style-type: none"> <li>November Night Countdown Moira Andrew</li> <li>Marbles in My Pocket By Lydia Pender</li> <li>Autumn Woods James.S.Tippett</li> <li>My Super Senses Pamela Chanko</li> <li>Rickety Train Ride</li> <li>Tony Mitton</li> <li>Merry Christmas</li> </ul>	<ul style="list-style-type: none"> <li>New Years Day Helen.H.Moore</li> <li>Cobweb Morning June Crebbin</li> <li>Dinosaurs .... Where Are They? James Carter</li> <li>Missing: Daisy James Carter</li> <li>The Dinosaur's Dinner June Crebbin</li> <li>Chinese New year</li> </ul>	<ul style="list-style-type: none"> <li>Buckingham Palace A.A.Milne</li> <li>Books are good Helen.H..Moore</li> <li>Our Mother Allan Ahlberg</li> <li>Lines and Squares A.A.Milne</li> <li>The What? James Carter Easter Helen.H..Moore</li> </ul>	<ul style="list-style-type: none"> <li>Our Beautiful World Helen.H..Moore</li> <li>Seed James Carter</li> <li>Recipe for Green by Jane Yolen</li> <li>The Swing by Robert Louis Stevenson</li> <li>Busy Bugs by James Carter In the garden by Helen.H.Moore</li> </ul>	<ul style="list-style-type: none"> <li>The four friends by A.A.Milne</li> <li>Daddy fell into the pond Alfred Noyles</li> <li>Listen to the Rhythm by James Carter</li> <li>Jiggle, Wiggle and Giggle by Pamela Chanko</li> <li>Tiger by Mary Ann Hoberman</li> <li>At the Zoo by A.A.Milne</li> </ul>

	Witch Witch by Rose Fyleman	A Visit From St Nicholas Clement Clark Moore	Helen.H..Moore			End of school by Helen.H.Moore
<b>Storytime</b>	<b>Author of the term:</b> <b>Lauren Child</b> We Honestly Can Look After Your Dog, Whoops! But It Wasn't Me My Wobbly Tooth Must Not Ever Never Fall Out I've Won, No I've Won, No I've Won Snow Is My Favourite My Best	<b>Author of the term:</b> <b>Allan and Janet Alhberg</b> • The Jolly Postman • Funny Bones • Burglar Bill • Jolly Christmas Postman • Each Peach Pear Plum	<b>Author of the term:</b> <b>Nathan Bryon</b> Look up! Speak up! Rocket Rules! Clean up!	<b>Author of the term:</b> <b>Atinuke</b> • Anna Hibiscus • Love from Anna Hibiscus • Welcome home Anna Hibiscus • Good Luck, Anna Hibiscus! • Go well Anna Hibiscus! • Have fun Anna Hibiscus! • Hooray for Anna Hibiscus! • Your Amazing Anna Hibiscus!	<b>Author of the term:</b> <b>Michael Bond</b> – Paddington Bear Series	<b>Author of the term:</b> <b>Francesca Simon</b> Horrid Henry stories
<b>Sounds Write Units</b>	<b>Initial Code</b> Unit 10 & 11 CCVCC, CVCCC and CCCVC (3 adjacent consonants and 5 sound words) (sh, ch, th, ck, wh, ng, qu)- 3 weeks <b>Extended Code</b> Unit 1 (ae) – 2 weeks Unit 2 & 3 – (ee) – 2 weeks & Lesson 10 - <ea> & review/recap	<b>Extended Code</b> Unit 4 & 5 – (oe) – 2 weeks (Wk 2 introduce polysyllabic words from the initial code- Lesson 11 & 12) Unit 6 (er) – 2 weeks Unit 7 – (e) – 1 week Unit 10 – (oo) – 2 weeks	<b>Extended Code</b> (introduce polysyllabic words from 'ae' words - raindrop- Lesson 11 & 12) Unit 8 & 9– (ow) & Unit 9 – spelling ow – 1 week Unit 11- (ie) –2 weeks Unit 12 – (oo) & Unit 13 1 week Unit 16 – (s) & unit 17- 2 weeks	<b>Extended Code</b> (introduce polysyllabic words from 'ee' words - Lesson 11 & 12) Unit 14 & 15 – (u) 1 week Unit 18 (l) – 2 weeks Unit 19 – (or) spelling – 2 weeks	<b>Extended Code</b> (introduce polysyllabic words from 'oe' words - Lesson 11 & 12) Unit 20 – (air) - 2 weeks Unit 21 (ue) & unit 22 spelling 2 weeks Unit 23 – (oy)- 1 week Unit 24 – (ar) – 1 week	<b>Extended Code</b> (introduce polysyllabic words from 'er' words - Lesson 11 & 12) Unit 24 – (ar) – 1 week Unit 25 & 26 (o)- 1 week Unit 7 & 8 (e) (ow) – Recap – 1 week Unit 12 & 14 (oo) & (u) – Recap – 1 week Unit 23 & 25 (oy) & (o) – Recap – 1 week (5 Weeks)
<b>Maths</b>	Number: Place Value within 10 Number: Addition and Subtraction within 10 Geometry: Shape		Number: Place Value within 20 Number: Addition and Subtraction within 20 Number: Place Value within 50 Measurement: length and height Measurement: mass and volume		Number: Multiplication and division Number: Fractions Geometry: Position and Direction Number: Place Value within 100 Measurement: money Measurement: time	
<b>Numbersense</b>	Stage 1- Book 1 Subitising 1-5 Stage 1- Book 2 Subitising 6-10 Stage 1- Book3 Subitising on tens frames Stage 2- Book 1 Make and break 5 Stage 2- Book 2 Make and break 4, 3 & 2 Stage 2- Book 3 Make and Break 10	Stage 2- Book 4 Make and break 6 Stage 2- Book 5 Make and break 7 Stage 2- Book 6 Make and break 8 Stage 2- Book 7 Make and break 9	Stage 3- Book 1 One more, One less Stage 3- Book 2 Two more, Two less Stage 3- Book 3 Number 10 fact families	Stage 3- Book 4 Five and a bit Stage 3- Book 5 Know about zero Stage 3- Book 6 Doubles and near doubles	Stage 3- Book 7 Number neighbours Stage 3- Book 8 7 tree & 9 square Stage 3- Book 9 Strategy selection	Stage 4- Book 1 Ten and a bit Stage 3 & 4- consolidation
<b>Science</b>	<b>Materials Lessons 1-6</b> *Distinguish between an object and the material from which it is made *Identify and name a variety of everyday materials, including	<b>Seasonal Changes</b> *Observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies	<b>Animals including humans</b> *Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	<b>Animals including humans</b> *Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	<b>Plants</b> *Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	<b>Materials Ext 7-12</b> *Distinguish between an object and the material from which it is made *Identify and name a variety of everyday materials, including

	wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials *Compare and group together a variety of everyday materials on the basis of their simple physical properties		*Identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) *Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	*Identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) *Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	*Identify and describe the basic structure of a variety of common flowering plants, including trees	wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials *Compare and group together a variety of everyday materials on the basis of their simple physical properties
<b>Art &amp; Design</b>	<u>Introduce Sketchbooks + Drawing Skills</u>	<u>Drawing + Painting – Keith Haring</u>	<u>Drawing Journey</u>	<u>Printing + Collage</u> Patrick Caufield Orla Kiely	<u>Collage + Sculpture</u> Monet Paul Cezanne	<u>Drawing Journey</u>
	<ul style="list-style-type: none"> <li>Understand that different marks can be made using a range of tools</li> <li>Produce recognisable drawings of images and objects</li> <li>Understand that a sketchbook is owned by the pupil for experimentation and exploration.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that different marks can be made using a range of tools.</li> <li>Produce recognisable drawings of images and objects.</li> <li>Develop understanding of mark making for thick and thin lines and a variety of brush strokes.</li> <li>Begin to understand primary and secondary colours.</li> <li>Discuss the work of different artists and use it as inspiration for their own work.</li> <li>Understand that a sketchbook is owned by the pupil for experimentation and exploration.</li> <li>Say what they think and feel about their own and others' work.</li> <li>Understand that people have different responses in terms of our thoughts and the things we make.</li> <li>Understand all responses are valid.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that different marks can be made using a range of tools</li> <li>Produce recognisable drawings of images and objects</li> </ul>	<ul style="list-style-type: none"> <li>Investigate and use printmaking materials, techniques and processes to communicate their ideas.</li> <li>Create relief prints using reclaimed materials.</li> <li>Use natural materials to communicate ideas and meanings.</li> <li>Choose appropriate materials to show texture and colour.</li> <li>Make models using a variety of reclaimed materials.</li> <li>Understand that a sketchbook is owned by the pupil for experimentation and exploration.</li> <li>Say what they think and feel about their own and others' work.</li> <li>Suggest ways of improving their own work.</li> <li>Understand that people have different responses in terms of our thoughts and the things we make.</li> <li>Understand all responses are valid.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the element of 'texture' simply, using different tools and media to show this in their work.</li> <li>Use natural and man-made materials to communicate ideas and meanings.</li> <li>Choose appropriate materials to show texture and colour.</li> <li>Manipulate clay into different shapes and join two pieces of clay.</li> <li>Choose appropriate tools to create texture and pattern in clay.</li> <li>Understand that a sketchbook is owned by the pupil for experimentation and exploration.</li> <li>Say what they think and feel about their own and others' work.</li> <li>Suggest ways of improving their own work.</li> <li>Understand that people have different responses in terms of our thoughts and the things we make.</li> <li>Understand all responses are valid.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that different marks can be made using a range of tools</li> <li>Produce recognisable drawings of images and objects</li> </ul>
<b>Online safety – project evolve strands</b>	WS – Rules to keep us safe *Online reputation	*Online bullying	WS – UK internet safety week *Privacy & security	*Managing online information	*Health & wellbeing *Self-image & identity	WS - Being kind online *Online relationships

	*Copyright & ownership					
<b>Computing</b>	<u>Unit 1.1</u> Online Safety (4 lessons) + Whole school online safety  <u>Unit 1.2</u> Grouping and Sorting (2 lessons)	<u>Unit 1.4</u> Lego Builders (3 lessons)  Beebots / programmable mice (2 lessons)	<u>Unit 1.7</u> Coding (6 lessons)  Whole school online safety activities.	<u>Unit 1.3</u> Pictograms (3 lessons)  <u>Unit 1.8</u> Spreadsheets (3 lessons)	<u>Unit 1.6</u> Animated Story Books (5 lessons)	<u>Unit 1.9</u> Technology outside of school (2 lessons)  Whole school online safety activities.
	*Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.  *Use technology purposefully to create, organise, store, manipulate and retrieve digital content	*Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	*Use logical reasoning to predict the behaviour of simple programs. *Create and debug simple programs *Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. *Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	*Use technology purposefully to create, organise, store, manipulate and retrieve digital content	*Use technology purposefully to create, organise, store, manipulate and retrieve digital content	*Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. *Recognise common uses of information technology beyond school
<b>Geography</b>	<b>AUTUMN 1 -Our Local Area</b>  <b>Human &amp; Physical Geography</b> Children will understand key physical and human geographical features of the world. <b>Geographical skills and fieldwork</b> Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.  <u>Task – Map work</u>		<b>SPRING 2- Our country</b>  <b>Locational Knowledge</b> Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the UK and their locality.  <b>Place Knowledge</b> Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the UK and their locality. Children begin to understand basic vocabulary relating to human and physical geography.  <b>Geographical skills and fieldwork</b> Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.		<b>SUMMER 1- Wonderful Weather</b>  <b>Human &amp; Physical Geography</b> Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns. <b>Geographical skills and fieldwork</b> Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.	

<b>History</b>	<b>AUTUMN 2 Toys</b>	<b>Spring 1 Mary Anning</b> Significant individual nationally/ internationally	<b>SUMMER 2 Travel &amp; Transport</b>
	<p>To learn about changes within living memory by exploring toys from today. To understand some of the ways in which we find out about the past by identifying different sources.</p> <p>To learn about changes within living memory by about toys from the past. To use sources to ask and answer questions in the context of finding out about toys from the past</p> <p>To know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods by comparing similar toys from different periods.</p> <p>To know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods in the context of finding out about Victorian toys</p> <p>Important Changes To identify changes in living memory by understanding how toys have changed over time.</p> <p>To develop an awareness of the past, using common words and phrases relating to the passing of time in the context of thinking about toys</p>	<p>Understand the term significant and explain why a significant individual is important</p> <p>A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think</p> <p>Learn about the life and discoveries of Mary Anning</p>	<p>To learn about significant historical events, people and places.</p> <p>To develop an awareness of the past, through finding out about changes within living memory and to develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of finding out about George Stephenson and discussing how the invention of trains had an impact on people's lives in the 19th century.</p> <p>To develop an awareness of the past, through finding out about changes within living memory in the context of discussing how travel and transport was different in the past.</p> <p>To know where people and events studied fit within a chronological framework; to ask and answer questions, choosing source to show that they know and understand key features of events in the context of finding out about the Viking longboats and how they were used effectively.</p> <p>To develop an awareness of the past, using common words and phrases relating to the passing of time in the context of thinking about travel and transport.</p>

<p><b>D&amp;T</b></p>	<p><u>TEXTILES:</u></p> <p>Use a list of design criteria to help me decide how to make a product.</p> <p>Use a list of design criteria to help me decide what to make the product from.</p> <p>Draw a design before making.</p> <p>Finished product matches a design drawing</p> <p>Draw around a template to create a shape.</p> <p>Use scissors and joining materials including selotape, masking tape and glue.</p> <p>Select appropriate materials from a range of given materials by an adult.</p> <p>Begin to use a needle and thread, with support.</p>	<p><u>CHRISTMAS DECORATION</u></p> <p>Use a list of design criteria to help me decide how to make a product.</p> <p>Use a list of design criteria to help me decide what to make the product from.</p> <p>Draw a design before making.</p> <p>Finished product matches a design drawing</p> <p>Draw around a template to create a shape.</p> <p>Use scissors and joining materials including selotape, masking tape and glue.</p> <p>Select appropriate materials from a range of given materials by an adult.</p> <p>Begin to use a needle and thread, with support.</p> <p>Say whether the finished product meets the design criteria.</p>	<p><u>FOOD</u></p> <p>Use a list of design criteria to help me decide how to make a product.</p> <p>Use a list of design criteria to help me decide what to make the product from.</p> <p>Draw a design before making.</p> <p>Finished product matches a design drawing</p> <p>Use safety knives.</p> <p>Evaluate existing products and say what materials were used in its construction.</p> <p>Name a variety of fruits and vegetables.</p> <p>Know that food comes from plants and animals – not just bought from shops.</p> <p>Use a safety knife to cut independently.</p> <p>Know how to wash hands before preparing food.</p>	<p>Make a structure with construction toys, that stands with no support.</p> <p>Evaluate existing products and say what materials were used in its construction.</p>	<p>Make a structure with construction toys, that stands with no support.</p> <p>Evaluate existing products and say what materials were used in its construction.</p>	<p><u>Design and make animal-themed vehicles; evaluating toys; using mechanisms</u></p> <p>Use a list of design criteria to help me decide how to make a product.</p> <p>Use a list of design criteria to help me decide what to make the product from.</p> <p>Draw a design before making.</p> <p>Finished product matches a design drawing</p> <p>Draw around a template to create a shape.</p> <p>Use scissors and joining materials including selotape, masking tape and glue.</p> <p>Use junior hacksaws and sandpaper.</p> <p>Select appropriate materials from a range of given materials by an adult.</p> <p>Make products which use wheels and axles.</p> <p>Say whether the finished product meets the design criteria.</p>
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<b>Music</b>	<b>Hey You</b> How pulse, rhythm and pitch work together.	<b>Rhythm In The Way We Walk and The Banana Rap</b> Pulse, rhythm and pitch, rapping, dancing and singing..	<b>In the Groove</b> How to be in the groove with different styles of music.	<b>Round and Round</b> Pulse, rhythm and pitch in different styles of music	<b>Your Imagination</b> Using your imagination.	<b>Reflect, Rewind and Replay</b> The history of music, look back and consolidate your learning, learn some of the language of music.
	To know the meaning of the words 'higher' and 'lower' in a musical context. To know the words 'faster' and 'slower' in a musical context.	To respond to a piece of music with appropriate comments and questions. To know the features of pop, lullaby and classical music. To know what a drum, guitar, piano and voice look and sound like.	Sing songs from memory. Sing in unison. To know that it is better to stand to sing.	To draw/use symbols to represent high and low sounds. To experiment with pitch. To experiment with speed.	To improvise using the voice or an instrument.	To create musical sound effects in response to a stimulus. To know that musical symbols have meaning and we can use these to make melodies.
<b>PE</b>	REAL PE UNIT 2 Themes: Journey to the Blue Planet & Monkey Business! Cog: Social Skills: Jumping and Landing Seated Balance	REAL PE – Unit 1 Themes: Birthday Bike Surprise & Pirate Pranks Cog: Personal Skills: Footwork Static Balance One Leg	REAL PE UNIT 3 Themes: Tilly the Trains Big Day & Themi Walks the Tightrope Cog: Cognitive Skills: Dynamic Balance: On a line and Static Balance	REAL PE – Unit 4 Themes: Clowning Around & Wendy's Water Ski Challenge. Cog: Creative Skills: Ball Skills Counter balance with a partner.	REAL PE – Unit 5 Themes: Big Top Time & Magic Bean Cog: Applying Physical Skills: Sending and Receiving Reaction/Response	REAL PE – Unit 6 Themes: The Hairy Scary Woods & Little Kitties Time to Play. Cog: Health & Fitness Skills: Ball chasing & Static Balance Floor Work
	Derby County Enrichment PE  Focus: FUNdamentals Locomotor (Running, Jumping, Skipping, Hopping etc.)	Lesson 2: County Enrichment PE Focus: FUNS Object Control (Throwing, Catching, Hitting, Kicking etc.)	REAL DANCE UNIT 1 Cog: Cognitive Skills: Shapes Solo Musicality Partner Shapes Circles Solo Artistry Abstraction Artistry (Making)	REAL Gym Unit 1 Themes: At Home & Jungle Trip Cog: Creative Skills: Shape Travel	REAL Gym Unit 2 Themes: Park Life Toy Box Cog: Applying Physical Skills: Flight Rotation	Recap and review any gaps and misconceptions.  Revisit key lessons from the CORE PE Scheme.  OR Access LCP dance
<b>RE</b>	<b>AUTUMN 1</b> Enquiry: Does God want Christians to look after the World?  <b>Christianity</b>	<b>AUTUMN 2</b> Enquiry: What Gifts might Christians in my town have given Jesus if he had been born here  <b>Christianity</b>	<b>SPRING 1</b> Enquiry: Was it always easy for Jesus to show friendship?  <b>Christianity</b>	<b>SPRING 2</b> Enquiry: Why was Jesus treated like a King or celebrity by the crowds on Palm Sunday  <b>Christianity</b>	<b>SUMMER 1</b> Enquiry: Is Shabbat important to Jewish children?  <b>Judaism</b>	<b>SUMMER 2</b> Enquiry: Are Rosh Hashanah and Yom Kippur important to Jewish children?  <b>Judaism</b>
<b>PSHE</b>	<b>AUTUMN 1</b> Being Me in my World	<b>AUTUMN 2</b> Celebrating Difference	<b>SPRING 1</b> Dreams and Goals	<b>SPRING 2</b> Healthy Me	<b>SUMMER 1</b> Relationships	<b>SUMMER 2</b> Changing Me
	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences	Similarities and differences  Understanding bullying and knowing how to deal with it	Setting goals  Identifying successes and achievements	Keeping myself healthy  Healthier lifestyle choices  Keeping clean	Belonging to a family  Making friends/being a good friend	Life cycles – animal and human  Changes in me

	<p>Owning the Learning Charter</p>	<p>Making new friends</p> <p>Celebrating the differences in everyone</p>	<p>Learning styles</p> <p>Working well and celebrating achievement with a partner</p> <p>Tackling new challenges</p> <p>Identifying and overcoming obstacles</p> <p>Feelings of Success</p>	<p>Being safe</p> <p>Medicine safety/safety with household items</p> <p>Road safety</p> <p>Linking health and happiness</p>	<p>Physical contact preferences</p> <p>People who help us</p> <p>Qualities as a friend and person</p> <p>Self-acknowledgement</p> <p>Being a good friend to myself</p> <p>Celebrating special relationship</p>	<p>Changes since being a baby</p> <p>Differences between female and male bodies (correct terminology)</p> <p>Linking growing and learning</p> <p>Coping with change</p> <p>Transition</p>
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