



## Journey 2: Long Term Plan 2023-2024

	<b>My Communication</b> (Drama links)	<b>My Problem Solving</b> <i>(Please use this a guide for coverage- teachers know the needs/abilities of their pupils best so please adapt and revisit areas as needed)</i>	<b>My World</b> DofE Early Learning Goals DofE Science Statutory Requirements	<b>My Imagination</b>	<b>Using Technology</b> (Online safety links)	<b>My Health</b>	<b>Myself &amp; Others</b> PSHE – Jigsaw (Weekly reflection sessions to cover RE & Citizenship twice a week in class linked to assembly themes. See assembly document)	<b>My Independence</b>
<b>Transitions:</b> Myself & Others focus for the first 2 weeks of Autumn Term.								
<b>1</b>	<b>Topic: Let's meet new friends - RSE</b>		<b>Key Texts:</b> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-right: 20px;">                     Books requested:                      The Bad Seed, Jory John                 </div> <div style="border: 1px solid black; padding: 5px; display: inline-block;">                     A Sick Day for Amos Mcgee, Philip Stead                      Hooray for Hat, Brian Won                      Be a Friend, Salina Yoon.                 </div>					
	<i>Drama should be taught throughout the year as part of the English curriculum- this should be at the discretion of the teacher as to how skills (in red) and drama techniques e.g. freeze frames, role play, hot seating etc. are implemented across the year based on what the key texts lend themselves to.</i>  Drama- Use unfamiliar props and materials to role playing in imaginative play;	Operations: <b>Focus: Place value and counting</b> To understand counting, early addition, and subtraction beyond 10 and the associated language at a concrete level. Begin moving concrete into diagrams and pictorial representations of calculations (see calculation policy). Become more fluent in writing, reading and the place value of numbers beyond 20. Begin to look at Calculation Policy- Stages 1-2.	Science: Physical processes  Geography: Maps of our classroom or school; season - autumn  History: Explore personal life changes (moving to new class; getting older in our class)	Art: Experiment & explore with pattern and texture Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space.  Child initiated play & play with purpose  Music: Listen, copy and remember simply beats and rhythms using instruments or body percussion.	NC link: Develop digital drawing skills.  Key skills: Select colours and pens/ paintbrushes when painting digitally. Use a range of painting tools. Use the undo button correctly. Use touchscreen devices purposefully. Use a mouse/ trackpad to draw digitally.	PE: Managing personal & others safety / risk; challenging self to have a go; exploring familiar equipment with confidence e.g. soft play  Get set 4 PE Fundamentals year 1 skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination.  Healthy eating & lifestyle: joining in nurture breakfast  Food tech:	<b>PSHE – Being me in my World</b>  Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings  RE & Citizenship: Actively participate in a community and	Independence: Develop understanding of self-organisation and self-confidence.  Personal Needs: Develop independence with Personal care routines.  Personal Safety: Develop an understanding of danger in the wider school environment and use simple

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<p>Recount imaginative play narratives and stories with peers and familiar adults.          *Begins to be aware of an audience and adapts tone and voice accordingly.</p> <p>Phonics/See and Learn          Stories linked to making friends / being in a new class</p> <ul style="list-style-type: none"> <li>• PHONICS ASSESSMENTS</li> <li>• RISING STARS ASSESSMENTS</li> </ul> <p>Communication including speaking and listening:          Develop an understanding of reciprocal interactions and begins to respond appropriately. Focus on social skills and friendships. This can be done through games such as Simon says, Chinese whispers, I went to the shop and I bought etc. Use nurture breakfast to encourage positive interactions.</p> <p>Reading:          To recognise and derive meaning from a range of print, signs and symbols, processing key ideas from these with support. Develops an understanding of the</p>	<p>Functional Maths:          To understand maths in everyday life and solve problems in practical situations. Begin to understand data, time and money in everyday life through play and personal experiences.</p> <p>Shape, space and measure: <b>Focus: Object description and direct comparison</b>          Engage in object description and direct comparison using associated language          Make direct links between language and object.</p>		<p>Sing as part of a larger group including learning songs, rhymes and chants.          (sing and sign)</p>	<p>Hardware/software:          Laptops, iPads, Purple Mash – 2Paint, 2Paint-a-picture</p>	<p>- explore how ingredients change when cooked;          - Fine Motor Control: mixing, rolling, cutting, shaping;          - sensory: changes in texture; taste &amp; smell</p> <p>Increasing independence in personal hygiene</p>	<p>communicate choices</p>	<p>strategies to keep themselves safe.</p>
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<p>process of reading and the retrieval of information through texts, with support.</p> <p>Writing: To communicate and share thoughts and ideas in written form, beginning to use simple grammar and spelling rules with support. <b>This can be done through sequencing, basic sentence structure work, SPaG lessons. Focus on basic repeated sentences linked to stories they have read, using adjectives to describe a character etc. Development of skills linked to using co-ordinating conjunctions to join sentences.</b></p>							
<p><b>2</b> <b>Topic: Sunshine and Starlight – Science</b></p>	<p>Key Texts: *Moon a peel-through picture book Britta Teckentrup *Noisy Night Mac Barnett</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <p>*Night Job Karen Hesse *Dad &amp; the dinosaur Gennifer Choldenko</p> </div>						
<p>Listening and attention – <b>listening and responding to questions asked linked to class stories</b>; Understanding; Speaking – <b>retelling stories</b> Phonics/ <b>See and Learn</b></p> <p>Information books – <b>recall and write down basic facts using accurate sentence structure</b>; fiction linked to topic – <b>sentence writing using</b></p>	<p>Operations: Focus: <b>Place value and addition/subtraction.</b> To develop addition, subtraction skills and the associated language at a more abstract level. Begin moving concrete into diagrams and pictorial representations; beginning to use numbers (see calculation policy). Become secure with writing, reading and the place value of numbers beyond 20. Begin to look</p>	<p>Science: <b>Explore the natural world around them, making observations and drawing pictures of animals and plants.</b></p> <p>Night &amp; day; nocturnal animals; who works at night?</p> <p>Geography: Earth / sun &amp; how these dictate night &amp; day</p>	<p>Art and DT: Using a range of multi-sensory materials to create art e.g. poster paint, watercolours; choice of mark-makers eg brushes, fingers. Exploring colour and shade. Choose appropriate resources and tools in order to do this.</p> <p>Music: Recognise and name a wider range of instruments and</p>	<p>NC link: Use technology safely and respectfully, keeping personal information private.</p> <p>Key skills: <b>Navigate and range of software safely. Understand the importance of keeping personal</b></p>	<p>PE: Copy and imitate a series of movements, skills and actions e.g. dance; changes for PE with increasing independence</p> <p><b>Get set 4 PE dance year 1 explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them</b></p>	<p><b>PSHE – Celebrating Difference</b> Assumptions and stereotypes about gender Understanding bullying</p> <p>RE &amp; Citizenship: Explore similarities &amp; differences, considering faith and religion.</p>	<p>Independence: Develop understanding of self-organisation and self-confidence.</p> <p><b>Options looking at road safety around.</b></p> <p>Personal Needs: Develop independence with Personal care routines.</p>

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<p>appropriate punctuation, sentence starters, HFW/CEW spellings.</p> <p>Communication including speaking and listening: Develop an understanding of reciprocal interactions and begins to respond appropriately. This can be done through games such as Simon says, Chinese whispers, I went to the shop and I bought etc. Use nurture breakfast to encourage positive interactions.</p> <p>Reading: To recognise and derive meaning from a range of print, signs and symbols, processing key ideas from these with support. Develops an understanding of the process of reading and the retrieval of information through texts, with support.</p> <p><b>Writing:</b> To communicate and share thoughts and ideas in written form, beginning to use simple grammar and spelling rules with support. This can be done through sequencing, basic sentence structure work, SPaG lessons.</p>	<p>at Calculation Policy- Stages 1-2.</p> <p>Functional Maths: To understand maths in everyday life and solve problems in practical situations. Begin to understand data, time and money in everyday life through play and personal experiences.</p> <p>Shape, space and measure: <b>Focus: Position and direction</b> Describe position and can follow basic directional language including forwards/backwards, left/right. Develop understanding of directional language and begin to use in practical contexts.</p>	<p>History: Change over time &amp; developmentally appropriate words e.g. now, then.</p>	<p>comment and compare their sounds e.g. nocturnal animals themed</p> <p>Sing as part of a larger group including learning songs, rhymes and chants. (sing and sign)</p>	<p>information safe and private.</p> <p>Hardware/ software: Laptops, iPads, Reading eggs, Maths seeds, Education city, Prodigy maths, Times table rockstars, NOS.</p>	<p>together to make short dance phrases.</p> <p>Healthy eating &amp; lifestyle: Healthy food choices</p> <p>Look at why we need to eat regularly during the day. Explore with pupils whether they can remember why our bodies need food. We need food so our bodies can grow, be active and stay healthy. Looking at special occasions. Invite parent/carers to talk about their choices.</p> <p>Food tech: - explore how ingredients change when cooked; - Fine Motor Control: mixing, rolling, cutting, shaping; stretching, spreading, kneading - sensory: changes in texture; taste &amp; smell &amp; trying new foods</p>	<p>Personal Safety: Develop an understanding of danger in the wider school environment and use simple strategies to keep themselves safe.</p> <p>Careers</p> <p>Beginning to identify different types jobs</p>
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	<p>Focus on basic repeated sentences linked to stories they have read, using adjectives to describe a character etc. Development of skills linked to using co-ordinating conjunctions to join sentences.</p>								
3	<p><b>Topic: Roars and Claws - History</b></p>		<p>Key Texts:                  *Stegosaurus- Bridget Heos                  *How to be a t-rex - Ryan North                  *First flaps &amp; facts giant dinosaurs by editors of silver dolphin</p>			<p>*Dinosaur bones - Bob Barner                  *The girl &amp; the dinosaur - Hollie Hughes                  *Danny &amp; the dinosaur - Syd Hoff                  *Tyrannosaurus Drip - Julia Donaldson</p>		<p>books</p>	
	<p>Explaining ideas Phonics/ <b>See and Learn</b> Story books linked to topic</p> <p>Communication <b>including speaking and listening:</b> Develop an understanding of reciprocal interactions and begins to respond appropriately. <b>This can be done through games such as Simon says, Chinese whispers, I went to the shop and I bought etc. Use nurture breakfast to encourage positive interactions.</b></p> <p>Reading: To recognise and derive meaning from a range of print, signs and symbols, processing key ideas from these with support. Develops an understanding of the process of reading and the retrieval of</p>	<p>Operations: <b>Focus: Addition and Subtraction.</b> Solve addition and subtraction calculations and problems within a real-life context and the associated language at a concrete and pictorial level. Pupils begin to read, write and understand abstract calculations for addition and subtraction up to 20. Begins to solve simple number bonds at a practical level. Begin to look at Calculation Policy- Stages 1-2.</p> <p>Functional Maths: To understand maths in everyday life and solve problems in practical situations. Begin to understand data, time and money in everyday life through play and personal experiences.</p> <p>Shape, space and measure:</p>	<p>Science: Different dinosaurs – habitats, diet, etc</p> <p><b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</b></p> <p>Geography: Where dinosaurs lived; what their landscape looked like (similarities and differences to landscapes familiar to pupils, including natural and manmade)</p> <p>History: time line: dinosaurs lived ‘long, long ago’. Extinction: no dinosaurs are alive now. Now vs then - differences between now &amp; then, including now humans were not alive then.</p>	<p>Art and DT: Make simple, moving dinosaurs/ creatures that move using split pins, wheels and axels (found in Lego and K-NEX. Understand how these structures can be made stronger/ stiffer/ more stable.</p> <p>Music: Explore playing different instruments, copying and remembering rhythms and patterns e.g. dinosaur themed music/performance</p> <p>Sing as part of a larger group including learning songs, rhymes and chants. (sing and sign)</p>	<p>NC link: Begin to use simple code, algorithms and programs; use sequencing to solve a problem.</p> <p>Key skills: Understand an algorithm is a set of instructions. Work out what is wrong with a simple algorithm when it goes wrong. Begin to understand that an unexpected outcome is due to the code entered and can attempt to fix.</p> <p>Hardware/ software: Laptops, iPads, Beebots, unplugged activities, Purple</p>	<p>PE: Negotiate space and speed, developing an awareness of safety and increasing independence, e.g. gymnastics</p> <p><b>Get set 4 PE</b>  <b>Gymnastics year 1 skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing.</b></p> <p>Healthy eating &amp; lifestyle: Understand benefits of exercise; links tiredness and sleep</p> <p>Food tech: - <b>explore how ingredients change when cooked juiced how items can be a solid to be a liquid.</b></p>	<p><b>PSHE – Dreams and goals</b> Achieving realistic goals Perseverance</p> <p>RE &amp; Citizenship: Show respect for their own cultures and those of others</p>	<p>Independence: Develop understanding of self-organisation and self-confidence.</p> <p><b>Looking at emotion’s identification</b></p> <p>Personal Needs: Develop independence with Personal care routines.</p> <p>Personal Safety: Develop an understanding of danger in the wider school environment and use simple strategies to keep themselves safe.</p>	

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	<p>information through texts, with support.</p> <p>Writing: To communicate and share thoughts and ideas in written form, beginning to use simple grammar and spelling rules with support. <b>This can be done through sequencing, basic sentence structure work, SPaG lessons. Focus on basic repeated sentences linked to stories they have read, using adjectives to describe a character etc. Development of skills linked to using co-ordinating conjunctions to join sentences.</b></p>	<p><b>Focus: Shape and patterns.</b> Begin to develop a more secure understanding of common 2d/3d shapes, finding them in the environment and understanding their properties. Complete and make repeating patterns in pictures and real life.</p>			<p>Mash – 2Code, 2Go.</p>	<p><b>Adding water can change the texture;</b></p> <ul style="list-style-type: none"> <li>- Fine Motor Control: creaming, whisking, pouring</li> <li>- sensory: changes in texture; taste &amp; smell; colour – using food dye</li> </ul>			
<p><b>4</b></p>	<p><b>Topic: Tiny Creatures – Science</b></p>		<p>Key Texts: *Mrs Peanuckle’s bug alphabet *Miss Spider’s tea party David Kirk *Wiggling worms at work Wendy Pfeffer *Claudia &amp; Moth Jennifer Hansen Rolli</p>		<p>*The honeybee Kirsten Hall *Snail Crossing Corey Cabor *I Fly Bridget Heos *Ant &amp; Grasshopper Rebecca Emberley</p>				
	<p>Phonics/ <b>See and Learn</b> Information &amp; story books linked to topic</p> <ul style="list-style-type: none"> <li>• <b>PHONICS ASSESSMENTS</b></li> <li>• <b>RISING STARS ASSESSMENTS</b></li> </ul> <p>Communication <b>including speaking and listening:</b> Develop an understanding of reciprocal interactions and begins to respond appropriately. <b>This can</b></p>	<p><b>Focus: Multiplication and Division.</b> Begins to develop an understanding that multiplication is a way of increasing numbers in groups at a time; count in steps of 2 ,5, 10 using physical objects. Use knowledge to double and begin to halve even numbers to 20 using practical resources. Begin to look at Calculation Policy- Stages 1-2.  Functional Maths:</p>	<p>Science: Minibeasts – habitats, comparisons eg nos of legs, safe explorations of them (pupil safety &amp; minibeast safety) <b>Explore the natural world around them, making observations and drawing pictures of animals and plants</b></p> <p>Geography: Where to find minibeasts; explore how we interact with our environment and</p>	<p>Art and DT: Mark making with a range of tools; know and compare the work of some artists or craft makers or designers. Fine Motor Control: roll, press, twist, squeeze, push, etc. <b>Press objects into a malleable material to make textures, patterns and imprints. Use own ideas to make something.</b></p>	<p>NC link: Use technology purposefully to create, store and retrieve digital content.  Key skills: <b>Name, save and retrieve own work.</b> Use a range of media including photos, sound and text. <b>Take ownership of their own work</b></p>	<p>PE: Co-operate and work with others, understanding need for turn taking, sharing and team work e.g. team games  <b>Get set 4 pe year 1 team building develop their communication and problem-solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other</b></p>	<p><b>PSHE – Healthy Me</b> Motivation Healthier Choices  RE &amp; Citizenship: Religious differences with the clothing we wear on our bodies.</p>	<p>Independence: Develop understanding of self-organisation and self-confidence.  Personal Needs: Develop independence with Personal care routines.  Personal Safety: Develop an understanding of</p>	

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<p><b>be done through games such as Simon says, Chinese whispers, I went to the shop and I bought etc. Use nurture breakfast to encourage positive interactions.</b></p> <p>Reading: To recognise and derive meaning from a range of print, signs and symbols, processing key ideas from these with support. Develops an understanding of the process of reading and the retrieval of information through texts, with support.</p> <p>Writing: To communicate and share thoughts and ideas in written form, beginning to use simple grammar and spelling rules with support. <b>This can be done through sequencing, basic sentence structure work, SPaG lessons. Focus on basic repeated sentences linked to stories they have read, using adjectives to describe a character etc. Development of skills linked to using co-ordinating conjunctions to join sentences.</b></p>	<p>To understand maths in everyday life and solve problems in practical situations. Begin to understand data, time and money in everyday life through play and personal experiences.</p> <p>Shape, space and measure: <b>Focus: Measure</b> To develop an understanding of measuring and comparing different quantities including: length/height, weight/mass and volume/capacity. Using language of direct comparison to indicate difference.</p>	<p>our impact. Importance of eco system( we need minibeasts etc)</p> <p>History: Significant people in history e.g. explorers comparing before and after.</p>	<p>Music: Listen to and appraise interesting pieces of music and share their opinions-link sounds to feelings.</p> <p>Sing as part of a larger group including learning songs, rhymes and chants. (sing and sign)</p>	<p><b>and save in a safe space.</b></p> <p>Hardware/ software: Laptops, iPads, Purple Mash, <b>NOS.</b></p>	<p>Healthy eating &amp; lifestyle: Find out where food comes from e.g. fruit &amp; veg; builds a toolbox of resources to support mental health and wellbeing e.g. mindfulness</p> <p>Food tech: - Fine Motor Control: slicing, cutting - sensory: differences in texture; taste &amp; smell, including sweet versus sour</p>		<p>danger in the wider school environment and use simple strategies to keep themselves safe.</p>
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5	<p><b>Topic: I live here! – Geography</b></p>	<p><b>Key Texts:</b>          Teacher-made text on Smart notebook: Huddersfield Plus: Living in a town Richard Spilsbury (non-fict)          Wake Up City Erica Silverman</p>		<p>Mr Pine’s Purple House Leonard Kessler          Building a house Byron Barton          Madame Martine Sarah Brannan          Topsy--Turvy Town by Luc Melanson</p>				
	<p>Phonics/ <b>See and Learn</b> Atlases; information books about our locality &amp; UK</p> <p>Communication <b>including speaking and listening:</b>          Develop an understanding of reciprocal interactions and begins to respond appropriately. <b>This can be done through games such as Simon says, Chinese whispers, I went to the shop and I bought etc. Use nurture breakfast to encourage positive interactions.</b></p> <p>Reading:          To recognise and derive meaning from a range of print, signs and symbols, processing key ideas from these with support. Develops an understanding of the process of reading and the retrieval of information through texts, with support.</p> <p>Writing:          To communicate and share thoughts and ideas in written form, beginning to use simple grammar and spelling</p>	<p><b>Focus: Multiplication and Division.</b>          Begins to understand division as splitting and sharing into groups. Solve simple division problems through use of practical resources. Begin to look at Calculation Policy- Stages 1-2.</p> <p>Functional Maths:          To understand maths in everyday life and solve problems in practical situations. Begin to understand data, time and money in everyday life through play and personal experiences.</p> <p>Shape, space and measure:  <b>Focus: Time</b>          To develop an understanding of measure (time) in everyday life. Uses language associated with time and begins to tell the time to the hour/half past. They show an increased familiarity with the days of the week and significant events in their day.</p>	<p>Science:          (Cornerstone Human Survival)          My body          Describe the stages of human development (baby, toddler, child, teenager, adult and elderly).</p> <p><b>SRE Science (Statutory) Refer to the end of the document.</b></p> <p><b>notice that animals, including humans, have offspring which grow into adults</b></p> <p>Geography:          Maps of locality; Understand key features of UK &amp; local landmarks;</p> <p>History:          Develop an awareness of the past, changes in locality, where pupils have and do live.</p>	<p>Art and DT:          Explore the use of line and colour e.g. Identify and mix secondary colours. Observational drawing <b>Use the properties of various materials, such as clay or polystyrene, to develop a block print. (perhaps using ‘Key’ designs on a map as inspiration).</b></p> <p>Music: Learn about and show an awareness of a range of artists, performers and songs linked to pupils’ heritages.</p> <p>Sing as part of a larger group including learning songs, rhymes and chants. (sing and sign)</p>	<p>NC link:          Use technology purposefully to create, organise, store and manipulate digital data.</p> <p>Key skills:          Use pictogram software (2Count) to organise and manipulate digital data.          Use quiz software (2Quiz, Kahoot!) to create and store digital data.</p> <p>Hardware/ software:          Laptops, iPads, Kahoot!, Purple Mash – 2Count, 2Quiz).</p>	<p>PE:          Comment on own and others’ performance e.g. dance / gymnastics</p> <p><b>Get set 4 PE Sending and receiving year 1 will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Challenging themselves, perseverance, honesty being happy to succeed</b></p> <p>Healthy eating &amp; lifestyle:          Recognise simple strategies to manage their emotions and wellbeing,</p> <p>Food tech: bread recipes          - explore how ingredients change when cooked;          - Fine Motor Control: mixing, rolling, cutting, shaping; stretching, spreading, kneading          - sensory: changes in texture; taste &amp; smell &amp; trying new foods</p>	<p><b>PSHE – Relationships</b>          Different types of family          Physical contact boundaries</p> <p><b>RE &amp; Citizenship:</b>          Exploration of a wide range of roles within the community</p>	<p>Independence:          Develop understanding of self-organisation and self-confidence.</p> <p>Personal Needs:          Develop independence with Personal care routines.</p> <p>Personal Safety:          Develop an understanding of danger in the wider school environment and use simple strategies to keep themselves safe.</p> <p><b>Careers</b>  <b>Look at things that I’m good at and what jobs.</b></p>



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	<p>rules with support. This can be done through sequencing, basic sentence structure work, SPaG lessons. Focus on basic repeated sentences linked to stories they have read, using adjectives to describe a character etc. Development of skills linked to using co-ordinating conjunctions to join sentences.</p>								
6	<p><b>Topic: Play days and Holidays- Art</b></p>		<p>Key Texts:                  * Waiting for Chicken Smith David Mackintosh                  * Imagination Vacation Jami Gigot                  * Penguin on Vacation Salina Yoon                  * The Great Indoors Julie Falatko,                  *The night before summer vacation Natasha Wing</p>	<p>*Davy’s summer vacation Brigitte Weninger                  *Come on rain Karen Hesse                  *Marshmallow kisses Linda Crotta Brennan                  *Seaglass summer Michelle Houts                  *The book of summer Agnese Baruzzi                  *Dandelion Summer Fran Preston Gannon                  *Ava’s Poppy Marcus Pfister                  *And then comes summer Tom Brenner</p>					
<p>Phonics/ See and Learn</p> <ul style="list-style-type: none"> <li>• PHONICS ASSESSMENTS</li> <li>• RISING STARS ASSESSMENTS</li> </ul> <p>Communication including speaking and listening:                  Develop an understanding of reciprocal interactions and begins to respond appropriately. This can be done through games such as Simon says, Chinese whispers, I went to the shop and I bought etc. Use nurture breakfast to encourage positive interactions.</p>	<p>Operations:                  Focus: Consolidation of skills.                  To understand counting, early addition and subtraction within and beyond 10 at a concrete level and the associated language. Moving concrete into diagrams and pictorial representations of calculations. Pupils begin to read, write and understand abstract calculations across all 4 operations up to 20. Begin to look at Calculation Policy Stages 1-2.                  Functional Maths:</p>	<p>Science:                  Weather</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Geography:</p>	<p>Art and DT:                  Design, make and evaluate simple products e.g. choosing materials for a purpose                  Cut and join textiles using glue and simple stitches.                  Say what they like about their own or others’ work using simple artistic vocabulary.</p> <p>Music: Create and combine layers of sounds/vocalisations to create a piece of music (soundscape- bbc sounds).e.g. sounds of summer</p>	<p>NC link:                  Use technology safely and respectfully; identify where to go for support when accessing online.</p> <p>Key skills:                  Understand implications of inappropriate online behaviour. Use search engines safely and respectfully. Understand ways of reporting inappropriate behaviour and content.</p>	<p>PE:                  Use and apply a variety of skills to more structured activity e.g. team games</p> <p>Get set for PE                  Year 1 develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing                  engage in performing skills and measuring performance, competing to improve on their own score</p> <p>Healthy eating &amp; lifestyle:                  Less adult support                  Increasing some independence</p>	<p><b>PSHE – Changing Me</b>                  Life cycles in nature                  Growing from young to old</p> <p>RE &amp; Citizenship:                  Develop an understanding of different jobs in a range of contexts &amp; that people are paid for the jobs they do.</p>	<p>Independence:                  Develop understanding of self-organisation and self-confidence.</p> <p>A focus on working in a team</p> <p>Personal Needs:                  Develop independence with Personal care routines.</p> <p>Personal Safety:                  Develop an understanding of danger in the wider school</p>		

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<p>Reading: To recognise and derive meaning from a range of print, signs and symbols, processing key ideas from these with support. Develops an understanding of the process of reading and the retrieval of information through texts, with support.</p> <p>Writing: To communicate and share thoughts and ideas in written form, beginning to use simple grammar and spelling rules with support. <b>This can be done through sequencing, basic sentence structure work, SPaG lessons. Focus on basic repeated sentences linked to stories they have read, using adjectives to describe a character etc. Development of skills linked to using co-ordinating conjunctions to join sentences.</b></p>	<p>To understand maths in everyday life and solve problems in practical situations. Begin to understand data, time and money in everyday life through play and personal experiences.</p> <p>Shape, space and measure: <b>Focus: Consolidation of skills.</b> To actively engage with shapes in the everyday environment, the concept of measures, positions and time. Make direct links between language and object.</p>	<p>Where people go on holidays eg seaside, countryside, city, theme park Seasons - Summer</p> <p>History: How people used to enjoy the seaside, using objects and artefacts.</p>		<p>Hardware/ software: Laptops, iPads, safe search engines, NOS.</p>	<p>Food tech: <b>Following instructions, experimenting with ingredients &amp; trying something new recipes linked to outdoors planning and preparing for gathering skills possible linked to baking, frying e.g. 'fun' recipes.</b></p>		<p>environment and use simple strategies to keep themselves safe.</p>
<p><b>Transitions:</b> Myself &amp; Others focus for the last 3 weeks of Summer Term.</p>							

RSE needs to be covered on a termly basis and is an integral part of keeping our pupils safe at Southgate. If there is not a specific SRE topic that term, reflections and nurture breakfasts could be utilised for coverage.  
Please refer to the curriculum tree and seek advice from the PSHE lead if you have any questions around curriculum content.

Cycle 1

SRE Science (Statutory)

To be taught in the summer term.

The topic to be taught is to be at the teacher's discretion and should be developmentally appropriate for the class being taught.

**Year 1**

Name body parts - head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth.

**Year 2**

Animals have off-spring then grown into adults, e.g. egg to caterpillar, baby to child to teenager to adult.

**Years 3 & 4**

Naming internal and external body parts and function (not reproductive organs), e.g. muscles for support, protection and movement.

**Year 5**

Lifecycle changes in living things – plants and animals.

Different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Timeline of human development, including puberty.

Gestation periods of animals and humans.

**Year 6**

Naming body parts and function, e.g. circulatory system.

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

**KS3**

Reproduction in humans – Structure and function of male and female reproductive system

Menstrual cycle (not including hormones)

Gametes

Fertilisation

Gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.

**KS4**

Communicable diseases including sexually transmitted infections in humans (including HIV/AIDs). Sex determination in humans. Hormones in human reproduction, hormonal and non-hormonal methods of contraception.