

Condover Church of England Primary School

Love Each Other and Know We Are Loved

Love Forgiveness Trust



Cycle 3 Condover CE Primary School

Raindrop Class- Reception and Year 1

Term	Autumn	Spring	Summer
Project	What was life like when Grandad/Grandma was a child? Obla di obla da Life Goes On – The Beatles	Growing and changing	Treasure Island
Theme Music	Obla di obla da Life Goes On – The Beatles	Spring from the 4 Seasons by Vivaldi https://www.youtube.com/watch?v=3LiztfE1X7E	<u>Oxford Philharmonic Orchestra</u> <u>Pirates Ahoy Part 1:</u> https://youtu.be/om9qdEvLabM Join Pirate Captain Awesome Al and the salty seadog crew of the Barnacle Bill as they sail the seven seas in search of buried treasure! The sun is shining, and it's all smooth sailing on an

			<p>empty sea – what could possibly go wrong?!</p> <p>Pirates Ahoy Part 2: https://youtu.be/ltFMFpUEbvA At the end of the last episode, Awesome Al and the crew of the Barnacle Bill encountered a mighty foe! Did this spell the end for our seafaring friends, or did they seize victory from the jaws of defeat?</p>
<p>Equality/Diversity/Inclusion/Responsibility Project starter question. This thread should run through your project</p>	<p>Who do you think had a better life? You or your Grandparents?</p>	<p>Does everything grow?</p>	<p>Does anyone live on an Island?</p>
<p>Year 1 – English</p> <p>Reception - Literacy (L) Comprehension (C) Wording Reading (WR) Writing (W)</p> <p>Including - Physical Development (PD) Fine Motor Skills (FMS)</p>	<p>Core Texts ‘One Giant Leap’ The story of Neil Armstrong by Don Brown. ‘The 1960’s’. ‘Toys’ by Karen Bryant-Mole ‘Fifty Years Ago-Going on a Trip’ by Karen Bryant Mole</p>	<p>Core Texts Jim and the Beanstalk by Raymond Briggs The Enormous Potato by Aubrey Davis Superworm by Julia Donaldson A Seed in Need by Sam Godwin Pollinating Pet by Jude Tonkin</p> <p>Year 1 Guided Reading</p>	<p>Core Text/s The Pirates of Scurvy Sands – Jonny Duddle The Pirates Next Door – Jonny Duddle</p> <p>Fiction Stories with patterns and repetitive phrases Character description</p>

	<p>Fiction Fantasy stories/imaginary words Character description Retell and write an innovated story</p> <p>Non-fiction Letter Poetry Rhyming words/phrases</p> <p>Year 1 Phonics - Little Wandle Phase 3 / 4 / 5 Reading practice sessions</p> <p>Year 1 - Grammar – Spelling Shed Forming sentences Separating words with spaces Capital letters and full stops Joining words and clauses using ‘and’ Capital letter for the personal pronoun ‘I’</p> <p>Reception Comprehension I can hold a book, turn the pages and indicate an understanding of pictures and print.</p>	<p>Whole class guided reading</p> <p>Fiction Traditional tales/fairy tales Character description Retell and write an innovated story</p> <p>Non-Fiction Instructions</p> <p>Poetry Acrostic poems</p> <p>Year 1 - Phonics – Little Wandle Phase 5 Reading practice sessions</p> <p>Year 1- Grammar – Spelling Shed Question marks Exclamation marks Capital letter for names of people, places, the days of the week and I</p> <p>Reception Comprehension I can describe the main events in a story. I can retell my own story.</p>	<p>Retell and write an innovated story</p> <p>Non-Fiction Non-chronological report</p> <p>Poetry Senses</p> <p>Year 1 - Phonics – Little Wandle Phase 5 Phonics screening Reading practice sessions</p> <p>Year 1 - Grammar – Spelling Shed Suffixes –s or –es Suffixes –ing, -ed Prefix un-</p> <p>Reception Comprehension I can describe the main events in the stories I read. I can make a prediction based on events in a text. I can retell a story using my own words.</p> <p>Composition</p>
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	<p>I can retell a familiar story.</p> <p>Composition</p> <p>I can tell an adult what I have drawn or painted.</p> <p>I can ascribe meaning to the marks I make.</p> <p>I am beginning to orally rehearse what I want to write.</p> <p>I can create representations of people, events and objects.</p> <p>Writing</p> <p>I can hold a pencil using a tripod grip.</p> <p>I am beginning to form letters and digits 0-5 correctly, starting and finishing in the right place.</p> <p>I can write my name.</p> <p>I can hear and write initial sounds in words.</p> <p>I can use my phonic knowledge to write CVC words correctly, hearing</p>	<p>I can read a simple book and answer questions about what I have read.</p> <p>Composition</p> <p>I can use some identifiable letters to communicate meaning and use them to write captions, labels and simple sentences.</p> <p>I can rehearse what I write orally before writing it down.</p> <p>Writing</p> <p>I can form letters and digits 0-9 correctly, starting and finishing in the right place.</p> <p>I can use my phonic knowledge to write CVC, VCC, CVCC and CCVC words.</p> <p>Most words I write will be spelt phonetically plausibly.</p> <p>I can write simple lists, labels and captions.</p> <p>I can write meaningful sentences (e.g. sentence matches the image).</p> <p>Word Reading</p> <p>Phase 3</p> <p>I can use my phonic knowledge to decode CVC, VCC, CVCC, CCVC</p>	<p>I can sequence sentences to form a short, simple narrative.</p> <p>I can read back my sentence to check it makes sense.</p> <p>Discuss my writing with an adult / peer.</p> <p>Writing</p> <p>I can form letters in the correct direction and sitting on the line.</p> <p>I can use my phonic knowledge to write words containing digraphs such as sh, th, ch.</p> <p>The sentence that I write will be legible to myself and others.</p> <p>Word Reading</p> <p>Phase 4</p> <p>I can use my phonic knowledge to securely decode CVCC, CCVC, CCCVC, CCVCC, CCCVC, CCV, CCVCC and CCCVCC</p>
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	<p>initial, middle and final sounds.</p> <p>Word Reading</p> <p>Phase 2</p> <p>I can use my phonic knowledge to start to decode VC, CVC words.</p> <p>I can read the tricky words: is, the, I, as, and, has, his, her, go, no, to, into, she, he, of, we, me, be</p> <p>I can read very simple sentences e.g. I am sad.</p>	<p>words, longer words and compound words.</p> <p>I can read the tricky words: was, you, they, my, by, all, are, sure, pure</p> <p>I use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</p> <p>I can read and understand a sentence with common irregular and phonetically plausible words e.g. 'The cat sat on a mat'.</p>	<p>words, longer words and compound words.</p> <p>I can read the tricky words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</p> <p>I use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</p>
Communication and Language-Reception	<p>Circle time</p> <p>Class learning time in groups and whole class.</p> <p>Role play</p> <p>Story time</p> <p>Listening and Attention</p> <p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Understanding</p>	<p>Circle time</p> <p>Class learning time in groups and whole class.</p> <p>Role play</p> <p>Story time and discussion about story</p> <p>Show and Tell</p> <p>ELG: Listening, Attention and Understanding</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant 	<p>Circle time</p> <p>Class learning time in groups and whole class.</p> <p>Role play</p> <p>Story time and discussion about story</p> <p>Show and Tell</p> <p>Small group presentations to class</p> <p>Problem solving activities requiring explanations and own ideas.</p> <p>One to one discussion with teacher about own learning.</p>

	<p>Understanding jokes/ humour Being able to listen to a story Without pictures or props.</p> <p>Speaking Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p>	<p>questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>ELG: Speaking Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with</p>	<p>Listening and Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their</p> <p>Understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>
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		modelling and support from their teacher.	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Reception - Mathematics (M) Number (N) Numerical Patterns (NP) NCETM – Numberblocks	Week 1-3 Week 4 S1 Episodes 1 (One) Week 5 S1 Episodes 2 (Another One) S1 Episodes 3 (Two) Week 6 S1 Episodes 4 (Three) Week 7	Week 1 S3 Episode 5 (Zero) S3 Episode 1 (Once upon a Time) S3 Episode 2 (Blockzilla) Week 2 S3 Episode 3 (The Numberblocks Express) S3 Episode 4 (Fruit Salad) S4 Episode 2 (Pattern Palace) Week 3	Week 1 S4 Episode 6 (Eleven) Week 2 S4 Episode 7 (Twelve) S4 Episode 10 (Blockstar) S4 Episode 8 (The Way of the Rectangle) S4 Episode 9 (Ride the Rays) Week 3

	<p>S1 Episodes 5 (One, Two, Three!)</p> <p>Week 1</p> <p>S1 Episode 6 (Four)</p> <p>S1 Episode 8 (Three Little Pigs)</p> <p>Week 2</p> <p>S1 Episodes 7 (Five)</p> <p>S1 Episodes 9 (Off We Go!)</p> <p>S1 Episodes 11 (Stampolines)</p> <p>Week 3</p> <p>S1 Episode 10 (How to Count)</p> <p>Week 4</p> <p>S1 Episode 12 (The Whole of Me)</p> <p>S1 Episode 13 (The Terrible Twos)</p> <p>Week 5</p> <p>S1 Episode 14 (Holes)</p> <p>Week 6</p> <p>S1 Episode 15 (Hide & Seek)</p> <p>Week 7</p> <p>Week 8</p>	<p>S2 Episode 1 (Six)</p> <p>S2 Episode 8 (Counting Sheep)</p> <p>S3 Episode 18 (The Legend of Big Tum)</p> <p>Week 4</p> <p>S2 Episode 2 (Seven)</p> <p>S2 Episode 12 (Fluffies)</p> <p>Week 5</p> <p>S2 Episode 3 (Eight)</p> <p>S2 Episode 9 (Double Trouble)</p> <p>S3 Episode 14 (Octoblock to the Rescue)</p> <p>Week 6</p> <p>S2 Episode 4 (Nine)</p> <p>S2 Episode 10 (The Three Threes)</p> <p>S4 Episode 5 (The Wrong Number?)</p> <p>S4 Episode 1 (Flatland)</p> <p>Week 1</p> <p>S2 Episodes 5 (Ten)</p> <p>S2 Episodes 6 (Just Add 1)</p> <p>S3 Episode 7 (Numberblobs)</p> <p>Week 2</p> <p>S3 Episode 6 (Now we are 6 to 10)</p> <p>S2 Episodes 15 (Ten Green Bottles)</p> <p>S2 Episodes 7 (Blast Off)</p> <p>Week 3</p> <p>S2 Episodes 13 (The Two Tree)</p>	<p>S4 Episode 11 (Thirteen)</p> <p>S4 Episode 12 (Fourteen)</p> <p>(could introduce Ten's Place in prep for next week)</p> <p>Week 4</p> <p>S4 Episode 13 (Fifteen)</p> <p>S4 Episode 14 (Tween Scenes)</p> <p>S4 Episode 15 (Step Squads)</p> <p>S5 Episode 1 (Fifteen Minutes of Fame)</p> <p>S5 Episode 2 (On your Head)</p> <p>S5 Episode 3 (Ten's Place)</p> <p>S5 Episode 4 (Balancing Bridge)</p> <p>S5 Episode 5 (Sixteen)</p> <p>S5 Episode 6 (Square Club)</p> <p>Week 5</p> <p>S5 Episode 7 (Seventeen)</p> <p>S5 Episode 8 (Eighteen)</p> <p>S5 Episode 10 (Nineteen)</p> <p>S5 Episode 9 (Loop the Loop – up to 18)</p> <p>Week 1</p> <p>S5 Episode 11 (Twenty)</p>
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		<p>S3 Episode 12 (Numberblock Rally)</p> <p>S2 Episodes 11 (Odd & Evens)</p> <p>Week 4</p> <p>S2 Episode 14 (Numberblock Castle)</p> <p>S3 Episode 15 (Ten Again)</p> <p>S3 Episode 8 (Building Blocks)</p> <p>S4 Episode 4 (Mirror, Mirror)</p> <p>Week 5</p> <p>S3 Episode 9 (Peekaboo!)</p> <p>S3 Episode 10 (Hiccups)</p> <p>Week 6</p> <p>S3 Episode 11 (What's the Difference)</p> <p>S3 Episode 13 (Five and Friends)</p>	<p>S5 Episode 14 (I can count to 20)</p> <p>S5 Episode 12 (Tall Stories)</p> <p>S5 Episode 13 (Flights of Fancy)</p> <p>S5 Episode 15 (Heist)</p> <p>S6</p>
Year 1 - Mathematics NCETM	<p>1.1 Comparison of quantities and measures</p> <p>1.2 Introducing 'whole' and 'parts'; part-part whole</p> <p>1.3 Composition of numbers: 0-5</p>	<p>1.4 Composition of numbers 6-10</p> <p>1G1- & 1 G2- Recognise, compose, decompose and manipulate 2d and 3d shapes</p> <p>1.5 Additive structures</p> <p>introduction to aggregation and partitioning</p> <p>1.6 Additive structures: introduction to augmentation and reduction</p> <p>1.7 Addition and subtraction: strategies within 10</p>	<p>1.8 Composition of numbers: multiples of 10 up to 100</p> <p>1.10 Composition of numbers 11-19</p> <p>2.1 Counting unitising and coins</p> <p>Position and direction</p> <p>Time</p>




<p>Year 1 – Science</p> <p>Reception - Understanding the World (UW)</p> <p>People, Culture and Communities (PCC)</p> <p>The Natural World (TNW)</p>	<p><u>Forces</u> (1) explore how things move</p> <p><u>Development Matters</u></p> <ul style="list-style-type: none"> Explore the natural world around them <p><u>Seasonal changes</u> (1) observe changes across the four seasons</p> <p>Reception UW PCC/ TNW Observe the natural world and how the seasons change, talking about the weather and seasonal features. Note and record the weather. Use images and texts to share with children about the changing seasons.</p>	<p><u>Plants</u></p> <ul style="list-style-type: none"> (1) identify and name a variety of common wild and garden plants, including deciduous and evergreen trees (1) identify and describe the basic structure of a variety of common flowering plants, including trees <p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> (1) 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><u>Seasonal changes</u></p> <ul style="list-style-type: none"> (1) observe changes across the four seasons <p>Reception UW TNW Create opportunities to discuss how we care for the natural world around us.</p> <p>UW TNW After close observation, draw pictures of the natural world, including animals and plants.</p>	<p><u>Everyday materials</u></p> <ul style="list-style-type: none"> (1) distinguish between an object and the material from which it is made (1) identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock (1) describe the simple physical properties of a variety of everyday materials (1) compare and group together a variety of everyday materials on the basis of their simple physical properties <p><u>Seasonal changes</u></p> <ul style="list-style-type: none"> (1) observe changes across the four seasons <p>Reception UW TNW Observe and interact with natural processes, such as ice melting, light travelling through transparent material, an object casting</p>
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		<p>Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside.</p>	<p>a shadow, a magnet attracting an object.</p> <p>UW TNW Observe and interact with natural processes, such as a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.</p>
<p>Year 1 - RE</p> <p>Reception - Understanding the World (UW)</p> <p>People, Culture and Communities (PCC)</p> <p>The Natural World (TNW)</p>	<p>UC. Unit 1.1 God differentiated using Digging Deeper where needed.</p> <p>UC. Unit 1.3 Incarnation differentiated using Digging Deeper (3 Weeks focus- Christmas)</p> <p>Reception</p> <p>UW PCC Talk about religion from sources of information and use some simple everyday religious</p>	<p>UC. Unit 1.4 Gospel differentiated using Digging Deeper where needed.</p> <p>UC. Unit 1.5 Salvation (3 Weeks focus- Easter)</p> <p>Reception</p> <p>UW PCC Begin to recall parts of religious stories</p> <p>Can recognise some symbols of religion both verbal and visual.</p>	<p>G. Unit 1.8 What makes some places sacred to believers? Focus on Synagogue and Mosque</p> <p>Reception</p> <p>UW PCC Show some awareness of religions.</p>

	terms. Talk about their community.		
Year 1 – History Reception - Understanding the World (UW) Past and Present (PP)	<p>Changes within living memory- reveal aspects of change in national life</p> <p>Year 1 Key questions: What were houses like? How did people travel? What toys did children have? How is your life different?</p> <p>Reception UW PP Listen to what children say about their family. Encourage children to share pictures of their family and listen to what they say about the pictures. Using examples from real life and from books, show children how there are many different families.</p> <p>UW PP Show images of familiar situations in the</p>	<p>Significant historical events, people and places in their own locality</p> <p>Year 1 Significant historical events, people and places in their own locality- Woolly Mammoth Discovery</p> <p>Key Questions When, where and who discovered the Woolly Mammoth remains? Why was this such an important discovery? What would Condoover and Bayston Hill have looked like 12,000 years ago (when the Mammoth Lived?)</p> <p>Reception UW PP Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.</p>	<p>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>Key questions: <i>Should we call Grace O'Malley a pirate?</i> What were the main events of Grace O'Malley's life? What was it like to live at the time when Grace met Elizabeth I? Should we call Grace O'Malley a pirate?</p> <p>Reception UW PP Talk about people that the children may have come across within their community, such as</p>

	<p>past, such as homes, schools, and transport. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.</p> <p>UW PP Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.</p>	<p>Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.</p> <p>UW PP Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance.</p> <p>UW PP Feature fictional and non-fictional characters from a range of cultures and times in storytelling.</p>	<p>delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers. Listen to what children say about their own experiences with people who are familiar to them.</p>
<p>Year 1 - Geography</p> <p>Reception - Understanding the World (UW)</p> <p>People, Culture and Communities (PCC)</p> <p>The Natural World (TNW)</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small</p>

		<p>Identify trees, forest school, field as physical and buildings, playground as human.</p> <p>Reception UW PCC Find out about places of worship and places of local importance to the community.</p> <p>UW TNW Model the vocabulary needed to name specific natural features of the world.</p> <p>UW PCC/ TNW Describe the immediate environment, using new vocabulary where appropriate.</p> <p>Know the name of the road, and town that school is located in.</p> <p>UW PCC/TNW Look at aerial views of the school setting, commenting on what they notice, recognising buildings, open space, roads and other simple features.</p>	<p>area in a contrasting non-European country Compare Bristol with Trinidad and Tobago</p> <p>Reception UW TNW Teach children about a range of contrasting environments within both their local and national region.</p> <p>UW TNW Share non-fiction texts that offer an insight into contrasting environments.</p> <p>UW TNW Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p> <p>UW PCC/TNW Share non-fiction texts that offer an insight into contrasting environments.</p>
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			<p>UW PCC/ TNW Draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.</p> <p>UW PCC/ TNW Explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on. (Avoid stereotyping)</p>
<p>Year 1 – Art</p> <p>Reception - Expressive Arts and Design (EAD) Creating with Materials (CWM)</p>	<p>Media: Pencil and painting</p> <p>Andy Warhol</p>  <p>Year 1</p>	<p>Media: Collage</p> <p>Henri Matisse</p> 	<p>Media: Pen and ink</p> <p>Chris Mould – illustrator and author</p>  <p><u>Year 1</u></p>

	<p>Andy Warhol was an artist in the 1960s. Andy Warhol used every day objects in his work. Art can tell you what it was like in the past. Sketchbooks help you to collect ideas. Red yellow and blue are primary colour.</p> <p>Reception EAD CWM Can recognise and name different colours. Understands that when colours are mixed, new colours are created. Can select and create different colours. Can explore working with paint on different surfaces and in different ways (e.g. different textured, coloured, sized and shaped paper).</p>	<p><u>Year 1</u> Henri Matisse was a painter from France. Henri Matisse used simple shapes and bold colours. Patterns can be used to make artwork. You can experiment with pattern in your sketchbook. Explore ideas materials using a sketchbook.</p> <p>Reception EAD CWM Shows experience in collage: layering, adding different textiles and media. Can cut shapes using scissors.</p>	<p>Chris Mould is a living illustrator and author. An illustrator makes art for texts. Pictures can help tell stories. You can experiment with colours in your sketchbook. Using the tip of the brush creates a different effect to using the edge.</p> <p>Reception EAD CWM Uses drawing tools to make marks, lines and curves. Uses a variety of tools to apply paint, e.g. brushes of different sizes, sponges, fingers, objects. Draws accurate representations of people and objects. To talk about their own and others' work.</p>
Year 1 - Music	BBC 10 Pieces	BBC 10 Pieces Finlandia – Sibelius	Sun, Sea and Song – Primary Music KS1

Reception - Expressive Arts and Design (EAD) Being Imaginative and Expressive (BI&E)	<p>K. Andrews – No place Like</p> <p>https://www.bbc.co.uk/teach/ten-pieces/kerry-andrew-no-place-like/z7k4f4j</p> <p>https://www.youtube.com/watch?v=7TUUjt8wc</p> <p>Reception EAD BI&E</p> <p>Notice and encourage children to keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound makers.</p> <p>Play movement and listening games that use different sounds for different movements.</p>	<p>https://www.bbc.co.uk/teach/ten-pieces/classical-music-primary-jean-sibelius-finlandia-ks2/zh26nrd</p> <p>https://teach.files.bbci.co.uk/ten-pieces/Finlandia+EYFS+and+KS1.pdf</p> <p>https://www.youtube.com/watch?v=5pl_aTOcj1E</p> <p>Reception EAD BI&E</p> <p>Play music with a pulse for children to move in time with and encourage them to respond to changes.</p> <p>Play pitch-matching games, humming or singing short phrases for children to copy.</p>	<p>Composition – The Treasure Island</p> <p>https://www.bbc.co.uk/teach/school-radio/music-ks1-sun-sea-song-index/zr4x2sg</p> <p>Reception EAD BI&E</p> <p>Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song.</p> <p>Discuss changes and patterns as a piece of music develops.</p>
Computing-Year 1	<p>Making music – Rhythm and patterns</p> <p>Review and edit</p> <p>Using data – pictograms</p>	<p>Computing Systems and networks- Technology around us</p> <p>Computing systems and networks – Technology around us</p>	<p>Creating media- Digital Painting</p> <p>Creating media – Digital painting</p> <p>Data and information – Grouping data</p>

	<p><u>Internet safety</u></p> <p>Self imagery and identify</p>	<p><u>Internet safety</u></p> <p>Online relationships</p>	<p><u>Internet safety</u></p> <p>Online reputation</p>
<p>Year 1 - Design Technology</p> <p>Reception - Expressive Arts and Design (EAD) Creating with Materials (CWM)</p>	<p>Mechanisms</p> <p>To design and create a toy which their Grandparents might have played with</p> <p>Reception</p> <p>EAD CWM</p> <p>Look at products to generate inspiration and conversation about art and artists.</p> <p>Use different techniques to join materials.</p> <p>Use a range of materials and tools.</p> <p>Share and develop ideas.</p> <p>Discuss and adapt work where necessary.</p>	<p>Food</p> <p>To plan, design and create a healthy snack.</p> <p>Reception</p> <p>EAD CWM</p> <p>Talk about healthy and unhealthy foods.</p> <p>Talk about having a balance of these.</p> <p>Talk about likes and dislikes.</p> <p>Use a range of tools with care and precision.</p>	<p>Textiles</p> <p>To create a sun hat for a treasure island</p> <p>Reception</p> <p>EAD CWM</p> <p>Use different techniques to join materials.</p> <p>Use a range of materials and tools with care and precision.</p> <p>Share and develop ideas.</p> <p>Discuss and adapt work where necessary</p> <p>Reflect on their product, talk about any issues they encountered and how these were overcome.</p>

<p>Year 1 - PSHE/ RSE</p> <p>Reception - Personal, Social and Emotional Development Self Regulation (SR) Managing Self (MS) Building Relationships (BR)</p> <p>Understanding of the World (UW) People, Culture and Communities (PCC)</p>	<p>Me and my relationships</p> <p>Following difference</p> <p>Reception UW PCC Begin to talk about their own experiences and feelings. Listen to what children say about their own experiences with people who are familiar to them.</p> <p>UW PCC Begin to talk about what they find interesting or puzzling and what makes themselves and other people happy and sad. PSED Undertake specific activities that encourage talk about feelings and their opinions.</p> <p>PSED Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios.</p>	<p>Keeping myself safe</p> <p>Rights and responsibilities</p> <p>Reception PSED Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure.</p>	<p>Being my best</p> <p>Growing and changing</p> <p>Reception PSED Talk with children about exercise, healthy eating and the importance of sleep. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p>
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	<p>PSED Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p>		
<p>Year 1 - PE</p> <p>Reception - Physical Development (PD)</p> <p>Gross Motor Skills (GMS)</p>	<p>1st Half term- Fundamentals and Dance Unit 1</p> <p>2nd Half term- Ball skills unit 1 and Games Unit 1</p> <p>Reception</p> <p>PD GMS</p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling; crawling; walking; jumping; running; hopping; skipping; climbing</p> <p>Use their core muscle strength to achieve a good posture.</p>	<p>1st Half term-Gymnastics unit 1 and Fundamentals Unit 2</p> <p>2nd Half term- Ball skills unit 2 and Games unit 2</p> <p>Reception</p> <p>PD GMS</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>1st Half term- Dance unit 2 and Ball skills Unit 2</p> <p>2nd Half term-Games unit 2 and Gymnastics Unit 2</p> <p>Reception</p> <p>PD GMS</p> <p>Progress towards a more fluent style of moving, with developing control. Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>

	<p>Combine different movements with ease and fluency.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p>		
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