

Year 1 - Autumn 1 **Abracadabra**

Christian Values	British Values		Reading at the Heart of our Curriculum		Life in all its Fullness Trips/Visitors/ WOW days etc			
<p>Hope- Harvest Festival, Macmillan Coffee Afternoon, Magic Stone Soup</p> <p>Forgiveness-Jack /giant, Witch /Dragon, 4 step apology</p> <p>Love – magic stone soup, Harvest Festival, Macmillan Coffee Afternoon</p> <p>Joy PSHE share personal successes with his/her class. magic stone soup</p> <p>Patience magic stone soup, Room on the broom</p> <p>Respect PSHE - identify and respect the differences and similarities between people</p> <p>Tolerance PSHE - identify and respect the differences and similarities between people</p> <p>Gentleness Art -Mixing colours, Room on the broom, Blue cross, PSHE – managing feelings, PE – controlling body</p> <p>Thankfulness - Harvest Festival</p> <p>Kindness- Harvest Festival, Macmillan Coffee Afternoon</p> <p>Friendship - magic stone soup</p> <p>Honesty Jack and the Beanstalk – stealing from the giant</p>	<p>Rule of law Agreeing class rules, Jack and the Beanstalk – stealing from the giant</p> <p>Tolerance and Mutual Respect PSHE identify and respect the differences and similarities between people, Room on the Broom – adapting the broom for the needs of the different creatures</p> <p>Individual Liberty PSHE share personal successes with his/her class, Room on the Broom – adapting the broom for the needs of the different creatures, PSHE - describe own feelings.</p> <p>Democracy Spiritual Council Election, Agreeing class rules</p>		<p>Room on the Broom by Julia Donaldson</p> <p>Hansel and Gretel by Janet Brown</p> <p>Magic Stone Soup</p> <p>Jack and the Beanstalk by Janet Brown</p>		<p>w/b 10.9.18 Y1 and Y2 Spiritual Council Elections</p> <p>27.9.18 Macmillan Coffee Afternoon</p> <p>2.10.18 B30 Foodbank visitor</p> <p>9.10.19Harvest Festival</p> <p>Date TBC Parent and Child Workshop</p>			
PSHE	R.E	PE	History	Geography	Music	Design Technology	Art	Science
<p>He / She knows that they belong to various groups and communities such as family and school.</p> <p>To identify and respect the differences and similarities between people</p> <p>He / She can help to construct, and agree to follow, group and class rules and can understand how these rules help them</p> <p>He/she follows the classroom and school rules.</p> <p>He/she can describe their own feelings.</p> <p>He/she can use vocabulary to describe when they feel good and bad and discuss simple ways to manage these feelings.</p> <p>He/she understands who they can seek help from if they are worried e.g. Teachers family friends.</p> <p>He/she can share personal successes with his/her class.</p>	<p>I can describe and suggest meanings for images of God I have seen; connecting them with the underlying Christian beliefs</p> <p>I can retell a Bible story.</p> <p>I can say what I think God is like.</p>	<p>I can move into spaces freely using a range of movements.</p> <p>I can control my body to stop quickly and efficiently after a movement.</p> <p>I can move my whole body around objects.</p>			<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>I can think of ideas for designs that fit a design criteria for a product for myself and / or for someone else.</p> <p>I can talk about my ideas and explain why I have made certain decisions.</p> <p>I can make sure my designs are purposeful and functional.</p> <p>I can select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>I can explore and evaluate existing products</p> <p>I can explore and talk about different mechanisms (levers, sliders, wheels, axels).</p>	<p>I can mix different colours and describe how I mixed them.</p>	<p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials including wood plastic, glass, metal, water and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p>
Computing Unit		Sharing the Learning		SMSC		Safeguarding		
<p>We are Treasure Hunters (Finding Hansel and Gretel / Bow from Room on the Broom)</p> <ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Recognise common uses of information technology beyond school. 		<p>Meet the teacher</p> <p>Open Evening</p> <p>MacMillan Coffee Afternoon</p> <p>Harvest Festival</p> <p>Parent and Child Workshop</p>		<p>Spiritual RE – discussing images of God, Music – listening to range of music, singing in Music lessons and Hymn Practice</p> <p>Moral Agreeing class rules, - Harvest Festival, Jack and the Beanstalk – stealing from the giant, magic stone soup</p> <p>Social PSHE -To identify and respect the differences and similarities between people, Harvest Festival</p> <p>Cultural Music – listening to a range of music, Harvest Festival</p> <p>RE – Exploring a range of paintings of Biblical images</p>		<p>Hansel and Gretel – Stranger Danger, Safer Adults, Informing parents/carers where you are and who you with</p> <p>PSHE - He/she understands who they can seek help from if they are worried e.g. Teachers family friends.</p> <p>Computing – Use technology safely and respectfully.</p> <p>Blue Cross – keeping safe around dogs</p> <p>Room on the Broom – safety when travelling in cars (seat belts, not distracting driver, mobile phones)</p>		

Year 1 - Autumn 2 Celebrations and Festivals

Christian Values	British Values	Reading at the Heart of our Curriculum	Life in all its Fullness – Trips/Visitors/ WOW days
<p>Hope – Remembrance, Advent, the little Christmas elf, Chn in Need</p> <p>Forgiveness Remembrance, The Jolly Postman - letters</p> <p>Love Advent, Puddles and the Christmas play, Chn in Need</p> <p>Joy The Jolly Postman, Theatre, Diwali, ISingPop</p> <p>Patience Advent, the little Christmas elf</p> <p>Respect Diwali, Anti Bullying Week – choose respect – we're all unique, Christian Friends</p> <p>Tolerance Diwali, A row of lights, PSHE – similarities/ diffs</p> <p>Gentleness PE – balance, Puddles and the Christmas play</p> <p>Thankfulness SOMC- Toy Service – letters, Remembrance service, Chn in Need</p> <p>Kindness SOMC- Toy Service, the little Christmas elf</p> <p>Friendship Links with SOMC, The Jolly Postman - letters</p> <p>Honesty PSHE – returning borrowed items, Christmas Elf?</p>	<p>Rule of law Firework code, Road Safety week</p> <p>Tolerance and Mutual Respect PSHE identify and respect the differences and similarities between people, Diwali, RE - talk about why it is important to show respect in a place of worship.</p> <p>Individual Liberty PSHE share personal successes with his/her class, Anti Bullying Week – choose respect – we're all unique, Remembrance</p> <p>Democracy Remembrance, RE – giving and accepting opinions</p>	<ul style="list-style-type: none"> • Jolly Postman • Let's Celebrate Poetry Book • The Little Christmas Elf • Puddles and the Christmas Play by Gill Vaisey • A Row of Lights – Diwali Story • Christian Friends 	<p>7.11.18 Diwali</p> <p>12.11.18 Remembrance Service</p> <p>12.11.18- 16.11.18 – Anti Bullying Week – choose respect – we're all unique</p> <p>15.11.18 – Birmingham City Mission Assembly</p> <p>16.11.18 Children in Need</p> <p>19.11.18-25.11.18 Road Safety week</p> <p>19.12.18 Christmas Service</p> <p>11.12.18 Theatre Trip</p> <p>Date TBC - Christmas Craft afternoon - Parent/Child Workshop</p> <p>Date TBC - I Sing Pop Production</p> <p>Date TBC – SOMC Toy Service</p>

PSHE	R.E	PE	History	Geography	Music	Design Technology	Art	Science
<p>He/she can describe simple ways to stay safe in different environments. e.g. On the street at school on the internet etc.</p> <p>He/she identifies and respects the differences and similarities between people.</p> <p>He/she can share personal successes with his/her class.</p> <p>He/she can share take turns and return borrowed items.</p>	<p>I can use paintings and stories from the Bible to help me to find answers to questions.</p> <p>I can name the key features of a church and explain what they are for or how they are used</p> <p>I can explain why some books are special and talk about books that are special to me.</p> <p>I can talk about why it is important to show respect in a place of worship.</p> <p>I can give my opinion showing sensitivity to the fact that other people might have different opinions to me</p>	<p>I can organise my limbs to function together.</p> <p>I can control my body to stop quickly and efficiently after a movement.</p> <p>I can hold a balance by maintaining a strong centre of gravity.</p>	<p>Communicates about aspects of life in past times and can use some everyday historical terms.</p> <p>Can talk about who/what was important e.g. as part of a whole class discussion in circle time.</p> <p>Identifies events beyond living memory that are significant nationally</p> <p>Identifies significant historical events people and places in their own locality</p> <p>States some reasons why people in the past acted as they did or why events happened.</p>	<p>He / she can draw simple maps of real life places</p> <p>He/she can use a simple plan to follow a route. e.g. A route around the school or local area or his/her route from home to school.</p> <p>He/she can use aerial photographs to identify key landmarks and basic human and physical features of the area studied.</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>		<p>I can use different materials and techniques that I have learned to design and make products.</p>	<p>Observe changes across the 4 seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies</p> <p>Asking simple questions and recognising that they can be answered in different ways</p> <p>Finding things out using secondary sources of information</p> <p>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>

Computing Unit	Sharing the Learning	SMSC	Safeguarding
<p>We are Celebrating (Diwali / Christmas Cards, ISing Pop invitations)</p> <ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school. • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	<p>Open Evening</p> <p>Christmas Craft parent / child workshop</p> <p>I Sing Pop Production</p>	<p>Spiritual Birmingham City Mission Assembly, Remembrance Service, Christmas Service</p> <p>Moral Remembrance, Jolly Postman, Chn in Need</p> <p>Social, Christmas Craft afternoon - Parent/Child Workshop, ISingPop</p> <p>Cultural I Sing Pop Production, Let's Celebrate Poetry Book RE – Exploring a range of paintings of Biblical image, Diwali Day, Theatre Trip</p>	<p>PSHE - describe simple ways to stay safe in different environments. e.g. On the street at school on the internet etc.</p> <p>Theatre trip – supporting children to assess risk, Guy Fawkes / Diwali – Firework code, fire safety, Anti Bullying Week – choose respect – we're all unique</p> <p>Road Safety Week</p>

Year 1 – Spring 1 Toys

Christian Values	British Values	Reading at the Heart of our Curriculum	Life in all its Fullness – Trips/Visitors/ WOW days
<p>Hope Elmer's lost teddy, Forgiveness Kipper's Toy Box, Love Pinocchio, Kipper's Toy Box Joy Elmer's lost teddy, World book day, PSHE- share success Patience Kipper's Toy Box, making puppets – persisting when learning new skills Respect PSHE – similarities/ diffs Chinese new year race Tolerance Kipper's Toy Box, PSHE – similarities/ diff, Chinese new year, Toys around the world Gentleness Kipper's Toy Box, PSHE – share and take turns Thankfulness Elmer's lost teddy, Kindness Elmer's lost teddy, PSHE – share and take turns Friendship Playground games, Honesty Pinocchio</p>	<p>Rule of law Internet safety rules, Playground Games Tolerance and Mutual Respect Kipper's Toy Box, Individual Liberty Pinocchio Democracy Playground Games, class assembly – class involvement in writing and preparation eg choices about songs etc., Chinese new year race</p>	<p>Elmer's lost teddy Making puppets All kinds of Toys Looking at Teddy Bears Toys Playground Games Kipper's Toy Box Pinocchio retold by Janet Brown Start up History – Toys Lost in the toy museum Toys around the world (Longman big book if available?) Chinese New Year – the race</p>	<p>28.1.19 to 4.2.19 - Health Week 17.1.19 Toy Museum 5.2.19 Chinese New Year 6.2.19 Safer internet day 7.3.19 World book day Date TBC Parent and Child Workshop Date TBC Maple Class assembly</p>

PSHE	R.E	PE	History	Geography	Music	Design Technology	Art	Science
<p>He/she understands how to keep themselves clean and healthy.</p> <p>He/she knows that household products including medicines can be harmful if not used properly</p> <p>He/she identifies and respects the differences and similarities between people.</p> <p>He/she can share take turns and return borrowed items.</p> <p>He/she can share personal successes with his/her class.</p> <p>He/she can describe simple ways to stay safe in different environments. e.g. On the street, at school, on the internet etc.</p>	<p>I can talk about Jesus' miracles; wondering and asking questions about them.</p> <p>I can make connections between Jesus' life and my life.</p> <p>I know some reasons that Christians pray.</p> <p>I can say why I think prayer might be important to someone.</p> <p>I can retell a Bible story.</p>	<p>I can engage individually in physical activity</p> <p>I can cooperate with others in physical activity</p> <p>I can move my body or an object through space using sufficient force</p> <p>I can perform dances using simple movement patterns.</p> <p>I can express basic emotions through creative dance.</p>	<p>Describes changes within living memory.</p> <p>Identifies some similarities and differences between ways of life in different periods.</p> <p>Uses some common words and phrases about the passing of time and placing named events and objects in chronological order.</p> <p>Answers simple questions about the past</p> <p>Uses some common words and phrases about the passing of time and placing named events and objects in chronological order.</p> <p>States some reasons why people in the past acted as they did or why events happened.</p>		<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p>	<p>I can select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Evaluate their ideas and products against design criteria</p>	<p>I can use different materials and techniques that I have learned to design and make products.</p>	<p>Observe changes across the 4 seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies</p> <p>Observing closely using simple equipment</p> <p>Noticing similarities, differences and patterns</p> <p>Performing simple tests</p> <p>Grouping and classifying</p> <p>Using their observations and ideas to suggest answers to questions</p> <p>Gathering and recording data to help in answering questions</p>

Computing Unit	Sharing the Learning	SMSC	Safeguarding
<p>We are Storytellers (Possible link to RE – retelling stories from Jesus' life)</p> <ul style="list-style-type: none"> •Use technology purposefully to create, organise, store, manipulate and retrieve digital content. •Recognise common uses of information technology beyond school. •Use technology safely and respectfully 	<p>Open Afternoon Maple class assembly Health Week Chinese New Year</p>	<p>Spiritual Chinese new year, RE- making connections between Jesus' life and own life, class assemblies, Moral Elmer's lost teddy, Pinocchio, Social World book day, Toys from around the world, Cultural PE- Dance, Toys from around the world, Toy museum, World book day</p>	<p>Safer internet day inc Computing – internet safety DT – safe use of tools and equipment PSHE - ways to stay safe in different environments. e.g. On the street at school on the internet etc. Pinocchio – peer pressure Elmer's teddy – things not always what they seem / internet safety Museum trip – supporting children to assess risk, Health week – how to keep self clean and healthy, medicines/ cleaning products Chinese New Year Race – keeping safe near water</p>

Year 1 – Spring 2 Dinosaurs

Christian Values		British Values		Reading at the Heart of our Curriculum				Life in all its Fullness – Trips/Visitors/ WOW days	
<p>Hope Good Dinosaur, Easter story, If the Dinosaurs Came Back</p> <p>Forgiveness – Easter story</p> <p>Love Good Dinosaur</p> <p>Joy Dinosaurs Love Underpants. Easter – happy or sad,</p> <p>Patience Easter story</p> <p>Respect Cosmo for Captain</p> <p>Tolerance feelings of people in the Easter story</p> <p>Gentleness Dinosaurs Love Underpants.</p> <p>Thankfulness Easter story</p> <p>Kindness Easter story</p> <p>Friendship Good Dinosaur, Easter story - Judas</p> <p>Honesty Easter story - Judas</p>		<p>Rule of law Easter story, PE-rules of games and sports</p> <p>Tolerance and Mutual Respect Cosmo for Captain, feelings of people in the Easter story, Autism awareness</p> <p>Individual Liberty Cosmo for Captain, Easter story happy or sad – expressing opinions</p> <p>Democracy class assembly – class involvement in writing and preparation eg choices about songs etc., Cosmo for Captain</p>		<p>Dinosaurs Love Underpants.</p> <p>Dinosaurs</p> <p>Dinosaur Dinners</p> <p>If the Dinosaurs Came Back</p> <p>Long, Long Ago</p> <p>Dinosaur Safari</p> <p>Cosmo for Captain</p> <p>Land of the Dinosaurs</p> <p>Non Fiction- Dinosaurs.</p> <p>Visual Literacy- Good Dinosaur</p>				<p>19.3.19 Portals of the past – Dinosaurs in school</p> <p>1.4.19 - 7.4.19 Autism Awareness Week (Date TBC)</p> <p>Date TBC Parent and Child Workshop</p> <p>Date TBC Easter Assembly</p> <p>Date TBC Fir Class assembly</p>	
PSHE	R.E	PE	History	Geography	Music	Design Technology	Art	Science	
<p>He/she identifies and respects the differences and similarities between people.</p> <p>He/she can share personal successes with his/her class.</p> <p>He/she can describe simple ways to stay safe in different environments. e.g. On the street, at school, on the internet etc.</p>	<p>I know some reasons that Christians pray.</p> <p>I can say why I think prayer might be important to someone.</p> <p>I can talk about how different characters in the Easter story feel at different times in the story.</p> <p>I can retell the Easter story and give reasons for which parts I think are happy and which parts I think are sad.</p>	<p>I can take part in competitive physical activity against myself.</p> <p>I understand that the speed of a ball body or implement is determined by the speed of release.</p>		<p>He/she can identify seasonal and daily weather patterns in the UK.</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and un tuned instruments musically</p>	<p>I can reflect on my own creations against the design criteria; saying how I could improve them.</p>		<p>Observe changes across the 4 seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies</p> <p>Identify and name a variety of common animals including fish amphibians reptiles birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish amphibians reptiles birds and mammals including pets)</p>	
Computing Unit		Sharing the Learning		SMSC				Safeguarding	
<p>We are collectors (Science – categorising animals / Categorising Dinosaurs)</p> <ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 		<p>Parent Workshop</p> <p>Easter Assembly</p> <p>Fir class assembly</p>		<p>Spiritual RE – why Christians pray, Dinosaurs in school, Church/ pagoda trip, Music – playing tuned and un tuned instrument s.</p> <p>Moral Cosmo for Captain, Good Dinosaur,</p> <p>Social Good Dinosaur, , Easter service</p> <p>Cultural RE – why Christians pray ,Easter story, Art related to Easter story, Dinosaurs in school</p>				<p>Church / Pagoda trip – supporting children to assess risk, PSHE - ways to stay safe in different environments. e.g. On the street at school on the internet etc. PE – importance of exercise to keep healthy</p>	

Year 1 – Summer 1 **Up, Up and Away**

Christian Values		British Values		Reading at the Heart of our Curriculum			Life in all its Fullness – Trips/Visitors/ WOW days			
<p>Hope Aldersgate Day – God and parents' hopes for John, hope throughout journey</p> <p>Forgiveness John Wesley – forgiving</p> <p>Love RE-Shabbat</p> <p>Joy RE- Shabbat, Aldersgate Day</p> <p>Patience John Wesley - journey</p> <p>Respect Church / Synagogue trip</p> <p>Tolerance Church / Synagogue trip, links between the Bible and the Torah</p> <p>Gentleness Aldersgate Day- Life of John Wesley</p> <p>Thankfulness Aldersgate day</p> <p>Kindness Life of John Wesley</p> <p>Friendship Life of John Wesley</p> <p>Honesty John Wesley - journey</p>		<p>Rule of law Rules of Shabbat, Food preparation safety rules</p> <p>Tolerance and Mutual Respect Church / Synagogue trip, links between the Bible and the Torah</p> <p>Individual Liberty John Wesley – expressing opinions, Church / Synagogue trip</p> <p>Democracy Aldersgate Day- Life of John Wesley – campaigns and voting</p>		<p>Barnaby Bear in Brittany</p> <p>Barnaby Bear in Dublin</p> <p>Barnaby Bear goes to Norway</p> <p>Barnaby Bear 'The Rescue' Wales</p> <p>Barnaby Bear at the Seaside</p> <p>Little Aeroplanes and Whooshing Waves Poetry Book- I'm a Little Aeroplane</p> <p>Little People Big Dreams – Amelia Earhart</p>			<p>Date TBC- In class aeroplane flight to Mexico</p> <p>21.5.19 - Synagogue and Church</p> <p>Date TBC Parent and Child Workshop</p> <p>24.5.18 Aldersgate Day</p>			
PSHE		R.E	PE	History	Geography		Music	Design Technology	Art	Science
<p>He/she understands that there are different forms of media. e.g. Newspaper radio TV</p> <p>He/she can use vocabulary to describe when they feel good and bad and discuss simple ways to manage these feelings.</p> <p>He/she can describe their own feelings.</p> <p>He/she can share personal successes with his/her class.</p> <p>He/she can share take turns and return borrowed items.</p> <p>He/she can describe simple ways to stay safe in different environments. e.g. On the street, at school, on the internet etc.</p>		<p>I can suggest why Shabbat is a day of rest and how it might help Jewish families feel closer to God.</p> <p>I know some facts about the Torah and the Synagogue.</p> <p>I can suggest what makes Shabbat a special family time.</p> <p>I know what it means to treat something with respect and I can talk about why Jews value the Torah.</p>	<p>I have a basic understanding of the positive effects of exercise.</p> <p>I have a basic understanding of how my body reacts to exercise.</p> <p>I have a basic understanding of how to avoid equipment and people by moving safely.</p> <p>I have a basic understanding of how to use equipment safely.</p>	<p>Relates the lives of significant individuals in the past who have contributed to national achievements.</p>	<p>He/She can identify seasonal and daily weather patterns in the UK. – (with Science)</p> <p>He/she can collect information about his/her local environment. e.g. Using tally charts.</p> <p>He/she can identify seasonal and daily weather patterns in the UK.</p> <p>He/she can use basic geographical vocabulary to identify and describe key physical features e.g. beach cliff coast forest hill mountain sea ocean river soil valley vegetation season and weather.</p> <p>He/she can use basic geographical vocabulary identify and describe key human features e.g. city town village factory farm house office port harbour and shop.</p> <p>He/she can name and locate the four countries and capital cities of the UK.</p>		<p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with create select and combine sounds using the interrelated dimensions of music</p>	<p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from</p> <p>Explore and evaluate a range of existing products</p>	<p>I can make a model using different materials</p> <p>I can use different materials and techniques that I have learned to design and make products.</p>	<p>Observe changes across the 4 seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p>
Computing Unit				Sharing the Learning		SMSC		Safeguarding		
<p>We are TV chefs (DT – Food from flight destination cookery show)</p> <ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. 				<p>Parent and Child Workshop</p> <p>Open Afternoon</p>		<p>Spiritual Music from different counties and cultures, Church / Synagogue trip</p> <p>Moral Aldersgate day</p> <p>Social Aldersgate day service</p> <p>Cultural Aldersgate day service, Music from different counties and cultures</p>		<p>PE – understanding how body reacts to exercise.</p> <p>Church / Synagogue trip – supporting children to assess risk,</p> <p>PSHE ways to stay safe in different environments. e.g. On the street, at school, on the internet etc.</p> <p>How to keep when travelling</p> <p>Food preparation safety</p>		

Year 1 – Summer 2 Under the Sea

Christian Values	British Values	Reading at the Heart of our Curriculum	Life in all its Fullness – Trips/Visitors/ WOW days
<p>Hope Snail and Whale</p> <p>Forgiveness Rainbow Fish</p> <p>Love Snail and Whale, Sharing a Shell</p> <p>Joy Snail and Whale, Sharing a Shell</p> <p>Patience Snail and Whale</p> <p>Respect Rainbow Fish, Sharing a Shell</p> <p>Tolerance Rainbow Fish and the Whale, Sharing a Shell</p> <p>Gentleness Snail and Whale</p> <p>Thankfulness Snail and Whale</p> <p>Kindness Sharing a Shell</p> <p>Friendship Rainbow Fish, Sharing a Shell</p> <p>Honesty Rainbow Fish and the Whale</p>	<p>Rule of law How to stay safe by the water</p> <p>Tolerance and Mutual Respect Rainbow Fish, Rainbow Fish and the Whale, Snail and Whale, creation stories from different cultures, sharing a shell</p> <p>Individual Liberty Rainbow Fish, creation stories from different cultures</p> <p>Democracy Sharing a Shell – making difficult decisions</p>	<p>Whale Watching</p> <p>Whale Rap</p> <p>What's underneath?</p> <p>The Rainbow Fish</p> <p>The Rainbow Fish and the Whale</p> <p>The Snail and Whale</p> <p>Sharing a Shell</p>	<p>10.7.19 - Holly Hill's got talent</p> <p>Date TBC - Sea life centre trip</p> <p>17.7.19 – Sports Day</p>

PSHE	R.E	PE	History	Geography	Music	Design Technology	Art	Science
<p>He/she can describe simple ways to stay safe in different environments. e.g. On the street, at school, on the internet etc.</p> <p>He/she can share personal successes with his/her class.</p> <p>He/she identifies and respects the differences and similarities between people.</p>	<p>I can talk about why I think Christians, Jews and Muslims think we should care for our world.</p> <p>I can suggest why and how I care for the environment.</p>	<p>I can organise my limbs to function together.</p> <p>I understand that the speed of a ball body or implement is determined by the speed of release.</p> <p>I understand that using a larger base of support allows my centre of gravity to move further in a given direction without losing stability</p>	<p>Relates the lives of significant individuals in the past who have contributed to national achievements.</p>			<p>I can build structures and explore ways to make them stronger, stiffer and more stable</p> <p>I can explore and talk about different mechanisms (levers, sliders, wheels, axels).</p> <p>I can talk about my ideas and explain why I have made certain decisions.</p>	<p>I can make different marks with a pencil: dots dashes straight lines curved lines etc</p> <p>I can talk about the work of different artists; describing what I can see and talking about differences and similarities in their work.</p> <p>I can talk about what I can see and think about when I look at a painting drawing or sculpture.</p> <p>I can say what is the same and what is different between different artists work.</p> <p>I can talk about how I think artists made their work.</p> <p>I can use a range of techniques, experimenting with colour, pattern, texture and line.</p> <p>I can hold a paint brush and use it in different ways: dab, smooth, wash, stipple etc</p> <p>I can design a product.</p> <p>I can use different materials to make my product.</p>	<p>Observe changes across the 4 seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Use appropriate scientific language from the national curriculum to communicate their ideas in a variety of ways, what they do and what they find out</p>

Computing Unit	Sharing the Learning	SMSC	Safeguarding
<p>We are Painters (Creating own eBook including illustrations)</p> <ul style="list-style-type: none"> •Use technology purposefully to create, organise, store, manipulate and retrieve digital content. •Recognise common uses of information technology beyond school. •Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	<p>Sports Day</p> <p>Open Afternoon</p>	<p>Spiritual Whale Watching, creation stories from different cultures,</p> <p>Moral Sharing a Shell – making difficult decisions, Rainbow fish</p> <p>Social Sharing a Shell Holly Hill's got talent,</p> <p>Cultural creation stories from different cultures, exploring work of different artists, Holly Hill's got talent</p>	<p>Water safety</p> <p>DT – safe use of tools and equipment</p> <p>Sea life centre trip – supporting children to assess risk,</p> <p>Sun and heat safety</p>