
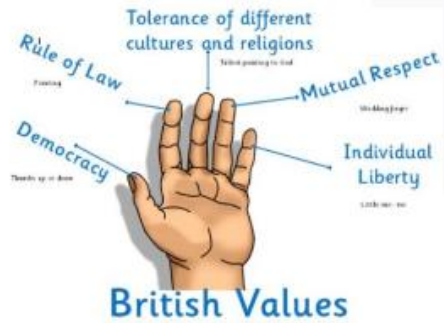
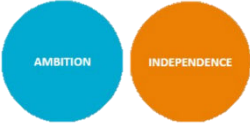



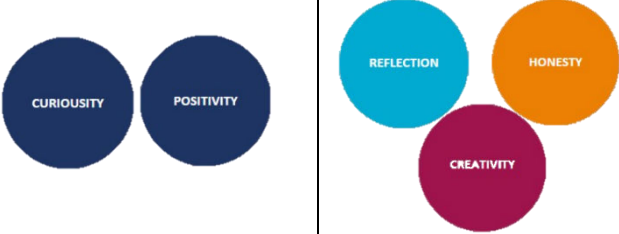


Year 1 Curriculum Overview 2024 – 2025







<p>Threads</p>	 <p>Links to our Global Citizenship threads are highlighted on our curriculum maps in the corresponding colour.</p>		 <p>Opportunities to reinforce British Values are represented with the following codes:</p> <p>Democracy: BV – D Rule of Law: BV – RoL Tolerance/Celebration: BV – TC Mutual Respect: BV – MR Individual Liberty: BV – IL</p>		
<p>Term & Topic</p>	<p><u>Autumn 1</u> <i>Home, Sweet Home</i></p>	<p><u>Autumn 2</u> <i>Remember, Remember</i></p>	<p><u>Spring 1 & 2</u> <i>Paws, Claws, Whiskers and Toes</i></p>		<p><u>Summer 1 & 2</u> <i>What a Wonderful World!</i></p>
<p>Value Focus</p>					
<p>Events</p>	<p><i>Black History Month</i> Social Impact – Read-a-thon – Raising Money</p>	<p><i>International Day Anti-Bullying Week (13th- 17th November)</i> Social Impact – Children in Need & Save the Children – Donating</p>	<p><i>Children’s Mental Health week (3rd – 9th February)</i> Social Impact – Sponsored run/walk – Raising Money</p>	<p><i>World Book Day British Science Week (7th – 16th March)</i> Social Impact - Red Nose Day - Donating</p>	<p><i>Sustainability Day</i> Social Impact - Singing Concert – Raising Money</p> <p><i>Summer Fair</i> <i>South Asian Heritage Month</i> <i>National Fieldwork Fortnight</i></p>

Term & Topic	<u>Autumn 1</u> <i>Home, Sweet Home</i>	<u>Autumn 2</u> <i>Remember, Remember</i>	<u>Spring 1 & 2</u> <i>Paws, Claws, Whiskers and Toes</i>		<u>Summer 1 & 2</u> <i>What a Wonderful World!</i>	
Subject Driver & Hours	Geography – 12	History – 12	History - 12	Geography – 12	Geography – 6 History – 6	Geography – 6 History – 6
Overview	<p>During this topic, pupils will be developing their geography knowledge and skills. Pupils will learn the location of Nottingham on a map, their address, the school address, human and physical features of the area (school grounds, things that can be seen from the school grounds). Through studying the school grounds, they will use geographical vocabulary to refer to the human and physical features found. Using simple maps, pupils will use simple compass directions to describe routes to school and begin to become familiar with map symbols. Pupils will use aerial maps to look at the school from a different perspective, along with devising maps of the classroom. As Black History Month draws closer, pupils will build upon their learning in EYFS by looking at influential figures in STEM careers, through reading books such as: The Girl with a Mind for Maths, The Doctor with an Eye for Eyes and Mae Among the Stars.</p> <p>In science, pupils will look at seasonal changes, with a particular focus on autumn. Pupils will embark on an exciting journey to explore the different seasons and the changes they bring to the world around us. Through engaging activities and observations,</p>	<p>During this topic, Year 1 pupils will embark on a journey to explore the concept of memory through various historical events and personal experiences. Students will have the opportunity to meet, interact with and interview older members of the community, such as grandparents or local seniors, along with members of staff who went to Windmill as children. Through discussions and storytelling, these individuals will share their personal experiences and memories of how things have changed over their lifetimes. This will help pupils understand concepts like technology, fashion, transportation, and daily life changes that have occurred within living memory. The term starts as Bonfire Night draws close. Pupils will learn why this date is marked, through learning about Guy Fawkes and the Gun Powder Plot. Remembrance Day follows soon after: pupils will learn why we commemorate this date and the importance of the poppy along with why and how people are commemorated. As Christmas draws closer, pupils will learn about various celebrations around the world, and why and how these occasions are marked.</p>	<p>During their history lessons, pupils will learn about significant individuals who have made a positive impact on society, namely by making change for humans, animals and the environment. Pupils will learn about their remarkable achievements and inspiring qualities. Pupils will learn about the dedication of Florence Nightingale and how she improved hospital conditions for wounded soldiers which led to lasting changes in healthcare practices that we benefit from today. Pupils will learn about the ground-breaking scientist, Marie Curie, coming to understand the importance of her curiosity, perseverance and determination to overcome gender barriers in science. Pupils will also learn about David Attenborough, discovering his role in raising awareness about the beauty of the natural world and the urgent need to protect it.</p> <p>During science pupils will learn to classify and group a variety of common animals, including fish, amphibian, reptiles, birds and mammals. Pupils will learn about the different structures of these animals. Through research and discussion, pupils will learn about carnivores, herbivores and omnivores. Pupils will develop their</p>	<p>Pupils will explore the local area by visiting the park and other green spaces. Building on their geography learning from Autumn 1, pupils will use compass directions, locational and direction language to explore and describe these places, including the location of features and routes on a map. Pupils will look at aerial maps of these areas to recognise landmarks and basic human and physical features. Pupils will look at the different kinds of houses that exist in the local area. Pupils will consider how their local area could be changed for the better. Pupils will devise a basic map of a green space and use and construct basic symbols in a key. When exploring the local area, pupils will learn the names of a variety of common wild and garden plants, including deciduous and evergreen trees. Pupils will then observe animals in their local environment by going bird watching and noticing animals' natural behaviours.</p> <p>Pupils will learn to name, draw and label the basic parts of the human body and say which part of the body is associated with which sense. Pupils will learn the components of a healthy lifestyle and use this information to design a healthy recipe. Pupils will meet with a dentist and</p>	<p>During this topic, pupils will go on a worldwide adventure! They will begin with learning more about the geography of the UK, including the four countries that make up the UK, the capital cities and the seas that surround the UK. Pupils will learn about and map coastlines along the UK, considering how the features of a coast are different from our locality in the midlands. Pupils will then move onto looking at the world (and beyond!), learning some of the 7 continents. Pupils will learn that the coastlines are eroding and this carries threats. Pupils will begin learning about significant explorers who have made unusual journeys to explore parts of the world, including Neil Armstrong and Christopher Columbus. Pupils will recap the seasons and begin their learning on plants. They will build on prior learning and learn to identify and name a variety of common, wild and garden plants, including deciduous and evergreen trees.</p>	<p>Pupils will delve into the geography of China during this unit, building their skills to be able to compare it to Nottingham. Pupils will learn to locate the remaining continents becoming familiar with where to find China. They will learn some names of the world's oceans. Pupils will spend time comparing Xiamen to Nottingham and learn what a day in a Chinese school is like compared to a day in a UK school. Pupils will continue learning about the adventures of significant people including those relating to transport, such as Henry Ford and The Wright Brothers. Pupils will consider how transport has changed over time including looking at electric vehicles and how they have a positive impact on the environment.</p> <p>Pupils will recap their plants learning and then move on to identifying and describing the basic structure of a variety of common and flowering plants.</p>

	students will develop their understanding of the four seasons, the reasons behind their occurrence, and the impact they have on plants, animals, and our daily lives.	In science, the topic of "Everyday Materials" introduces pupils to the fascinating world of materials and their properties that surround them in their daily lives. This topic lays the foundation for understanding basic concepts related to different materials, their uses, and how they can be classified based on their characteristics.	<i>understanding by learning about endangered species, linking human actions and consequences for the natural world.</i>	<i>learn how to look after their teeth and why this is so important for general health.</i>		
Enrichment	<ul style="list-style-type: none"> ❖ <i>School grounds walk (local area walk if appropriate)</i> ❖ <i>School tour and meet teachers</i> ❖ <i>Immersive experience – maps</i> <p><i>Be Safe - Off-site Visits and Road Safety</i></p>	<ul style="list-style-type: none"> ❖ <i>Nativity</i> ❖ <i>Place of worship – St Christopher's Church</i> ❖ <i>Visits from older pupils in the school</i> ❖ <i>Children bring in baby photos to reflect on how they have changed</i> ❖ <i>Immersive experience – celebrations</i> <p><i>Be Safe - Off-site Visits and Road Safety</i> BV – TC, MR</p>	<ul style="list-style-type: none"> ❖ <i>Local area walk (post box)</i> ❖ <i>Zoo Lab animal visit</i> ❖ <i>Immersive experience – life in the past</i> <p><i>Be Safe - Off-site Visits and Road Safety</i></p>	<ul style="list-style-type: none"> ❖ <i>Fieldwork at Green's Mill Park.</i> ❖ <i>RSPB Big Bird Watch</i> ❖ <i>Dentist Talk and Teeth Brushing</i> ❖ <i>Forest School</i> ❖ <i>Immersive experience – looking after ourselves</i> <p><i>Be Safe - Animal Safety, especially dogs</i> <i>Be Safe - Off-site Visits and Road Safety</i></p>	<ul style="list-style-type: none"> ❖ <i>Place of worship – synagogue</i> ❖ <i>RSPCA Talk</i> ❖ <i>Street Dance Club</i> ❖ <i>Virtual School Visit – Christopher Columbus</i> ❖ <i>Immersive experience – exploring the world/oceans</i> <p><i>Be Safe - Animal Safety, especially dogs</i> BV – TC, MR</p>	<ul style="list-style-type: none"> ❖ <i>Immersive experience – China</i> ❖ <i>Stonebridge Farm</i> <p><i>Be Safe - Off-site Visits and Road Safety</i> <i>Be Safe - Animal Safety</i></p>
Mastery Day	N/A	<i>Pupils will use their knowledge of celebrations/commemoration and properties of materials to design a toy/item for a certain celebration/commemoration and target audience.</i> <i>STEM focus</i>	<i>Over two Mastery Days: Pupils will use their knowledge of different types of animals to set up and run a zoo, which has the animals in the correct enclosure, dependent on their classification, and which also educates children on different animals. Pupils will provide a map for guests to find their way around the zoo, using compass points and directional language.</i> <i>STEM focus</i>	<i>Over two Mastery Days: Pupils use their knowledge to devise an exhibition which educates visitors on world-wide geography, including the continents, oceans and information about the contrasting locality they have studied.</i> <i>Geography focus</i>		
Presentational Talk	N/A	N/A	<i>Combined with Mastery Day - pupils work towards a presentational talk to give when children visit the zoo.</i>	<i>Combined with Mastery Day - pupils work towards a presentational talk to give at a certain point during the world-wide geography exhibition.</i>		
Career-Related Learning	❖ <i>STEM career focus</i>	N/A	N/A	<ul style="list-style-type: none"> ❖ <i>Doctor</i> ❖ <i>Dentist</i> 	❖ <i>RSPCA</i>	❖ <i>Environmentalist</i>
English: Reading	<i>Lost and Found</i> <i>Plus contextualisation resources:</i>	<i>Celebrations around the World</i> <i>Plus contextualisation resources:</i>	<i>The Owl and the Pussycat</i> <i>Plus contextualisation resources:</i>	<i>The Tiger Who Came to Tea</i> <i>Plus contextualisation resources:</i>	<i>The Snail and the Whale</i> <i>Plus contextualisation resources:</i>	<i>Islandborn</i> <i>Plus contextualisation resources:</i>

	<ul style="list-style-type: none"> ❖ <i>The Seasons and Weather (1) non-fiction from Literacy Shed Plus</i> ❖ Seasonal poetry ❖ <i>Additional Oliver Jeffers books</i> ❖ <i>Lost and Found short film adaptation</i> ❖ <i>Link to books about friendship from EYFS – Farmer Duck, Same but Different too</i> <p style="text-align: center;">Be Safe – What to do if lost BV – TC, MR</p>	<ul style="list-style-type: none"> ❖ <i>Railways (1), Materials (1) and Christmas (1) non-fiction from Literacy Shed Plus</i> ❖ Christmas, celebration, Eid stories ❖ Books about diversity – Welcome to our World, Sulte, The Proudest Blue <p style="text-align: center;">BV – TC, MR, IL</p>	<ul style="list-style-type: none"> ❖ <i>Animals (1) and The Arctic (1) non-fiction from Literacy Shed Plus</i> ❖ <i>Additional Julia Donaldson stories</i> ❖ The Owl and the Pussycat Poem - Edward Lear ❖ <i>Additional classic poetry – Edward Lear and other nonsense poems</i> 	<ul style="list-style-type: none"> ❖ <i>Pets (1) and My Body (1) non-fiction from Literacy Shed Plus</i> ❖ <i>Additional Judith Kerr stories: Mog the Forgetful Cat</i> ❖ <i>Additional stories about unexpected visitors: Lizzy Stewart’s There’s a Tiger in the Garden</i> ❖ <i>Contrasting books about respect: Chris Naylor-Ballestros’ The Suitcase and Nick Butterworth’s One Snowy Night</i> <p style="text-align: center;">Be Safe – Strangers BV – MR</p>	<ul style="list-style-type: none"> ❖ <i>Space (1) and Explorers (1) non-fiction from Literacy Shed Plus</i> ❖ <i>Link to Julia Donaldson books read in the spring term</i> ❖ <i>Short film adaptation of The Snail and the Whale</i> ❖ Books about respect and resilience: On Sudden Hill by Linda Sarah & Benji Davies, The Dot by Peter H. Reynolds, Beautiful Oops! By Barney Salzberg <p style="text-align: center;">BV – MR, TC, IL</p>	<ul style="list-style-type: none"> ❖ <i>China (1), Migration (1) non-fiction from Literacy Shed Plus</i> ❖ Michael Rosen Poetry – Migration ❖ Windrush link from assembly ❖ Merengue and Bachata music ❖ My name is not Refugee additional text <p style="text-align: center;">BV – TC, MR, IL</p>
<p style="text-align: center;">English: Writing</p>	<ul style="list-style-type: none"> ❖ <i>To entertain – narrative sentences so that the reader feels worried something is lost, then relieved it’s found</i> <p><i>Grammar and Punctuation:</i></p> <ul style="list-style-type: none"> ❖ Simple sentences ❖ Simple conjunctions ❖ Adjectives to describe ❖ Full stops ❖ Capital letters ❖ Simple story opening ❖ Sequence sentences ❖ Prepositions (We saw a ... across the road) ❖ Exclamation marks (What a trip!) 	<ul style="list-style-type: none"> ❖ <i>To inform – instructions on how to throw a party</i> ❖ <i>To persuade – inviting someone to attend a party/celebration</i> ❖ <i>Poetry – shape poems</i> 	<ul style="list-style-type: none"> ❖ <i>To entertain – narrative retelling of a familiar story - The Owl and the Pussycat</i> ❖ <i>To persuade – letter asking for the ring back</i> 	<ul style="list-style-type: none"> ❖ <i>To inform – a fact file on an animal</i> ❖ <i>Poetry – acrostic poems</i> ❖ <i>To inform - recount of local area walk</i> 	<ul style="list-style-type: none"> ❖ <i>To entertain – narrative told from the perspective of the snail/whale</i> ❖ <i>To persuade – leaflet on why we must look after the environment and how we can do this</i> 	<ul style="list-style-type: none"> ❖ <i>To inform – a fact file on world geography</i> ❖ <i>To entertain – a narrative with 5 parts</i> ❖ <i>Riddle poems</i>

<p>Cross Curricular Writing</p>	<p>Science: Naming and writing the seasons & Writing a sentence to reflect on the changing seasons History/Geography: Writing addresses & Using geographical vocabulary to label Art/DT: Artist study RE: Respond to key question</p>	<p>Science: Partial write-up from the investigation History/Geography: Retell the story of the Gunpowder plots & Writing to reflect on Remembrance Day. Art/DT: Instructions for making a card RE: Respond to key question</p>	<p>Science: Write sentences to find what is the same and different between two animals. History/Geography: Explain how significant individuals have helped make changes Art/DT: Artist study RE: Respond to key question</p>	<p>Science: Write a recount following birdwatching in the local area. History/Geography: Write a postcard to send home. Art/DT: Evaluate final product RE: Respond to key question</p>	<p>Science: Partial write-up from the investigation History/Geography: Reflect on positives and negatives surrounding Christopher Columbus' expedition & Write descriptions in character as one of the seven oceans. Art/DT: Evaluate final product RE: Respond to key question</p>	<p>Science: Partial write-up from the investigation History/Geography: Write sentences to compare Xiamen and Nottingham. Art/DT: Artist study RE: Respond to key question</p>
<p>Maths</p>	<ul style="list-style-type: none"> ❖ Number: Place value (within 10) NCETM Spine: 1.1, 1.2, 1.3 and 1.4 ❖ Number: Addition and subtraction (within 10) NCETM Spine: 1.2, 1.5, 1.6, 1.7 ❖ Geometry: Shape ❖ Number: Place value (within 20) NCETM Spine: 1.10 ❖ Consolidation and assessment 		<ul style="list-style-type: none"> ❖ Number: Addition and subtraction (within 20) NCETM Spine: 1.10, 1.11 ❖ Number: Place value (within 50) NCETM Spine: 1.9, 2.1 ❖ Measurement: Length and height NCETM Spine: 1.1 ❖ Measurement: Mass and volume NCETM Spine: 1.1 ❖ Consolidation and assessment 		<ul style="list-style-type: none"> ❖ Number: Multiplication and division NCETM Spine: 2.1, possibly 1.8 ❖ Number: Fractions NCETM Spine: 3.0 ❖ Geometry: Position and direction ❖ Number: Place value (within 100) NCETM Spine: 1.9 ❖ Measurement: Money NCETM Spine: 2.1 ❖ Measurement: Time 	
<p>History</p>	<p>N/A</p>	<p>Changes in Living Memory Changes Beyond Living Memory</p> <ul style="list-style-type: none"> ❖ Meeting with members of the community ❖ Guy Fawkes and The Gunpowder Plot ❖ Remembrance Day <p>Be Safe – Making Choices Healthy Lifestyles – Emotions</p>	<p>Significant Individuals Who have helped make changes for people, animals and the environment:</p> <ul style="list-style-type: none"> ❖ Florence Nightingale ❖ Marie Curie ❖ David Attenborough <p>Sustainability – David Attenborough</p>	<p>N/A</p>	<p>Significant Individuals Changes within Living Memory Changes beyond Living Memory</p> <ul style="list-style-type: none"> ❖ Christopher Columbus ❖ Neil Armstrong <p>BV – IL</p>	<p>Significant Individuals Changes within Living Memory Changes beyond Living Memory</p> <ul style="list-style-type: none"> ❖ Henry Ford ❖ The Wright Brothers <p>Technology – Advancements: Cars and Planes Sustainability – Electric Vehicles</p>
<p>Geography.</p>	<p>Our School Grounds Observing Seasonal Changes</p> <ul style="list-style-type: none"> ❖ Geographical vocabulary to describe and map the classroom and school grounds. ❖ Simple compass points to describe routes to 	<p>N/A</p> <p>Apart from observing seasonal changes and reference to typical/atypical weather patterns</p>	<p>N/A</p> <p>Apart from observing seasonal changes and reference to typical/atypical weather patterns</p>	<p>Our Local Area Observing Seasonal Changes and reference to typical/atypical weather patterns</p> <ul style="list-style-type: none"> ❖ Visiting the local park and green spaces. Using compass directions to plan a route there. 	<p>World-Wide Geography Observing Seasonal Changes and reference to typical/atypical weather patterns</p> <ul style="list-style-type: none"> ❖ Coastlines in the UK. ❖ Recap the four countries and learn the capital 	<p>World-Wide Geography Observing Seasonal Changes and reference to typical/atypical weather patterns</p> <ul style="list-style-type: none"> ❖ Know the 7 continents, the 5 oceans. ❖ Compare a small part in China to our locality,

	<p>and from or around school.</p> <ul style="list-style-type: none"> ❖ Know their address and the school address. ❖ Send a letter to home from school. ❖ School grounds walk (local area walk if appropriate) 			<p>Identifying the human and physical features along the route</p> <ul style="list-style-type: none"> ❖ Creating a simple map of the route Plan routes to and around these places. ❖ Develop language to describe the human and physical features, along with the landmarks. ❖ Devise basic maps ❖ Know the housing that exists ❖ Know ways to change the area for the better 	<p>cities of the UK, as well as the surrounding seas.</p> <ul style="list-style-type: none"> ❖ Pupils will learn that coastal erosion is a threat. ❖ Know some ways weather has changed over time and some reasons for this 	<p>looking at the geographical differences and similarities.</p>
Science	<p>Seasonal changes Working scientifically</p> <ul style="list-style-type: none"> ❖ Observe changes across the seasons ❖ Know changes across the seasons ❖ Observe, know and describe weather associated with seasons and day length changes 	<p>Everyday materials Working scientifically</p> <ul style="list-style-type: none"> ❖ Distinguish between an object and its material ❖ Know a variety of everyday materials ❖ Know the properties of everyday materials ❖ Compare and group materials based on their properties 	<p>Animals including humans Working scientifically</p> <ul style="list-style-type: none"> ❖ Identify and name fish, amphibians, reptiles, birds and mammals ❖ Identify and name carnivores, herbivores and omnivores ❖ Describe and compare the structure of common animals ❖ Know which species are endangered and how human actions are linked 	<p>Animals including humans Working scientifically</p> <ul style="list-style-type: none"> ❖ Identify, name, draw and label the basic human body parts ❖ Know which body part is associated with which sense ❖ Know how to look after our teeth ❖ Know why oral health is so important 	<p>Plants Working scientifically</p> <ul style="list-style-type: none"> ❖ Identify and name a variety of wild and garden plants 	<p>Plants Working scientifically</p> <ul style="list-style-type: none"> ❖ Identify and describe the basic structure of flowering plants and trees
Scientific Enquiry	<p>Observe changes to our environment through changing seasons and day length.</p> 	<p>Which materials are waterproof?</p> 	<p>Where in our local environment do different types of animals tend to live?</p> 	<p>What types of food do big cats eat?</p> 	<p>Does the amount of water affect how seedlings grow? WS focus: Asking questions</p> 	<p>You've landed on a planet made entirely of water with only these materials. What do you do next?</p> 
Art	2D Art: Self-Portraits	N/A	2D Art: Animal Prints	N/A	N/A	2D Art: Abstract Art

	<p>All objectives covered</p> <p>A: 2D Art (Drawing, Colour and Painting) Individual - Small Scale</p> <p>1.Observational drawings of faces A1, A2 Van Gogh, Picasso self-portrait E1, E2, E3, E4 2.Pencil grades A1, A2, F1, F2 3.Colour work – limited palette – primary colours A5, F1, F2 4.Self-portrait A1, A2, A3, A4 5.X. Drawing face shapes and features, showing feelings and moods A1, A2, A3, A4, A6</p> <p>Healthy Lifestyle – Emotional Regulation</p>		<p>All objectives covered</p> <p>B: 2D Art (Printing) Individual - Small Scale</p> <p>1.Observational drawing of animal's paw prints and markings A1, A2, B1 2.Henry Moore leopard and zebra sketches E1, E2, E3, E4 3.Charcoal A1, A2, F1, F2 4.Colour work – free choice F1, F2 5.Animal prints A6, B2 X. Printing, rolling, pressing, rubbing and stamping B2</p> <p>Plastercine printing equipment</p>			<p>All objectives covered</p> <p>A: 2D Art (Drawing and Painting) Group - Large Scale</p> <p>1.Observational drawings of the lines and shapes paint makes when dripped, dragged and scraped A1, A2 2.Jackson Pollock E1, E2, E3, E4 3,Paint F1, F2 4.Colour work – limited palette of primary colours – make secondary A2, F1, F2 5.Art work created by dripping, dragging, scraping and layering paint A2, A6 X. Dripping, dragging, scraping and layering paint A6</p> <p>Long sheets of paper, string, droppers</p>
DT	N/A	<p>Mechanisms: Moving Christmas/Celebration card</p> <p>Be Safe – Using Tools and Equipment Safely BV – TC, MR</p>	N/A	<p>Cooking and Nutrition: Smoothies</p> <p>Be Safe – Using Tools and Equipment Safely</p>	<p>Textiles: Animal Puppets</p> <p>Be Safe – Using Tools and Equipment Safely</p>	N/A
RE	<p>Christianity: Creation Story Key Question: Does God want Christians to look after the world?</p> <p>BV – TC, MR, IL</p>	<p>Christianity: Christmas Key Question: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</p> <p>BV – TC, MR, IL</p>	<p>Christianity: Jesus as a friend Key Question: Was it always easy for Jesus to show friendship?</p> <p>BV – TC, MR, IL</p>	<p>Christianity: Easter - Palm Sunday Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p> <p>BV – TC, MR, IL</p>	<p>Judaism: Shabbat Key Question: Is Shabbat important to Jewish children?</p> <p>BV – TC, MR, IL</p>	<p>Judaism: Rosh Hashanah and Yom Kippur Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children?</p> <p>BV – TC, MR, IL</p>
Computing	C: Digital Literacy	B: Information Technology	A: Computer Science	A: Computer Science	A: Computer Science	B: Information Technology

	<p>Online safety and Exploring Purple Mash</p> <p>B: Information Technology Spreadsheets</p> <p>Be Safe – Online Safety</p>	<p>Animated stories</p> <p>A: Computer Science Grouping and sorting</p> <p>C: Digital Literacy Tech outside school</p> <p>Be Safe – Online Safety</p>	<p>Lego Builders</p> <p>Be Safe – Online Safety</p>	<p>Maze Explorers</p> <p>Be Safe – Online Safety</p>	<p>Coding</p> <p>Be Safe – Online Safety</p>	<p>Pictograms</p> <p>B: Information Technology Spreadsheets (revisit)</p> <p>Be Safe – Online Safety</p>
<p>Across-Curriculum Application and Enrichment</p>	<p>Using online maps</p> <p>Compass directions</p> <p>IT to measure and predict the weather</p>	<p>Technology changes over time</p> <p>Moving celebration cards</p> <p>Grouping and sorting materials</p>	<p>Grouping and sorting animals</p>	<p>Online maps</p> <p>Compass directions</p> <p>Tree/plant identification</p>	<p>Google Earth Coastlines</p> <p>Tree/plant identification</p>	<p>Google Earth China</p> <p>Making links with schools in China</p> <p>Division on spreadsheets</p>
<p>PE</p>	<p>Gymnastics</p>	<p>Invasion games</p>	<p>Dance</p>	<p>Healthy and Active lifestyles Athletics</p>	<p>Striking and Fielding</p>	<p>Net and Wall games</p>
<p>Discrete PSHE</p>	<ul style="list-style-type: none"> ❖ Why we have classroom rules ❖ How are you listening? ❖ Thinking about feelings ❖ Our feelings ❖ Feelings and bodies ❖ Good friends ❖ Emotions Work Lesson 1 (see separate plan) 	<ul style="list-style-type: none"> ❖ Same or different? ❖ Unkind, tease or bully? ❖ Harold's school rules ❖ It's not fair! ❖ Who are our special people? ❖ Our special people balloons ❖ Emotions Work Lesson 2 (see separate plan) <p>Anti-bullying week (Monday 13th- Friday 17th November)</p>	<ul style="list-style-type: none"> ❖ Super sleep ❖ Who can help? (1) ❖ Good or bad touches? ❖ Sharing pictures ❖ What could Harold do? ❖ Harold loses Geoffrey ❖ Emotions Work Lesson 3 (see separate plan) <p>Children's Mental Health week (3rd – 9th February)</p>	<ul style="list-style-type: none"> ❖ Harold has a bad day ❖ Around and about the school ❖ Taking care of something ❖ Harold's money ❖ How should we look after our money? ❖ Basic first aid ❖ Emotions Work Lesson 4 (see separate plan) 	<ul style="list-style-type: none"> ❖ I can eat a rainbow ❖ Eat well ❖ Harold's wash and brush up ❖ Catch it! Bin it! Kill it! ❖ Harold learns to ride his bike ❖ Pass on the praise! 	<ul style="list-style-type: none"> ❖ Healthy me ❖ Then and now ❖ Taking care of a baby ❖ Who can help? (2) ❖ Surprises and secrets ❖ Keeping privates private
<p>Spanish</p>	<p>Greetings & Being Polite</p>	<p>Numbers 1-6 Christmas</p>	<p>Parts of the Body Colours</p>	<p>'Oso pardo' book Fruits & Vegetables</p>	<p>Numbers 7-10 Plants</p>	<p>Seaside Minibeasts</p>
<p>Music</p>	<p>Hey You</p> <p>Style: Old-School Hip Hop</p>	<p>Rhythm In the Way We Walk Banana Rap</p> <p>Style: Reggae, Hip Hop</p>	<p>Machines.</p> <p>Musical Focus: Beat</p>	<p>Travel</p> <p>Musical focus: Performance</p>	<p>Animals</p> <p>Musical Focus: Pitch</p>	<p>Story time</p> <p>Musical Focus: Exploring sounds</p>

--	--	--	--	--	--	--