

Year 1						
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Under the sea	Space	Dinosaurs	Antarctica	Australia	Superheroes
<b>Literacy</b>	<p><b>Autumn 1: Book focus 'Snail and the Whale'</b></p> <ul style="list-style-type: none"> <li>• Making predictions</li> <li>• I can respond to an illustration and ask questions</li> <li>• Creating a picture in the readers mind</li> <li>• What are the main events in a story?</li> <li>• What is an adjective?</li> <li>• Can we use our senses to describe a setting?</li> <li>• What makes a good sentence? (Capital letters, full stops, finger spaces, makes sense, adjectives)</li> <li>• What is a noun?</li> <li>• Using noun phrases to describe a setting.</li> <li>• How can I use the conjunction 'and'?</li> <li>• How can I describe where things are? (Prepositions)</li> <li>• Writing in role</li> </ul>	<p><b>Autumn 2: Book focus 'Bob the man on the moon'</b></p> <ul style="list-style-type: none"> <li>• I can respond to an illustration and ask questions</li> <li>• Make predictions</li> <li>• What are instructions and why do we need them</li> <li>• Writing character descriptions</li> <li>• Using the conjunction 'because'</li> <li>• Retelling a familiar story</li> <li>• Information leaflet about the moon</li> </ul>	<p><b>Spring 1: Book focus 'Harry and his Bucketful of Dinosaurs'</b></p> <ul style="list-style-type: none"> <li>• Making predictions about a story using conjunction 'because' and reasons</li> <li>• Sequencing story events</li> <li>• Understanding the structure of stories</li> <li>• Drawing 'Story Maps'</li> <li>• Using capital letters, full stops, question marks and exclamation marks correctly</li> <li>• Learning about plurals and applying rules in own work</li> <li>• Planning own adventure based on a familiar story</li> <li>• Using story language appropriately to sequence imaginative ideas</li> <li>• Looking at Non-fiction writing and identifying features</li> <li>• Using knowledge of Non-Fiction features, research and write own non-fiction page about chosen dinosaur.</li> </ul>	<p><b>Spring 2: Book focus 'Lost and Found'</b></p> <ul style="list-style-type: none"> <li>• Solving problems based on a familiar story</li> <li>• Describing characters using a range of adjectives</li> <li>• Writing character descriptions</li> <li>• Writing instructions using imperative verbs and bullet points</li> <li>• Identifying and using story language</li> <li>• Writing sequenced events in a story</li> <li>• Using capital letters, full stops, question marks and exclamation marks correctly</li> <li>• Retelling and writing a familiar story</li> <li>• Poetry vocabulary building and calligrams</li> </ul>	<p><b>Summer 1: Book focus 'Tiddalik'</b></p> <ul style="list-style-type: none"> <li>• Asking questions about a story</li> <li>• Making predictions</li> <li>• Using drama to tell a story</li> <li>• Describing settings and writing own settings</li> <li>• Writing a story map</li> <li>• Creating and writing own version of a familiar story.</li> <li>• Plurals</li> <li>• Use non-fiction texts to research an animal</li> <li>• Writing an information leaflet</li> <li>• Using capital letters, full stops, question marks and exclamation marks correctly</li> </ul>	<p><b>Summer 2: Book focus 'Max'</b></p> <ul style="list-style-type: none"> <li>• Asking question about a story</li> <li>• Making predictions</li> <li>• Using drama to tell a story</li> <li>• Character descriptions</li> <li>• Retelling a story</li> <li>• Planning and designing a comic strip</li> <li>• Use onomatopoeia</li> <li>• Superhero poems</li> <li>• Using capital letters, full stops, question marks and exclamation marks correctly</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>• Counting</li> <li>• One more and one less</li> <li>• More than, less than</li> <li>• Length</li> <li>• Weight</li> <li>• Comparison of length</li> <li>• Comparison of weight</li> <li>• Number bonds to 10 and 20</li> <li>• Addition and using symbols</li> <li>• Subtraction and using symbols</li> <li>• Money</li> </ul>		<ul style="list-style-type: none"> <li>• Place value beginning to look at tens and ones</li> <li>• Number facts within 20</li> </ul>		<ul style="list-style-type: none"> <li>• Find 1 more/less &amp; 10 more/less than 2-digit number; understand place value in 2-digit numbers</li> <li>• Use number facts to add/subtract 1-digit number to/from 2-digit numbers</li> <li>• Add 3 small numbers; spot pairs to 10 and doubles; add and subtract 10 to &amp; from 2-digit numbers</li> <li>• Compare weights/capacities using direct comparison; measure weights &amp; capacities using non-standard units; compare</li> </ul>	
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">           Throughout the year - Three phonics lessons a week (following the Read Write Inc scheme), regular handwriting lessons, guided reading.         </div>						

	<ul style="list-style-type: none"> <li>Value of different coins and notes</li> <li>Making amounts</li> <li>One step addition problems</li> <li>Using number lines for addition</li> <li>One step subtraction problems</li> <li>Using a number line for subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Measuring using non-standard and standard measures</li> <li>Addition by counting on &amp; subtraction by counting back, including crossing tens numbers</li> <li>Linking place value to money, e.g. £1, 10ps, 1ps</li> </ul>	<p>tables &amp; block graphs; record results and information</p> <ul style="list-style-type: none"> <li>Find half of numbers to 10/20; identify even numbers; halves &amp; quarters of shapes.</li> <li>Coins – recognise coins and notes; make equivalent amounts; use in repeated addition. Find change from 10p/20p</li> <li>Find number on hundred square; compare/order numbers; say a number between</li> <li>Count in multiples of 2, 5 and 10; multiply by 2, 5 and 10; double and halve numbers. Count in 10s from any given number.</li> <li>Time to half and quarter hour</li> <li>Pictograms and block graphs</li> <li>2D and 3D shapes – repeating patterns</li> </ul>			
<b>History/Geography</b>	<ul style="list-style-type: none"> <li><b><u>Geography Autumn 1 'Under the sea'</u></b></li> <li>What is a map and how do we use them?</li> <li>Can we follow a map to find fish and mammals in our local environment?</li> <li>What is an ocean?</li> <li>Where are they in the world?</li> <li>Which fish are found in which ocean?</li> <li>Using atlases</li> </ul>	<ul style="list-style-type: none"> <li><b><u>History Autumn 2 'Space'</u></b></li> <li>What is a time line?</li> <li>Placing important events in chronological order.</li> <li>How do we find out about the past (context space travel)?</li> <li>Who was the first man on the moon?</li> <li>Using resources to find out about the moon landing and sharing our understanding in different ways.</li> </ul>	<ul style="list-style-type: none"> <li><b><u>History Spring 1 'Dinosaurs'</u></b></li> <li>Asking questions about the past</li> <li>Understanding what artefacts are</li> <li>Using artefacts to ask questions about the past</li> <li>Using artefacts and resources to find clues about the past</li> <li>Who was Mary Anning?</li> <li>Why is she important?</li> <li>Using a timeline to show key events</li> </ul>	<ul style="list-style-type: none"> <li><b><u>Geography Spring 2 'Lost and found'</u></b></li> <li>What is life like in Antarctica?</li> <li>Naming the world's 5 continents and 7 oceans</li> <li>Identifying hot and cold regions of the world in relation to the equator</li> <li>Identifying the poles</li> <li>Looking at world maps</li> </ul>	<ul style="list-style-type: none"> <li><b><u>Geography Summer 1 'Australia'</u></b></li> <li>The differences between human and physical features.</li> <li>Comparing two different places.</li> <li>Life in Australia</li> <li>What is the Great Barrier Reef?</li> <li>Human impact on the Great Barrier Reef.</li> </ul>	<ul style="list-style-type: none"> <li><b><u>History Summer 2 'Superheroes'</u></b></li> <li>What makes Max and his family a superheroes? What is a superhero in real life?</li> <li>Qualities of real 'superheroes'</li> <li>Looking at a person who has changed the world, these people can be seen as superheroes.</li> <li>What was their contribution? How would the world have been different without their contribution?</li> <li>Looking at female from History who has made a significant contribution</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li><b><u>Autumn 1 ' Under the sea'</u></b></li> </ul>	<ul style="list-style-type: none"> <li><b><u>Autumn 2 'Space'</u></b></li> </ul>	<ul style="list-style-type: none"> <li><b><u>Spring 1 ' Dinosaurs'</u></b></li> <li>What is a carnivore? What</li> </ul>	<ul style="list-style-type: none"> <li><b><u>Spring 2 'Lost and found'</u></b></li> </ul>	<ul style="list-style-type: none"> <li><b><u>Summer 1 ' Australia'</u></b></li> </ul>	<ul style="list-style-type: none"> <li><b><u>Summer 2 'Superheroes'</u></b></li> </ul>

	<ul style="list-style-type: none"> <li>• What is a fish? What are the features of this animal group?</li> <li>• What is a mammal? What are the features of this animal group?</li> <li>• I can describe and compare the body parts of a fish and mammal.</li> <li>• What is a bird?</li> <li>• What is autumn?</li> <li>• What is the temperature and rainfall like in autumn?</li> <li>• Measuring rainfall investigation by making rain gauges.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying materials and properties based on 'moon junk' from 'Bob, the man on the moon'</li> <li>• Sorting materials based on materials and properties.</li> <li>• What is the best material for a space suit?</li> <li>• Looking at the environment on the moon</li> <li>• Why are there no plants in space?</li> <li>• Will seeds grow on the moon? Formulating predictions, results and conclusions.</li> <li>• Identifying leaves and trees in our local environment</li> </ul>	<ul style="list-style-type: none"> <li>• is a herbivore? What is an omnivore?</li> <li>• Looking at the characteristics of carnivorous, herbivorous and omnivorous animals including dinosaurs</li> <li>• What is a reptile?</li> <li>• Understanding that dinosaurs were reptiles</li> <li>• Independent research using iPads and laptops</li> <li>• Making observational changes about the seasons and weather</li> <li>• What is daylight?</li> </ul>	<ul style="list-style-type: none"> <li>• Learning about Antarctic animals and identifying these as mammals, birds and fish</li> <li>• Classifying Antarctic animals as carnivores, herbivores or omnivores</li> <li>• Which materials are waterproof?</li> <li>• Designing a boat for our character</li> <li>• How do trees change in different seasons? Can we identify the evergreen and deciduous trees?</li> <li>• Recording temperatures in spring.</li> </ul>	<ul style="list-style-type: none"> <li>• What type of animal is Tiddalik? How do you know?</li> <li>• Classifying animals into groups</li> <li>• Looking at absorbency as a property of a material</li> <li>• Carrying out a simple test to see which paper towel is most absorbent.</li> <li>• Making observational changes about the seasons and weather</li> </ul>	<ul style="list-style-type: none"> <li>• Using our senses when designing a 'super' fruit salad?</li> <li>• Using our senses at Kew Gardens</li> <li>• Which will be the best material for Max's crash mat?</li> <li>• Are trees superheroes?</li> <li>• How can we identify them?</li> <li>• I can identify common plants.</li> <li>• Trip to Kew Gardens</li> </ul>
<b>Art/DT</b>	<p><b><u>Autumn 1: 'Under the sea'</u></b></p> <ul style="list-style-type: none"> <li>• Looking at the work of Paul Klee. What techniques did he use in his 'Sea monsters' painting?</li> <li>• Learning and practising colour mixing skills.</li> <li>• Making our own piece of art based on 'The Snail and the Whale'</li> <li>• Using colour mixing for the background, water colours for the whale and collage for the snail.</li> <li>• Evaluating our own work and identifying what we like and what we would like to improvement.</li> </ul>	<p><b><u>Autumn 2: How can I draw effectively?</u></b></p> <ul style="list-style-type: none"> <li>• Looking at the work of Van Gogh &amp; Frida Kahlo</li> <li>• Mark making techniques</li> <li>• Using a viewfinder</li> <li>• Proportions of a face</li> <li>• Colour use</li> <li>• Light and shade</li> </ul>	<p><b><u>Spring 1: DT 'Dinosaurs'</u></b></p> <ul style="list-style-type: none"> <li>• Cutting skills</li> <li>• Joining materials together</li> <li>• Drawing clear designs</li> <li>• Making and developing a slider mechanism</li> <li>• Making and developing a lever mechanism</li> <li>• Making and developing a wheel mechanism</li> </ul>	<p><b><u>Spring 2: DT 'Lost and found'</u></b></p> <ul style="list-style-type: none"> <li>• Looking at weaving as 'over-under' technique</li> <li>• Understanding that successive rows have opposite pattern</li> <li>• To understand the word 'loom'</li> <li>• How can you join materials to make a puppet?</li> <li>• Basic sewing techniques– cutting thread, threading a needle, sewing material together</li> </ul>	<p><b><u>Summer 1: Art 'Australia'</u></b></p> <ul style="list-style-type: none"> <li>• Aboriginal art</li> <li>• Looking at the work of other artists and find similarities/differences.</li> <li>• Explore different mediums and tools to create a specific effect.</li> <li>• Plan their piece of work and give reasons for their choices</li> <li>• To create a work of art in the style of Aboriginal art.</li> <li>• Evaluate own work and that of others</li> </ul>	<p><b><u>Summer 2: DT 'Superheroes'</u></b></p> <ul style="list-style-type: none"> <li>• Superhero fruit salad</li> <li>• Understand that there are a variety of healthy (super) fruits, some fresh others dried</li> <li>• Explore colour, texture and taste</li> <li>• Health and safety when handling and tasting food</li> <li>• Everyday cutlery as effective tools</li> <li>• Improving the taste, texture and appearance of fruit through different methods of preparation and using additional ingredient</li> </ul>
<p><b>Throughout the year:</b> Year 1 classrooms have a 'Making station' which has a different mini project each week. E.g. puppets, masks, festival linked arts and crafts</p>						

					<ul style="list-style-type: none"> <li>• Writing a specification in a team</li> <li>• Making fruit salad based on specification</li> <li>• Evaluating own work and that of others</li> </ul>
<b>RE</b>	<ul style="list-style-type: none"> <li>• To think about what God means to them and others</li> <li>• Learning that some people sometimes use images to convey meaning</li> <li>• There are different images of God contained within the Bible</li> <li>• Looking at the Christmas story</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that Christians see Jesus as the Son of God</li> <li>• To order the events of Jesus' life</li> <li>• To discuss some of the miracles that Jesus performed</li> <li>• To discuss friendship and the role of Jesus' disciples</li> <li>• To visit and look at features of a church</li> <li>• To learn about the festival of Easter</li> </ul>	<ul style="list-style-type: none"> <li>• To understand what the Torah is and why it is important to Jewish people</li> <li>• To discuss how and why Jewish families celebrate Shabbat</li> <li>• To discuss why &amp; how we should care for our world</li> <li>• To understand who Allah is and how Muslims worship him</li> <li>• To understand what is important to Muslim families</li> <li>• To discuss whether prayer is important to everyone</li> </ul>		
<b>ICT</b>	<ul style="list-style-type: none"> <li>• E-safety – 'Smartie the Penguin'</li> <li>• Logging on</li> <li>• Graphics Christmas Cards</li> </ul>	<ul style="list-style-type: none"> <li>• Programming Beebots</li> <li>• Writing and editing simple algorithms for the Beebots</li> <li>• Use '2 Simple Music: 2PLAY' to explore ways of making and changing sounds:</li> </ul>	<ul style="list-style-type: none"> <li>• Develop familiarity with the keyboard – spacebar, backspace, shift, enter, to provide text on screen that is clear and error free</li> <li>• Select and manipulate text font, size and colour to create captions, labelling and simple sentences</li> <li>• Select and manipulate appropriate images</li> <li>• Select and manipulate WordArt and Shapes</li> <li>• Take original images using a camera and add to document</li> <li>• Use ICT to sort objects into groups according to a given criterion; <ul style="list-style-type: none"> <li>• Understand that ICT can create and modify charts quickly and easily</li> <li>• Use pictogram software to represent and interpret simple data</li> </ul> </li> </ul>		
<b>Languages</b>	<ul style="list-style-type: none"> <li>• Learn simple greetings in French</li> <li>• Count to 5</li> <li>• Introduce the toys/ friends understand and use the main word for toys</li> <li>• Learn to say "yes and No"</li> <li>• Respond to simple instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use words for food</li> <li>• Respond to simple instructions</li> <li>• Say something that is good to eat</li> <li>• Introduce 2 members of the family</li> <li>• Understand and use words for clothes</li> <li>• Describe cold weather</li> </ul>	<ul style="list-style-type: none"> <li>• Learn and understand some Easter related words</li> <li>• Say "I Like", "thank you" and no "thank you"</li> <li>• Understand and use words for little and big</li> <li>• Respond to simple instructions</li> <li>• Count</li> </ul>		

	<ul style="list-style-type: none"> <li>• Hiding</li> <li>• Thank you</li> <li>• Colours of autumn</li> <li>• Knowing how to ask how someone is feeling</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce little and big</li> <li>• Say you are hungry, ask for some food and say thank you</li> <li>• Understand and use words to describe parts of house and name animals</li> </ul>	<ul style="list-style-type: none"> <li>• Ask someone to play</li> <li>• Say you are sleeping</li> <li>• Please and thank you</li> <li>• Understand and use words for animals and 1 colour</li> <li>• Continue to count</li> <li>• Understand and use words for family members and 2 more animals</li> <li>• Say you are frightened</li> <li>• Recognise more action verbs</li> </ul>			
<b>Music</b>	<p>“Hey You!” Unit from Charanga Scheme of Work:</p> <ul style="list-style-type: none"> <li>• Rhythm games / speaking chants and rhymes</li> <li>• Old School Hip-Hop: listening to range of high quality-recorded music and using dance and rapping to expressively interpret themes.</li> </ul> <p>Preparation for whole School Harvest Festival song.</p>	<p>“Rhythm in the Way We Walk / Banana Rap.” From Charanga Scheme of Work</p> <ul style="list-style-type: none"> <li>• Continue working on rapping and holding a steady beat.</li> <li>• Tongue twisters and breath control for developing use of expressive voices.</li> <li>• Untuned percussion instruments to hold a simple beat in a musical way.</li> </ul> <p>Introduction to simple rounds</p> <p>Preparation for Whole School Carol Service</p>	<p>Preparation for Year 1 / 2 Class show: “Little Red Riding Hood.”</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Using their voices to act and sing up-beat music.</li> <li>• Dynamics and vocal control</li> <li>• Singing two part songs and simple rounds.</li> </ul>	<p>“In the Groove” + “Rhythm in the Way We Walk” Units from Charanga Scheme of Work:</p> <p>Different Genres of Music:</p> <ul style="list-style-type: none"> <li>• Bhangra,</li> <li>• Baroque</li> <li>• Latin</li> <li>• Funk</li> <li>• Blues</li> </ul> <p>Using our voices in different ways</p>	<p>“Your Imagination” from Charanga Scheme of Work.</p> <ul style="list-style-type: none"> <li>• Use of voice to sound ethereal.</li> </ul> <p>Round work:</p> <ul style="list-style-type: none"> <li>• Singing more complex rounds including holding a simple part on their own.</li> <li>• Holding an ostinato part.</li> </ul>	<p>Reflect on the Year, Round work and preparation for Prize Day.</p>
<b>PE</b>	<p><b><u>Autumn 1</u></b></p> <p><b><u>Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>• Pupils will understand the meaning of pathways</li> <li>• Pupils will be able to move in curved pathways</li> <li>• Pupils will explore different types of jumps</li> </ul> <p>Pupils will be able to change direction by turning or spinning - Pupils will perform basic sequences</p> <p><b><u>Football</u></b></p>	<p><b><u>Autumn 2</u></b></p> <p><b><u>Ball Skills</u></b></p> <ul style="list-style-type: none"> <li>• To share hall safely with others</li> <li>• To further develop catching, throwing and bouncing</li> <li>• To show increased control in sending, receiving and travelling with a ball alone, and with a partner.</li> <li>• Respond readily and safely to instructions.</li> <li>• To play simple team games</li> </ul> <p><b><u>Football</u></b></p>	<p><b><u>Spring 1</u></b></p> <p><b><u>Dance</u></b></p> <ul style="list-style-type: none"> <li>• Remember and repeat simple skills and actions with increasing control and co-ordination.</li> <li>• Explore how to choose and apply skills and actions in sequence and in combination.</li> <li>• Describe what they have done.</li> <li>• Observe and describe what others have done.</li> <li>• Use what they have learnt to improve the quality and control of their work.</li> </ul>	<p><b><u>Spring 2</u></b></p> <p><b><u>Ball Skills</u></b></p> <ul style="list-style-type: none"> <li>• To share hall safely with others</li> <li>• To further develop catching, throwing and bouncing</li> <li>• To show increased control in sending, receiving and travelling with a ball alone, and with a partner.</li> <li>• Respond readily and safely to instructions.</li> <li>• To play simple team games</li> </ul> <p><b><u>Rugby</u></b></p>	<p><b><u>Summer 1</u></b></p> <p><b><u>Short Tennis</u></b></p> <ul style="list-style-type: none"> <li>• To be able to use a tennis racket correctly</li> <li>• To understand the action used when playing tennis shots</li> <li>• To hit the ball with a racket correctly</li> <li>• To hit a shot towards a target</li> </ul> <p><b><u>Striking and Fielding</u></b></p> <ul style="list-style-type: none"> <li>• Children will be introduced to and develop a range of sending, receiving,</li> </ul>	<p><b><u>Summer 2</u></b></p> <p><b><u>Athletics</u></b></p> <ul style="list-style-type: none"> <li>• In this unit pupils will experience running, jumping and throwing activities.</li> <li>• Pupils will accurately replicate running challenges and competitions that require speed and changes in</li> </ul>

	<ul style="list-style-type: none"> <li>Children will focus on learning dribbling, passing and shooting skills.</li> </ul> <p><b><u>Netball</u></b></p> <ul style="list-style-type: none"> <li>Children will experience working with a variety of equipment and to explore individual skills during play.</li> <li>In all games activities, children will learn movement skills relevant to games, including running, stopping, jumping, chasing, dodging and skipping.</li> <li>Children will begin to make use of space and start to think about outwitting an opponent.</li> <li>Will begin to watch and describe others' performances, as well as their own.</li> <li>To keep and run a game using a set of rules.</li> </ul> <p><b><u>Swimming</u></b></p> <p>Children attend a weekly swimming lesson throughout the year.</p> <ul style="list-style-type: none"> <li>Year 1 follow the ASA Learn to swim pathway.</li> </ul>	<ul style="list-style-type: none"> <li>Children will focus on learning dribbling, passing and shooting skills.</li> </ul> <p><b><u>Netball</u></b></p> <ul style="list-style-type: none"> <li>Children will experience working with a variety of equipment and to explore individual skills during play.</li> <li>In all games activities, children will learn movement skills relevant to games, including running, stopping, jumping, chasing, dodging and skipping.</li> <li>Children will begin to make use of space and start to think about outwitting an opponent.</li> <li>Will begin to watch and describe others' performances, as well as their own.</li> <li>To keep and run a game using a set of rules.</li> </ul> <p><b><u>Swimming</u></b></p> <p>Children attend a weekly swimming lesson throughout the year.</p> <ul style="list-style-type: none"> <li>Year 1 follow the ASA Learn to swim pathway.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and describe how their bodies feel during different activities</li> <li>Use movement imaginatively, responding to stimuli</li> <li>Express and communicate ideas</li> </ul> <p><b><u>Rugby</u></b></p> <ul style="list-style-type: none"> <li>Children will focus on introducing and developing basic skills for tag rugby.</li> <li>In all games activities, children will think about how to use core skills and apply basic tactics in order to attack the opposition.</li> <li>Individuals will learn to make informed decisions during small sided games and plan attacking ideas.</li> <li>To understand the effect of exercise and its importance.</li> <li>To develop an attitude of fair play and enjoyment through games activities.</li> </ul> <p><b><u>Hockey</u></b></p> <ul style="list-style-type: none"> <li>Children will focus on developing basic skills for hockey and performing them under control.</li> <li>In all games activities, children will think about how to use basic strategies to advance on the opposition.</li> <li>They will learn to plan basic principles of attack and make informed decisions during small sided games.</li> <li>To understand the effect of exercise and develop an attitude of fair play, sportsmanship and enjoyment.</li> </ul> <p><b><u>Swimming</u></b></p>	<ul style="list-style-type: none"> <li>Children will focus on introducing and developing basic skills for tag rugby.</li> <li>In all games activities, children will think about how to use core skills and apply basic tactics in order to attack the opposition.</li> <li>Individuals will learn to make informed decisions during small sided games and plan attacking ideas.</li> <li>To understand the effect of exercise and its importance.</li> <li>To develop an attitude of fair play and enjoyment through games activities.</li> </ul> <p><b><u>Hockey</u></b></p> <ul style="list-style-type: none"> <li>Children will focus on developing basic skills for hockey and performing them under control.</li> <li>In all games activities, children will think about how to use basic strategies to advance on the opposition.</li> <li>They will learn to plan basic principles of attack and make informed decisions during small sided games.</li> </ul> <p><b><u>Swimming</u></b></p> <p>Children attend a weekly swimming lesson throughout the year.</p> <ul style="list-style-type: none"> <li>Year 1 follow the ASA Learn to swim pathway.</li> </ul>	<p>batting and bowling skills, especially in specific striking and fielding games.</p> <ul style="list-style-type: none"> <li>Children will work on the common skills and principles, including attack and defence.</li> <li>To develop an attitude of fair play, sportsmanship and enjoyment</li> </ul> <p><b><u>Swimming</u></b></p> <p>Children attend a weekly swimming lesson throughout the year.</p> <ul style="list-style-type: none"> <li>Year 1 follow the ASA Learn to swim pathway.</li> </ul>	<p>direction. In all athletic based activities</p> <ul style="list-style-type: none"> <li>Pupils will engage in performing skills and measuring performance.</li> <li>Pupils will develop the ability to follow safety procedures and handle equipment correctly.</li> </ul> <p><b><u>Striking and Fielding</u></b></p> <ul style="list-style-type: none"> <li>Children will be introduced to and develop a range of sending, receiving, batting and bowling skills, especially in specific striking and fielding games.</li> <li>Children will work on the common skills and principles, including attack and defence.</li> <li>To develop an attitude of fair play, sportsmanship and enjoyment</li> </ul> <p><b><u>Swimming</u></b></p> <p>Children attend a weekly swimming lesson throughout the year.</p> <ul style="list-style-type: none"> <li>Year 1 follow the ASA Learn</li> </ul>
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<b>PSHEE</b>	<ul style="list-style-type: none"> <li>The meaning of rules and why we have rules <ul style="list-style-type: none"> <li>Appreciation of class rules</li> <li>Rules for our protection</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Developing self-confidence and self-esteem</li> <li>What I'm good at; what I like about myself Friendship web, how to be a good friend Friendship – the importance of helping each other, teamwork and sharing</li> </ul>	<ul style="list-style-type: none"> <li>Forming good relationships with adults and peers</li> <li>How to treat others and show kindness</li> <li>Having awareness of own needs, views and feelings and that of others</li> <li>Managing Anger: Looking at good and bad choices and how children and adults can help.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding right and wrong and why</li> <li>Consider consequences of own actions and words</li> </ul>	<ul style="list-style-type: none"> <li>Understand that people have different needs, views, cultures and beliefs that need to be treated with respect.</li> <li>It's ok to be different</li> <li>To identify and respect differences in people - having awareness of, and an interest in, cultural and religious differences</li> <li>Factors that make our community successful and happy – acceptance, tolerance and respect.</li> <li>How different cultural communities in Britain make a positive contribution.</li> <li>Have a positive self-image and show that they are comfortable with themselves</li> <li>Enjoy joining in with family, customs and routine</li> </ul>	
<b>Visits</b>	Look Out Centre		Theatre company visit			Kew Gardens