

Long Term Planning St Mary's Dorchester					
Rosenshine Paedagogy	1.Daily review 2.Present new material using small steps 3.Ask questions 4.Provide models 5.Guide pupil practice 6.Check for pupils understanding 7.Obtain a high success rate 8.Provide scaffolds for difficult tasks 9.Independent practice 10.Weekly and monthly review	Gospel Values	Humility Compassion Kindness Forgiveness Integrity Peace Courage Justice	COEL	Go for it Gorilla Creative Chameleon Concentrating Crocodile Editing Elephant Proud Peacock Persevering Parrot
		Gospel Virtues	Faith Hope Charity		

	Autumn	CC Link	Spring	CC Link	Summer	CC Link
Maths	Autumn Numbers to 10 Part-Whole within 10 Addition and subtraction within 10 2D and 3D shapes Numbers to 20	Literacy- The magic 3 and ordinal numbers Music - physical representation of pitch	Spring 1 Addition within 20 Subtraction within 20 Numbers to 50 Introducing Length and Height Introducing Weight and Volume	DT - Measuring and comparing length Science - Measuring height of a broad bean, comparing how much a plant has grown over time	Summer Multiplication Division Halves and Quarters Position and Direction Numbers to 100 Time Money	Science- Superhero body parts to count in 2s 5s and 10s Maths -dividing seeds into pots Fractions of a globe Geography- Measuring the time it takes to get to different countries Geography-

						<p>Different currency coins and notes</p> <p>History- Explorers voyage $\frac{1}{4}$ $\frac{1}{2}$ $\frac{3}{4}$ turns</p>
English	<p>Autumn 1 - ONCE UPON A TIME Here We Are - narrative - linked to our locality - Dorchester and Dorset</p> <p>Find St Mary's Catholic First School on a map and describe the location</p> <p>Features on a map in the school grounds and local area of Dorchester</p> <p>What does it mean to belong?</p> <p>What is the same or different about you and your friends in this class?</p> <p>Why is it important to protect the planet?</p> <p>What advice would you give to someone visiting Earth?</p> <p>When I am By Myself by Eloise Greenfield - poetry</p> <p>Little Red Riding Hood - narrative writing</p> <p>Autumn 2 - SEASONS & CELEBRATIONS</p> <p>Poetry - Fireworks - poetry</p> <p>A Woodland Walk - recount</p>	<p>Geography - our local area - Dorchester</p> <p>Grammar - rhyming words</p> <p>Reading - traditional tales - join in with phrases</p> <p>History & RE (building the Kingdom) -Guy Fawkes</p> <p>Science/ Geography - seasonal change</p>	<p>Spring 1 - VICTORIAN SCHOOLS</p> <p>Grandad's Island by Benji Davis</p> <p>Toys from the Past by Sally Hewitt</p> <p>Spring 2 - JOURNEYS</p> <p>JC Last Stop at Market Place - narrative - link to Lent</p> <p>JC Bold Women in Black History</p>	<p>History - objects from the past & toys from the past</p> <p>RE - Lent</p> <p>Eco - Global</p> <p>Citizenship</p> <p>Catholic Life - our community</p>	<p>Summer 1 - GROWING</p> <p>Instructions - How to make a cress head</p> <p>The Song of the Sea - Studiocanal</p> <p>Summer 2 - AROUND THE WORLD</p> <p>Travel Journal - based on 'Amazing Antarctic Adventure'</p> <p>Wombat goes Walkabout - Michael Morpurgo</p>	<p>Science- Seed growing poetry</p> <p>Science- Planting a broad bean</p> <p>Geography- Learning about different countries and cultures</p>
Religion	<p>Autumn 1 - ONCE UPON A TIME</p> <p>Family - Psalms and Prayers</p> <p>Judaism - Abraham and Moses</p> <p>Consider big questions about life and the world around us. Discuss environmental issues - express opinions.</p> <p>Families - God's love and care for every family</p> <p>Sharing our ideas about faith, listening to others' opinions. Finding common links by</p>	<p>Art/Eco schools- plastic pollution</p> <p>Advent and Christmas - celebrations</p>	<p>Spring 1 -VICTORIAN SCHOOLS</p> <p>Special people in our parish, Islam - Muhammed</p> <p>Special people - people in the parish family.</p> <p>Discussing the impact of the birth of Jesus.</p> <p>Understanding that gifts are not always material - comparing the Shepherds and Kings - Epiphany.</p> <p>Understanding how God reveals himself to</p>	PSHE	<p>Summer 1 - GROWING</p> <p>Holidays and Holydays, Pentecost - feast of the Holy Spirit</p> <p>Identifying the symbols of Easter. Discuss the significance of the symbols of Easter.</p> <p>Awe and Wonder - new life - discussing the miracle of new life.</p> <p>Holidays and Holydays - Pentecost: feast of the Holy Spirit - growing and changing</p>	<p>Science - growing</p> <p>Geography - different languages</p>

	<p>learning about other faiths - Judaism. What does the word family mean to you? What people do you associate with 'family'? What joys and sorrows do you remember of family life? How can you be 'clothed with compassion' or 'with love'? Who might be in a family? How are families different? How does your family show love and care for each other? How do you show love and care? Who loves and cares for everyone?</p> <p>Autumn 2 - SEASONS & CELEBRATIONS Belonging - Baptism: Waiting - Advent Belonging - Baptism: an invitation to belong God's family Understanding the significance of symbols in the sacraments. Waiting - Advent: a time to look forward to Christmas. To learn about and discuss the meaning of the coloured candles on an advent wreath and how we prepare for Jesus' birth. What does it feel like to receive a special invitation? What are the special symbols used in baptism? What happens when a baby is baptised? What does it feel like to belong? What do the candles on the Advent Wreath symbolise?</p>		<p>us, responding and listening in discussion. Discussing how we can put our ideas into prayers. Islam - Muhammad Who are the special people in our parish family? If we can't see God, how do we know he is there? How is God revealed to us? Why is Muhammad special to Muslims?</p> <p>Spring 2 - JOURNEYS Mass - Jesus' special meal. Lent - a time for change Meals - Mass - Jesus' special meal. Comparing our lives with those less fortunate. Showing empathy towards others. Change - Lent: a time for change. Reflecting on how we can make positive changes. Recall the events running up to Holy Week through drama. What is a special meal and how does it make you feel? Why is it important to share the special meal with others? How does it make you feel to know there are children who don't have enough food to eat or clean water to drink and why? What could we do to help others in need? Why is Lent a time for change?</p>	<p>PSHE/ECO SCHOOLS Lenten promises</p> <p>Science - healthy eating</p>	<p>What are the symbols of Easter and what do they mean? Why do we talk about 'new life' at Easter time? How did the Holy Spirit help the disciples? How do we know the Holy Spirit is there? How does the Holy Spirit help us grow?</p> <p>Summer 2 - AROUND THE WORLD Being sorry, neighbours share our world Being Sorry - God helps us to choose well - drama so show times and ways we say sorry to each other and to God Neighbours - neighbours share God's world - Laudato Si Big questions of faith - growing and changing How do we know when to say sorry? How do we say sorry? What does sorry mean? Who are our neighbours? How can we share God's world with our neighbours? How do you think you have grown and changed this year?</p>	<p>Geography - faiths from around the world</p>
Science	<p>Autumn 1 - ONCE UPON A TIME Human body and the 5 senses Identify, name, draw and label different parts of the human body. Understanding how important our 5 senses are and how we use our senses to compare different textures, sounds and smells. Can you name the five senses? Can you give examples of how we might use the five senses?</p> <p>Autumn 2 - SEASONS & CELEBRATIONS Seasonal changes - winter and autumn Observe changes in the environment Observe and describe weather associated with the seasons. Investigate the environment to find evidence of deciduous and evergreen plants. Understand why the temperature and length of day varies with the seasons.</p>	<p>English- Fairytale animals - the three little pigs - houses</p> <p>Maths - pictogram - length of days</p>	<p>Spring 1 - VICTORIAN SCHOOLS Materials and their properties Distinguish between an object and a material. Observe and investigate the properties of materials. To ask questions about materials, their properties and their uses. Explore, name, discuss and raise questions about materials and explain why certain materials are suitable for particular purposes through scientific work. Can you name some materials we see around us? Can you describe the properties of these materials? Can you guess which materials will float and sink? Why do you think they will float or sink?</p> <p>Spring 2 - JOURNEYS Seasonal changes - spring and summer Observe and talk about changes in the</p>	<p>Literacy- Labelling Human and animal body parts and comparing them</p> <p>Geography - seasonal changes</p> <p>Maths - measuring day length</p>	<p>Summer 1 - GROWING Planting seeds, growing experiments Identify and name a variety of common and wild and garden plants. Identify and describe the basic structure of common plants and trees. Explore and answer questions about plants. Keep records of how plants change and grow over time. What does a plant need to grow healthy and strong? How would I see if my plant was not growing well?</p> <p>Summer 2 - AROUND THE WORLD Identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals</p> <p>Describe and compare the structure of a variety of common animals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p>	<p>Literacy - writing and following instructions</p> <p>Forest Schools - natural materials</p>

	<p>What happens to the weather in these seasons? What have you observed happening in Autumn? Can you find a deciduous and evergreen plant/tree in our school environment and explain what you see?</p>		<p>weather and seasons. What seasonal changes do we see in spring and summer? What happens to the weather in spring and summer? What happens to the day length in spring and summer?</p>		<p>What features do animals use to move? What animals live in different parts of the world? What features do animals and birds share? What do animals eat?</p>	
Computing	<p>Autumn 1 - ONCE UPON A TIME Purple Mash 1.1 Use technology purposefully to create and store digital content. Create an avatar of themselves and store this in a work area. Learn to store work in a work area to ensure safety online Can you explain how to log on to a chrome book? What is the trackpad for? To learn to use technology safely and respectfully. To discuss keeping personal information private and where to go when they have concerns about content on the internet or other online technologies. Why is it a bad idea to give information about yourself to someone you don't know online? What should you do if you see something online that doesn't feel right? Can you give other examples of how you would keep yourself safe online?</p> <p>Autumn 2 - SEASONS & CELEBRATIONS Grouping and Sorting 1.2 Pictograms 1.3</p>	<p>Purple mash scheme</p> <p>Purple mash scheme</p>	<p>Spring 1 - VICTORIAN SCHOOLS Lego builders 1.4 Maze Explorers 1.5 To understand what algorithms are and to create and debug simple programs. Understanding that simple instructions need to be followed in a particular way. Activities 1.5 Can you give me an example of what might happen if you don't follow instructions carefully? Can you explain how you created and debugged a simple program?</p> <p>Spring 2 - JOURNEYS Maze Explorers 1.5 Animated Stories 1.6 Recap on how we know how to use technology safely and respectfully. Use technology purposefully to create and store digital content. Creating our own story. To learn to add pictures, text and sounds to our own story.. 1.6. Animated stories How do I create a character or object to add to my story? Can I make the page more interesting, what would I do next? Does adding music/sound to my animated story improve it, why?</p>	<p>Purple mash scheme</p> <p>Purple mash scheme</p>	<p>Summer 1 - GROWING Tech outside School 1.9 To learn about technology outside school and the common uses of technology beyond school. What sort of technology do you have at home? What about when you are out and about, the supermarket or library?</p> <p>Summer 2 - AROUND THE WORLD Coding 1.7 Beebots Spreadsheets 1.8 Recap on how we understand what algorithms are and to create and debug simple programs using chrome books and bee bots. What have you learnt about how to debug a program? What advice would you give to someone else to help them debug the program?</p>	<p>Purple mash scheme</p> <p>Purple mash scheme</p>
History	<p>Guy Fawkes Assessment: Explain the story of Guy Fawkes.</p> <p>Pre and post unit assessment : Describe two changes to the school building and the grounds.</p>	<p>Maths - chronological order timeline</p> <p>Geog DT</p>	<p>Victorians Assessment: Explain 2 things that were different for Victorian school children. (TRIP: County Museum)</p>	<p>ICT DT Geog</p>	<p>Martyrs Assessment: Explain 2 consequences of the Tolpuddle Martyrs (Trip: Shire Hall)</p>	<p>RE - Pentecost - brotherhood</p> <p>Laudato Si/Eco Schools - global citizenship - Fairtrade</p>

Geog	<p>Oliver Jeffers Here We Are Assessment : Draw some physical features of the Earth and some human features.</p> <p>Finding my way around the school and the local area Assessment: Show me an urban place and show me a rural place. Explain how you know.</p>	<p>Literacy Writing the name and address of the school</p>	<p>What Makes Up The United Kingdom? Assessment : Show me on a UK map where England, Northern Ireland, Wales and Scotland are. Tell me about their physical and human features.</p>	<p>Literacy- labelling the countries in the UK</p> <p>Literacy- making comparisons</p>	<p>Hot, Hot, Hot and Cold, Cold, Cold Assessment: Tell me about the hot countries in the world and the cold countries. Show me where they are.</p>	<p>Science</p>
PE	<p>Autumn 1 - ONCE UPON A TIME Multi-Skills Key Questions: How can I control a ball when I bounce/roll & throw it? What parts of my body do I use to throw a ball? What parts of my body do I use to kick a ball? What helps me to balance? Key Vocabulary: roll, balance, jump, control, bend, climb, safely, crawl, coordination, throwing, confidence, catching, agility, Key Knowledge: We will learn to master important movement skills such as: -jumping -running -throwing -catching -rolling. We will work together to develop your confidence, competence, precision and accuracy. We will throw balls underarm, bounce and catch and work with a partner. We will learn to run straight or in a curve and sidestep with the correct technique. Autumn 2 - SEASONS & CELEBRATIONS Hockey/ Tennis Key Questions: If you were showing a reception child how to dribble the ball between the cones, how would you explain it?</p>	<p>Literacy Multi-skills linked to building 3 little pigs houses</p>	<p>Spring 1 - VICTORIAN SCHOOLS Dance Key Questions: Listen to some different pieces of music, how would you move in different ways? Key Vocabulary: Rhythm, pencil, tuck, roll, control, freeze Key Knowledge: We will learn about the different ways we can move our body with rhythm and in time to music. We will learn how to sequence a group of moves to create a performance. We will make up a short dance after watching one. We will change rhythm, speed, direction and level. Spring 2 - JOURNEYS Gymnastics Key Questions: What makes a good team member? How would I use my senses to help me synchronise my movements? Key Vocabulary: rhythm, pencil, tuck, roll, control, freeze, stretch, tense, relax, curl. Key Knowledge: We will learn about the different ways we can move our body with rhythm and in time to music. We will try different poses and think</p>	<p>Science- the human body</p> <p>PSHE- teamwork/ Relationships</p> <p>Science - linking to the 5 senses</p>	<p>Summer 1 - GROWING Athletics Key Questions: What does it mean to be a good sportsman? What strategies can you use to help you win this race...? What are the rules for a relay race? Is it ok not to be good at every race? Key Vocabulary: Baton, start, finish, pace, speed, sprint, technique, strategy. Key Knowledge: We will learn to use varying speeds when running. We will also learn how to move our feet and arms. We will explore different methods of throwing. We will also practice short distance running. Summer 2 - AROUND THE WORLD Games (Tennis) Key Questions: How do you control the ball with your bat? How can you aim the ball over the net? Key Vocabulary: Ball, racket, net, lines, serve, points, Key Knowledge: We will learn to show some different ways of hitting, throwing and striking a ball. We will learn to hit a ball or bean bag and</p>	<p>Science - the human body</p> <p>Geography - flags of the world</p>

	<p>How do I need to hold a tennis racket/hockey stick to be able to control it well?</p> <p>Why is it important to control the racket/stick when I play sports?</p> <p>Key Vocabulary:</p> <p>Hockey stick, tennis racket, ball, net, goal, weave, stop, push, dribble, pass</p> <p>Technique, decision making, tactical awareness</p> <p>Key Knowledge:</p> <p>We will begin to learn the foundation skills required to play tennis and hockey.</p> <p>We will work together learning how to control a ball using a tennis racket or hockey stick.</p> <p>You will begin to learn that games involve strategy.</p>		<p>about how to hold them with control.</p> <p>We will learn how to sequence a group of moves to create a performance working independently and in a group.</p> <p>We will climb safely, showing shapes and balances when climbing.</p>		<p>move quickly to score points.</p> <p>We will also learn the basic rules of tennis- and how to use the equipment safely.</p> <p>Swimming</p> <p>We will be swimming daily, developing our confidence in the water, understanding there are different swimming techniques and skills. We will also learn the rules of how to be safe poolside and in the water.</p>	
Forest Schools	<p>Autumn 1 - ONCE UPON A TIME</p> <p>Bug hunting & bug hotels</p> <p>Learning about an ideal environment for bugs and insects. Identifying and classifying bugs and insects we find in the environment.</p> <p>Where do bugs and insects like to live and why?</p> <p>'Bugs are brilliant!' Why might I say this?</p> <p>Can you think of a particular bug that does a really important job and helps our environment?</p> <p>Autumn 2 - SEASONS & CELEBRATIONS</p> <p>Seasonal changes & shapes in the environment</p> <p>Making observations in the environment to find evidence of seasonal changes - deciduous/evergreen plants/trees.</p> <p>Identifying 3D shapes in the environment of the school grounds</p> <p>Creating 2D shapes by using nature's materials</p> <p>How do I know if a tree/shrub is evergreen?</p> <p>What happens to a deciduous tree in Autumn?</p>	<p>Science - materials</p> <p>Science- habitats for insects</p> <p>Eco schools - environment & eco systems</p> <p>Maths - 2D and 3D shapes</p>	<p>Spring 1 - VICTORIAN SCHOOLS</p> <p>Parts of the human body - 5 senses</p> <p>Senses hunt and experiments - scientific observations</p> <p>Using their observations to identify sounds, sights, smells, touch and taste.</p> <p>Discuss ideas to suggest answers to questions</p> <p>Can you describe the object you see?</p> <p>Why is it easier to hear sounds with your eyes closed?</p> <p>What does touch tell us about the object you see?</p> <p>What does the smell of an object tell us about it?</p> <p>Nature's superheroes - worms</p> <p>Learning and recalling facts about worms.</p> <p>Labelling the parts of a worm.</p> <p>Learning about how important worms are for soil health and the environment</p> <p>'Worms are our friends' why do I say this?</p> <p>Why might we call them superheroes?</p> <p>Spring 2 - JOURNEYS</p> <p>Seasonal Changes</p> <p>Detecting seasonal change in our school grounds</p> <p>Making rain gauges and measuring rain</p> <p>How can I measure rain using a rain gauge?</p> <p>How can I make sure my measurements are accurate?</p>	<p>Science - Human Body/ 5 senses</p> <p>Eco schools - environment</p> <p>Maths - measuring -volume and capacity in centimetres</p> <p>Eco Schools - recycling materials</p>	<p>Summer 1 - GROWING</p> <p>Growing from seed</p> <p>Observe the growth of vegetables they have planted. Keeping records of how they have changed over time.</p> <p>What do I have to do to make sure my seed has the best chance of growing strong?</p> <p>How has my plant changed over time?</p> <p>Summer 2 - AROUND THE WORLD</p> <p>Materials & the properties of materials</p> <p>Observing and identifying materials</p> <p>Sorting materials into groups based on type of material and their properties</p> <p>Learning traditional skills - weaving willow and threading leaves</p> <p>What thickness of willow is best to use for weaving?</p> <p>What do I have to do to the willow stem to make it easier to weave?</p> <p>African Masks/South American dream catchers</p> <p>Use sculpture to develop and share ideas, experiences and imagination.</p> <p>Use a range of materials (natural) creatively to design and make products.</p> <p>What techniques did you use to make your tree mask?</p> <p>Why were dream catchers important to the South Americans?</p>	<p>Science - growing plants</p> <p>Art/DT- Mask making- clay</p> <p>Design - dream catcher</p> <p>Art - weaving willow & threading leaves</p>

			How can I use the rainwater I collect?			
PSHE	<p>Autumn 1 - ONCE UPON A TIME Me and my relationships Discussing why we have school rules, what makes a good friend and our feelings. Offering solutions to dilemma's by considering common scenarios. What makes a happy classroom? How would you describe a 'good friend'? What does a good friend do when you are feeling sad or lonely? How could we become better friends to our class mates?</p> <p>Autumn 2 - SEASONS & CELEBRATIONS Rights and responsibilities Includes money/living in the wider world/environment How do we care for things at school? How do we look after money?</p>	<p>Traditional tales -justice and forgiveness Year 1 Gospel Value - kindness</p>	<p>Spring 1 - VICTORIAN SCHOOLS Being my best How do we care for things at school Feelings - likes and dislikes Feelings inside and out Super Suzy gets angry The Life Cycle Why is it important to care for others and things at school? Do you know when you are feeling happy/sad/angry? What do you think it felt like to be a Victorian child?</p> <p>Spring 2 - JOURNEYS Keeping myself safe Includes aspects of relationships education Discuss how we look after ourselves and keep ourselves safe (being safe online and good and bad touches). How can we make sure we keep ourselves safe? Should we share information about ourselves online? If something doesn't feel 'right' what should you do?</p>	<p>History - the life of a Victorian child</p> <p>RE -LENT - caring for others</p> <p>Literacy - the Wizard of Oz</p> <p>Gospel Values - Kindness</p>	<p>Summer 1 - GROWING Growing & Changing Discuss how we have changed since birth and over the year, physically and how we have matured. In what ways have you changed over the year? What is the biggest change that has happened to you?</p> <p>Summer 2 - AROUND THE WORLD Valuing difference Discuss our similarities and differences - compare and contrast. Celebrate our unique qualities. What are our similarities and differences? What qualities do we share?</p>	<p>RE - changing, being reborn</p> <p>Maths - how much we have grown.</p> <p>RE - celebrating difference</p>
DT	<p>Seasons and Celebrations Assessment : How can I make characters move in a Nativity Scene?</p> <p><u>Seasons and Celebrations</u> <u>Making sliders/levers for the Nativity Scene</u></p> <p>Know what a slider is and explain how it moves along a background to show a moving scene.</p> <p>Know what a lever is and how a simple lever mechanism can create a fixed pivot of movement in a scene</p> <p>Know how to design a Nativity scene to include a slider and lever mechanism to create movement in the scene.</p> <p>Explain how to measure, cut and join</p>	<p>English - Traditional Tales</p> <p>Science - materials</p>	<p>Journeys Assessment: What kite design and materials will I choose to make a kite that will fly? Making a kite to fly Know that kites come in many designs. Be able to name a diamond kite and a curved winged kite.</p> <p>Explain how to make a diamond kite</p> <p>Describe what materials would be suitable for making this type of kite and why.</p> <p>Explain how to make a curved winged kite</p> <p>Describe what materials would be suitable for making this type of kite and</p>	<p>Science & Geography - Seasonal change - spring weather</p>	<p>Around the World Assessment: What combination of ingredients would make a tasty healthy vegetarian salad? Making a healthy salad Name the food groups on 'The Eatwell Plate' and begin to know that we should eat at least 5 portions of fruit and vegetables everyday.</p> <p>Recognise that food comes from plants or animals.</p> <p>Food is farmed or grown elsewhere that we use to prepare simple dishes.</p> <p>Name three ingredients that are grown in the UK in the summer that could be included in a salad.</p>	<p>Science - The Eatwell Plate</p> <p>Geography - food from 'around the world'</p> <p>Eco - seasonal foods/ food miles</p>

	<p>materials to create a slider that moves smoothly across a background scene.</p> <p>Explain how to measure, cut and join materials to create a lever that adds a curved movement to the scene.</p> <p>Talk about what was successful about the movement in the Nativity scene and what might make it better.</p> <p>Slider, lever, background, character, materials, measure, mark, cut, join, assemble, move, slide, split pin, smooth</p> <p>Marking out and cutting</p> <ul style="list-style-type: none"> • Assemble strips of card to make levers and sliders Fixing and joining • Levers <p>Finishing</p> <ul style="list-style-type: none"> • Collage, colouring <p>Plans by suggesting what to do next. Selects from a range of tools, materials and components.</p> <p>Uses a range of materials, components</p> <p>Can state what product they are making and describe what they are used for.</p> <p>Measures, marks out, shapes and cuts most materials.</p> <p>How can I make a character move along a scene?</p> <p>How can I make my chosen character move smoothly in the scene?</p> <p>How can I mark out and cut the materials to make a slider/lever?</p> <p>How well did the sliders work?</p> <p>Which designs worked best and why?</p>		<p>why.</p> <p>Justify the design choices made for their own kite design and why they have chosen the materials for their design.</p> <p>Describe how they made their kite and why measuring, marking out and the way they joined their materials was important to the design.</p> <p>Talk about the kite designs, which kites flew well and which designs they liked and how they could make their design better.</p> <p>Kite, fly, sticks, frame, paper, tissue, plastic, measure, curved, diamond, shape, bend, mark, cut, stick, tape, join, thread, knot, tie</p> <p>Plans by suggesting what to do next. Selects from a range of tools, materials and components.</p> <p>Uses a range of food ingredients</p> <p>Can state what product they are making and describe what they are used for. Say whether their products are for themselves or other users.</p> <p>Use existing knowledge to generate their own designs. Begin to communicate ideas through talking and drawing.</p> <p>Plans by suggesting what to do next.</p> <p>Selects from a range of tools, materials and components.</p> <p>What materials would I choose to make a kite?</p> <p>Is there more than one design I could choose?</p> <p>Why does my choice of materials make my kite easier to fly?</p> <p>What designs did you think were successful and why?</p>		<p>Explain your choices of ingredients for your healthy salad and describe what techniques you would use to prepare your dish, e.g. cutting, peeling, grating and mixing.</p> <p>Explain why it is important that we follow hygiene rules when preparing food.</p> <p>Talk about what was good about the salad you made and what you might change or add to make it better.</p> <p>Salad, vegetables, fruit, seasonal, fresh, eatwell plate, hygiene, wash, knife, cut, slice, chop, mix, dress, serve</p> <p>Follows procedures for safety and hygiene. Uses a range of food ingredients & mechanical products.</p> <p>Finishing skills, including food hygiene</p> <p>Basic food handling, hygienic practices and personal hygiene, including how to control risks</p> <p>Using a variety of tools and equipment to peel, cut, grate, mix and mould food</p> <p>The nutritional value of fruit and vegetables in a balanced diet</p> <p>Recognise that food comes from plants or animals.</p> <p>Food is farmed, grown elsewhere or caught</p> <p>Name foods and sort foods into the five groups in 'The Eatwell Plate'.</p> <p>Begin to recognise that everyone should eat at least five portions of fruit and vegetables everyday. Start to prepare simple dishes. Use techniques e.g. cutting, peeling and grating.</p> <p>What foods are in an eatwell plate?</p> <p>What types of food from around the world have you tasted?</p> <p>Why is a salad a healthy dish?</p> <p>What ingredients do you like in a salad?</p> <p>What ingredients might you include in a Mediterranean salad?</p> <p>Can you describe the flavours in your salad?</p> <p>Which salads did you like the most and why?</p>	
Art	<p>Drawing: Spirals</p> <p>Create drawings using wrists, elbows, shoulders, hips.</p> <p>Create a "snail drawing" on white cartridge paper or black sugar paper using chalk and oil pastels.</p> <p>Apply spiral explorations to observational drawings of shells</p> <p>How can we use our bodies to make</p>		<p>Painting: Exploring watercolour</p> <p>Identify the properties of watercolour.</p> <p>Identify and discuss the work of artists who use watercolour.</p> <p>Use watercolour to work towards developing imagery from imagination.</p> <p>What can watercolour do?</p> <p>How do artists use watercolour?</p> <p>How can I build imagery using watercolour?</p>		<p>3D: Making Birds</p> <p>Create observational drawings of feathers using a variety of medium and mark making.</p> <p>Manipulate paper to create 3d forms.</p> <p>Make my own standing bird sculpture taking inspiration from artists' work.</p> <p>How can I be inspired by images of birds?</p> <p>How can I use mark making to draw a feather?</p> <p>What happens when I fold, tear and crumple</p>	

	<p>drawings? What kinds of marks can we make with chalk and oil pastels? How can I apply mark making to observational drawing?</p>				<p>paper? How can I use materials to make a sculpture of a bird?</p>	
Music	<p>Autumn 1 - ONCE UPON A TIME Hey you! - Old School Hip Hop Hey You! is written in an Old-School Hip Hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form How did you find the pulse in the rhythm? What is the difference between a pulse and a rhythm? What is pitch? How can I show pitch in music?</p> <p>Autumn 2 - SEASONS & CELEBRATIONS Rhythm In The Way We Walk and Banana Rap - Reggae & Hip Hop All the learning is focused around two songs: Rhythm In The Way We Walk (Reggae style) and Banana Rap (Hip Hop style). You will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing. Is reggae music faster or slower than hip hop? How does the music make you feel when you listen to it?</p>	Three little Pigs Blues	<p>Spring 1 - VICTORIAN SCHOOLS Camp songs -Herman the worm Charanga - In the groove. Clapping to a song rhythm Singing acapella in the style of a 'camp song' and learning actions to help recall the song words. This is a very easy song to learn and has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week you will listen and learn a different style of In The Groove. Do you notice different styles in the music you hear? Can you describe how the music styles are different?</p> <p>Spring 2 - JOURNEYS Round and round The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. Learn to play/sing in a round. Is this song easy to learn? Can you find any rhythms that you can remember?</p>	<p>Literacy - superworm comic strip</p> <p>Literacy- The Wizard of Oz</p>	<p>Summer 1 - GROWING Imagination Listen and appraise music and communicate visual images when you hear the music What images can you see when you hear the music? How does it make you feel?</p> <p>Summer 2 - AROUND THE WORLD Reflect, rewind, replay This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. How can you make an interesting composition using the composition tool? Which composition was the most successful and why?</p>	<p>PSHE Positivity</p> <p>Geography - music rhythms from around the world</p>

How do we care for things at school?

Feelings likes and dislikes

Feelings inside and out

Super Susie gets angry

The cycle of life